

# Transformations

## IN NURSING & HEALTH

A WHOLE  
WORLD OF  
HEALTH  
IN A NEW  
**MOBILE  
APP**



Grad entry team's innovative mobile app is transforming lives in Columbus. **Underserved populations have easy access to health and wellness services and much more.**



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The programs listed are CTEPs traditional education programs. These programs are offered in two ways: at the locations listed or on-site at your organization, which can be customized to meet your unique needs.



## FREE ONLINE COURSE OFFERS INTRODUCTION TO EBP

This new Massive Open Online Course is available to anyone with an interest in health sciences and nursing. “Foundations of Evidence-Based Practice in Healthcare” is taught by internationally renowned EBP experts Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN, and Lynn Gallagher-Ford, PhD, RN, DPFNAP, NE-BC. **New session will start in February: [go.osu.edu/ebp](http://go.osu.edu/ebp)**

### The Ohio State University College of Nursing

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Margaret Graham, PhD, RN, FNP, PNP, FAAN

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

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# Transformations

IN NURSING & HEALTH

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**Cover:** New mobile app by a graduate entry student team. Image by Sanford Meisel



# RESEARCH INTENSIVE WORKSHOP

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

June 6-8, 2016 | Dublin, Ohio

### Just a few reasons to attend this workshop

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

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

### Comments from previous workshops

*"This workshop helped me be successful with NIH funding."*

*"I have regained my motivation and passion!"*

*"Excellent speakers who know about conducting research in the real world!"*

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

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

## DEAN'S MESSAGE

BERNADETTE MAZUREK MELNYK

# Addressing student mental health: We must do more

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

I am writing a tremendously difficult Dean's Message to share the importance of preventing and treating mental health problems in our health sciences students.

Earlier this summer, one of our terrific 2015 graduates, who was a pediatric nurse, committed suicide. In September, a second-year OSU veterinary medicine student also took his life. These suicides have had a profound effect on their families, our university, and the community.

Approximately one out of four children, teens and college youth has a mental health disorder, yet less than 25 percent receive any treatment. Mental health also is the missing piece of the larger issue our country faces with managing chronic conditions, as depression is often a co-morbid condition associated with a physical illness. In 2014, we conducted a survey of our incoming health sciences graduate students as part of a new wellness onboarding program that we have implemented. More than 40 percent of incoming students participating in the program reported elevated depressive symptoms, more so than anxiety. While this is

surprising, I find it all the more concerning that these are incoming professional students, who have not even begun their graduate programs. As a result of the growing mental health problems in our students, our seven health sciences college deans contributed to the hiring of



Bern Melnyk

two full-time psychologists to provide counseling services to our students within each of our colleges. Their work is in addition to the excellent services that our Younkin Success Center's counselors already provide. Yet, we must do more.

In March 2015, our college hosted a national webinar, "Building Healthy Academic Communities across the U.S. to prevent and manage chronic conditions," in collaboration with Partnership to Fight Chronic Disease and the National Consortium for Building Healthy Academic Communities. I was joined by six national experts, including Dr. William H. Dietz, director of STOP Obesity Alliance; Dr. Terry Fulmer, president,

The John A. Hartford Foundation; Dr. Catherine M. Stoney, program director, Prevention and Population Sciences Program, Division of Cardiovascular Sciences, National Heart, Lung, and Blood Institute; Dr. Kenneth Thorpe, chairman, Partnership to Fight Chronic Disease; Dr. Sarah Van Orman, president, American College Health Association; and Dr. Janet Wright, executive director, Million Hearts® initiative, U.S. Department of Health and Human Services. In this webinar, we dedicated considerable time to the important issue of integrating mental and physical health care.

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

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

early, evidence-based interventions for those affected."

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

\* \* \*

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

Warm and well regards,

Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, 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



THE OHIO STATE UNIVERSITY  
COLLEGE OF NURSING

Transforming health.  
Transforming lives.



## College welcomes first **Easton Professor** of Child and Adolescent Health

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

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

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

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



## Innovative **EBP** online course launched

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

Participants were taught a foundational overview of evidence-based practice (EBP) in nursing and health sciences, including the seven-step EBP process as well as research supported strategies for implementing EBP in

real world settings. The online course included lectures, readings and skill-building activities, and was led by internationally renowned EBP experts Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN and Lynn Gallagher-Ford, PhD, RN, DPNAP, NE-BC. Melnyk is the associate vice president for health promotion, university chief wellness officer and dean of the College of Nursing. Gallagher-Ford serves as director of the Center for Transdisciplinary Evidence-based Practice at the College of Nursing.

This online course will be offered again in 2016. Contact [ctep-questions@osu.edu](mailto:ctep-questions@osu.edu) to learn more.

## Ohio State wheels out new **bike share** program

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

University Chief Wellness Officer Bernadette Melnyk joined other university leaders to help launch the program, which offers 115 bicycles at 15 convenient locations on campus. Operated by the company Zagster, the bike share system allows students,

faculty and staff to **navigate campus and surrounding neighborhoods**, providing one-hour checkout on weekdays and three hours on weekends. Security features will allow members to take the bicycles anywhere—including off-campus—and securely lock them. In addition to commuter bicycles, the system will include tandem, hand cycle, heavy duty and three-wheeled cargo bikes.

The program will offer leading-edge technology and new bicycle designs.

The system's bicycles are sited in geo-fences which are easy to move and scale, and allow for dynamic rebalancing based on demand or planned events.

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

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





## Faculty awarded OBN nurse education grant to **increase BSNs**

Faculty member **Wendy Bowles** recently received \$150,000 in funds from the Ohio Board of Nursing's Nurse Education Grant Program. The purpose of the grant program is to address the nursing shortage within the State of Ohio by supporting nurse education programs in their efforts to increase enrollment capacity of nursing students and nursing educators.



statewide and nationally, and will assist in the efforts to meet the Institute of Medicine's recommendation that 80 percent of nurses are baccalaureate prepared by 2020.

As part of this collaborative effort, Bowles is joined by Ken Sigler, the college's assistant dean for Student Affairs, Culture and Diversity; Mary Nash, chief nursing officer of OSU Health System; Jacalyn Buck, administrator for Health System Nursing Quality, Research, Education & EBP at OSUHS; Brenda Vermillion, assistant professor of practice, College of Nursing; and six associate degree programs located

Bowles, who serves as director of the college's RN to BSN Program and is an assistant professor of clinical nursing, is currently receiving funding to implement a collaborative model for seamless academic progression between associate degrees and RN to BSN programs in the state of Ohio. This model will serve as a resource for academic institutions both

throughout Central Ohio. This is the only Ohio team to be awarded funds from the Ohio Board of Nursing to carry this model into the implementation phase.

## #BHAC2015 a great success

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

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

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

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

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

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

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

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

## Summer **wellness events** abound

The **Amazing Race to Wellness**, located at Fred Beekman Park, was a faculty/staff wellness event that took participants through a timed race focused on promoting the 9 Dimensions of Wellness. This year's event was expanded to two days, April 8 and May 7. Forty-two teams for a total of 165 faculty and staff participated. Prizes for the winning teams included a catered meal for 15, Amazon gift cards, Your Plan for Health points, massages, fitness classes and more.

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

1 The Office of the Chief Wellness Officer hosted the second annual **Ohio State Family Wellness Expo** on June 6 at the Recreation &

Physical Activity Center (RPAC). Approximately 700 individuals participated in a variety of educational activities, food demonstrations, biometric screenings, sports injury screenings, a health fair and a carnival play area. The health

fair had 21 partners offering education, screenings and activities to help families better understand and practice their own health and wellness.

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

As a part of a continuing effort to obtain leadership support for the health and wellness initiative, the College of Nursing conducted two **Health Athlete for Leaders** workshops in May and June for a total of 15 leaders across the university. Participants included deans and vice presidents from various colleges and departments. Football coach Urban Meyer made a short presentation during the workshop.

3 Heisman Trophy winner Eddie George returned Ohio State on June 1 to lead a group of faculty, staff and students to higher fitness levels. On the South Oval, he led the **Eddie George Fitness Bootcamp**, including jumping jacks, squats,

planks, push-ups and crunches. More than 60 participants sweated their way through a heart-pumping workout with the legendary football running back.



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





## INNOVATIVE APP CREATED

*Graduate nursing students design new mobile app that reaches Columbus' vulnerable populations*

By Meggie Biss

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

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

### A new horizon for health

The student team—Sarah-Jane Baserman, Stephanie Ritchie, Megan Miller-Lloyd, Phillip Newman and Hayley Townsend—set out with the intent of studying disease transmission through indirect contact with technology devices, but soon changed direction. They started

**Clinical Instructor Judy Donegan with her graduate entry student team that created a community-oriented app. Left to right: Hayley Townsend, Stephanie Ritchie, Phillip Newman and Sarah-Jane Baserman. Not pictured: Megan Miller-Lloyd.**







WSYX-TV ABC 6 anchor Adam Aaro (above) interviews the student team responsible for creating the community resources app and their instructor Judy Donegan.



focusing on mHealth, or mobile-based health resources, and its accessibility for the underserved. Their findings both surprised and inspired them.

“Through our research, we realized that vulnerable and underprivileged populations possessed the technology to access mHealth just as much as individuals from any other socioeconomic status, but mHealth resources had not been created and adapted to specifically target the needs of these

populations,” explained Newman. And yet, the team learned, it was the underserved who could benefit most from mobile health resources.

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

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

### From nursing students to app developers

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

“The building website was free to use, so we could create, dismantle and refine

as much as we wanted until the app took a form we were satisfied with,” explained Newman.

Using resources compiled from their community health clinical experiences, the team incorporated multiple features in the app including food options, such as food pantries and free meals; healthcare like free clinics and mental health resources; housing options; clothing resources; and much more. The app allows the user to find resources via a list or on a map, access the corresponding websites, look up dates and times, contact the resources directly and even navigate to the destinations using Google Maps. All user information is confidential and the app is completely free to use.

“Once we saw the product we had created...we recognized that this could be much more than just a class project,” said Newman.

“I had spectacular work from almost every group with this assignment,” said Donegan. “I think taking down the boundaries allowed the students to grow in a way they never would have if I hadn’t done that. But it was probably one of the highlights of my career to see this idea come to fruition.”

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

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

“I am so proud of these students for creating this innovative app, which is so desperately needed in our community. And I’m equally proud of their instructor, Judy Donegan, for giving them the opportunity to do so,” said Dean Bernadette Melnyk, who also serves as university chief wellness officer and vice president for health promotion



MobileYou’s home page (top) and several section pages

at Ohio State. “Our students at the College of Nursing think and do the impossible, and this is one great example.”

### The sky’s the limit

The MobileYou team is already looking for ways to improve the app to ensure it’s as robust and complete a resource as possible for Franklin County residents. While some functions are still in the development phase, the students are continuing to meet with local nonprofits to refine the app and update its content. One recent addition has been a new support group function and future plans include the addition of a tool that provides users with help regarding prescription plans and discounts. But the team isn’t stopping there.

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

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

### Download the MobileYou app

MobileYou is free and available in the Apple App Store and GooglePlay for Android devices, or download directly from [mobileyoucolumbus.com](http://mobileyoucolumbus.com).

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

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



# Faculty inducted into prestigious national academies

By Dave Ghose





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

College of Nursing faculty are increasingly gaining recognition as the best of the best in groundbreaking scholarship, innovative teaching, cutting-edge clinical practice and influential policy leadership. As part of that recognition, 22 faculty members have earned prestigious national nursing, medicine or healthcare fellowships, such as organizations, such as FAAN (Fellow of the American Academy of Nursing), FAANP (Fellow of the American Association of Nurse Practitioners) and FNAP (Fellow National Academies of Practice).

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

Ohio State has no shortage of nursing experts—not only from the big three (FAAN, FAANP and FNAP) but faculty also hold other significant honors, such as FAHA (Fellow American Heart Association), FAPS (Fellow American Physiological Society), FACHE (Fellow American College of Healthcare Executives) and ANEF (Academy of Nursing Education Fellow). Melnyk is one of just a few nurses who have been named a fellow of the National Academy of Medicine, one of the highest honors in healthcare.

“We have quite a few fellows at Ohio State, and that shows the dedication and contributions our faculty have made to the profession of nursing and healthcare, which is a positive for our university and our students,” says Associate Professor Margaret Graham, vice dean and PhD, RN, CRNP, FAANP, FAAN, FNAP.

Graham, a longtime fellow of both the American Academy of Nursing and the American Association of Nurse Practitioners, was inducted last spring into the National Academies of Practice, a multidisciplinary nonprofit organization founded in 1981 that encompasses 14 health professions, including dentistry, optometry, psychology and social work, in addition to nursing. Graham was recognized for her work in leading policy change. In particular, she

helped bring about new laws that gave more independence to advanced practice nurses—such as nurse practitioners, clinical nurse specialists and nurse midwives.

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

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

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

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

Once selected, fellows are expected to make an active commit-

# New fellows

## THE COLLEGE OF NURSING’S MOST RECENT ACADEMY INDUCTEES



STANDING, LEFT TO RIGHT:

**Janine Overcash**  
PhD, GNP-BC  
Clinical Associate Professor  
**AANP Fellow**

**John Brion**  
PhD, RN, CRNP  
Associate Clinical Professor  
Director, Graduate Entry Program  
**NAP Fellow**

**Tondi Harrison**  
PhD, RN, CPNP  
Assistant Professor  
**AAN Fellow**

SEATED, LEFT TO RIGHT:

**Barbara Warren**  
PhD, RN, CNS, FAAN  
Professor of Clinical Nursing  
Director of the Psychiatric and Mental Health Nursing Specialty  
**AAN Fellow**

**Margaret Graham**  
PhD, RN, CRNP, FAANP, FAAN  
Associate Professor  
Vice Dean  
**NAP Fellow**

**Lizzie Fitzgerald**  
EdD, APRN, PMHCNS-BC  
Associate Professor of Clinical Nursing  
**Transcultural Nursing Scholar**

**Laureen Smilth**  
PhD, RN  
Associate Professor  
Director of NHSM  
**AAN Fellow**

**Cindy Anderson**  
PhD, RN, WHNP-BC, FAHA, FNAP, FAAN  
Associate Professor  
Associate Dean for Academic Affairs and Educational Innovation  
**NLN ANE Fellow**

**Alice Teall**  
MS, CRNP, FAANP  
Clinical Instructor of Practice  
Co-Director of Online Family Nurse Practitioner Specialty  
**AANP Fellow**



(Not pictured in group)

ment to the organization and the work of the organization, perhaps serving on a committee that’s reviewing a policy change. As a fellow of the National Academy of Medicine, Melnyk was invited to participate in a recent national workshop on children’s behavioral health in Washington, DC.

Earning a fellowship holds special weight. “There are a lot of organizations to which a lot of us belong, and those sometimes require that you meet certain membership requirements,” Brion says. “But they’re pretty much self-initiated. If you meet the requirements, you get in. With the fellowships, the part that really honors me is that my work was looked at by my peers and judged to be at a level that was significant. It is the recognition of a body of work by your peers that is personally very satisfying.”

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

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

A fellowship provides a nice career boost—and certainly looks good on a resume—but prestige is the not the most important perk. Rather, it’s engaging with those who are setting the agenda for improving health care in this country, Melnyk says. “It’s the opportunity to be part of nationally based initiatives that will really make a difference in healthcare and the lives of people.” ■

Dave Ghose is a freelance writer in Columbus.



Formula for success

# DNP=EBP expert

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

By Dave Ghose

**N**ursing colleges have answered the call to develop a new way to educate clinicians all across the country. Eleven years since the American Association of Colleges of Nursing (AACN) endorsed the idea, the doctor of nursing practice—a terminal professional degree for advanced practice nurses—has received near universal support among educators, with DNP programs proliferating from 20 in 2006 to more than 260 today.

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

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

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

**Right: Brenda Hixon Vermillion, DNP, '11, is director of health systems nursing education at the Wexner Medical Center and a member of the inaugural DNP class at the College of Nursing.**





make healthcare decisions based on the best available research—the fundamental idea of EBP. “We have it very clear,” says DNP program director Joyce Zurmehly, PhD, DNP, RN, NEA-BC. “We have top of the line faculty who really understand.”

Melnyk summarizes Ohio State’s DNP program with a simple formula: DNP = EBP expert. “A DNP should come well equipped to lead change based on best practices and to measure and evaluate that change,” adds Zurmehly.

One of the early pioneers of the DNP movement, the College of Nursing is now leading the charge to ground advanced practice nursing education in EBP, which research shows improves the quality of care, reduces medical complications and decreases healthcare costs by as much as 30 percent. No other DNP program can match Ohio State’s EBP expertise, says Lynn Gallagher-Ford, PhD, RN, DPNAP, NE-BC and the director of the Center for Transdisciplinary Evidence-based Practice (CTEP), one of only two centers for evidence-based practice based in a college of nursing in the country. “We teach our DNP students in a very deep and rich way how to be EBP experts,” says Gallagher-Ford. “That’s the missing link.”

## Driving change

Former Ohio State College of Nursing Dean Elizabeth Lenz, PhD, RN, FAAN, chaired the AACN task force that recommended the widespread adoption of the DNP as the highest standard for educating practicing nurses. In 2008, Ohio State launched its own DNP program under Lenz and founding director Mary Margaret Gottesman, PhD, RN, FAAN. Since then, the program has educated about 60 nursing professionals, many of whom have assumed significant administrative, clinical, educational and quality improvement roles with healthcare organizations.

Brenda Hixon Vermillion was a member of the inaugural class of Ohio State’s DNP students. A critical care specialist, Vermillion was challenged by the program to stretch beyond her comfort zone. “I really had to learn different concepts,” says Vermillion, who’s now the director of health system nursing education for The Ohio State University Wexner Medical Center. “Every course made us think a little bit larger and outside our area of process, which I think is a great way to expand our knowledge and our clinical expertise.”



**Joyce Zurmehly, director of the Doctor of Nursing Practice (DNP) program**

The DNP concept—modeled after other health professions such as pharmacy, dentistry and physical therapy that have long offered practice doctorates—aims to increase the scientific knowledge and expertise of specialty nurses in an increasingly complex healthcare environment. Research from Linda Aiken of the University of Pennsylvania and other scientists has shown a strong link between higher levels of nursing education and better patient outcomes.

Rather than training researchers to develop new knowledge as traditional nursing doctorates do, DNP programs (ideally) help clinical specialists provide the highest level of patient care and translate the latest research into their practices. “They are the leaders who need to find the answer that’s already out there and bring it back and drive the best practice change,” Gallagher-Ford says.

The AACN has long emphasized evidence-based practice as an important building block of DNP programs, but nursing colleges have interpreted that instruction differently, leading to considerable confusion. “That is a huge, huge problem nationally,” Gallagher-Ford says. “The product is extremely variable based on programs.”

Several colleges have integrated content and research courses from their PhD programs into their DNP curricula when creating practice doctorates, and some even require DNP students to complete rigorous capstone research projects instead of focusing on the translation of research findings into clinical practice, reported Melnyk in a scientific paper published in *The Journal of*



**Lynn Gallagher-Ford, director of the Center for Transdisciplinary Evidence-based Practice (CTEP)**

*Nursing Education* in 2013. “Requiring original research as part of a practice doctorate is contrary to the intent of the DNP,” Melnyk wrote. Melnyk adds, “People are trying to make these people mini-researchers, and that is not—and never was—the intent of the degree.”

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

## The Ohio State way

Unlike other DNP programs, Ohio State infuses its entire program in evidence-based practice. The curriculum includes more evidence-based practice courses than most programs, as well as an independent final project that helps students gain competence in the translation of research into practice, education or policy. Past projects have explored neonatal nurse practitioner workload, pediatric depression screening and improving care delivery and communication during hospital rounds.

The program also benefits from its association with CTEP, as well as the leadership of Melnyk, a nationally recognized expert in evidence-based practice, and Zurmehly, who joined Ohio State about a year ago and holds both PhD and DNP de-

# A few DNP success stories

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

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

Wrona was recently promoted to administrative director of comprehensive pain services at Nationwide Children’s Hospital. In her new role, Wrona helps oversee palliative care, acute care, chronic pain and regional pain at the Columbus hospital, while also continuing to care for patients as an advanced practice nurse.

The Ohio State DNP program gave Wrona the skills to be a change agent. For instance, she’s become more active in opioid safety in recent months, giving presentations at both her own institution and at national conferences, as well as participating in a statewide initiative formulating pain management guidelines outside the emergency department.

“Ohio State’s DNP program gave me an ability to look at a broader ecosystem and how we can make changes that will impact more than the patient but also affect the family and the community,” she says.

## Brenda Hixon Vermillion, DNP, ’11, The Ohio State University Wexner Medical Center

Vermillion serves as the director of health systems nursing education at the Wexner Medical Center. She supervises the nursing educators who provide educational opportunities for the nearly 3,000 nurses at the center.

Ohio State’s DNP program provided Vermillion with strong leadership training. “While we were learning how to become higher-level clinical experts, we also had course work related to leadership—and not only from a health system perspective,” says Vermillion, a member of Ohio State’s first DNP class. “I use that knowledge in my everyday work because in this role I have to connect and build relationships with other disciplines.”

grees. “We make our DNP program the best by understanding the EBP component and making our DNPs the best EBP practitioners there are,” Gallagher-Ford says. Adds Melnyk: “Our graduates really become steeped in evidence-based practice, which is what a DNP is supposed to do.”

The Ohio State DNP program offers two tracks: DNP Clinical Expert or DNP Nurse Executive, both of which come with flexible options for busy professionals. Students, who must have a bachelor’s or master’s degree in nursing, can take classes full- or part-time, and coursework can be completed online. The program also pairs students

with advisors with shared interests, and the curriculum is updated more frequently than most other academic programs. “If you don’t run a practice doctorate as a practice, then you’re old school,” Zurmehly says. “You have to have new concepts. You have to be able to make change.”

Under Zurmehly’s leadership, the program recently reduced required credit hours from 50 to 37, eliminating some redundant course work. The change allowed Ohio State to add even more evidence-based practice study into the program, including a new “science of practice innovation” course. “It gives students a foundational knowledge of

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

Gossett is a quality outcomes manager with the James M. Anderson Center for Health Systems Excellence at Cincinnati Children’s. With his nursing background, he helps bridge the gap between clinical practice and quality improvement methodology.

When he entered Ohio State’s DNP program, Gossett envisioned the degree would prepare him to be a hospital chief nursing officer. Instead, he discovered management wasn’t his true love, and he shifted into quality improvement. The DNP program helped make the shift a smooth one.

“The DNP prepares you to be a leader,” he says. “It doesn’t really matter what focus you’re taking. It just gives you that upper-level theoretical knowledge of nursing practice that lets you speak to other nurses and other executives and leaders in a way that they understand.”

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

Zellefrow didn’t have much familiarity with evidence-based practice before starting at Ohio State. The longtime school nurse never had taken a class on the subject before. Soon, however, EBP became a passion. “And it continues to be a passion to this day,” she says.

Since June, Zellefrow has been the assistant director of the Center for Transdisciplinary Evidence-based Practice (CTEP) at Ohio State, as well as an assistant clinical professor at the College of Nursing. She’s become an EBP evangelist, traveling all over the country to teach practitioners and nursing instructors about bringing the best research to the bedside. “The DNP program has opened so many doors and really expanded my views of healthcare in this country,” Zellefrow says.

practice theory to base their independent project on,” Zurmehly says.

Another priority is to continue to spread the DNP message. When people understand the purpose of the programs—to bring the latest research to the bedside—then healthcare providers can enjoy significant benefits. “It is a return on investment,” Zurmehly says. “In the long run, our graduates are going to come back and lead that change in patient satisfaction and improve outcomes.” ■

*Dave Ghose is a freelance writer in Columbus.*



# LEADERSHIP ACADEMY GOES ONLINE

*The Leadership Academy for Peak Performance brings its expertise to nurse leaders worldwide*

By Jill Jess Phythyon



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

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

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

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

What the program couldn't give nurses was the time to come to Columbus to attend several days of immersive programming. So the college did the next best thing: Moving the top-notch leadership skills-building academy to an online format—one that is high impact, yet accessible from anywhere on the planet. Now, healthcare professionals will be able to block out desk time and log on to receive the same transformative education without the travel

and days away from work. The online version will include access to experts, real-time discussions, focused learning in leadership rich, relevant, useful content. Also included is a full year of coaching to help to reinforce the learning. This will be the only program of its kind, anywhere. Real, meaningful, synchronous web-based leadership learning with a year of personalized coaching.

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

During development of programming for the leadership academy, Graham and others spoke to many nurse managers currently working in diverse positions within healthcare. Those managers/leaders reported they received little to no structured leadership



*“...the academy’s programming was specifically developed to teach and enhance leadership skills to nurse managers and other nurse leaders and developing nurse leaders to increase their success in their vitally important roles.”*

education, mentorship or skill-building support as they transitioned from their staff nurse role to the nurse manager role. Their transitions were described as: “you’re on your own,” “hit or miss,” “good luck with that,” “you’ll figure it out over time”—and the classic—“see it once, do it once, teach it.” Doing it this way over and over and expecting different and better results from those being led is insanity, per Albert Einstein.

Graham said the academy’s programming was specifically developed to teach and enhance leadership skills to nurse managers and other nurse leaders and developing nurse leaders to increase their success in their vitally important roles. By attending the online academy, nurses who are assuming leadership roles will be prepared to tackle this challenging and unique role.

“The main things you get from attending are increased confidence and increased competence in leading,” Graham said. “The program was developed to allow participants to learn about themselves and learn how to positively influence others in the workplace.”

Graham is well versed in online teaching methods, and the College of Nursing is nationally recognized for its degree programs offered online. The college is sixth in the nation for online graduate programs, according to 2015 *U.S. News and World Report* rankings. Additionally, Ohio State is ranked eighth for online bachelor’s degree programs, which includes the College of Nursing’s RN to BSN program.

The online leadership program is currently being developed; Graham and Tim Raderstorf, MSN, RN, director of the Academy for Continuing Education and Lifelong Learning at the College of Nursing, said the academy will begin its first cohort of leaders in early 2016 by offering synchronous online leadership education. This means that all participants and the instructor are online at an appointed time, much like attending classes in person.

“We know firsthand the challenges faced by nurse leaders, and perhaps the greatest is time. We wanted to create an experience that allowed nurse leaders

the structure of a recurring course, with the flexibility to join from anywhere in the world. The new Leadership Academy format allows participants to engage in conversations on evidence-based methods with the some of the best nurse leaders in the world while in the comforts of their home or office,” said Raderstorf.

Topics for the online sessions are being considered, but plans are for programming such as:

- The future of healthcare
- The Leadership Challenge/Leadership Practices Inventory
- Workforce/team engagement
- Evidence-based leadership practices
- Leading change
- Communications skills for leaders
- Coaching and mentoring skills for leaders
- Innovation in healthcare
- Strengths Finders: Discovering your strengths
- Emotional and social intelligence: Emotional Quotient Inventory

Effective leadership can have a measurable impact on the business of healthcare. Recruiting and retention challenge every healthcare organization and carry high costs. Research by PricewaterhouseCoopers’ Health Research Institute estimates that “every one percent increase in turnover costs an average hospital an additional \$300,000 annually.” Ohio State’s leadership academy focuses on helping nurse leaders effectively inspire and engage employees to reduce burnout and turnover.

“The first, and perhaps most critical, leadership role that nurses often undertake is that of nurse manager,” Graham said. “The impact of these front-line, often first-time, supervisors can make or break an organization’s ability to recruit and retain nursing talent. If the nurse manager doesn’t succeed, then the organization, and most importantly, the patient care, is negatively impacted.”

The leadership academy also includes 12 months of coaching for participants. Research shows that any coaching that follows

a learning opportunity supports change and contributes to the development of the workforce.

“To our knowledge, this is the first time that an internationally renowned group of leaders, including Dr. Tim Porter O’Grady, Scott Graham and others will be accessible in real-time with a year of personalized coaching so that anyone throughout the world can access the top notch expertise of such preeminent leaders,” said Bernadette Melnyk, associate vice president for health promotion, university chief wellness officer and dean of the College of Nursing, who is also on faculty for the program.

As leadership authors, Jim Kouzes

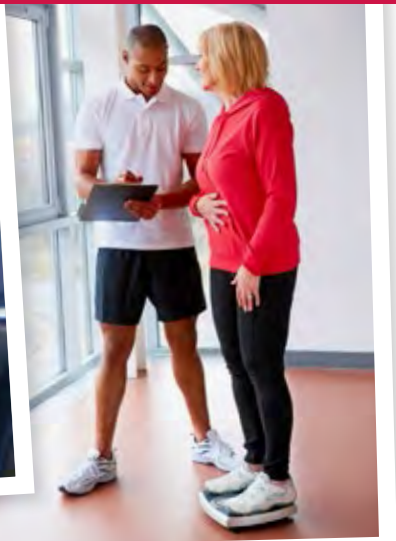
#### For more information

The inaugural online Leadership Academy for Peak Performance will be limited to 20-25 participants. If you are interested in participating, please email [lapp@osu.edu](mailto:lapp@osu.edu).

and Barry Posner, authors of “The Leadership Challenge,” found in their extensive research over decades that leadership can be taught. It is a set of competencies and skills that takes managers from ordinary and molds them into extraordinary leaders.

“With the dynamic nature of our healthcare work environments, and the interdisciplinary nature of our worlds, having confident and competent leaders is vital,” Graham said. “That can only happen with great education and mentoring/coaching. This academy will help nurse leaders to get there. As Bern often says: ‘We need to dream big to reach our full potential.’ This online leadership academy with associated coaching will be part of that big dream journey. We look forward to meeting you, wherever you are, in the world and in your leadership journey.” ■

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



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Applications are available online beginning October 1 with a submission deadline of March 15.

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Admission to the College of Nursing is competitive. Applicants are admitted to begin the BS HWIH program in autumn semester.

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- Graduation from an accredited high school or equivalent;
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- Grade of C+ or better on all prerequisite coursework; and
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**Tim Raderstorf, director of the Academy for Continuing Education and Lifelong Learning (AcCELL).**

# Planning to AcCELL

*The College of Nursing's Academy for Continuing Education and Lifelong Learning evolves under new leadership. Tim Raderstorf shares his goals for the future.*

By Tim Raderstorf

**A** strong foundation is key to building any successful program. For the last 10 years, the continuing education program at The Ohio State University College of Nursing meticulously built the foundation needed for the metamorphosis that the Academy for Continuing Education and Lifelong Learning (AcCELL) is currently achieving.

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

could possibly need were in the toolbox, all we would have to do was execute our plan.

The plan: Transform the continuing education program into a national brand that delivers the best in continuing education and lifelong learning opportunities for nurses and health professionals.

Knowing the program's successful execution of the plan couldn't be measured for years to come, we set a timeline for the first two years—Phase 1—in which we wanted to accomplish three key milestones:

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

Rebranding was the lowest hanging of the fruit, so we decided to start there. When I first started and told peers that I was the director of the TLA, I was often asked "What's that?" It was clear that the TLA name wasn't connecting with people.

We wanted to transition from the TLA into something that was more obvious, something that aligned with the College of Nursing's mission, declaring that we are passionate about continuing education and lifelong learning. That's where The Academy for Continuing Education and Lifelong Learning (AcCELL) came from, our



# A sampling of AcCELL’s offerings

## Workshops

**Evidence-based practice: Making it a reality in your healthcare organization**

October 26-30, 2015, 7:30 a.m.-5 p.m.  
A transformational journey to improve healthcare quality and patient outcomes.

**Leadership Academy for Peak Performance Immersion**

November 16-17, 2015, 7:30 a.m.-5 p.m.  
LAPP teaches the leadership skills aspiring nurse managers and healthcare leaders need. They learn skills that they haven’t been exposed to in typical education environments and, in our workshop settings, to develop best practices.

**Evidence-based practice: Making it a reality in your academic institution**

December 7-9, 2015, 8 a.m.-5 p.m.  
This program is a unique immersion to integrate evidence-based practice into curricula in academic institutions.

## Online educational offerings

**Peer Review: Offering supportive feedback** (1 CE)

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

**What’s new in contraception** (1 Pharm CE)

Through April 1, 2016  
Enhance the knowledge and prescribing practice of APRNs who hold a certificate in Ohio to prescribe contraceptives.

**Center for Transdisciplinary Evidence-based Practice: Making it a reality in your healthcare organization**

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

**SPEACS-2 Communication Training Program** (1 CE)

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

**National Consortium for Building Healthy Academic Communities Webinar Series**

It’s an exciting lineup of fantastic speakers from all types of academic institutions. Webinars will feature topics on faculty & staff wellness, student wellness, academic medical center wellness and wellness innovation.

For up-to-date offerings in continuing education and lifelong learning, visit [accell.osu.edu](http://accell.osu.edu)

passion and our mission.

With a newly branded provider unit (the technical term for an organization who is approved to provide continuing education) in hand, we placed our focus on a much larger challenge: obtaining Primary Accreditation status from the American Nurses Credentialing Center (ANCC). Since the continuing education program started at the College of Nursing, we have held

Primary Provider Status through the Ohio Nurses Association (ONA) and we’ve had a great relationship with ONA. The only gap in their service is that they are a regional organization and we wanted to expand to the global market. ANCC is the first and only healthcare credentialing organization to attain full International Organization for Standardization (ISO) certification. We believed that ANCC Primary Accreditation

would help AcCELL increase its credibility, expand visibility and promote the highest professional standards for nursing—all of which we believe would lead to an increase in demand.

The accreditation process was laborious. The AcCELL team spent countless hours fine-tuning the 225-page document. Without Jackie Loversidge and her previous experience developing ONA’s accreditation applica-

tion to draw upon for guidance, the process would have been much more difficult.

Loversidge’s guidance has molded the foundation for AcCELL and she is energized by its new direction. “Tim’s extraordinary energy and entrepreneurial spirit was exactly what AcCELL needed to take it to this next level,” she says. “ANCC accreditation is something very special, and will allow the program to grow beyond the regional level to shine on the national stage.” She sees engagement as another element that is budding within AcCELL. “Tim has also made exciting changes to the program’s infrastructure by creating pathways that will encourage our faculty to transform the expertise they share with students to a continuing education platform for adult non-degree learners. Tim’s sense of team spirit is second to none, faculty and staff alike are excited by this new venue to disseminate their expertise.”

AcCell received notification in August that it has been granted Primary Accreditation status from the American Nurses Credentialing Center. It’s a big step forward for our program. With ANCC status we can focus locally and act globally; providing tailor-made professional development opportunities in central Ohio and around the world.

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

Following Dean Melnyk’s ‘Dream Big’ moniker, we set lofty goals to increase AcCELL’s activity offering, aiming to double the live event production to 40 annual events and triple the online programming to 10 annually. Though the increase in the number of programs may appear to follow a ‘bigger is better’ mantra, the reasoning behind it is quite simple. We need to become more user focused. We are hearing from our users that they need more programming. Many nurses obtain their continuing education hours through conferences and free

events at work. We need to work with our users to develop ways to reach the healthcare professional in timely, convenient pathways with content that directly impacts their day-to-day care. And we want to do it so well that they look first to The Ohio State University College of Nursing every time they have a professional development need.

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

For suggestions for future activities or opportunities to better meet your needs, contact me at [raderstorf.3@osu.edu](mailto:raderstorf.3@osu.edu). ■

*Tim Raderstorf, MSN, RN, is director of the Academy for Continuing Education and Lifelong Learning (AcCELL) at The Ohio State University College of Nursing.*



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- **NIH T32 Grant** – Optimizing Health Development Across Childhood is the only training grant awarded by NINR that focuses on pediatrics. [nursing.osu.edu/T32](http://nursing.osu.edu/T32)
- **Post-doctoral fellowship program** provides opportunities for nurses with a PhD to gain further skills as a researcher.



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## VIEWPOINT

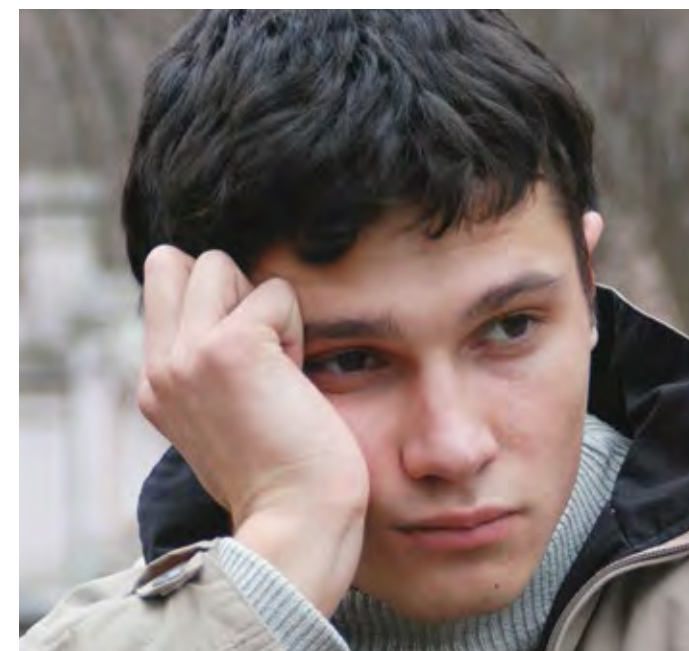
# The forgotten chronic disease: Mental illness among teens and young adults

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

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

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

Chronic diseases affect one in two Americans, and one in four has multiple chronic conditions. Chronic diseases cause the most overall deaths in the United States, with heart disease and cancer together accounting for 62 percent of all deaths in 2013, according to the Centers for Disease Control and Prevention. Adding to the mounting challenges of effective evidence-based management and prevention of chronic conditions are co-morbid mental health problems that



commonly go undetected and untreated. People who suffer from a chronic condition such as obesity or cardiovascular disease are more likely to also suffer from depression than are people without these conditions.

The prevalence of mental health conditions in youth is higher than that of physical health conditions, such as asthma and diabetes. Not only do mental health disorders in youth cause tremendous emotional damage within families, they are the largest cost driver, accounting for greater costs than diabetes, cancer, and respiratory disorders com-

bined. If depression and other mental health disorders are not treated effectively in our youth, research indicates that they will persist or reoccur in adulthood, or even lead to a more severe, harder to treat illness.

In an effort to inform the public about evidence-based strategies to prevent and combat chronic conditions, including mental health disorders, several experts from across the U.S. joined together for an important, inter-professional, online panel discussion in March. This expert panel was sponsored by the National Consortium for Building Healthy Academic Communities, the

Partnership to Fight Chronic Disease, and The Ohio State University. While the panel touched on various chronic diseases, mental health issues among youth, teens, and young adults were a key topic of discussion.

## Barriers to treatment

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

- **Stigma.** Shame and fear deter many people and their families from seeking help.

- **Inadequate screening** by primary care providers. This problem is especially acute for young people. The United States Preventive Services Task Force recommends that all 12-to-18 year-olds and adults be screened for depression in



primary care when systems are in place for accurate diagnosis and treatment. However, providers often do not screen because they do not have timely access to mental health services for their patients.

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

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

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

### Effective treatment requires an integrated approach

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

While more typically found in community health clinics, integrated behavioral health care models also are being adopted

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

The COPE (Creating Opportunities for Personal Empowerment) Healthy Lifestyles TEEN (Thinking, Emotions, Exercise and Nutrition) Program is a school-based health promotion intervention for adolescents. The program includes a mental health component that was evaluated in a large study with 779 high school teens. (The evaluation was funded by the National Institutes of Health/National Institute for Nursing Research). High school teachers taught the COPE program to teens as part of regular health classes. The program included seven cognitive-behavioral skill-building sessions along with eight nutrition and physical activity sessions. The teens who received this program had: a lower average body mass index; healthier lifestyle behaviors; better social skills; higher academic competence as shown in health class grades; and less alcohol use than did their peers in the control group, who received standard health content. Fewer teens in COPE moved from normal weight to overweight and from overweight to obese than teens who received the control program. Symptoms of depression also were reduced into the normal range for those teens

experiencing severe depression. These positive outcomes were sustained for several months after completion of the program. Other studies of primary care and school settings have also found that the seven cognitive-behavioral skills building sessions from the COPE program significantly reduce symptoms in teens suffering from depressive and anxiety disorders

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

### Looking forward

In moving forward, health care systems and schools must place high priority on screening and prevention of mental health problems in youth, and provide early, evidence-based interventions for those affected. Incentives must be aligned to encourage payers and health care providers to prevent and

manage both mental and physical chronic conditions. Physical health and health education can no longer be separated from mental health; the two must be integrated on a consistent basis in primary care and specialty settings, as well as in classrooms and on playing fields. We must remember that, as Abraham Lincoln said: “The only way to predict the future is to create it.” Let’s create a future in which all Americans—particularly young people—can find relief from the agony of mental health problems. Let’s rapidly mobilize systems and professionals to provide the mental health screenings and evidence-based treatments that we know to be effective. Let’s equip youth with the coping skills needed to deal with their everyday stressors. Let’s finally give mental health the attention it deserves as a chronic disease as harmful as any other, and diminish the suffering that accompanies these disorders. ■

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

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

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

*Kenneth Thorpe, PhD, is the Robert W. Woodruff Professor and chair, Department of Health Policy & Management, Rollins School of Public Health at Emory University and chairman, Partnership to Fight Chronic Disease.*

# Improvements to college’s TLC enhance student learning

*Recent upgrades to Newton Hall’s clinical labs are making a good thing even better*

The recent renovation and modernization of the College of Nursing’s Technology Learning Complex (TLC) will increase its flexibility, efficiency and utility.

On the third floor of New-

ton Hall, several upgrades were made to the Jennifer Roberts Watts Patient Care Simulation Laboratory, the Robert White Memorial Acuity Simulation Laboratory and the Osteopathic Heritage Foundation Virtual Technologies Laboratory.

The installation of a new

partition wall, new flooring, patient headwalls, LCD monitors and mobile simulation control booths will improve the efficiency of space and improve opportunities for student learning. All second floor TLC rooms, including the Dean Elizabeth R. Lenz Clinical

Excellence Laboratory and the Flo Ann Sours Easton Neonatal, Pediatrics and OB GYN Simulation Laboratory, were repainted to display a more modern and bright appearance. In addition, a new TLC preparation and storage room and an updated staff office were created.



Undergraduates participate in skills assessments in the Technology Learning Complex’s Mary Wiedle Hamilton Advanced Health Assessment Simulation Laboratory.

Photography by Sanford Meisel





**Clinical Instructor Melody Thomas demonstrates to a student the use of an intravenous infusion pump in the TLC.**

By centralizing storage and office space, the expansion of TLC learning areas has not only

enriched the overall experience for students but improved operations for the TLC staff.

These upgrades also tie together the many enhancements made throughout Newton Hall over

the last few years.

As a result of these renovations, the TLC can better execute contemporary strategies in nursing clinical education. The introduction of clinical simulation using high-fidelity, full-body computer-controlled manikins more than a decade ago has greatly increased TLC activity, creating the need for more resources such as increased space, equipment and staffing.

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

Simulation scenarios in the TLC have grown in number and complexity over the years to meet specific learning objectives for each clinical course. Scenarios are developed and revised by experienced faculty who rely on evidence-based

practice. Currently, more than a dozen well-designed patient simulation cases are conducted with students in multiple nursing programs. These include scenarios such as respiratory failure, acute myocardial infarction, alcohol withdrawal and post-partum hemorrhage. These valuable learning experiences require the need for resources not imagined when Newton Hall opened in the mid 1960s. The introduction of human patient simulation has created the

need for mock patient rooms with audio/visual capabilities and adjacent control stations for operating computerized manikins and viewing simulations remotely.

The TLC has also been a pioneer in the area of interprofessional education initiatives at the university. The Ohio State University is home to multiple health science programs. Through the Education for Clinical Interprofessional Simulation Excellence (ECLiPSE) program,

# Students share comments about the TLC’s simulations

“The simulation allowed me to see a real-life, emergent scenario that could happen in regular patient care. I really think this tested my critical thinking skills and made me much more prepared for situations like these.”

“It was interesting to interact with all professionals and will be helpful in clinical and my career. I learned a lot from hearing different perspectives and seeing how each profession works individually and as a team.”

“Overall, this simulation was extremely useful. It produced significant anxiety because I struggled to know what to do, but it challenged me in a healthy way. I truly went in blind so the progression of the scenario felt natural which made it more realistic. The teamwork our group had was helpful and the actress was great.”

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

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

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

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



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

students from medicine, physical therapy, occupational therapy, medical dietetics, respiratory therapy, pharmacy and social work all participate collaboratively with undergraduate and advanced practice nursing students in acute care simulations. This experience provides opportunities for students to interact and work together to care for complex simulated patients. The goal is to improve teamwork and communication skills, as well as facilitate a better understanding of professional roles. More than 1,400 interprofessional students have participated in the program since its inception three years ago, displaying positive research outcomes.

The impact of this and other simulations on our students is expressed through feedback on anonymous evaluation surveys.

Research shows that



**Lisa Rohrig, RN, director of the Technology Learning Complex**

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

The Technology Learning Complex is a valuable resource for both undergraduate- and graduate-level nursing education. At just over 7,000 square feet, the remodeled TLC is better suited to meet the needs of its nursing students as well as many other healthcare students. The college is grateful for donor support over the years that has made the TLC possible and which has positively impacted thousands of students. ■

*Lisa Rohrig is director of the Technology Learning Complex at the College of Nursing.*



# Interdisciplinary program focuses on health development in children

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

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

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

## The objectives of this interdisciplinary training program are to:

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

Further information is available at [nursing.osu.edu/T32](http://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.



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## GIVING

KATY TROMBITAS

# Hamiltons are strong supporters of the college and Ohio State

*Jim and Mary Wiedle Hamilton have shown their love and support for the College of Nursing in many ways*

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

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

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



Jim and Mary Wiedle Hamilton at Newton Hall

“finds great joy in giving to Ohio State.”

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

As co-chairs of the College

of Nursing's But for Ohio State campaign committee, the Hamiltons were also instrumental in the college becoming the first unit on campus to meet and surpass its campaign goal. To date, the college has raised more than \$12 million to support student scholarships, research and programs, far exceeding the original \$7 million goal.

“We have a responsibility

to continue to expand the college and produce graduates who really love nursing,” says Mary of their committee work.

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

## New faces in college advancement

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



team—welcome Colleen Pelasky and Adam Warren.

**Colleen Pelasky**

As Colleen enters her third year as a member of the College of Nursing advancement team, we are excited to announce her recent promotion to alumni engagement coordinator. In her new role, Colleen is working with students, faculty, staff and alumni to enhance and support alumni activities, including the College of Nursing Alumni Society, regional and local college events and annual giving.

“It is an honor to work with such a diverse and talented group of Buckeye Nurses! I’m excited to plan and implement programs and events



Adam Warren and Colleen Pelasky

that are designed to cultivate, engage and serve our alumni communities. With more than 12,000 alumni of our wonderful college, I’m looking forward to

learning your Buckeye Nursing story.”

**Adam Warren**

In his former role, Adam sup-

ported academic affairs at the College of Nursing, but he looks forward to shifting his attention toward engaging with alumni, friends and donors of the college. In his new role, Adam will support alumni engagement activities and philanthropic projects at the college.

“I’m excited to have the opportunity to meet and collaborate with the incredible network of alumni and supporters who are so loyal to the College of Nursing and the university. The work of faculty, staff and students just wouldn’t be possible without them.” ■

*Katy Trombitas is director of development for the College of Nursing.*

**Student Spotlight**

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

Samantha Boch, is a fourth-year graduate student working towards a master’s degree with a specialization in Public Health Nursing and a PhD in Nursing with plans to graduate spring 2017. Boch hails from Bremen, Ohio, and received her BS in Nursing along with a BA in Women’s Gender and Sexuality Studies in 2012.

She is the recipient of The Carole A. Anderson Graduate Fellowship Endowment Scholarship which was established August 29, 2001 with gifts from Carole Anderson’s family, friends, and faculty and alumni of the College of Nursing. Funds are used to provide fellowship awards to students who have completed their undergraduate degree from the College of Nursing, and immediately upon graduation, enter the graduate nursing program at The Ohio State University.

Boch currently serves as a corrections nurse at the Ohio Reformatory for Women in Marysville and as a clinical instructor teaching Health Assessment with first year BSN students. She also serves as an associate for the Criminal Justice Research Center at The Ohio State University, a collaborative interdisciplinary research center for faculty and graduate affiliates researching crime, delinquency and justice issues.

Throughout graduate school, Boch advised a group of undergraduate students working with the non-profit, international program One World Running, disseminating shoes to rural communities. Her research interests focus on reducing health disparities, and her dissertation will be investigating an under-

**Samantha Boch**



Samantha Boch

studied childhood adversity, youth exposed to parental incarceration.

After graduation, she wants to continue learning, traveling, researching and educating.

**How has this scholarship made an impact in your life?**

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

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

I was a guest DJ for CD 102.5, an alternative music station in Columbus, and only played female artists to increase awareness on the lack of female headliners at music festivals.

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

Go into nursing because you want to be in a profession that empowers you, challenges you and shapes you.

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



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



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## ALUMNI

COLLEEN PELASKY

# Milestone reached by Nursing Alumni Society

*Society selected as Outstanding Alumni Society for third consecutive year*

For the third year in a row, the College of Nursing Alumni Society has been recognized by The Ohio State University Alumni Association, Inc. as an Outstanding Alumni Society. In order to receive this recognition, an alumni society must meet various criteria

including alumni and student engagement requirements and communication and marketing standards.

The criteria for the distinction varies each year and includes hosting events for alumni and students, participating or hosting a local community service project, raising funds for student scholarships,

and having a presence on social media channels. Societies must meet all criteria to be considered for this top honor.

Of more than 50 active Ohio State societies, only 14 have received the Outstanding distinction for 2015.

The current president of the Nursing Alumni Society, Stephanie Stelmaschuk, '10,

MS '14, is proud of the society's past accomplishments and is looking forward to what the upcoming year will bring. "It's been a very busy year for our alumni society, and I couldn't ask for a better group of board members and liaison to the college, Colleen Pelasky! We've met most of our goals for 2015, and I'm looking forward to see how



Board members of the College of Nursing Alumni Society, left to right: Brian Garrett ('96), Eric Yap ('95, MS '98), Diane Tilus ('80, MS '91), Kimberly Ichrist ('14, current MS student), Pat Weisenbach ('81), Stephanie Stelmaschuk ('10, MS '14), Kelsie Sharp ('15). Not pictured: Peggy Agle ('81), Aaron Begue ('01, MS '05, current DNP student), Elaine Haynes ('72, MS '78, PhD '03), Amy Lord ('87), Lisa McCorkle ('87) and Pattama Ulrich ('04).

Colleen Pelasky



# Recent alumni events



**Cleveland Alumni and Student Social** Local alumni and newly admitted students gathered at the Embassy Suites in Independence to network with fellow classmates and to hear key strategies for achieving optimal health and wellness.



**Graduation Celebration** (Left and above) Recent graduates and their families enjoyed a reception hosted by the College of Nursing Alumni Society.



**Annual Wine Tasting Fundraiser** The Ohio Union was the site of the College of Nursing Alumni Society's ninth annual event on August. Left to right: Elaine Haynes ('72, MS '78, PhD '03), Debbie Cannon Freece ('74, MS '79) and Sally Morgan ('77, MS '89)



**Toledo Alumni Social** Local alumni met at Gradkowski's restaurant to reconnect with classmates and hear college updates from Dean Bern Melnyk.

big we can dream for 2016 when we meet for our annual retreat in November."

Prior to 2013, the Nursing Alumni Society won the Scarlet Award in 1994 for student in-

volvement and the Gray Award in 1995 for alumni service.

Congratulations to the Nursing Alumni Society Board of Governors on this prestigious achievement.

To learn more about the Alumni Society's mission, goals, and membership criteria, visit [go.osu.edu/buckeyenursing](http://go.osu.edu/buckeyenursing).

For information about the society's alumni events,

visit [go.osu.edu/NursingAlumniEvents](http://go.osu.edu/NursingAlumniEvents). ■

*Colleen Pelasky is alumni engagement coordinator for the College of Nursing.*

## Remember when?

## The Class of '56 shares their fondest memories

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

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

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

**Rachel Rankin Plymale:** I always wanted



**Rachel Rankin Plymale and Margaret Ann Williamson Marshal** after their banding ceremony on the steps of Neil Hall



**Classmates from 1956 at the Toledo Alumni reception with Dean Bernadette Melnyk (center) this past July.**

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

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

**Alice Goodrich Baughman:** In those years, we as nursing students lived in Neil Hall after the first year which was located close to the University Hospital. As a

result of this we became very close friends with our classmates. We worked together on the floors of the hospital and on other sites in the medical complex. We were exposed to many situations as a result of this. I remember so well on one New Year's Eve being on call for the OR and bringing in the New Year scrubbed in surgery. To this day, I treasure as my best friends my classmates who live in this area.

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



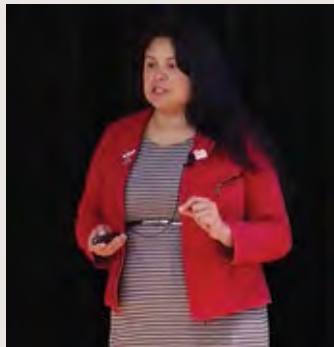


## BRUTx: Science through storytelling

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

The conference's objective was to showcase translational science through storytelling. Selection of presenters was competitive and included multiple reviews.

**Michelle Fennessey**, PhD, APRN, BC, assistant



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

professor of nursing, spoke about integration of nursing processes and patient care with technological systems. Her presentation, "Workflow patterns and patient health" is at [go.osu.edu/fennesybrutx](http://go.osu.edu/fennesybrutx).

**Eileen Faulds**, CNP, CDE, PhD student in the



College of Nursing, shared stories of how technology can be used to help patients navigate their own care in her presentation, "What Insulin Pump Users Fear" at [go.osu.edu/fauldsbrutx](http://go.osu.edu/fauldsbrutx).

The College of Nursing faculty also was highlighted



several times in a presentation by **Wondwossen Gebreyes**, DVM, PhD, Diplomate ACVPM, professor of veterinary preventative medicine and director of Global Health Programs. Visit "One Health: One World" at [go.osu.edu/onehealthbrutx](http://go.osu.edu/onehealthbrutx).

## Happ selected for STTI Nurse Researcher Hall of Fame

Mary Beth Happ, PhD, RN, FAAN, FGSA, Distinguished Professor of Critical Care Research at The Ohio State University College of Nursing and director of the Center of Excellence in Critical and Complex Care



was inducted into the International Nurse Researcher Hall of Fame at Sigma Theta Tau International's 26th International Nursing Research Congress in July. A National

Institutes of Health-funded researcher, she has served as investigator/mentor on more than 30 studies. Her research program is targeted toward seriously ill older adults and focuses on understanding and improving patient-provider communication in critical and complex illness.

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

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

In an effort to fully integrate medical center and university health and wellness services and resources, the Wexner Medical Center's Health and Wellness Initiative was incorporated into the Office of the Chief Wellness Officer and Buckeye Wellness.

This transition brought opportunities for faculty and staff across the university to participate in all health and wellness programs. Further, the incorporation allowed Buckeye Wellness to offer university faculty, staff and their families

regularly occurring health and wellness programs. Since 2014, Buckeye Wellness has provided bi-weekly Zumba classes, weekly Wellness Wednesday Walks, monthly cooking demonstrations at Giant Eagle and monthly Lunch and Learn programs.

Monthly education sessions are hosted at the medical center, with topics ranging from nutrition, stress management and exercise, to heart health, diabetes prevention and emotional well-being.

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

Two degree programs from The Ohio State University College of Nursing are among the nation's best for veterans, according to rankings by *U.S. News & World Report*.

In "2015 Best Online Programs for Veterans," the online nursing graduate program is ranked sixth, and Ohio State ranked seventh for online

bachelor's degree programs, which includes the College of Nursing's RN to

BSN program.

The rankings are based on factors such as program reputation, graduation rates and academic and career support services, and also the financial benefits available specifically to people with military experience.

Mike Carrell, assistant provost and director of

Ohio State's Office of Military and Veterans Services, says the ranking is great news for veterans.

"Our goal is to help veterans transition to college life. Offering highly ranked online degree programs is one way we can help them be successful academically. This is especially relevant given the state's efforts around offering academic credit for military experience and medical certifications," said Carrell.



## College and ONA partner for Million Hearts®

The College of Nursing and the Ohio Nurses Association have partnered to expand participation in the Million Hearts® Initiative, a national effort launched in 2011

by the U.S. Department of Health and Human Services to prevent one million heart attacks and strokes by 2017.

The college offers a free online

educational module that empowers healthcare professionals to provide community screenings, patient education and referrals for abnormal screenings. As part of

the partnership, ONA transformed the modules into free nursing continuing education for its members, for which they may earn up to 3.46 contact hours.

## University moves to Silver level in HealthLead reaccreditation

The Ohio State University achieved Silver-level status in the US Healthiest Workplace



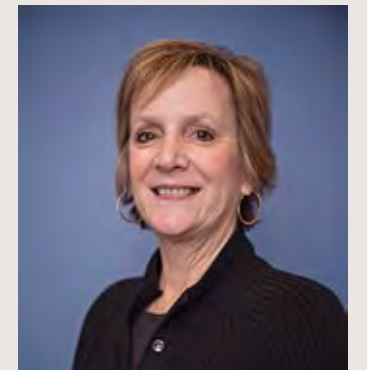
reaccreditation, demonstrating the university's increased engagement and initiation of positive changes to further instill a culture of health and well-being. Through a two-step reaccreditation process,

including completion of an online assessment and a site audit, Ohio State advanced from its Bronze status achieved in 2012 to Silver status.

Over the last four years, University Chief Wellness Officer Bernadette Melnyk, along with the Buckeye Wellness and Your Plan for Health teams, has escalated change, created the One University Health

and Wellness Council, and expanded data collection and communication initiatives across the university. Additionally, Ohio State has increased its activism and role as a convener within the employer and university spaces through its leadership and involvement in nationally recognized consortiums, including the National Consortium for Building Healthy Academic Communities (BHAC).

## College of Nursing student selected as Albert Schweitzer Fellow



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

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

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



## Kue named director of global affairs and community engagement

Jennifer Kue, PhD, will be directing the college's initiatives in global affairs and community engagement.

Kue has more than 15 years of experience working with refugees, immigrants, and medically underserved minority populations. She has expertise in community health promotion and achieving health equity in underserved ethnic minorities, community-engaged research and



refugee and immigrant health.

"Jenn has done amazing work in helping us to expand our global and community health initiatives, and I know she will be a terrific leader in advancing these important efforts even further," said College of Nursing Dean Bernadette Melnyk.

Kue's research applies the principles of community-based research to understanding and addressing cancer health

disparities, including cervical cancer prevention, cancer screening, and survivorship. Kue's research examines the influence of culture, race, historical and refugee trauma, and intergenerational communication on cancer screening and health behavior.

Kue received her PhD in public health from Oregon State University and master's degree in anthropology from San Diego State University.

## STTI Epsilon Chapter sponsors human trafficking fundraiser

Members of the College of Nursing's Sigma Theta Tau Epsilon chapter sponsored a Human Trafficking fundraiser last spring, supporting 10 human trafficking survivors. They were provided with items needed to begin their lives

in their first apartments. The survivors also received Ohio State-themed materials to make create necklaces, belts, and scarves.

STTI Epsilon continues to support this philanthropic mission for human trafficking

awareness and prevention and plans to sell merchandise made by the survivors during mid-November.

For more information, contact Kady Martini, [martini.39@osu.edu](mailto:martini.39@osu.edu) or Sherri Harkless, [harkless.11@osu.edu](mailto:harkless.11@osu.edu).

## Worldviews journal impact grows

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

The increase places *Worldviews*, edited by College of Nursing Dean Bernadette Melnyk, as the number three ranked journal for nursing as well as for social science journals, both categories with more than 105 journals.

The top five ranked nursing journals are:

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

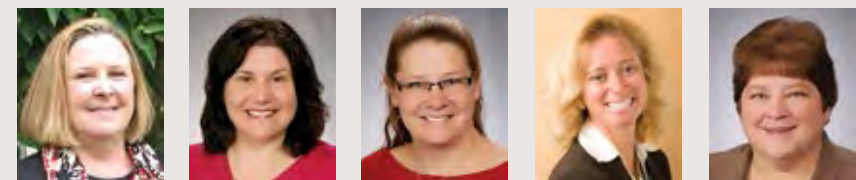


Samantha Hudson, Salvation Army social worker (left), and Kady Martini, MSN, RN, NEA-BC, clinical instructor of practice and Sigma Theta Tau Epsilon Chapter president with the items purchased for human trafficking survivors.

## Academic Affairs announces program and track leadership changes

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

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



Left to right: Pickler, Browning, Masciola, Overcash and Pittman

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

Oralea Pittman is the specialty track director of the on-campus Family Nurse Practitioner track.

## New faculty and staff join College of Nursing

### New faculty members

Andy Betz, clinical instructor of practice  
Sue Carter, assistant professor of practice  
Esther Chipps, clinical assistant professor of practice  
Steve Edell, clinical instructor of practice  
Chris Fortney, assistant professor  
Chase Hardwick, graduate teaching assistant  
Kathryn Hendricks, clinical instructor of practice  
Amy Jauch, clinical instructor of practice  
Vonda Keels-Lowe, clinical instructor of practice  
Lindi McGaughey, clinical instructor of practice  
Hollie Moots, clinical instructor of practice  
Martha Post, clinical instructor of practice  
Linda Quinlin, clinical assistant professor of practice  
Janna Stephens, assistant professor  
Susan Thrane, assistant professor  
Jennifer Wilson, clinical instructor of practice  
Cindy Zellefrow, assistant professor of practice

### New staff members

Jill Auxter, academic advisor  
Nicole Behm, research assistant  
Allison Errett, business manager  
Jamie Ciccone, academic program coordinator  
Michelle Freeman, senior grants specialist  
Matthew Gorr, post-doctoral researcher  
Terese Gullo, research assistant  
Deborah Hanes, director, Healthy at Home Cbus  
Judith Harness, nurse project manager  
Larry Lewellen, health & wellness specialist  
Hannah McCarley, office associate  
Ellen Rodenberger, family/ped. nurse practitioner  
J. Tyler Rogols, clinical placement coordinator  
Natasha Stouffer, coordinator, equity and inclusion  
Gina Taff, academic advisor  
Adele Thomasson, undergraduate recruiter  
Kate Trinter, AcCELL nurse planner  
Katy Trombitas, director of development  
Onalee Volio, dietitian  
Beny Walujo, web database programmer

### Connect with the College of Nursing

#### MAIL

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

#### FAX

(614) 292-4535

#### E-MAIL

[nursing@osu.edu](mailto:nursing@osu.edu)

#### PHONE

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

#### WEB

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



#### TWITTER

[www.twitter.com/osunursing](http://www.twitter.com/osunursing)



#### FACEBOOK

[www.facebook.com/osucollegeofnursing](http://www.facebook.com/osucollegeofnursing)



#### YOUTUBE

[www.youtube.com/ohiostatenursing](http://www.youtube.com/ohiostatenursing)



# Grayce Sills Endowed Professorship in Psychiatric-Mental Health Nursing

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

## Qualifications

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

## Responsibilities

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

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

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

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

## The Ohio State University College of Nursing

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



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# CLASSNotes

Compiled by Colleen Pelasky

Share your professional accomplishments with your fellow alumni. Send your updates to Colleen Pelasky at [nursingalumni@osu.edu](mailto:nursingalumni@osu.edu).

## 1960s

### 1961 Rona (Glazer) Cohen

pioneered the Corporate Lactation Program, wrote training manuals, trained lactation consultants in the US, and performed the research which is the basis for the Affordable Care Act's breastfeeding provisions.

### 1964 Priscilla (Curtiss) Dwyer

continues to be active as a clinical instructor for the School of Nursing at UCSF in mental health for the Masters Entry Prepared Nursing program.

## 1970s

### 1970, MS 1971 Lois (Gradisek) Andreas

was selected as Woman of the Year in Tuscarawas county in October 2013 for her work in establishing a community hospice, which now serves four counties.

### 1970, MS 1971 Jane (Steinman) Kaufman

published "Nursing management: Obstructive Pulmonary Diseases and Medical-Surgical Nursing: Assessment and Management of Clinical Problems" (9th ed.)

### 1971, 1973 MS June (Wilsker) Levine

chairs the Ambulatory Nurse Residency Task Force for the American Academy of Ambulatory Nursing.

### 1975 Karen (Fredrickson) Amos

was awarded the Daisy Award for Extraordinary Nurses at University of Washington Medical Center.

### 1976, 1980 MS Pamela (Eckstein) Greene

was promoted to associate professor at Baylor College of Medicine, Psychiatry & Behavioral Sciences.

### 1977 Debra (Lautzenhiser) Heidrich

worked with other Oncology Nursing Society members

to teach palliative care courses in Muscat, Oman in 2012 & 2013, and in Ankara, Turkey in 2014.

### 1978, 1981 MS, 1991 PhD Belinda (Lehman) Zipf

retired from Genentech South San Francisco as an account manager on July 13, 2014. She will pursue self-employment part-time at BWRResearch LLC.

### 1979 MS Candace (Brown) Hennessy

is the current president and CEO of Curative Care Network in Milwaukee, Wisconsin which is one of the largest agencies providing a network of care for persons with disabilities across the lifespan.

**1979 MS Mary Lou (Noll) Sole** was named the dean of the College of Nursing at the University of Central Florida.

## 1980s

**1980 Peter Denkowski** has been the treasurer for the past five years of the Ohio Public Health Association.

### 1980 Ann (Miller) Whitlatch

received the 2013 Ohio Nurses

Association's Excellence in Nursing Education award. This honor is only given every other year at convention to honor a nurse educator in Ohio for excellence over a lifetime career in education and active service in the association.

### 1983 MS Treva (Lynch) Swaim

received the 2014 Florence Nightingale Award for Nursing at the annual University of Cincinnati's Florence Nightingale Awards Ceremony. She also received the 2014 Lifetime Achievement in Nursing Leadership Award at the annual Mt. St. Joseph's Leadership in Nursing Awards ceremony.

**1986 Kimberley (Richlak) Kelly** is the school director and founder of the Vocational Nursing Institute, Inc. in Houston Texas.

## 1990s

**1992 Kristine (Weiss) Adams** is an internal medicine nurse practitioner and the manager of APN practice at Fairview Hospital, Cleveland Clinic. She is also on the faculty of the Kent State University Nurse Practitioner Program, Cleveland Clinic cohort.

**1993 Jennifer (Kowalka) Crowley** recently celebrated eight years of being owner of Eagleview West, a care management and consulting company. She is also a certified Life Care Planner & Certified Medicare Set-Aside Consultant, specializing in long-term care planning, Alzheimer's/dementia care, catastrophic injury and geriatrics.

**1994 MS Tracy (Hollar Ruegg) Hendershot** published "A Nurse Practitioner-Led Urgent Care Center: Meeting the Needs of the Patient with Cancer" in the *Clinical Journal of Oncology Nursing* in August 2013.

## 2000s

**2008 Julianne (Sharp) Richardson** was hired as the new nurse informaticist at the Columbus VA and nominated for a Federal Executive Association award as part of a team that worked on technological innovations in existing software.

**2009 Ashley (Barber) Riley** achieved her certified pediatric nurse certification and has been a leader in the kidney center at Children's Hospital Colorado as the kidney center unit educator.

## 2010s

**2010 MS Jenna Birdsell** is working at UMCH Family Services in Worthington, Ohio as a child and adolescent PMHCNS.

**2012 Tatiana Wishinsky** won the Daisy Award for Extraordinary Nurses at Providence Little Company of Mary Medical Center in Torrance, California.

**2013 DNP Regina Prusinski** presented poster presentations at both the Adult Congenital Cardiac Conference in Cincinnati, Ohio and at the Ohio Society of Pediatric Nurses in Akron, Ohio.

## In memoriam

*Remembering our classmates, colleagues and friends*

Louise A. Anderson 1969  
Diane J. Brandley MS 1973  
Catherine A. Caseley-Saylor 1952  
Dorothy U. DeMuth 1947  
Janet B. Doty 1961  
Constance L. France 1965  
Jack E. Gibbons MS 1975  
Clare A. Grossman 1941  
Donagene F. Jewett 1961  
Rosetta C. Kent 1958  
Marilyn D. Liles 1951  
Jean N. Lucktenberg 1950

Laura P. Major 2004  
Nancee J. Morgan 1959, MS 1991  
Dorothy A. Oechsler 1945  
Rilla F. Parker 1986  
Karen W. Pierce 1962  
Stephanie M. Prokop 1957  
Patricia A. Reid MS 1985  
Mary Jo S. Sanguily 1960  
Jane P. Thomas 1956  
Ruth I. Tucker 1952  
Tracie L. Whitehouse 1987  
Kyle V. Witham 2015



## AWARDS AND HONORS

**Anderson, Cindy.** Selected as a Fellow, National League for Nursing Academy of Nursing Education (NLN). (October, 2015 Induction).

**Brion, John M.** Received the Frank Lamendola Achievement Award for Nursing Leadership in HIV Care, Association of Nurses in AIDS Care (ANAC).

**Fennessy, Michelle M.** Received the Excellence in Clinical Practice Award, American Heart Association's Council on Cardiovascular and Stroke Nursing (CVSN) and the Preventive Cardiovascular Nurses Association (2015).

**Fennessy, Michelle M.** Received the 2015 Community Excellence Award, Caring 4 Communities non-profit organization.

**Ford, Jodi.** Named the inaugural Ohio State University College of Nursing Graduate Educator of the Year (2015).

**Fitzgerald, Elizabeth M.** Selected as a

Transcultural Nurse Scholar, Transcultural Nursing Society (October, 2015 Induction).

**Harrison, Tondi.** Selected as a Fellow, American Academy of Nursing (October, 2015 Induction).

**Harrison, Tondi.** Received the Pediatric Nurse Researcher Award, Midwest Nursing Research Society (MNRS 2015).

**Kue, Jennifer.** Received the Community Engagement Partnership Planning Award for her pilot study, "Bhutanese Refugee Community Needs Assessment."

**Kue, Jennifer.** Received the Hmong National Development (HND) IMPACT Award.

**Long, Cynthia.** Selected as the Ohio State University College of Nursing Senior Class Educator of the Year (2015).

**Melnyk, Bernadette.** Appointed as The Ohio State University representative to partner with the United States Centers for

Disease Control and Prevention on the Million Hearts® initiative roundtable.

**McGovern, Colleen.** Received the Emerging Scholars Network award, Midwest Nursing Research Society (MNRS).

**Rowell, Jennie.** Received the Ohio State University College of Nursing Intramural Award.

**Ryan, Sharon.** Voted Best Research Article of the Year 2015 Co-author, American College of Nurse-Midwives.

**Schubert, Carolyn.** Received the Ohio State University College of Nursing Faculty Mentor Award (2015).

**Smith, Laureen.** Selected as a Fellow, American Academy of Nursing (October, 2015 Induction).

**Warren, Barbara.** Selected as secretary, Mid-Ohio District Nurses Association (MODNA).

**Wills, Celia E.** Received the Outstanding Endeavors Related to Nursing Research Award, Midwest Nursing Research Society (MNRS 2015).

**Wills, Celia E.** Selected as the program committee chairperson, Midwest Nursing Research Society annual meeting, Milwaukee, WI (2016).

**Wills, Celia E.** Received the Midwest Nursing Research Society/Western Journal of Nursing Research Best Faculty Paper Award (MNRS/WJNR 2015).

**Wills, Celia E.** Re-elected as chairperson, Ohio State University Council on Academic Affairs (CAA) Subcommittee A (2015-2016).

**Wrona, Sharon.** Promoted to program director for Comprehensive Pain Services at Nationwide Children's Hospital, which includes Acute and Outpatient Pain and Palliative Care.

## The Ohio State University College of Nursing Distinguished Professor of Oncology Nursing Research & Director of Nursing Research & Transformative Evidence-Based Practice

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

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



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



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## MACPR: A new online interdisciplinary master's program at Ohio State

# Master of Applied Clinical and Preclinical Research

As research protocols and the global expansion of medical product development have become increasingly complex, the responsibilities of clinical and preclinical research professionals have increased significantly.

To fill this important need, The Ohio State University Colleges of Nursing, Pharmacy, Medicine, and Veterinary Medicine with the support of the OSU Center for Clinical and Translational Science have joined forces to create an online graduate program: **The Master of Applied Clinical and Preclinical Research (MACPR)**.

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

The program offers a multidisciplinary curriculum, covering the theory and practice of research methods and statistics, the ethics of human subject and animal research, the science of pharmacology and medical product regulation, and the business of research operations and management.

**Learn more about MACPR curriculum, requirements or applications at [macpr.osu.edu](http://macpr.osu.edu).**



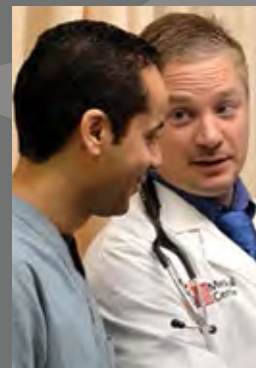
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**Regulatory Affairs  
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**Safety Pharmacology  
Specialization**



**Clinical Pharmacology  
Specialization**

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