

# Transformations

## IN NURSING & HEALTH



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**Assistant Dean, Chief Nurse Executive, Health System Associate VP, Health Sciences CNO UH/Ross Hospitals**  
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**Assistant Dean for Prelicensure Programs**  
Linda Daley, PhD, RN

**Assistant Dean for Student Affairs, Culture and Diversity**  
Ken Sigler, EdD

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

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**Editor and design director**  
Sanford Meisel

**Contributing writers**  
Jennifer Grabmeier, Tan Nguyen, Sandi Rutkowski

**Writers**  
Meggie Biss, Karen Clancy, Megan Denison, Marie Grady, Jill Jess Phythyon, Lori Reeder, Ken Sigler

**Photography**  
Troy Huffman, Sanford Meisel, Bindu Thomas

**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

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## DEAN'S MESSAGE

BERNADETTE MAZUREK MELNYK

# Our graduates are making a huge difference—all over the world

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

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

In this edition of *Transformations*, you will read about the impact of just a few of our more than 12,000 amazing alumni who are innovative leaders, making a tremendous positive impact on education, research, healthcare and evidence-based clinical practice. Another clear differentiator of an Ohio State degree is the Buckeye passion that is instilled in every one of our students—along with a real appreciation for an unparalleled education. That education comes with an obligation to pay forward what they learned here to make a tremendous positive

difference in peoples' health and lives, no matter where they land in the world.

I just returned from a trip to Honduras where alumna Angie Overholt and her husband Larry, along with Emeritus Professor Kathy Stone, have been



**Bern Melnyk**

transforming the health and lives of Honduran people for 16 years. We had over 20 of our nurse practitioner and baccalau-

reate students as well as pharmacy students with us to deliver care to hundreds of people who would not otherwise receive it. I was so proud of our students and faculty mentors—they were not only comprehensive in their assessments, accurate in their diagnoses, and evidence-based in their management, but were so caring and respectful of the Honduran people. When you go to a country like Honduras and see the extreme poverty in which the people live, you come back with an even greater appreciation for what we have here. Although we are so blessed to live in the U.S., we also have poverty and food insecurity right here that need to be tack-

led on a daily basis.

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

\* \* \*

I have been incredibly excited about our tremendous rise in the recent *U.S. News and World Report* rankings. The College of Nursing has moved from No. 32 to No. 6 for our online graduate nursing program and from No. 32 to No. 22 for our

traditional graduate nursing program, which places us in the top five percent of graduate nursing programs in the U.S. In addition, the university's undergraduate online programs, including the college's RN to BSN option, are ranked No. 6 in the country. This improvement provides evidence on the value of a degree from our awesome college. Although rankings are an important indicator of the quality of academic programs, it is the difference in real world outcomes that our graduates make that is most important.

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

Warm and well regards,

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





# Nursing graduates making a significant impact on healthcare and wellness

By Meggie Biss

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

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

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

## Practice

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

"Nursing is so broad and flexible, and allows me the ability to pursue a number of different options clinically and professionally," said Alston, DNP, MPH, WHNP-BC, who also serves as a women's health nurse practitioner as part of the OhioHealth Grant Medical Center Community Outreach team in Columbus. "I chose Ohio State because of its nationwide reputation for producing high quality professionals. Had I not pursued my education



here, it's hard to say if I would have had the professional opportunities that Columbus has afforded me."

Alston pursued doctoral education to study gestational diabetes and determine what testing inconsistencies might be occurring in her practice setting. Her scholarly project, "Examining Glucose Management Based upon Timing of Screening for Gestational Diabetes," studied the outcomes of early and late screening procedures for gestational diabetes. Based on her findings, Alston was asked to develop an evidence-based protocol for early screening of pregnant women who seek care at OhioHealth Riverside OB/GYN Community Care. In 2006 she received the Outstanding Graduate Student Award in Women's Health from the College of Nursing and she was nominated for the Albert E. Dyckes Ohio Health Care Worker of the Year Award in 2013. In 2014, she was nominated for the March of Dimes Award for Advanced Practice Nurses. Alston was also named one of the College of Nursing's 100 Alumni Transformers in Nursing and Healthcare during its Centennial in 2014, a distinction she says she is honored to have received.

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

## Research

As soon as **Esther Chipps (1988 MS, 2003 PhD)**

read her first nursing research article, she was hooked on the idea of becoming a nurse scientist. Knowing she eventually wanted to pursue a PhD, she selected the College of Nursing's master of science program for its strong clinical and research components.

"I wanted to be surrounded by nursing faculty that had active research careers," said Chipps, PhD, RN, who stayed at the college to complete her doctorate. "I had many faculty mentors over my graduate career at Ohio State. They all shaped my thinking in important ways, but all of them shared a great love for the profession of nursing, and a great desire to advance our nursing science."

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

Chipps's primary responsibility is to facilitate the bedside clinical research projects of staff nurses and advance practice nurs-



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

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

## Leadership

As a high-ranking official in the US military, **Col. Mark Holland (1982 BSN)** knows a thing or two about leadership. As command surgeon of Headquarters Air Education and Training Command (AETC) at Randolph Air Force Base in San Antonio, Texas, Holland is responsible for a staff of 61 personnel, both military and civilian, providing strategic planning policy, assessment and resources for AETC's 13 medical units. Additionally, he advises the AETC commander on all health-related matters, and allocates and plans for the use of combined operations and maintenance, military personnel and contracts totaling more than \$6 billion. He also is responsible to the AETC commander and Air Force Surgeon General for the education and training of Air Force personnel in all medical career fields.

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

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





Not only did Holland’s experience at the college contribute to his professional life, it benefitted him on a personal level as well. It was here that he met his wife, Kathy (McCarthy), a fellow nursing student. They’ve been married for more than 30 years and have two children and one grandchild.

“I have always been proud to have attended The Ohio State University and be a graduate of the College of Nursing,” he said. “It is impossible to articulate the positive impact this has had on my life as a nurse, husband and father. As a nurse and a member of the Air Education and Training Command I am proud to serve the Air Force and assist any way I can in the future education of medics that will continue to serve well after I have left the Air Force.”

Education

**Patricia Yoder-Wise (1963 BSN)** ) has had a significant impact on nursing education over the course of her career. Although the vast

majority of her work has been in bacca-laureate and higher degree education, she has taught in every type of nursing educa-tion program from nursing assistant through doctoral and continuing education. She’s reached many through her written works, including her bestseller, “Lead-ing and Managing in Nursing,” and by serving as editor-in-chief of the presti-



gious “The Journal of Continuing Education in Nursing: Continuing Competence for the Future” as well as “Nursing Forum.” Although she retired from the deanship of the Texas Tech University Health Sciences Center School of Nursing in 2000, she remains active there and in nursing organizations, and continues to teach at several Texas universities. She was also named one of the College of Nurs-ing’s 100 Alumni Transformers in Nursing and Healthcare for its Centennial.

“I believe that educators must be solidly aligned with prac-tice—we are preparing the future practitioners. If we aren’t, we provide a disservice to our students. So my ‘calling’ to education really stemmed from the idea of improving practice by preparing a well-educated work force,” said Yoder-Wise, EdD, RN, NEA-BC, FAAN, ANEF.

Yoder-Wise was the first woman in her extended family to earn a college a degree, something that humbles her to this day. She graduated from Ohio State in 1963, but the College of Nursing continued to have a lasting impact on her long after she left cam-

pus. Several years later, after earning her master’s degree, Yoder-Wise was working as the educational director for the Ohio Nurses Association. It was during this time that she had the opportunity to work with College of Nursing faculty, and subsequently saw them in a different light than she had when she was a student.

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

\* \* \*

College of Nursing graduates are bringing innovative practice, edu-cation, research and leadership to all 50 US states and nine foreign countries. Despite their varied career paths, there’s one common thread among the college’s outstanding 12,072 living alumni—they are transforming lives and the future of healthcare.

Alumni Transformers in Nursing and Healthcare are making significant contributions worldwide

Meet several more of the College of Nursing’s distinguished and successful graduates in the areas of education, research, practice and leadership

Education

Joyce Fitzpatrick (1967 MS)

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



Association of Colleges of Nursing. In retirement, she serves as the liaison for The Ohio State University College of Nursing Alumni Society to The Ohio State University Alumni Association’s Alumni Advisory Council and on the advisory board of the college’s Center of Excellence in Complex and Critical Care. Rudy received the Excellence in Nursing Research Award from the Ohio Nurses As-sociation, the National Kidney Foundation Trustees Award, the Living Legend Award from the American Academy of Nursing (2006), and an honorary doctorate of science from Ohio State (2013).



Jeanne Novotny (1966 BSN, 1976 MS)

Jeanne Novotny, PhD, RN, FAAN, led the School of Nursing at Fair-field University as dean from 2001 to 2011. In 2013, she was named founding dean of the Gayle Greve Hunt School of Nursing at Texas Tech University. Novotny earned a PhD from Kent State University and a certificate from the Institute for Management and Leadership in Education at Harvard University. The areas of expertise for which she is best known are geriatric nursing, nursing education and international nursing. Nationally, Novotny has served on the Commission on Collegiate Nursing Education Board of Commissioners and as a member of the American Associa-tion of Colleges of Nursing advisory board for a John A. Hartford Foundation-sponsored grant.



Ellen Rudy (1958 BSN)

The career in nursing education for Ellen Rudy, PhD, RN, FAAN, culminated in her deanship at the University of Pittsburgh, where she led the school from a non-ranking to sixth in National Institutes of Health (NIH) funding for nursing research. In 1998, while dean, she was inspired to found Cameos of Caring®, a gala event that honors nurses on the frontline of healthcare. Earlier in her career, she was the first professor to hold the Edward J. and Louise Mellen Endowed Professorship in Acute Care Nursing at the Frances Payne Bolton School of Nursing at Case Western Reserve University, where she also served as associate dean for research. She has served as a consultant to the NIH and on the board of directors of the American

Research

Marilyn (Sawyer) Sommers (1990 PhD)

Lynn Sommers, PhD, RN, FAAN, is a member of the first class of PhD graduates of The Ohio State University College of Nursing. She pursued postdoctoral training as a faculty fellow through the National Institute on Alcohol Abuse and Alcoholism. She is known for her expertise in the physiologic basis of critical illness and injury, as well as her research that focuses on risk-taking, injury and violence in vulnerable populations. Sommers has received continuous funding for three randomized controlled trials from the National Institute of Nursing Research, the National Institute on Alcohol Abuse and Alcoholism and other national funding agen-cies. She has also received three additional



R01 applications from the National Institute of Nursing Research to study injury related to sexual assault and is the program director for a T32 training grant, Vulnerable Women, Children and Fam-ilies. She served as associate dean for research at the University of Cincinnati College of Nursing (2002-2006), and is now the Lillian S. Brunner Professor of Medical Surgical Nursing and director of the Center for Global Women’s Health at the University of Pennsyl-vania School of Nursing. Sommers volunteers her leadership and expertise for multiple national organizations, including the Society of Critical Care Medicine.

Clarann Weinert (1974 MS)

Clarann Weinert, SC, PhD, RN, FAAN, is professor emerita and research scientist in the College of Nursing at Montana State Uni-versity. She retired from the university in 2011, having served as a faculty member there for 29 years. She is a prolific scholar, who is

known internationally for her extensive work in establishing rural health as an important nursing specialty. She is also known for her methodological expertise and for developing data-collection instruments, in particular the Montana State University Rurality Index and the Personal Resource Questionnaire. Weinert received the Mildred E. Newton Distinguished Educator Award from The Ohio State University Col-lege of Nursing Alumni Society (2008), the Outstanding Contributions to Rural Nurs-ing Research Award from the Rural Nurses Organization (2009) and was the inaugural inductee into the Sigma Theta Tau International Nurse Researcher Hall of Fame (2010).



Toni Tripp-Reimer (1973 MS)

Toni Tripp-Reimer, PhD, RN, FAAN, is a professor at the University of Iowa College of Nursing, where she is currently senior advisor to the dean after previously serving as associate dean for nurs-ing research. She is an expert in qualitative research methods as a nurse-anthropologist with an emphasis on ethnogeriatrics, which focuses on ethnic differences in health-relat-ed behavior. Her research focused initially on ethnic elders’ health behaviors, and she used that knowledge to develop and test transcul-tural nursing interventions using communi-ty-based participatory research. Tripp-Reimer directed a Gerontological Nursing Interventions Research Center funded by the National Institute for Nursing Research (1993-2010).





**Christopher Tod Brindle (2001 BSN)**

Tod Brindle, MSN, RN, CWOCN, was recently recognized at the American Nurses Credentialing Center National Magnet Conference 2013 as Nurse of the Year for Exemplary Professional Practice. As a nurse clinician on the wound care team at the Virginia Commonwealth University Health System, Richmond, VA, his contributions include a hospital-wide practice change to prevent pressure ulcers in the intensive care unit, resulting in a reduction of health-care-acquired pressure ulcer rates from 8 percent to 2.4 percent. His research and novel prevention strategies have subsequently been adopted by more than 1,100 hospitals in more than 10 countries. Additionally, he was recognized for his work in the management of patients with enterocutaneous fistulas, which has been featured in surgical textbooks and at an international conference. He serves on the board of directors for the Association for the Advancement of Wound Care and has been appointed to an international panel of experts to create guidelines on the use of dressings in pressure ulcer prevention. Brindle was honored by The Ohio State University College of Nursing Alumni Society as a Distinguished Recent Alumnus (2011).

**John Choven (2007 MS, 2011)**

The unusual professional academic life of John Chovan, PhD, DNP, RN, CNS-BC, PMHNP-BC, began as a PhD-prepared biomedical engineer. After 20 years, he returned to Ohio State for his graduate nursing degree and was a member of the first DNP graduating class. Following his DNP scholarly project, "Structure and Process Evaluation of an APRN-Led Palliative Care Consultation Service," he worked as a psychiatric and mental health nurse practitioner in a community mental health clinic and then on an advanced practice nurse-led, hospital-based palliative care team with published results in the *Journal of Hospice and Palliative Care*. He currently studies end-of-life issues for individuals living with severe and persistent mental illness, and he is the lead author of the chapter, "Principles of Patient and Family Assessment" that will appear in the "Oxford Text of Palliative Nursing," 4th edition. Chovan is a member of the faculty at Otterbein University, and was named its New Teacher of the Year (2013).



## Leadership

**Jerry Alden Mansfield (1991 MS)**

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

**Faye Wattleton (1964 BSN)**

Faye Wattleton is best known for her leadership and advocacy to improve the global rights and delivery of women's reproductive healthcare. She led Planned Parenthood Federation of America as president (1978-1992), the first woman, the first African American, and the youngest chief executive officer in the country's oldest and largest family planning organization. She co-founded the Center for the Advancement of Women, dedicated to research-based education

and advocacy for women. She is managing director of Alvarez & Marsal, an international professional services firm, and serves on the boards of public and private corporations, academic and non-profit institutions, including Columbia University, Frederick S. Pardee Rand Graduate School, and Jazz at Lincoln Center. Wattleton was inducted into the National Women's Hall of Fame (1993) and is the recipient of 14 honorary degrees.

**Eric Yap (1995 BSN, 1998 MS)**

Eric Yap, MHA, CRRN, FACHE, has held several leadership positions in the area of rehabilitation in nursing and healthcare and is currently chief executive officer of OhioHealth Rehabilitation Hospital. He has more than 15 years of experience in leadership and management in facilities in Ohio and the Midwest. He has been a devoted alumnus and active on The Ohio State University College of Nursing Alumni Society board since 1997. He has been an officer in four different capacities, including president, secretary, vice president and treasurer. Yap was also division director of Columbus Community Hospital (1996-2000), executive director of operations of Rehab Care (2000-2010), and its area director of operations (2010-2013). ■



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

U.S. News & World Report

# College of Nursing's rankings move dramatically upward

By Jill Jess Phythyon

*Rankings for the college's online and traditional graduate programs have climbed dramatically*

Students, faculty and alumni consistently rave about the educational opportunities provided by The Ohio State University College of Nursing. Now, thanks to the highly read *U.S. News and World Report* rankings, the nation is paying attention as well.

The College of Nursing skyrocketed in both online programs and the traditional in-person master's degree rankings. The online master's degree surged to sixth in the nation; the traditional master's program jumped 10 spots to land at 22nd, putting it in the top five percent of nursing programs in the country.

Ohio State also ranked eighth for online bachelor's degree





programs, which includes the College of Nursing's RN to BSN program.

"We are delighted that our outstanding and innovative faculty, staff and curricula have been recognized among the very best in the nation," said Dean Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FAANP, FNAP, FAAN. "At the College of Nursing, our online students receive the same high-caliber education as students on campus. They graduate from our programs with superb knowledge and skills to promote health and transform health care. All of our students are equipped with the highest level of skills to transform lives and the future of health care."

For the first time, the traditional master's in nursing was ranked based on quality assessment by deans and graduate studies deans at nursing schools, student selectivity and achievement, faculty resources and research activity. Previous rankings were based solely on peer assessment. Additionally, nursing graduate programs will be ranked annually. Previous rankings had come out only every four years.

The master of science is the graduate degree at the master's level of the College of Nursing. The graduate program in nursing provides a broad range of clinical and classroom-based education with a strong emphasis on patient-centered practice. Several options are available, which give students a solid background in theory and foundations of nursing, and expose them to the latest technology and ideas in nursing.

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

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

## Excelling online

Online rankings were based on student

engagement, faculty credentials and training, peer reputation, student services and technology and admissions selectivity.

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

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

As the program has grown, Teall, Rita Kaspar and Carol Nikolai have adapted and

*"Students acquire knowledge, values, and skills necessary for advanced practice nursing through coursework, clinical experience, and research."*

adopted new technologies and developed an atmosphere in which students converse, ask questions and demonstrate abilities with the help of a chatbox, a webcam and Google docs, among other tools.

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

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

"When we look at online programs, some of the things that *U.S. News* looks at are the things we're telling you about," she said. "It's not about using technology for technology's sake. It's how are they creating

a community for their students using the technology we know that works."

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

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

"A lot of our nurses who come back for RN to BSN, they've been nurses for five years, 10 years, 20 years, and their undergrad program a lot of time was in face-to-face. So most of the nurses have done face-to-face programs," Bowles said. "Some people that come back to online, they've never been in an online course, so it's a little bit scary for them at first."

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

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

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

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

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

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

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

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



College of Nursing family nurse practitioner (FNP) students watch a demonstration by Melissa Kidder, a physical therapist from Ohio State University Sports Medicine



# Top 25 *U.S. News & World Report* nursing programs

## Best graduate schools—Nursing

- #1 University of Pennsylvania
- #2 (Tie) Johns Hopkins University
- #2 (Tie) University of California—San Francisco
- #4 University of Washington
- #5 University of Pittsburgh
- #6 (Tie) Duke University
- #6 (Tie) New York University
- #6 (Tie) University of Maryland—Baltimore
- #6 (Tie) University of Michigan—Ann Arbor
- #10 Emory University
- #11 (Tie) Columbia University
- #11 (Tie) Vanderbilt University
- #13 (Tie) University of Alabama—Birmingham
- #13 (Tie) University of Illinois—Chicago
- #13 (Tie) University of Texas—Austin
- #16 University of Virginia
- #17 (Tie) Case Western Reserve University
- #17 (Tie) University of North Carolina— Chapel Hill
- #19 (Tie) Indiana University-Purdue University— Indianapolis
- #19 (Tie) Rush University
- #19 (Tie) University of California—Los Angeles
- #22 (Tie) Ohio State University**
- #22 (Tie) Yale University
- #24 Arizona State University
- #25 Rutgers

## Best online graduate nursing programs

- #1 Medical University of South Carolina
- #2 St. Xavier University
- #3 (Tie) Johns Hopkins University
- #3 (Tie) University of South Carolina
- #5 University of Colorado—Denver
- #6 (Tie) Duke University
- #6 (Tie) Ohio State University**
- #6 (Tie) University of Nevada—Las Vegas
- #9 (Tie) Duquesne University
- #9 (Tie) George Washington University
- #9 (Tie) Graceland University
- #9 (Tie) University of Texas—Tyler
- #13 (Tie) Rush University
- #13 (Tie) Stony Brook University—SUNY
- #15 (Tie) Loyola University New Orleans
- #15 (Tie) University of Massachusetts—Amherst
- #15 (Tie) University of Texas Medical Branch—Galveston
- #18 (Tie) East Carolina University
- #18 (Tie) Georgia College & State University
- #18 (Tie) University of Missouri—Kansas City
- #21 (Tie) Clarion University of Pennsylvania/Edinboro University of Pennsylvania
- #21 (Tie) Clarkson College
- #21 (Tie) University of Pittsburgh
- #24 Ball State University
- #25 (Tie) University of Central Florida
- #25 (Tie) University of Delaware
- #25 (Tie) University of Kansas

degree to a bachelors degree in nursing. The *U.S. News* online rankings are the only distance learning rankings available that evaluate specific programs. “Our new ranking provides evidence of the exemplary education that we provide in our college,” said Melnyk. “Our world-class faculty equip our students with the highest level of skills.”

### How rankings are used

*U.S. News* reports the rankings are provided in order to help potential students choose a school “by giving you an independent assessment of the academic quality of programs in your field.”

Because nursing will now be ranked

every year, the data will be more current to help with informed decisions, according to the magazine.

The magazine’s editors urge readers/ potential students to use rankings as just one tool in their decision-making process: “Rankings can inform your thinking— but they won’t hand you an easy answer. The rankings should only be used as one tool in finding the right graduate school or program. You need to consider many factors, including cost, location, job prospects and course offerings.”

A 2014 study published in Educational Evaluation and Policy Analysis, a peer-reviewed journal of the American Educational Research Association, found that rankings

such as those in *U.S. News* can have a measurable effect on student applications. The study, “True for Your School? How Changing Reputations Alter Demand for Selective U.S. Colleges,” was conducted by Randall Reback, associate professor at Barnard College of Columbia University, and Molly Alter, a research analyst for the Research Alliance for New York City Schools at New York University. They found strong evidence that academic rankings influenced both numbers of applications and ability levels of applicants. ■

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

# *U.S. News & World Report* rankings methodology

## Online ranking methodology

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

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

## Traditional master’s ranking methodology

For the newly expanded *U.S. News* “Best Nursing Schools” rankings, 503 nursing schools with master’s or doctoral programs accredited by either the Commission on Collegiate Nursing Education or the Accreditation Commission for Education in Nursing were surveyed.

Of those, 273 responded, and 246 were eligible to be included in the *U.S. News* rankings of master’s programs.

For the first edition of our expanded rankings, *U.S. News* chose to rank master’s programs because they account for the largest graduate enrollment in nursing, with around 500 accredited programs. Nurses with master’s degrees play a vital role in administration, education and management.

Starting with the rankings published next year, *U.S. News* plans to separately rank both master’s and Doctor of Nursing Practice programs. DNP programs prepare graduates for the highest level of clinical practice and are rapidly growing, with 150 accredited programs and more on the way.

The *U.S. News* rankings of master’s programs are based on a weighted average of 13 indicators described below. Data were collected in fall 2014 and early 2015.

## Quality assessment (weighted by 0.40)

Peer assessment score (0.40): In fall 2014, nursing school deans and deans of graduate studies at nursing schools were asked to rate the quality of master’s programs a scale from marginal (1) to outstanding (5). Those individuals who did not know enough about a school to evaluate it fairly were asked to mark “don’t know.”

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

## Student selectivity and achievement (weighted by 0.125)

Mean undergraduate grade-point average (0.05): The strength of the students entering a master’s program in nursing in fall 2014 was measured by their mean undergraduate grade-point average.

**Acceptance rate (0.025):** This is the proportion of applicants to a nursing master’s program who were offered admission for fall 2014.

**Achievement (0.05):** Achievement level was measured by the number of master’s degrees in nursing awarded for the 2013 graduating class. Faculty resources (weighted by 0.225)

**Student-faculty ratio (0.05):** This is the 2014 ratio of full-time master’s students to full-time-equivalent faculty members.

**Faculty credentials (0.05):** This is the proportion of 2014 full-time-equivalent faculty members with doctoral degrees.

**Percentage of faculty with important academic achievements in the nursing field (0.025):** This is the proportion of full-time-equivalent faculty who were members of the Institute of Medicine of the National Academies, fellows of the National Institutes of Health, fellows of the American Academy of Nursing or fellows of the American Association of Nurse Practitioners in fall 2014.

**Nursing practice participation (0.075):** This is the proportion of 2014 full-time-equivalent faculty members in active nursing practice.

**Master’s degree output productivity (0.025):** This is the number of master’s degrees in nursing awarded per full-time-equivalent faculty member in 2013.

## Research activity (weighted by 0.25)

**Total research expenditures (0.15):** This measure is based on two separate factors. The first is the total grants to the nursing school from the National Institutes of Health and other federal agencies (0.075). The second is the total educational and practical initiative grants to the nursing school from the NIH and other federal agencies (0.075). The grants counted for this indicator are those awarded to the nursing school for fiscal year 2014.

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

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The 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**

# The College of Nursing offers **NEW DEGREES** in healthcare

*Innovative programs reflect the college's mission—transforming health and transforming lives*

By Meggie Biss

**T**he healthcare landscape has changed drastically since the College of Nursing first opened its doors. Today's environment demands more of healthcare professionals than ever before, often requiring advanced education, interdisciplinary skills and teamwork, and an increased focus on wellness.

In response to the changing healthcare profession, the College of Nursing has added several new degrees to its roster, making its vision of

promoting health and transforming lives all the more a reality.

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

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



# Master of Applied Clinical and Preclinical Research for an evolving profession

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

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

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

“This is an exciting and dynamic time for the clinical research workforce,” said MACPR lead instructorCarolynn Thomas Jones, DNP, MSPH, RN, and assistant professor of clinical nursing. “Clinical research



**Marjorie Neidecker, director of the Master of Applied Clinical and Preclinical Research program**

# Master of Applied Clinical and Preclinical Research tracks

The MACPR degree offers 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  
**Clinical Pharmacology**, directed by the College of Medicine

Course instructors are drawn from both university faculty and research directors at The Ohio State University Wexner Medical Center and Office of Responsible Research Practices. Thought leaders from clinical research companies and other experts frequent as specialty lecturers.

careers have evolved over the past 30 years and are increasingly being recognized as less than a mere cluster of jobs and roles, but as a full-fledged profession with workforce development being endorsed by organizations such as the Institute of Medicine and National Institutes of Health. There are multiple ladders to success here.”

Established with support from the OSU Center for Clinical and Translational Science, the MACPR program covers the theory and practice of research methods

and statistics, the ethics of human subject and animal research, the science of pharmacology and medical product regulation, and the business of research operations and management. In addition to completing a competency-based electronic portfolio, students gain real-world experience through completion of a capstone project or internship with a clinical or preclinical research organization.

Similar programs have popped up across the country, but Neidecker notes

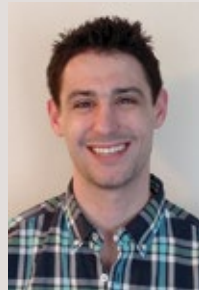
# What MACPR students say



*“Early in my research career, my division asked me to help coordinate some clinical trials. At that time, I didn’t have any experience with randomized controlled trials, so I signed up for various seminars and trainings. Still, I was concerned that I might be missing something. When I discovered the MACPR program, I knew it was a perfect match for me. This was just what I needed to ensure I understood all parts of clinical research.”*

Lisa Hines, RN, BS, CIC  
Infection Preventionist

The Ohio State University College of Medicine, Internal Medicine



*“After learning and experiencing the bench work experiments and preclinical animal studies aspect of research, I wanted to further my research knowledge. I was introduced to the MACPR program and the clinical pharmacology specialization where I was given the opportunity to learn the clinical aspect of research. The MACPR program has given me the opportunity to pursue my research interests in a way I didn’t think of before.”*

Kevin Ricks, BS, Pharmaceutical Science  
The Ohio State University College of Pharmacy

many of these target the principal investigator, not the research team as a whole. Ohio State’s MACPR program also is unique in that it transcends multiple disciplines, which reflects the nature of clinical research, giving students an edge when they enter the profession.

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

The inaugural cohort of 40 students in the 2014-15 academic year includes four registered nurses, two physicians, four students with master’s degrees, three holding PhDs, and one with a MBA. The remainder of the students are bachelor prepared in pharmaceutical science, life sciences, psychology or business. While the majority of students are currently working as clinical research professionals and are completing the program part time, the program has several full-time students who are new to the field. The first MACPR graduates will complete their degrees in July 2015.

The future is bright for the MACPR program, with plans already underway to expand its offerings. Eventually the program will offer a minor so that students in other areas of study can enroll in the MACPR core courses, said Neidecker. Plans are also in place to further develop the Safety Pharmacology and Regulatory Affairs tracks. A collaboration with a safety pharmacology research organization is also in the works.

# Bachelor of Science in Health and Wellness Innovation in Health Care: A new degree for a new era

In an effort to address healthcare’s shifting focus from illness to wellness, the College of Nursing is establishing its first non-nursing, undergraduate degree. The Bachelor of Science in Health and Wellness Innovation in Health Care (HWIH) will prepare students to be innovative health coaches who advance health literacy and holistic health programs that prevent and manage chronic illness.

“National trends and government initiatives, coupled with state and local needs require a new vision for healthcare and its career opportunities,” explained Bernadette



**David Hrabec, chair of the committee that designed the Bachelor of Science in Health and Wellness Innovation in Health Care**

Melnyk, PhD, RN, CPNP/PMHNP, FAANP, FNAP, FAAN, university chief wellness officer, associate vice president for health promotion, and dean of the College of Nursing. “With the healthcare sector predicted to generate the largest growth of new jobs in the next several years, and with an increased focus on wellness services among accountable care organizations (ACOs), opportunities for healthcare workers of all types and roles are very promising.”

The Bureau of Labor Statistics predicts job growth in healthcare to expand by 33 percent by 2020, adding 5.7 million new jobs to the industry. Much of that growth is due to the implementation of the Affordable Care Act, which the US Department of Health & Human Services estimates will help an additional 25 million people obtain health coverage by 2016.

“Clearly there won’t be enough nurses or physicians in the workforce to meet that kind of demand, but graduates of this new program will provide a great supplement to

the care that a licensed professional would provide,” said David P. Hrabec, PhD, RN, executive director of the college’s Academic Innovations and Partnerships, and associate professor of clinical nursing. Hrabec also chaired the committee that designed the HWIH degree.

Graduates of the program will be equipped to serve as health coaches who will help patients reach their health goals, said Hrabec. Students will also be well versed in health literacy, helping patients understand their health information, as well as the options and resources available to them.

Hrabec noted that while similar courses of study exist, these other health behavior-change programs often strictly focus on helping individuals who are already well.

“The unique component of our degree is that we’re focused on helping patient populations who might be encountering chronic diseases, such as diabetes, and how we can assist them in successfully managing those conditions in a healthy way,” he said.

Many accountable care organizations are already hiring employees who have the required training and expertise to support patients in making health-related behavior

changes, and with good reason. By increasing wellness-focused services, healthcare organizations can reduce unnecessary medical care and improve health outcomes. Pre-HWIH students may begin taking prerequisite courses in autumn 2015 with entry into the program in autumn 2016, pending Ohio Board of Regents approval.

By producing graduates who will be knowledgeable health coaches, innovators and health literacy and holistic health professionals, the College of Nursing will contribute in a positive and impactful way to the ongoing paradigm shift in healthcare. ■

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



**The Bachelor of Science in Health and Wellness Innovation in Health Care (HWIH) degree model**



# Getting on board with student wellness

Health sciences students, working with health coaches, are participating in a wellness onboarding study to improve their own health and wellness

By Jennifer Grabmeier

**If** —as the saying goes—“first we make our habits, then our habits make us,” then the habits of busy, often stressed-out health sciences students as they prepare for careers in the health profession is critical to their futures—both personally and professionally.

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

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

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

A health sciences student, right, provides a blood sample to Megan Britton, RN, a family nurse practitioner graduate nursing student, as part of biometric screening of the wellness onboarding program.



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

However, health-promoting attitudes and behaviors aren’t a regular part of the learning experience.

“We do a great job teaching our students how to take care of other people, but if they don’t do a great job of taking care of themselves they’re going to have less-healthy outcomes and provide less-effective care for their patients,” says Melnyk.

The new program compares changes in first-year students’ healthy beliefs, healthy behaviors and levels of depression, anxiety and stress before and after a semester without coaching to changes before and after a semester of life coaching with specially trained family nurse practitioner (FNP) students. In addition to the one-on-one support and guidance from their coaches, the students have the option to create automated text messages that are worded and timed based on their personal preferences.

“I want to see whether or not students taking a wellness assessment, doing a biometric screening, creating a wellness plan and getting a health coach for a semester can improve their healthy behaviors and their health,” says Melnyk.

Considering the increasing amount of health information that is available to people, Melnyk wants to see whether the help of a dedicated coach helps students move past knowing about their health to actually taking steps—in some case literally—toward improving it on a consistent lifelong basis.

“There are a lot of workplaces using personal health assessments and biometric screenings to raise awareness, but my hunch was it would take more than that to engage in behavior changes,” she says. “People have habituated behaviors, so what does it take to commit to a behavior change and stick to it? Knowing your numbers is not enough.”

A perfect example of this, she points

out, occurs at the start of every year with New Year’s resolutions. “Everyone commits to behavior change on January 1st, but most people have fallen off the log by the end of January.”

In many ways, behaviors become part of who we are—they make us, as it were. So changing them can often involve changing how we see ourselves.

“Most people don’t make a behavior change until a crisis occurs or their emotions are raised,” says Melnyk. “Behavior is very character-building.”

## The study

The study started off at orientation for health sciences students last autumn semester with a good response. Nearly 100 students signed up to complete the baseline assessment, with many interested in the biometric screening involved. The screening measured cholesterol, hemoglobin A1C, blood pressure and body mass index (BMI). In addition to the screening, participants completed a survey, as well as a personal wellness plan that included goals and timeframes for achieving them.

At the end of autumn semester, the students re-took the survey, and of the initial 100 who signed up, roughly 60 agreed to participate in the second part: working with a health coach on their personal wellness plan during winter semester. At the end of winter semester, participants will complete another survey and biometric screening, and the results will be compared to the previous sets of responses and findings.

Participant and second-year dental student Kylie Wasserman finds that being coached helps her learn to manage social and emotional stresses.

“She’s been there for every aspect of my health,” Wasserman says of her health coach, with whom she emails two to three times a week. “It’s nice to have someone to

talk to about all of my health aspects, not just nutrition or exercise. She’s there to give advice about other parts of my life and suggest options.”

When Wasserman decided to cut back on drinking alcohol, for example, her friends’ negative reactions had her wanting to stay home by herself to avoid the pressure.

“My friends have been giving me a hard time about it and calling me boring, but my coach has been able to give suggestions on how to talk to them about it and things we can do together that don’t involve alcohol,” she says.

Her health coach is also helping Wasserman, who has been vegan for nine months, navigate conversations with her family about her diet.

“Before, when I didn’t have her, my family would make jokes about it and I would get really defensive, which doesn’t help,” she says. “She helps me think of ideas of things I can do instead of getting defensive, like asking for more support.”

In addition to the social benefits, strengthening the important relationships in her life has had an impact on her studies.

“It’s helping me focus more on schoolwork,” she says. “My friends are a lot more understanding, and I’m not worrying about these things anymore. That’s helped a lot.”

## Added benefits

In addition to the potential benefits for students being health-coached, the program is equally instructive for the nurse practitioners who are coaching them.

The FNP students completed a training module designed specially to prepare them for their role in the study. To create the module, for which the students receive credit, the college culled information and methods from various sources, including skills such as motivational interviewing and some

counseling techniques. The health coaches also have bi-weekly meetings that serve as group-learning opportunities to discuss experiences, share ideas and compare notes on the results.

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

with patients,” she says. “I had a clinical in a family care setting, and a patient was talking about a chronic hip pain that was developing. She just wanted to apply for an electric scooter to help her get around, but we started to talk about pain and the things she’s been doing to address it. It got her to think about and engage in her own plan, and she started to have ideas—maybe she could try acupuncture, or maybe she could try some stretching or a massage. I could see by the end, her face had kind of lit up. She had a plan for her care, and it was like she felt confident in her suggestions



**Randi Bates is an FNP and PhD student who is participating as a health coach.**

“We talk based on how often they would like to be contacted,” Bates says. “I had one student who said it would make her feel good if I touched base with her once a week and maybe she got a text message that says ‘Good job.’ With some of the others I am checking in with an email every one or two weeks.”

Based on what she and her fellow coaches are hearing, the students seem to be enjoying the experience. “One of my students told me, ‘I am so glad to be able to talk about my goals with someone,’” she says. “They have a safe place to talk with someone who has been trained to listen. I think they find it comforting and encouraging.”

The positive outcomes aren’t just limited to the first-year students they’re coaching. Bates is finding her health coach knowledge and skills to be useful during her clinicals.

“It has really affected how I interact

because they all came from her.”

The health coaching dynamic “kind of turns the situation into the patient educating their provider and providing their own suggestions,” Bates says. “It comes from them, which means they’re more likely to adopt. Instead of us telling patients what to do, it’s patients telling us what they want to do and the techniques they want to use.”

This type of experience stemming from health coaching training comes as no surprise to Melnyk. For the next phase of the study, in fact, she wants to measure outcomes for the coaches as well as the first-year students.

“We’ll be able to tell you how much they have learned and how much better they feel they’re going to be out there in practice, dealing with people,” she says.

## Looking ahead

As head of the college, Melnyk would like to see the health coaching program for

students become a standard part of Ohio State’s nursing program and an offering for other health sciences fields. As chief wellness officer at one of the biggest, most visible universities in the country, she also sees the potential for it eventually to serve as a national model.

On the road toward that vision, once the pilot is completed, Melnyk’s team will examine the data for findings that warrant applying for a National Institutes of Health grant to do a full-scale clinical trial. Some on the team are especially looking forward to examining the text messages and the types of language and motivation the students find to be the most effective.

In the larger clinical trial, Melnyk would like to enlist pharmacy and medical students to serve as health coaches. The training module created in the College of Nursing can work across the health sciences, and much like interprofessional training, she anticipates health coaching will be useful for all different types of health professionals and their patients.

At the very least, Melnyk would like to see health coaching become part of the nursing curriculum, and she plans to present outcomes to faculty so they can see the value and benefit of the program. “Nurse practitioner programs don’t typically include coaching training, and I want to have all practitioners receive it,” she says.

As for the first-year students receiving the coaching, Melnyk and her wellness team hope to see an increase in behaviors that help students who are in high-stress academic programs and who will be providing care to the community be the healthiest, best versions of themselves. As they move into their profession, their wellness can have a ripple effect.

While West Virginia University does biometric screenings for its pharmacy students, as far as Melnyk knows there is no other university taking a comprehensive approach to student wellness across the health sciences. She’s excited by the prospect of developing something at Ohio State that makes a difference everywhere.

Melnky’s vision to make Ohio State the “healthiest university in the world” promises results not just locally but nationally, for health sciences students as well as their future patients. Ultimately, it’s about increasing everyone’s wellness, one habit at a time. ■

*Jennifer Grabmeier is a freelance writer in Columbus.*



# CTEP's growth and success continue

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

By Jill Jess Phythyon

**T**he College of Nursing's Center for Transdisciplinary Evidence-based Practice (CTEP) has taken its show on the road to bring evidence-based Practice (EBP) training directly to healthcare organizations.

The result has been nothing short of a dream come true for CTEP director Lynn Gallagher-Ford, PhD, RN, DPFNAP, NE-BC.

"Instead of an organization sending two or three people to Columbus for our program a couple of times over five years, we can develop a program specifically for their needs," Gallagher-Ford said. "An organization can get 21 of their people trained as EBP mentors in a week."

These new on-site immersions are fully customizable and cost-effective, she said. On top of that, this method provides an organizational uplift into EBP.

"When you have an immersion on site, and they put all the people they want in the room, not only are they each learning EBP, but the organization is learning it together," said Gallagher-Ford.

Among the first organizations for on-site immersions has been Wright-Patterson Air Force Base, home to a 57-bed multispecialty medical center in Dayton, Ohio. The connection occurred by chance when Gallagher-Ford met Col. Penelope F. Gorsuch about 18 months ago when they both served on a Magnet review panel for an Ohio hospital.

Gorsuch is dean of the U.S. Air Force School of Aerospace Medicine at Wright-Patterson and executes all USAFSAM education and training.

"I was the chief nurse and deputy CEO for a military medical center and was struggling to get an Evidence-based Practice Council started," Gorsuch said. "Having completed my doctor of nursing practice (DNP) in 2012, I knew the importance of incorporating evidence into daily clinical practice, but how was I [going to] accomplish such a monumental educational task in a world of limited funding due sequestration? CTEP was my answer."

Gallagher-Ford said she and Gorsuch had a great conversation, leading to an ongoing relationship and, eventually, on-site immersions. The location was not without its challenges, she said, but entirely worth it to bring EBP to a dedicated group. Gorsuch appreciates the efforts of CTEP, as well as the results.

"In just four months, the team from CTEP led by Dr. Gallagher-Ford held the first EBP immersion in a military medical center," the colonel said. "Their team was nothing short of amazing. They worked around all our constraints of base access, computer issues, room set-up and adapted their course to be executed in a military setting. For this first class, the primary attendees were the hospital's nursing leaders. We all knew that in order to change the culture of nursing to one that was evidence-based,

the leaders had to be on board. We educated 21 nurses on the processes of developing inquiry, literature searches and appraisals, and by the end of the week we had 21 projects ready for implementation. The entire facility was energized. As a bonus, our staff received continuing education hours, which they would otherwise be unable to obtain."

The results of that first immersion were enduring.

"Since our first class, we have two subsequent CTEP immersions and have amassed 62 EBP mentors," Gorsuch said. "We now have a fully functioning EBP Council that is still refining its mission and is expanding to become multidisciplinary. We have implemented over 10 projects currently from the work completed during the

immersions. The wonderful thing about the staff of CTEP is that they continue to guide our staff and work with us on advancing the implementation of EBP through their monthly webinars and direct consultation.

"We have developed a method of tracking our projects through to completion and seek to further refine our return on investment in clinical quality. Our facility conducted our first annual EBP Focus Week educating other disciplines on the importance of EBP all based on the guidance we received from CTEP. By having the training on site, the cost of the immersion is lower and thus allows for a facility to have more mentors, which we hope will lead to a culture of EBP throughout the entire hospital."

Gallagher-Ford is thrilled with the

impact CTEP has had and impressed with Wright-Patterson's dedication to EBP implementation.

"They are amazing. Col. Gorsuch has the most incredible vision for this. They've brought people from all levels within the organization. Management, staff nurses, risk management people," she said. "This is my dream come true, what is happening at Wright-Patterson."

## The evidence behind EBP

Successes such as this help reinforce the stated vision of the world-renowned CTEP team to serve "as a leader and resource to all health professionals and healthcare systems for implementing best practices and sustaining a culture of evidence-based

practice for the ultimate purpose of improving quality of healthcare and patient/family outcomes."

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

CTEP continues to drive research into EBP, continually examining the evidence



**CTEP's technology coordinator Bindu Thomas (standing left) and Wright State University librarian Bette Sydelko work with participants at an immersion held at Wright-Patterson Air Force Base in Dayton.**





Col. Penelope Gorsuch, dean of the U.S. Air Force School of Aerospace Medicine at Wright-Patterson Air Force Base (right), works with a participant guiding her through the steps of the EBP process.

behind evidence-based practice.

“Our research arm looks at the science of evidence-based practice,” said Gallagher-Ford. “What’s happening out there that we need to work on?”

Among recent work was a groundbreaking publication by Melnyk, Gallagher-Ford, Michelle Troseth, MSN, RN, DPNAP, FAAN and Kathy Wyngarden, MSN, RN, FNP: “Leveraging EBP—Advisory Report: A National Survey & Forum for Nurse Executives: Leveraging Evidence-Based Practice to Enhance Healthcare Quality, Reliability, Patient Outcomes and Cost Containment.” The report, presented by Elsevier Clinical Solutions, the College of Nursing and CTEP, resulted in a national forum for chief nursing executives during the annual conference

of the American Organization for Nurse Executives.

Among the key findings of the report:

- More than a third of hospitals are not meeting benchmarks for National Database of Nursing Quality Indicators (NDNQI) performance metrics.
- Almost a third of hospitals are above national benchmarks for core measures (e.g., falls, pressure ulcers).
- Although chief nursing officers (CNOs) believe EBP results in higher quality of care, safety and improved patient outcomes, very little of their budgets are allocated to EBP and EBP is listed as a low priority.
- Although CNOs believe in the value of EBP are strong, their own implementation of EBP is relatively low.

- More than 50 percent of CNOs believe that EBP is practiced in their organization from “not at all” to “somewhat.”
- There are inadequate numbers of EBP mentors in healthcare systems to work on EBP with direct care staff and create EBP cultures/environments that sustain.
- Although CNOs reported top priorities are quality and safety, EBP is rated as a low priority.

This research is key to understanding the barriers to expansion of EBP into healthcare organizations and a road map for future conversations, said Gallagher-Ford. “There is a huge disconnect,” she said. “EBP is the way to get at their top priorities. Their top priorities are quality and safety. They say as soon as we get quality and safety fixed, we’re going to go do that EBP thing. But EBP is not an outcome. EBP is the thing you do to get the outcome.”

Melnyk, Gallagher-Ford and Ellen Fineout-Overholt, RN, PhD, FAAN, also have identified and developed EBP competencies, which were published in the February 2014 issue of *Worldviews on Evidence-based Nursing*.

“Competencies are a big, hot topic right now,” said Gallagher-Ford. “We’re working with multiple organizations to pilot them and implement them in real-world places. One of our goals is to get the competencies inserted into job descriptions.”

### Spreading the word

As part of the effort to promote EBP and Ohio State’s training offerings, CTEP has launched a new website: [ctep-ebp.com](http://ctep-ebp.com). The comprehensive online home for EBP was conceived and directed by CTEP technology coordinator Bindu Thomas, MEd., MS.

Gallagher-Ford said the new website, which includes information about CTEP offerings and contact as well as links to research, has already resulted in increased enrollment in immersions and participation in online modular programming.

The site also provides information about tailoring on-site immersions, such as the programming CTEP developed for Wright-Patterson Air Force Base.

“The evidence supports that if you have that chunk of people who get it, that chunk of people makes a difference,” said Gallagher-Ford. “Because it’s not just one lone wolf in the woods saying, ‘Please do EBP!’” ■

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



At a December immersion in Atlanta, CTEP director Lynn Gallagher-Ford (left) assists Clemen Banaglorioso from the University of Texas MD Anderson Cancer Center.

# Creating and maintaining HEALTHY CAMPUSES and beyond

By Jill Jess Phythyon and Meggie Biss



**How Ohio State and the College of Nursing are leading efforts to build healthy academic communities across the country**



# Groundbreaking group reaches new milestones

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

*Editor's note: The previous issue of Transformations (Autumn, 2014) discussed the successful launch of BHAC (see "New national organization successfully launches with 15 founding universities") and provided updates on local and national summits.*

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

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

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

Melnyk envisioned and steered the founding of the National Consortium for Building Healthy Academic Communities, a group of public and private academic institutions dedicated to crafting a comprehensive framework that enriches the health and wellness of students, faculty and staff. The consortium was founded after the inaugural BHAC national summit in April 2013, which was held at Ohio State.

"Our founding members have a deep sense of responsibility in making the consortium successful," said BHAC president-elect Megan Amaya, PHD, CHES, AFAA, director of health promotion



and wellness at the College of Nursing. "These are the early adopters that believe in the vision, mission and goals of the organization, and they will be instrumental in moving the consortium forward."

Amaya noted that BHAC will also be propelled forward by its board of directors, who will be responsible for creating a strategic plan for the organization.

"I'm excited about being part of the initial discussion and for us to contribute

to shaping BHAC's agenda as a Founding Member," said Melissa Miner, MA, director of health promotion and wellness programs at Dartmouth College in Hanover, New Hampshire. "I'm also interested in benchmarking and having the ability to easily connect with my peers around what they are doing in health and wellness."

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

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

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

## BHAC Consortium officers elected

**President: Bernadette Melnyk, PhD, RN, FAANP, FNAP, FAAN**, is associate vice president for health promotion, university chief wellness officer, and dean of the College of Nursing at The Ohio State University. She also is a professor of pediatrics and psychiatry in the College of Medicine. She is an internationally recognized expert in evidence-based practice, health and wellness, mental health, and intervention research, and is a frequent keynote speaker at national and international conferences on these topics. Her scholarship record includes over 19 million dollars of sponsored funding from federal agencies as principal investigator and over 250 publications, including four books. She served a four-year term on the 16-member United States Preventive Services Task Force and currently serves as a member of the National Quality Forum's (NQF) Behavioral Health Standing Committee and the National Institutes of Health's National Advisory Council for nursing research. In addition, she is an elected member of the Institute of Medicine.

**President-elect: Megan Amaya, PhD, CHES, AFAA**, is the director of health promotion and wellness at Ohio State's College of Nursing. She is president of the Society of Public Health Educators Ohio Chapter and steering team member for the central region Healthy Ohio Business Council. She is a certified health education specialist, a certified personal trainer and a certified group fitness instructor. Megan has been instrumental in the launching of the National Consortium for Building Healthy Academic Communities. She coordinated the 2013 National BHAC Summit and the Ohio BHAC Summit in 2014. Amaya also is a member of the planning committee for the 2015 National Summit.

**Secretary: Carole Kenner, PhD, RN, FAAN**, is dean of The College of New Jersey School of Nursing, Health and Exercise Science, which encompasses nutrition, wellness, fitness and strength and conditioning. She is executive director/secretary of the Council of International Neonatal Nurses, Inc. and past president of the National Association of Neonatal Nurses (NANN). Kenner served as secretary on the board of the American Academy of Nursing (AAN) and is now co-chair of The College of New Jersey Healthy Campus Program Council. She was instrumental in starting a wellness center at the University of Oklahoma College of Nursing. Kenner has more than 30 years' experience in higher education.

**Treasurer Chair: Karen Moses, PhD, RD, CHES**, is the director of ASU Wellness at Arizona State University. She has provided leadership in ASU health promotion initiatives, programs and services, using both individual and environmental approaches to promote health and wellness among college students for 25 years. Recognized as a leader in college health promotion, Moses is a frequent speaker at college health and student affairs professional conferences, and has been a consultant to other institutions of higher education to guide their healthy campus initiatives and health promotion programs. She has served in many elected and appointed positions of national associations, including the American College Health Association, Pacific Coast College Health Association, National Network Addressing Collegiate Alcohol and Other Drug Abuse Prevention, and the National Association of Student Personnel Administrators. She co-chaired the committee that developed the Healthy Campus 2010 Objectives for the American College Health Association, helped to develop the Standards of Practice for Health Promotion in Higher Education, and helped to found the NASPA Health Promotion Knowledge Community. She

was previously president of the Arizona Dietetic Association.

**Marketing Chair: Angie Brown** is the communications manager for the University of Florida's Office of Human Resources. She has worked in higher education public relations for more than 20 years, having previously served in communication roles at Penn State University and Oregon Health & Science University. At the University of Florida, Brown manages several UF websites and oversees other UF online and print publicity materials. She is editor of The InfoGator, UF's faculty and staff e-newsletter, which reaches more than 14,000 employees. She also facilitates internal change management efforts for the university, providing strategic communication planning and execution for units including the Office of Research, the Office of the Chief Financial Officer and UF Information Technology. In addition to her work on the UF-UF Health Wellness Committee, Brown has twice served as publicity officer for the UF Association for Academic Women and serves on the Public Relations Subcommittee of the UF President's Council on Diversity.

**Research & EBP Chair: Marcelle Holmes, PhD**, is assistant vice chancellor of wellness, health & counseling services at UC Irvine, where she oversees the Counseling Center, Student Health Center, Disability Services Center, Campus Recreation, Health Education, Career Center, Campus Assault Resources & Education (CARE), and office of the Campus Social Worker. She came to UC Irvine from Pomona College, where she served as associate dean of students and dean of women. Holmes is a licensed clinical psychologist in California, and has worked in a variety of settings, including private practice, at college counseling centers, and as assistant professor of psychology and black studies at Pomona College. She is a member of the American Psychological Association, American Association of Blacks in Higher Education, and Student Affairs Administrators in Higher Education (NASPA).

**Membership Chair: Colleen Harshbarger, MS**, is the director of the Office of Wellness & Health Promotion (OWHP) with WELL WVU: The Student's Center of Health and an adjunct faculty member in the College of Physical Activity and Sports Sciences at West Virginia University. She is a certified wellness practitioner with the National Wellness Institute, a certified wellness coach from WellPeople and holds a certificate in Alcohol Prevention Leadership from NASPA and EverFi. Harshbarger has been studying and teaching yoga for over 20 years and is registered with Yoga Alliance at the ERYT-500 level.

**Advisory Board Chair: Cassandra Kitko, MBA, CHES, IC**, is the Manager of Health Initiatives in Penn State's Office of Human Resources' Employee Benefits Division. Prior to working at Penn State, she planned and delivered worksite wellness programs. Kitko is president of the local school district, member of her parish council and finance committee.

**BHAC founding institutions** include Arizona State University, Bucknell University, Dartmouth College, East Carolina University, Gustavus Adolphus College, Iowa State University, Medical University of South Carolina, The Ohio State University, Oklahoma State University, Penn State University, The College of New Jersey, University of California, Irvine, University of Florida, Virginia Tech, and West Virginia University.



# Solutions on chronic care

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

**T**he Ohio State University, Partnership to Fight Chronic Disease and National Consortium for Building Healthy Academic Communities recently hosted a discussion on innovative solutions to the serious issue of chronic disease and the frequent co-morbidity of mental health problems.

The webinar was moderated by Kenneth Thorpe, PhD; chairman, Partnership to Fight Chronic Disease; Robert W. Woodruff Professor and chair, Department of Health Policy & Management, Rollins School of Public Health of Emory University, Atlanta, Georgia.

The complete discussion is available at [nursing.osu.edu/bhac-dc](http://nursing.osu.edu/bhac-dc). Here are some of the innovative ideas covered in the webinar:

**What are one or two policy changes that would...improve the health of Americans to reduce the toll of chronic disease?**

**Terry Fulmer:** I would like to see mandatory family violence education for licensure as clinicians. In some states, currently, a child abuse course is required to sit for your next licensing exam in nursing and some in medicine, but if we could look at it more broadly as a family violence structure and require that, that would be something I'd really be excited about.

**Catherine Stoney:** NHLBI has been trying to increase translation of research into healthcare and you know this is an area of commitment for the NHLBI to really enhance our portfolio of research and science of implementation. We actually have a new center...called the Center for Translational Research and Implementation Science [and is part] of the NHLBI director's office, which has made a strong commitment to serve as a catalyst for advancing translational research.

**If we could launch a new effort similar to**

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

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

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

experiences of violence, is being screened for high-risk substance abuse and then has access to appropriate evidence-based care.

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

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

*Jill Jess Phythyon is director of marketing and strategic communications and Meggie Biss is a writer and editor for the College of Nursing.*

## Webinar panelists

- William H. Dietz, MD, PhD;** Director, STOP Obesity Alliance; Director, Sumner Redstone Global Center on Prevention and Wellness at George Washington University

**Terry Fulmer, PhD, RN, FAAN;** University Distinguished Professor and Dean of the Bouvé College of Health Sciences, Northeastern University; Incoming President, John A. Hartford Foundation

**Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FAANP, FNAP, FAAN;** Associate Vice President for Health Promotion; University Chief Wellness Officer; Dean, College
- of Nursing, The Ohio State University

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

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

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

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

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

By Jennifer Grabmeier

**T**he Inter-Professional Education & Practice Collaborative (iPEP)—which the College of Nursing initiated in 2012—hosted a January seminar on the power of saying “I’m sorry.” The event packed the Ohio Union’s Archie Griffin Ballroom with more than 900 students and 80 facilitators from all Ohio State’s health science colleges.

iPEP was created to teach students skills and competencies related to working as part of interprofessional teams. Its first session last year was a successful discussion of Anne Fadiman’s book “The Spirit Catches You and You Fall Down,” after which the collaborative started discussing ideas for training.

The iPEP planning group chose tapping into empathy as the topic. The group included 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; Michelle Harcha, DVM, MA, the College of Veterinary

Medicine’s director of professional development education; Ryan Nash, MD, MA, FACP, FAAHPM, director of the Center for Bioethics and Medical Humanities and the Hagop S. Mekhjian, MD, Chair in Medical Ethics and Professionalism in the College of Medicine; and Lynn Gallagher-Ford, PhD, RN, DPFNAP, NE-BC, director of the College of Nursing’s Center for Transdisciplinary Evidence-based Practice..

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

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

The collaborative brought in keynote speaker Doug Wojcieszak,



iPEP’s January seminar packed the Ohio Union ballroom with nearly 1,000 students, faculty and presenters.





Seminar presenters included, from left, Michelle Harcha, College of Veterinary Medicine; keynote speaker Doug Wojcieszak, founder of Sorry Works!; Dean Bernadette Melnyk, chief wellness officer; and E. Christopher Ellison, interim dean, College of Medicine.

the founder of Sorry Works!, a Glen Carbon, Ill., organization that trains professionals in building relationships with patients, including being transparent with the truth in an adverse situation.

“It’s about how we connect before something goes wrong and how we stay connected after something goes wrong,” Wojcieszak says. “It’s something we try to practice in our marriages and relationships, but taken to a higher level because in medicine your decisions could hurt someone.”

Wojcieszak explains that a quandary can arise when our empathy tells us that a patient or family could in fact use a little sympathy. We want to say, “I’m sorry this happened to you,” but in a malpractice-sensitive environment, worries about wrongly admitting fault can override the instinct to reach out. What’s important to understand, he says, is the difference between saying “I’m sorry this happened” and saying “I’m sorry we made a mistake.” The latter is reserved for events where an investigation has revealed error, while the former can be used any time and be appreciated for what it is. “I’m sorry your car broke down,” for example, conveys an understanding of another person’s situation, but not a responsibility for the breakdown or, necessarily, an ability to change the outcome.

Connecting with patients and families when they’re in a difficult spot results in happier families, and healthcare professionals often find it to be a positive experience for themselves. “I’m sorry” isn’t just for adverse events, either; acknowledging the more common, everyday stresses that patients and families experience in healthcare can help mitigate frustration and support positive health outcomes.

“If you can say you’re sorry the doctor’s running late or test results are taking longer than expected, it helps take the edge off, it helps you practice for when something does

go wrong, and overall it helps people feel better,” Wojcieszak says. “People aren’t mad about it anymore and we can get back to thinking about what we need to do.”

Harcha recounts a friend’s experience 30 years ago as a patient who encountered a medical error and received a significant settlement. “The only thing she wanted to hear was an apology from the surgeon, and she never got that,” she said.

Patients and clients not only want to know the truth, but they also want to make sure it doesn’t happen to other families. “People want to know that if something happens to a loved one, steps will be taken to make sure it doesn’t happen to another family,” Harcha said. “You can apologize that this happened and say we need to collect more data to make sure it doesn’t happen. Oftentimes we jump to the conclusion that a mistake was made, but sometimes it’s just an adverse outcome—someone reacts badly to an antibiotic or a treatment. We need to find out what happened.”

The idea of transparency and openness as an institutional practice, versus being silent to avoid appearance of fault, has gained momentum since a handful of hospitals first tried it in the 1990s.

“When I was in school, we relied on our mentors to teach us how to interact with patients in adverse situations when we went into practice,” Harcha says. “But a lot of times we would go by insurance providers’ advice, which is based on attorney advice, and attorneys really used to say don’t say anything. In healthcare today, though, the standard of care is more common to be honest and ethical in our work with our clients. Students now say, ‘You didn’t talk to them and tell them what happened?’ I think they have a different expectation. There’s more access to information. We teach it, we talk about it, we model it.”

At the iPEP session on empathy,

students and facilitators from the different health sciences compared how their respective fields handle adverse events and errors. While there were differences among the various fields, they found that connecting with patients in adverse situations was important to everyone on a fundamental level.

“Empathy in any human interaction is so important,” Harcha says. “When we try and see things from the perspective of the client or patient, it helps us figure out how best to care for them.”

The iPEP collaborative plans to make both the empathy training and the discussion of “The Spirit Catches You and You Fall Down” standard sessions for first-year health science students. Next steps are creating interprofessional trainings for years two, three and four.

“We’re talking about how we’re going to build upon it—and it really is a matter of building on it,” Melnyk says. “We don’t just want it to happen once and then nothing more happens. We need to standardize this as how we are going to educate our students.”

Melnyk sees increased interest in interprofessional education among her own colleagues, evidenced in the fact that several colleges made the January session a requirement for their students. Although coordinating schedules and logistics will no doubt always be challenging, she expects buy-in to grow.

“Traditionally we’ve educated our students in silos and then we put them out in the world where they’re expected to function as teams,” she says. “I think we have support of university leadership for the fact that we have to do more interprofessional education and practice. We have to make sure we continue to build upon this.” ■

*Jennifer Grabmeier is a freelance writer in Columbus.*

# \$2.3 million NIH grant funds new language teaching model

*The colleges of Nursing and Arts & Sciences team up on study to serve Spanish-speaking chronic care patients*

By Sandi Rutkowski and Tan Nguyen

**U**sha Menon, Ohio State University Centennial Professor of Nursing and Glenn Martinez, professor and chair, Spanish and Portuguese Linguistics, have teamed up to study how to change the traditional way that Spanish for the health professions has been taught, as well as to assess the impact on patient outcomes.

A new five-year National Institute of Health (NIH) Diabetes,

Digestive and Kidney Disorders RO1 grant of \$2.3 million funds their study, titled “Integrated Second Language Learning for Chronic Care.” The project represents an innovative partnership between nursing and arts and sciences, two colleges that have not traditionally collaborated on research initiatives.

“From the College of Nursing perspective,” Menon says, “this study presents a unique opportunity to link academic curriculum to patient outcomes. For the most part, we educate advanced practice



Grant team members, from left (front): Jennifer Moreland, Laura Szalacha, Usha Menon and Glenn Martinez, co-primary investigators, Diane Birkbichler, Kathy Stone, (rear): Estephanie Ortiz, Paranjay Srivastava, Ivanna Soto and Julianne Peck.



nurses, and the evaluation of their practice outcomes occur in separate settings. And we may well be among the first in the country to do so.”

Martinez adds, “Simply put, we are testing a model to educate nurse practitioners to have the language and cultural skills to serve Hispanic patients with diabetes. The big idea is that when a student learns a language we should not only assess their performance in that language, but the impact of that performance on the person to whom they’re speaking.

“Unfortunately, the focus in language education has always been on the speaker, never on the hearer. There are many programs out there that teach “medical Spanish” but none have noticed that the models we have for teaching don’t fit the reality. And that’s the big innovation of this grant.”

Menon states, “Another exciting lesson learned is that boundaries between colleges and/or disciplines may only exist in our minds. Once we begin brainstorming and talking through interdisciplinary collaboration, really, the sky’s the limit.”

Menon’s role as senior research-intensive faculty member in the college includes the mentoring of junior faculty and developing new transdisciplinary teams as outlined in the college’s strategic plan. “Faculty in the College of Nursing are truly excited to model this framework for testing impact on health outcomes through transdisciplinary collaboration. Ultimately, nurse scientists care about how our research impacts the patient, whether that be at the bedside in the hospital or in their homes.”

The study was designed specifically to train nurse practitioners due to a growing demand for healthcare and the expanded role of nurse practitioners in primary care.

“We need a new paradigm that includes and emphasizes clinical instruction when teaching Spanish for health professionals. The use of language is integral to clinical practice, so how can we divorce language instruction from clinical contexts?” Martinez asks. “To date, language is generally taught at a basic level—structured around a medical interview. Typical student-patient interactions consist of, ‘Where does it hurt?’, ‘When was the last time you ate?’, etc.”

Menon explains that nurses and advanced practice nurses are going into a healthcare delivery arena that looks very different from even 10 years ago. “The changing face of American demography makes it essential that our graduates are equipped with the skills to treat patients who may

have limited English skills or low health literacy. According to the Pew Research Center, the Hispanic population grew by 50 percent since 2000. Meanwhile, the overall U.S. population increased by only 12 percent from 2000 to 2012. These statistics underscore the importance of our work and the potential impact we might have on healthcare delivery for Hispanics,” Menon says.

“The Spanish-speaking population in the United States is not primarily an acute care population. More than anything, it’s a chronic care population with high rates of diabetes, hypertension, hyperlipidemia, obesity and depression—and these are things that require communication that goes far beyond what is required in acute and episodic care.

“For this, we need motivational interviewing; we need healthcare professionals to talk about lifestyle changes; to talk about setting goals. Clinical conversations with

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

patients need to develop self-efficacy, their belief that they can change lifestyle behaviors,” says Menon.

To do that, this new three-phase program integrates language instruction and the development of Spanish language proficiency with health communication in a clinical setting. It starts with a seven-week student language classroom course during the summer that will integrate second language instruction with health communication training, and a subsequent an “immersion” component in Honduras, through the study abroad program offered by the College of Nursing.

A nine-month clinical component follows, consisting of telephone health-coaching, pairing students with two or three patients. Students address diabetes control, any obstacles to maintaining their diet or exercise routines, and setting and achieving goals.

The research components of the project include program level analysis, student level analysis and patient level analysis.

“We want to know how a program like this functions in an academic structure like Ohio State’s College of Nursing,” Martinez says. “Diane Birckbichler, director of the Center for Languages, Literatures and Cultures, will evaluate this to see how this kind of educational intervention works within an academic setting.”

At the student level, language proficiency will be measured at different points in the program to see which part raises proficiency more.

“We expect the greatest gains will be when the students are on the phone with the patients, and not necessarily when they are in the classroom,” Martinez says.

They will tape and analyze those interactions using Rotor Interaction Analysis System—an analytic tool used in health communication to determine effectiveness of patient-provider communication. Students will be able to see how their discourse changes.

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

Laura Szalacha, research professor and associate director of the Center for Research & Transdisciplinary Scholarship, will lead the evaluation of patient outcomes.

Project co-investigators and consultants are Margaret Graham, vice dean, College of Nursing; Diane Birckbichler, director, Center for Languages, Literatures and Cultures; Laura Szalacha, research professor and statistician, College of Nursing; Kathy Stone, professor emerita, College of Nursing; Alejandro Diez, clinical assistant professor of nephrology, College of Medicine; and Jennifer Moreland, adjunct clinical assistant professor, College of Nursing. ■

*Sandi Rutkowski is communications director for Arts and Sciences Communications Services and Tan Nguyen is events and communications coordinator for the Center for Languages, Literatures and Cultures. This article was edited and reprinted with permission of the College of Arts & Sciences.*

## PRECEPTING

KAREN CLANCY AND MARIE GRADY

# pre·cep·tor—(prĭ-sĕp’tər, prē’sĕp’tər) n. / teacher or instructor

*A dedicated group of practicing professionals guide and mentor nursing students in real-world healthcare environments*

The word “preceptor” might be defined simply as a teacher or an instructor, but that definition does not do justice to the individuals who

take on the position. That role is far more meaningful than just instruction. A preceptor’s influence impacts the way students transition into full-time nurses and nurse practitioners, and lasts long into their careers.

This influence is apparent in that many nurses can recall the names of their preceptors 20 or 25 years into their careers.

The Ohio State University’s undergraduate nursing program relies heavily on quality precep-

tors. More than 200 of these instructors per year help develop future nurses. In the College of Nursing’s graduate program, comprising 13 specialty tracts, approximately 500 preceptors are needed to help educate the advanced degree candidates annually.

Preceptors enable students to translate classroom knowledge into real-world experiences. While the college’s clinical instructors work with classes of eight to 10 students, preceptors work one-on-one with students during the students’ senior years. This individual attention provides more in-depth learning opportunities than students will see in a clinical class environment.

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

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



**Undergraduate nursing student Robert Wanner with his preceptor Kimberly Place, RN, BSN, at the post-anesthesia care unit in Doan Hall.**





**Preceptor Elizabeth Gandee (left) and women's health nurse practitioner student Stephanie Burton at the Center for Women's Health in McCambell Hall.**

developing the skills required for advanced practice, and help ease the transition from nurses to nurse practitioners.

These real-life experiences are crucial that students learn and draw upon when faced with similar patients or situations in

the future. And these experiences would not be possible without the coaching, guidance and expertise that the preceptor brings. Students have said the time they spend with preceptors is one of the most beneficial learning opportunities

they receive. Through quality preceptors, students gain the knowledge, confidence and leadership skills to become the next generation of healthcare providers.

For family nurse practitioner (FNP) student Sonya

Yamashita, the confidence she gained through her preceptors was invaluable. "I have learned a great deal from my preceptors during my clinical experiences. They have guided and challenged me to develop clinical skills to be the best FNP I can be," she said.

"They have also been great mentors who have demonstrated and reinforced the importance of holistic and patient-centered care. I have gained a great deal of confidence to provide excellent care as a future nurse practitioner!"

Women's health nurse practitioner student Stephanie Burton looks at her preceptors as an increased value to her education. "Ohio State's College of Nursing provides students with a high-quality education," she said. "However, the value of having a preceptor cannot be overstated. It is often the case that the most learning students have during their nursing program is when they are learning under a preceptor. A preceptor provides students not only with valuable learning experiences but also shapes students' future practices."

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

"While watching over me, she allowed me to make judgment calls, challenged me by asking me nursing priorities and interventions, and allowed me to be actively involved in our ERT/Code scenarios," he said. "I found my preceptorship experience very valuable."

But it is not only the students that benefit from precepting. Preceptors themselves can also benefit. Students regularly challenge their preceptors to provide the best evidence for the recommended care, ask



**Deborah Lynch**

insightful questions about nursing practice and help keep preceptors up to date with current practice guidelines. Students bring a set of fresh eyes and new perspectives to nursing practice. Their excitement and enthusiasm can be infectious. Preceptors have said that their roles are rewarding as they watch students grow from wide-eyed novices to their peers in practice.

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

"Preceptors at the Comprehensive Wound Center enjoy having nursing students," Lynch said. "We hope that by exposing them to a variety of wounds and dressings they will feel more comfortable working with them when they graduate. The stu-

dents are eager to learn, willing to help out, ask great questions and our patients enjoy seeing them each week."

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

For Mindy Kohsman, neonatal nurse practitioner (NNP) at Mount Carmel West, who is a graduate of the College of Nursing's neonatal nurse practitioner specialty, precepting is a way of giving back to the pro-

fession. "I think that students deserve preceptors who are invested in them and who will match their level of passion. I precept because students are excited to be with me, excited to learn and eager to accept the responsibility of being an NNP."

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

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

The College Of Nursing's educational reach extends beyond Central Ohio. Online



**Chris Fulks**

programs often necessitate the use of preceptors in other states as well.

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

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

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

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

*Karen Clancy, MS, RN, NNP-BC, is a clinical instructor of practice and Marie Grady is clinical placement coordinator for The Ohio State University College of Nursing.*



# Be the future of healthcare leadership

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

Leadership Academy for Peak Performance

**LAPP**

An initiative of The Ohio State University College of Nursing

## STUDENT AFFAIRS

KEN SIGLER

# A holistic approach to student engagement

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

I am very excited about my new endeavor as assistant dean for student affairs, culture and diversity and look forward to engaging with the community here in the College of Nursing. Engagement is a crucial piece to what we do as higher education

professionals. As an assistant professor, I will also be teaching a new course this fall with a focus on professionalism. I would like share my insights into my passion for serving college students through engagement and some thoughts on how we approach it.

The college experience is incomparable. Whether strolling across the Oval or walking into a crowded dining hall, I feel right at home on a college campus. Learners of all forms from every corner of our country and from across the world gather at Ohio State. My path here re-

flects a switchback trail that has covered areas from residence life to athletics, from advising to admissions. This path has given me a comprehensive view of the full college student experience.

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



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





**The College of Nursing's Office of Student Affairs recruits and advises thousands of students each year across multiple degree programs. In addition, the office offers more than 50 diversity initiatives.**

lab and clinical experiences with those that occur outside of the traditional learning environments. As student affairs practitioners we know, and the research shows, the significant influence the out-of-class experiences have on the persistence and engagement of students in the classroom. The more engaged students are in campus activities outside of class the more likely they are to be academically successful. We also know that the more engaged students are with faculty the more likely they will be to persist in their academic goals. This is especially true for underserved student populations. The common denominator here is engagement. The primary objective for our staff is student engagement and it must be intentional and strategic.

As we assess how we engage students on a daily basis, we need to closely examine our audience, which has a diverse set of needs. I discuss the diversity of our College more below. We are working with students from late elementary and early middle school age through our Diversity and Inclusion team to traditional college age through

our recruitment team. One exemplar is our Summer Institute for Diversity in Nursing. This is truly an engagement initiative that reaches underserved populations, some of whom will be our future students. Hands-on activities and personal interactions with our own faculty and current students has a tremendous impact on these young people.

On the other end of the spectrum, we excel at engaging our BSN students through our survey course. This course equips new students with the tools for success while they are here. Knowing our audience and implementing programs to engage them is one aspect of student affairs that our team does best. We aim to set the bar for the rest of the college on engagement and provide faculty and staff the resources necessary to better meet the needs of their students. Effectively interacting with students will always be impacted by culture and diversity.

I am excited to engage in the culture here in the College of Nursing. The culture includes how our students interact with their peers, their advisors and

their faculty. The culture includes where our students find reprieve in our building and where they choose to socialize. It includes the atmosphere and how welcome newcomers feel. It also includes space, limited or not, for students to be who they are.

Early on I've found an inclusive environment here that supports all types of learners—the same crowd of learners I see in the campus dining hall and the ones blanketing the Oval. Some learners have returned to higher education after spending years in the workforce in search of a new career while others seek a terminal degree to advance in the field of nursing. I've found a culture that recognizes and appreciates the varying backgrounds and myriad experiences of our students. I have also found a culture that highly values and strives for life balance. Not only are we students and educators, but we are parents, siblings, spouses, partners and friends. To maximize our ability as learners and teachers we must have the right balance in our personal lives as it directly impacts our health and wellness. A healthy com-

munity and healthy culture will certainly be high achieving and actively engaged.

The culture here also values diversity. Diversity inherently has both depth and breadth with the ability to polarize or unify a community. Diversity is defined by our college as those distinctions that make us unique as well as similar in multiple facets from race and ethnicity to gender and abilities. Diversity is a culture-shaper. As student affairs professionals, we have an influence over the shape of the culture as do the faculty and the leadership team. Decisions we make individually and collectively can define our culture and at the least can reveal our priorities. Do we actively support students and the diversity they bring to our college? As a college, do we collectively recognize how diversity enriches the educational experience across all disciplines including nursing and patient care? How do we strive to increase diversity in our college and in what ways? These are imperative questions to ask and should be at the forefront of our decision-making.

I am enthusiastic about the opportunity to be involved in the continuing dialogue on culture and diversity in the College of Nursing. I feel strongly about the role the Office of Student Affairs plays in facilitating this conversation and ensuring all members are equally represented. I'm also anxious to hear personal stories from students and their unique path to and within the College of Nursing. Each story contributes to the overall culture and diversity of our college. Feel free to stop by my office and share your story with me. I appreciate everyone's warm welcome and I feel very fortunate to be here. ■

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

## ALUMNI

MEGAN DENISON

# Buckeye Nurses reflect on the Centennial and look to the future

*Retreat establishes goals for the Nursing Alumni Society*

**T**he college's Centennial in 2014 brought with it a great deal of energy and enthusiasm to our Buckeye Nurse community. With support from the leadership at the College of Nursing, the Nursing Alumni Society Board of Governors is committed to building on that momentum, keeping alumni engaged and involved for years to come.

In an effort to realign the Nursing Alumni Society's goals and priorities with the college and The Ohio State University Alumni Association, Inc., the Board of Governors participated in a retreat at the end of 2014. During this time, the volunteers decided that they wanted to enhance relationships with young alumni and students, increase and promote alumni society membership and improve alumni outreach and engagement. See the graphic to the right to learn more about these goals and how the society plans to accomplish them this year. If you are interested in helping the Board of Governors achieve these goals, please contact [nursingalumni@osu.edu](mailto:nursingalumni@osu.edu).

### Save the dates!

*Thursday, May 7*  
**Graduation Celebration**  
All graduating students, their families, faculty, staff and

## Goals for 2015

### Enhance relationships with young alumni and students

- Mentor and coordinate professional development programs
- Host happy hours and a signature beer tasting event
- Develop relationships with student leaders

### Increase Alumni Society membership

- Develop a hospital and regional ambassador program
- Create an appreciation program for sustaining alumni society members
- Recruit board and committee members

### Improve alumni outreach and engagement

- Enhance signature programs (Homecoming Weekend, wine tasting)
- Incorporate wellness into new programming
- Develop new programming series for various nursing constituencies
- Offer opportunity to earn continuing education credits through a brief afternoon conference



# Recent alumni events



**Alumni Society Happy Hour**  
The Nursing Alumni Society Board of Governors coordinated an informational happy hour to recruit new board volunteers.



alumni are invited to attend Graduation Celebration in the lobby of Newton Hall. Help welcome the graduates into the alumni family.

Wednesday, August 6  
**Ninth Annual Nursing Alumni Society Wine Tasting**

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

Friday, October 9 to Sunday, October 11  
**Homecoming 2015**  
Celebrate Homecoming weekend

by returning to campus and reconnecting with classmates. Activities will include a tour of the new The James Cancer Hospital and Solove Research Institute, healthy cooking demonstration, continuing education, Dean Melnyk's annual State of the College address, a casual all-class social

and our Homecoming tailgate at Newton Hall.

To learn more about our alumni events, visit [go.osu.edu/NursingAlumniEvents](http://go.osu.edu/NursingAlumniEvents). ■

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



**Dinner for 12 Buckeyes** Six alumni had the opportunity to meet and engage with six current nursing students.



**5 Under 25** Coordinated by student ombudsperson Kelsie Sharp, three young alumni and two graduating students participated in a panel for pre-nursing students in the Learning Community.



**Alumni Society Hockey Night**  
The Nursing Alumni Society participated in the Eighth Annual Hockey Night with other alumni societies before the Buckeyes took on the University of Minnesota. Research Assistant Professor Kristine Browning, PhD, CNP ('97, '99, '07) and her family enjoyed the tailgate at Longaberger Alumni House before the game.



Remember when?  
The Student Nurses Quartet

Barbara Schmittgen Lloyd, '63

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

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

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

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

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

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



The Student Nurse Quartet, left to right: writer Barbara Schmittgen, Jo Ann Coward Aitken, Karen Brooke and Marilyn Householder Gross.

Here We Are, the First Day on the Floor

Tune: Floatin' Down to Cotton Town

Lyrics: Bob Gilbert

Here we are the first day on the floor  
No one could be dumber than a sophomore  
Just hear those nurses calling, calling us to  
I'm so mixed up, oh my, I feeling nothing but ridiculous

Catheters, sphygmomanometers  
What the hell are all of these things for?  
I took a patient's pulse and he started to convulse  
Wish that I were home in bed.

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

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

Here we are the first day on the floor  
No one could be dumber than a sophomore  
Just hear those nurses calling, calling us to  
I'm so mixed up, oh my, I feeling nothing but ridiculous

Catheters, sphygmomanometers  
What the hell are all of these things for?  
Although it makes me curse  
And although it may get worse  
Someday I may be a nurse- be a nurse, it may be possible  
That someday I may be a nurse.

Interdisciplinary program  
focuses on health development  
in children

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

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

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

The objectives of this interdisciplinary  
training program are to:

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

Further information is available at [nursing.osu.edu/T32](https://nursing.osu.edu/T32), or contact Kim Arcoleo PhD, MPH, at [arcoleo.1@osu.edu](mailto:arcoleo.1@osu.edu).



The college's inaugural cohort of T32-funded pre-doctoral fellows (left to right): Tiffany Taylor, Lisa Blair and Randi Bates.



THE OHIO STATE  
UNIVERSITY  
COLLEGE OF NURSING



## College of Nursing's Centennial year recognized at Ohio Stadium



The College of Nursing's Centennial year was recognized during halftime of the Ohio State-Indiana University football game on November 22 with more than 105,000 fans attending. The Ohio State University Marching Band created a special formation of a heart with "100" in the center.



Above left: College officials on the field forming "O-H-I-O" were, left to right: Linda Johnson, past president of the Nursing Alumni Society; Bernadette Melnyk, dean; Diane Sheets, clinical instructor and co-chair of the centennial planning committee; and Laurel Van Dromme, chief of strategic partnerships and co-chair of the centennial planning committee. Above right: A video about the college was played on the stadium's scoreboard (see it online at [go.osu.edu/ScoreboardVideo](http://go.osu.edu/ScoreboardVideo)).



## Menon and Edmondson promote March Madness expo

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



Usha Menon and Al Edmondson join NBC4's Mindy Drayer and Harrison Hove.

Courtesy BuzzProductions

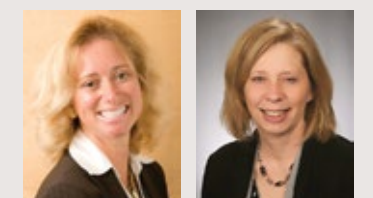
## Drake makes February visit to Newton Hall



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

## New AANP fellows named

Janine Overcash, PhD, GNP-BC, clinical associate professor and Alice Teall, clinical instructor of practice, have been elected fellows in the American Academy of Nurse Practitioners.



Janine Overcash

Alice Teall

## New director of development appointed

Katy Trombitas ('04, '07) has been named the College of Nursing's new new director of development. Trombitas is an experienced development professional most recently working at the OhioHealth Foundation, where she



Katy Trombitas

served as the director of development for Dublin Methodist and Grady Memorial Hospitals.

She has nearly a decade of experience in higher education, including her work as the associate director of The Ohio State University Student Wellness Center. While at the OhioHealth Foundation, Trombitas'

efforts supported nursing education programs through philanthropy.

For any questions regarding contributions or gift planning, Trombitas can be reached at [trombitas.4@osu.edu](mailto:trombitas.4@osu.edu).



## Student Affairs staff present at ACPA national conference



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

The presentation and resources can be viewed at [u.osu.edu/flipped](http://u.osu.edu/flipped).

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

## Outstanding faculty and staff recognized

The College of Nursing considers itself fortunate to have a faculty and staff team who excel in their fields—and work diligently to promote the vision, mission, values and core goals of

the college. To recognize their accomplishments, the college has established Staff of the Month and Educator of the Month awards. The recipients of these awards are nominated by their peers for

their exceptional contributions to the College of Nursing.

Recent award recipients:

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

clinical instructor  
**Staff of the Month:**

January: Megan Alexander, graduate admissions counselor;  
February: Fran Eppich, grants & contracts manager

## College faculty members enjoy the Sugar Bowl



The college was well represented at the 2015 Sugar Bowl in New Orleans this January. The victorious Buckeyes were cheered on by (from left) Associate Professor Loren Wold, Assistant Dean Linda Daley, Dean Bernadette Melnyk, Associate Professor Deborah Steward and husband Rich Humenick and Clinical Instructor of Practice Christine Sayre (front).

## Honduras mission trip ‘memorable and life-changing’

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

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

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

Matthew Stone and pediatric nurse practitioner Kendra Tsibouris.

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

The visiting contingent worked in five rural villages and the Hospital Del Sur, seeing approximately 1,100 patients, including 167 women’s health examinations.

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

Participating nursing student Matt Crowley wrote to Professor Kathleen Stone, “I cannot thank you enough

for what a wonderful job you did coordinating and leading our Honduras mission trip this year. It was such a memorable and life-changing experience for me and I learned and saw so many things that I know will positively affect my career as a professional nurse and me as a human being moving forward.”



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



## College leadership team welcomes president and provost



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

## New faculty and staff join College of Nursing

### New faculty members

**Wendy Bowles**, assistant professor of clinical nursing/director, RN to BSN Program  
**Brenda Buffington**, assistant professor of practice/Wellness Program manager  
**Teresa Garcia De Gutterrez**, clinical instructor of practice  
**Sonia Duffy**, professor and Mildred E. Newton Endowed Chair  
**Tondi Harrison**, assistant professor  
**Nathan Jenkins**, clinical instructor of practice  
**Justin Kerr**, clinical instructor of practice  
**Kady Martini**, clinical instructor of practice  
**Hollie Moots**, clinical instructor of practice  
**Lauren Porembski**, skills and simulation faculty

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

### New staff members

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

### Connect with the College of Nursing

#### MAIL

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

#### PHONE

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

#### FAX

(614) 292-4535

#### E-MAIL

nursing@osu.edu

#### WEB

www.nursing.osu.edu



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#### YOUTUBE

www.youtube.com/ohiostatenursing

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

### 1960s

**1963 Carol Bellis Pozsik** recently retired as executive director of the National Tuberculosis Controllers Association and completed her 48-year career in public health.

**1963 BSN; 1964 MS Carol Converse Karrer** recently completed 13 years on the board of trustees of the Union County Health Department.

**1966, 1972 MS Joan Cummins** has retired after more than 40 years of practice. Her employment included the private sector: Riverside Methodist Hospital (staff nurse & medical nursing supervisor) and Virginia Beach General Hospital (Director of Nursing Services); HCA (Director of Nursing Services); Department of Veterans Affairs (Associate Chief and Chief, Nursing Service positions); Captain, US Navy Nurse Corps Reserve, retired.

**1967 Dr. Nancy Fazekas Berkowitz** is currently enjoying a busy private practice as a psychiatric nurse practitioner/psychiatric nurse clinical specialist, seeing individuals across the lifespan, families and couples for psychotherapy and medication management. She is a certified therapist in internal family systems therapy and is active in the IFS community in the Boston and New England region.

### 1970s

**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 her loyal membership and podium and poster presentations at the annual conference. She has initiated a collaborative relationship with University of the Philippines College

of Nursing for study abroad experiences for the past five years.

**1970 Cheryl Fenstermaker Crist** retired from Columbus Children's Hospital and Liberty Union-Thurston Schools. She is now volunteering at Fairfield Medical Center and By the Way Free Clinic in Lancaster, Ohio.

**1975 Rebecca Campbell Adkins** won Nurse of the Year prior to retirement from The Ohio Bureau of Worker's Compensation for the State of Ohio.

**1975, 1982 MS Nancy Hayes** retired from the US Army Reserves. She works full time as an oncology clinical specialist for Amgen, Inc.

### 1980s

**1984 Marianna Bedway** is currently the chief nursing officer of Mary Washington Healthcare. In her role, she has successfully partnered with the University of Mary Washington for the past two years to initiate a BSN program for their ADN nurses of Fredericksburg, VA. The first student cohort began in fall of 2014.

**1986 Carmela Lent Hartline** won the Inaugural Pulse of Columbus Award for Excellence in Nursing Patient Care by the American Heart Association in 2012. Carmela was also the administrative director of clinical services of OhioHealth Physician Group in 2013.

**1986 Karen Ruzicka Gutierrez** has been a nurse practitioner since 1997 and has combined her education from Ohio State (BSN, minor in Spanish, and certificate in Latin American Studies) to work in a predominantly Spanish-speaking family medicine practice and develop a Spanish for healthcare providers course for undergraduates at Daemen College since 1998 and at SUNY at Buffalo Medical School since 1999. She is

now developing a medical Spanish course for pharmacy students.

### 1990s

**1990 Suzanne Reese Buck** is working as a clinical supervisor at Novant Health Matthews Children's Hospital in Matthews, North Carolina.

**1990 MS Kate King** published "Violence in the School Setting: A School Nurse Perspective," *OJIN: The Online Journal of Issues in Nursing* Vol. 19, No.1, Manuscript 4

**1991 Colleen O'Leary** was elected to the national Oncology Nursing Society Board of Directors to serve as a director at large.

**1992 Kristen Palazzo Catton** is a board member of Camp Kesem at The Ohio State University. She is a LIVESTRONG Leader with the LIVESTRONG Foundation. She is also a volunteer and nurse with OhioHealth and a six-year Pelotonia rider.

**1992 Kristine Weiss Adams, MSN, CNO** is an internal medicine nurse practitioner and the manager of APN practice at Fairview Hospital, Cleveland Clinic. She is also on the faculty for Kent State's nurse practitioner program, Cleveland Clinic cohort.

**1994 MS Karen Marshall Thomp-**

**son** continues to work full time as executive director of Southern Ohio Medical Center Home Care & Hospice. She also serves as the director of the SOMC outpatient Wound Healing Center. Karen is the Magnet Co-Leader in the SOMC Magnet journey and is on the board of directors of the National Association for Home Care & Hospice (NAHC).

### 2000s

**2000, 2003 MS Daniel DiSalvo** was elected vice president of Bloom Carroll Local School District's Board of Education in 2013.

**2008 BSN Amy (Jardy) Young** graduated from Kent State University with an MSN in 2014 and passed her AACN Adult-Gerontology Clinical Nurse Specialist certification. She currently works as a clinical nurse specialist at the Cleveland Clinic in the Neuro ICU & Neuro Stepdown units.

### 2010s

**2013 DNP Jan Sirilla** received the Excellence in Leadership Award in 2014 at the OSU James Cancer Hospital.

**2013 DNP Loraine Frank-Lightfoot** was recognized as a distinguished alumna from the University of Akron.

## In memoriam

Remembering our classmates, colleagues and friends

Judith A. Allen 1962  
 David P. Buechner 2009  
 Pamela S. Cook 1978  
 Sara R. Cotterman 1947  
 Bonnie H. Douglas MS 1986  
 Michelle R. Heagen 1983  
 M. Rebecca Heater 1982  
 Joyce E. Lesh 1955

Toni B. Nicol MS 1962  
 Eleanor E. Mannino Reibel MS 1967  
 Rhea M. Sette Ducati 1956  
 Bonnie S. Thomas 1949  
 Catherine H. Thompson MS 1967  
 Elizabeth A. Travis 1957



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)

**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)

**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 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.



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## FACULTYFocus

Compiled by Lori Reeder

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

**Ahijevych, Karen** (Co-I). OSU Center of excellence in regulatory tobacco science (OSU-CERTS). National Cancer Institute. \$108K, 2013-2015.

Ralph, J. (P-I), **Anderson, Cindy M.** (Co-I). National Institutes of Health, National Center for Research Resources (NCRR) Centers of Biomedical Research Excellence (COBRE). Center of Excellence in Epigenetics/Epigenomics of Development and Disease. COBRE Epigenomics Jumpstart Pilot Grant, "Pregnancy outcomes and DNA methylation patterns in maternal and fetal tissue." 2014, \$25K.

Ralph, J. (P-I), **Anderson, Cindy M.** (Co-I). National Institutes of Health, National Center for Research Resources (NCRR) Centers of Biomedical Research Excellence (COBRE). Center of Excellence in Epigenetics/Epigenomics of Development and Disease. COBRE Epigenomics Jumpstart Pilot Grant, "Epigenomic gestational responsiveness to vitamin D." 2014, \$25K.

Ralph, J. (P-I), **Anderson, Cindy M.** (Co-I). National Institutes of Health, National Center for Research Resources (NCRR) Centers of Biomedical Research Excellence (COBRE). Center of Excellence in Epigenetics/Epigenomics of Development and Disease. COBRE Epigenomics Jumpstart Pilot Grant, "DNA methylation patterns as a biomarker of heart disease. 2014, \$5K.

**Arcoleo, Kimberly** (PI). Asthma disparities in Latino children: Acculturation, illness representations & CAM. National Center of Complementary and Alternative Medicine. \$2.37M, 2009-2015.

**Arcoleo, Kimberly** (PI), **Melnyk, Bernadette** (Co-PI). Optimizing health in childhood: Interdisciplinary training in health development (T32). National Institute for Nursing Research. \$971K, 2013-2018.

Dabelko-Schoeny, H., **Happ, Mary E.**, Caterino, J., **Balas, Michele C.** (Co-I); **Overcash, J.** Prescribing Adult Day Health Services (ADS) to Reduce Emergency Department (ED) and Hospital Readmissions, The Center for Clinical and Translational Science Pilot and Innovation Program. Longitudinal Track Pilot Project. The Ohio State University. \$46.2K 2013-2014.

Bonasera, Stephen (Co-I), Hoarty MD, Goulding MD, **Balas, Michele C.** (Co-I),

Schenk MD, Haynatzki MD. Multimodal monitoring of functional status in moderate Alzheimer's Disease, Alzheimer's Association. \$200K, 2014.

**Bowles, Wendy**, Hartman, Cindy, **Nash, Mary**, Schmidt, Carol, Stevenson, Gwen, Walker, Sandy, Walli, Jacqueline, Wilcox, Kathy, Yates, Vivian. Increasing BSNs in the Nursing Workforce. Ohio Action Coalition through the Robert Wood Johnson Foundation State Implementation Project (SIP) Grant. \$8K, 2015.

**Chippes, Esther** (Co-PI), Patterson, Emily (Co-PI). Increasing efficiency of nursing documentation, Patient Safety Advancement Grant. Ohio State University Wexner Medical Center. \$25K, 2014-2015.

**Chippes, Esther** (PI), **Landers, Timothy** (Co-I), Ali, Naeem. A systematic oral care program in post-mechanically ventilated post-intensive care patients. Medline Industries, Inc. \$79K, 2010-2014.

**Chlan, Linda** (PI). Testing the feasibility of patient-controlled sedation in ventilated ICU patients. NINR. \$24K, 2013-2014.

**Chlan, Linda** (PI). Safety, feasibility and acceptability of patient-controlled sedation for anxiolysis with dexmedetomidine (PCS-DEX) for burn-care dressing changes. \$25K, 2014-2015.

**Daley, Linda** (PI). Ohio State University MEDTAPP Health Care Access Initiative, Community Health Workers. \$229K, 2013-2015.

**Ford, Jodi L.** (PI), Browning, C.R., McCarthy, D., & **Szalacha, L.** (Co-I). Linking biological and social pathways to adolescent health and well-being, National Institutes of Health – National Institute on Drug Abuse (5R21DA034960-01). \$409K, 2013-2015.

**Ford, Jodi L.** (PI), Browning, C.R., Calder, C. Sociospatial exposures to crime and violence and chronic physiologic stress among urban adolescents, Ohio State University Criminal Justice Research Center. \$10K, 2015.

**Gillespie, Shannon** (PI). Pathways to shortened gestation among black women. Association of Women's Health, Obstetric and Neonatal Nurses. \$5K, 2013-2015.

**Gillespie, Shannon** (PI). Pathways to shortened gestation among black women. Midwest Nursing Research Society. \$2.5K, 2013-2015.

**Gillespie, Shannon** (PI). Pathways to shortened gestation among black women. National Institute of Nursing Research. \$90K, 2013-2016.

**Gillespie, Shannon** (PI). Pathways to shortened gestation among black women. The Ohio State University Office of Diversity and Inclusion Grant. \$500, 2013-2014.

**Gillespie, Shannon** (PI). Pathways to shortened gestation among black women. Alumni Grants for Graduate Research & Scholarship. \$2K, 2013-2015.

**Graham, Margaret** (PI), **Melnyk, Bernadette** (Co-I), **Szalacha, Laura** (Co-I). Nurse education, practice, quality, and retention –interprofessional collaborative practice. Health Resources & Services Administration. \$1.5M, 2012-2015.

**Graham, Margaret** (PI), Ahijevych, Karen (Co-PI). Web-based smoking cessation for women: a pilot study. Pfizer Inc. \$85K, 2009-2014.

**Happ, Mary E.** (PI), **Szalacha, Laura** (Biostatistician). Management of distraction and interruption during nursing care in the ICU. National Patient Safety Foundation. \$85K, 2012-2014.

**Happ, Mary E.** (Co-I). A trial to improve surrogate decision-making for critically ill older adults. National Institute on Aging. \$70K, 2013-2018.

**Happ, Mary E.** (Co-PI), Dabelko-Schoeny, Holly (Co-PI), Caterino, Jeffrey, **Overcash, Janine** (Co-I), **Balas, Michele** (Co-I). Prescribing adult day health services to reduce emergency department and hospital readmissions. Center for Clinical and Translational Science L-grant. \$46.2K, 2013-2014.

**Happ, Mary E.** (PI), **Szalacha, Laura** (Co-I). Improving outcomes for mechanically ventilated patients with the Digital EZ Board. National Institute of Nursing Research. 1R41NR014087. \$91K, 2012-2014.

Pridham, Karen (PI), **Harrison, Tondi** (Co-I), Melby, Jan (Co-I), Mussatto, Kathy (Co-I). Parent communication for feeding an

infant with a heart defect. American Heart Association. \$143K, 2014-2016.

Bonny, Andrea (PI), **Harrison, Tondi** (Co-I). Treatment of anxiety and anorexia nervosa in adolescents. Nationwide Children's Hospital Clinical and Translational Research Intramural Funding. \$39K, 2013-2015.

Simsic, Janet (PI), **Harrison, Tondi** (Co-I). Biomarkers for the detection of brain ischemia in neonates with congenital heart disease requiring cardiac surgery. The Heart Institute at Nationwide Children's Hospital. \$37K, 2013-2015.

Gonya, Jenn (PI), **Harrison, Tondi** (Co-I). A randomized controlled trial on the effect of a kangaroo care intervention on neonatal neurodevelopment of extremely preterm infants. Nationwide Children's Hospital Clinical and Translational Research Intramural Funding. \$53K, 2013-2015.

**Harrison, Tondi** (Co-PI), Fitch, Jill (Co-PI). The effects of massage on pain after pediatric cardiothoracic surgery. Nationwide Children's Hospital Clinical and Translational Research Intramural Funding. \$39K, 2012-2015.

Pajer, Kathleen (PI), Gardner, William (Co-I), **Harrison, Tondi** (Co-I). HPA axis/ANS function in antisocial pregnant women and effects on their offspring. NIH/NIMR, \$396K, 2011-2015.

**Karl, Joyce**. Health literacy assessment of university employees with the Newest Vital Sign (NVS) Sigma Theta Tau, Epsilon Chapter. \$500, 2014-2015.

**Kue, Jennifer** (PI), **Menon, Usha** (Co-I), **Szalacha, Laura** (Co-I), **Happ Mary E.** (Co-I). Southeast Asian Women's Health Study, National Cancer Institute. 1R03CA175464-01-01A1 \$100K, 2013-2015.

**Kue, Jennifer** (PI). Southeast Asian women's health project. Coca-Cola Critical Difference for Women Grant for Research on Women, Gender, and Gender Equity. \$3.5K, 2013-2014.

**Landers, Timothy**. Patient hand hygiene: Nurse Faculty Scholars, Robert Wood Johnson Foundation. \$350K, 2012-2016.

**Landers, Timothy**. (PI), Hoet, A. (PI).

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



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

Impact of pet ownership on SA/MRSA colonization. Eunice Kennedy Shriver National Institute of Child Health & Human Development, NIH. \$152K, 2011-2014.

Stull, Jason (PI), **Landers, Timothy**. Pets in nursing home facilities, Kenneth Scott Charitable Trust. \$13K, 2013-2015.

**McDaniel, Jodi**. Silver Pilot Grant, Profiling lipid mediators of inflammation in microenvironment of chronic venous leg ulcers—VA Pilot Study, OSU Center for Integrative Health and Wellness. \$5K, 2014.

**McDaniel, Jodi** (PI). Testing fish oil-derivatives in healing of chronic venous leg ulcers, National Institute of Nursing Research. \$405K, 2012-2015.

Roy, S. (PI), **McDaniel, Jodi** (Co-I) Novel bioelectric based dressings for treatment of chronic wound biofilm infections, The Ohio State University Center for Clinical and Translational Science Longitudinal Project Awards. \$25K, 2014-2016.

**Melnyk, Bernadette** (PI), **Daley, Linda** (Co-I), **Graham, Margaret** (Co-I), **Szalacha, Laura** (Co-I), **Warren, Barbara** (Co-I). Ohio State University MEDTAPP Health Care Access Initiative, Ohio Department of Medicaid. \$845K, 2014-2015.

Gunther, Carolyn (PI), **Melnyk, Bernadette** (Co-I). Camp NERF (Nutrition Education Recreation and Fitness): A summer intervention designed to empower disadvantaged children to make healthy dietary and physical activity choices and

prevent unhealthy weight gain, the Aetna Foundation. \$25K.

Gunther, Carolyn (PI), **Melnyk, Bernadette** (Co-I). Camp NERF (Nutrition Education Recreation and Fitness): A summer intervention designed to empower disadvantaged children to make healthy dietary and physical activity choices and prevent unhealthy weight gain, The Ohio State University Office of Outreach and Engagement. \$30K.

**Menon, Usha** (PI), **Szalacha, Laura** (Co-I). Navigation from community to clinic to promote CRC Screening in underserved populations, National Cancer Institute. \$256K, 2012-2016.

**Menon, Usha** (Co-PI), Martinez, Glenn (Co-PI), **Graham, Margaret** (Co-I), **Szalacha, Laura** (Co-I). Integrated second language learning for chronic care: A model to improve primary care for Hispanics with diabetes, National Institute of Health (NIH). \$2.3M, 2014-2019.

**Menon, Usha** (PI), **Smith, Laureen** (Co-I). CCTS Community Engagement, National Center for Advancing Translational Science. \$363K, 2013-2015.

**Menon, Usha** (PI). The Jonas Nurse Leaders Scholar Program (2014-2016 Cohort), Jewish Communal Fund. \$20K, 2014-2016.

**Menon, Usha** (PI). Graduate assistance in areas of national need program. US Department of Education. \$396K, 2010-2015.

**Menon, Usha** (Mentor), Kastenhuber, Tracy (PI, Student). Standardization and effectiveness of chemotherapy education for nurses. \$20K, 2014-16.

**Rowell, Jennie**. Epigenetics of a childhood cancer using an animal model, New Investigator Seed Grant. Midwest Nursing Research Society (MNRS). \$10K, 2015.

**Ryan-Wenger, Nancy** (Co-PI), **Barker, Elizabeth** (Co-PI), **Von Sadowsky, Victoria** (Co-PI). Effectiveness & benefit of two STI prevention delivery methods for military women. Uniformed Services University of the Health Sciences, \$660.9K, 2011-2015.

**Rowell, Jennie** (PI). An alternative model of a childhood cancer. Ohio Nurses Foundation. \$2K, 2015.

**Smith, Laureen** (Co-PI); Petosa, Rick (Co-PI), Shoben, Abigail (Co-I), **Szalacha, Laura** (Co-I). A skill-based RCT for physical activity using peer mentors. National Institute of Health/ National Institute of Child Health & Human Development. \$1.7M, 2015-2019.

**Steward, Deborah** (PI), **Melnyk, Bernadette** (Co-I), **Szalacha, Laura** (Co-I). Educating nurse practitioners and graduate health professionals to manage chronic conditions in children using an interprofessional collaborative model. \$1.125 M, 2014-2017.

**Warren, Barbara**. Psychiatric Mental Health Nurse Practitioner Program. The Ohio Department of Mental Health and

Addiction Services Training Grant. \$80K, 2010-2015.

**Weber, Ashley** (PI). Oxytocin: Biomarker of affiliation and neurodevelopment in premature infants. The Ohio Nurses Foundation. \$2K, 2014-2015.

**Weirick, Kimberly**. Workplace pedometer-based walking evaluation program. Sigma Theta Tau, Epsilon Chapter. \$500. 2014-2015.

**Wills, Celia E.**, Polivka, B., Darragh, A., Lavender, S., Sommerich, C., Stredney, D. Home healthcare hazard training through virtual simulation. NIOSH/CDC (1R01OH010425). \$878.6K, 2013-2016.

**Wold, Loren** (PI). Synergistic effects of obesity and air pollution on cardiac function. National Institutes of Health/ National Institute of Environmental Health Sciences. \$1.79M, 2011-2016.

**Wold, Loren** (PI), Reiser, Peter (Co-PI). Muscle function and depression-like behavior in a mouse model of cancer fatigue. National Institutes of Health/ National Institute of Nursing Research. \$2.18M, 2012-2016.

Gorr, Matthew W. (PI), **Wold, Loren** (Mentor). Direct and indirect effects of diesel exhaust particulate matter on cardiomyocyte function. American Heart Association. Annual direct cost: \$78K, 2013-2015.

**Warren, Barbara**. Psychiatric Mental Health Nurse Practitioner Program. The Ohio Department of Mental Health and

## PUBLICATIONS (2014-2015) *continued*

print, posted December 24, 2014.

**Balas, M.C., Fennessy, M.** (in-press). "Changing context and culture: The New clinical practice guidelines for the management of pain, agitation and delirium in adult patients in the intensive care unit," *Nursing 2015 Critical Care*.

**Balas, M.C.**, Brummel, N., Morandi, A., Ferrante, L.E., Gill, T.M., Ely, E.W. (in-press). "Understanding and reducing disability in older adults following critical illness," *Critical Care Medicine*.

**Balas, M.C.**, Klompas M., Anderson, D., Trick, W., Babcock, H., Prasad, M., Li, L., Sinkowitz-Cochran, R., Ely, E.W., Jernigan, J., Magill, S., Lyles, R., O'Neil, C., Kitch, B., Arrington, E., Kleinman, K., C., Lankiewicz, J., Murphy, M., Huang, S., Lautenbach, E.,MD6, Sexton, D., Fraser, V., Weinstein, R., Platt, R. (2014). "The preventability of ventilator-associated events: The CDC prevention epicenters' wake up and breathe collaborative," *American Journal of Respiratory and Critical Care Medicine*. 2014 Nov 4. [Epub ahead of print]

**Balas, M.C.** (2014). "Response to comments regarding the effectiveness and safety of the awakening and breathing coordination, delirium monitoring/management, and early exercise/mobility bundle," *Critical Care Medicine*. 42(10):e681. doi: 10.1097/CCM.0000000000000571.

**Balas, M.C.**, Vasilevskis, E.E., Olsen, K.M., Schmid, K.K., Shostrom, V., Cohen, M.Z., Peitz, G., Gannon, D.E., Sisson, J., Sullivan, J., Stothert, J.C., Lazure, J., Nuss, S.L., Jawa, R.S., Freihaut, F. E., Ely, E.W., Burke, W.J. (2014). "Effectiveness and safety of the awakening and breathing coordination, delirium monitoring/management, and early exercise/mobility bundle," *Critical Care Medicine*. 42(5):1024-36. doi: 10.1097/CCM.0000000000000129.#

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## AWARDS AND HONORS

**Anderson, Cindy.** Co-chair of the Maternal-Child Expert Panel, American Academy of Nursing (AAN).

**Anderson, Cindy.** Member, Medical Advisory Board, Preeclampsia Foundation, 2014.

**Anderson, Cindy.** Member, National Advisory Committee, Robert Wood Johnson Foundation Nurse Faculty Scholar Award Program, 2013-2016.

**Anderson, Cindy.** National Mentor, Dr. Mary Dawn Koenig, 2014-2017.

**Anderson, Cindy.** Fellow, National Academies of Practice Distinguished Scholar, 2014 (NAP).

**Arcoleo, Kimberly.** Nurses Choice Award-Individual, Ohio Nurses Foundation.

**Balas, Michele.** 2014 Fellow, American College of Critical Care Medicine (ACCM).

**Balas, Michele.** 2014 Emerging Edge Runner, American Academy of Nursing (AAN) for her program of research on a Nurse-led Interprofessional Plan to Manage Delirium in Critically Ill Adults: The ABCDE program.

**Barker, Elizabeth.** 2014 Ohio Nurse Practitioner Advocate of the Year, American Association of Nurse Practitioners (AANP).

**Barker, Elizabeth.** 2014 Primary Care Expert Panel, American Academy of Nursing (AAN).

**Brian, John M.** Fellow, National Academies of Practice (NAP).

**Brian, John M.** Chair-elect, Nominating Committee, Association of Nurses in AIDS Care.

**Chlan, Linda.** Co-chair of the Acute/Critical Care Expert Panel, American Academy of Nursing (AAN).

**Chlan, Linda.** Emerging Edge Runner, American Academy of Nursing (AAN).

**Chippes, Esther.** American Nurses Association, Advisory Committee, Workplace Violence and Incivility Panel, 2014-2016.

**Fennessy, Michelle M.** 2014 Gender Initiatives Connect Award, Women’s Place, The Ohio State University in conjunction with Duke University School of Nursing.

**Gawlik, Kate.** Recipient, Flo Ann Sours Easton Faculty Scholarship.

**Graham, Margaret.** Fellow, National Academies of Practice (NAP).

**Happ, Mary Beth.** Research Hall of Fame, Sigma Theta Tau International (STTI). (July, 2015 induction).

**Jenkusky, Lucia M.** Nominee, Advance Practice Nurse of Year 2014, March of Dimes Ohio.

**Masciola, Randee.** Nominee, Nurse Educator of Year 2014, March of Dimes Ohio.

**McClerking, Carolyn.** Recipient, Flo Ann Sours Easton Faculty Scholarship.

**McClerking, Carolyn.** Jonas Veteran Healthcare Scholarship.

**Melnyk, Bernadette.** Named one of the 30 Most Influential Deans of Nursing in the United States by the Mometrix Blog, Mometrix Test Preparation Co.

**Menke, Edna.** 125 Alumni Legacy Award, University of Cincinnati College of Nursing.

**Overcash, Janine.** Fellow, American Academy of Nurse Practitioners. (AANP).

**Patrick, Thelma.** The Dr. Maryanne Roehm Nursing Scholar Award, Indiana State University.

**Teall, Alice.** Fellow, American Academy of Nurse Practitioners. (AANP).

**Von Sadovszky, Vicki.** Military and Veterans Health Expert Panel, American Academy of Nursing (AAN).

**Von Sadovszky, Vicki.** Research Advisory Panel, Association of Women’s Health, Obstetric and Neonatal Nurses (AWHONN).

**Warren, Barbara.** Fellow, National Academies of Practice (NAP).

**Wills, Celia E.** Program Committee Chair-elect, Midwest Nursing Research Society annual meeting, Indianapolis, Indiana (2015).

**Wills, Celia E.** Chairperson, OSU Council on Academic Affairs (CAA) Subcommittee A (2015).



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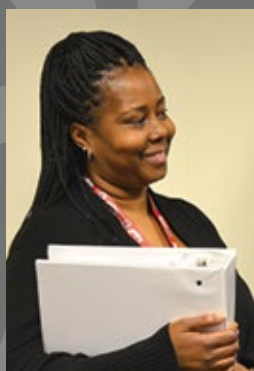
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