ITAINSTORMATIONS IN NURSING & HEALTH Spring 2013 The Ohio State Univer College of Nursing

The Ohio State University



ANNOUNCING

Viewpoints

of Innovative Healthcare Leaders



Hosted by Bernadette Melnyk

Chief Wellness Officer, The Ohio State University

Viewpoints is a new bi-weekly podcast series featuring innovative healthcare leaders discussing today's most important national health and wellness topics. The series begins May 1.

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

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- Susan B. Hassmiller, PhD, RN, FAAN senior advisor for nursing at Robert Wood Johnson
- Howard Koh, MD, MPH, Assistant Secretary for Health, US Department of Health and
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Transformations IN NURSING & HEALTH

SPRING 2013

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Cover: Photographed by Kevin Fitzsimons

Keep your passion alive and the innovations rolling!

Avoid the status quo that brings a coma of complacency

o vou remember the excitement that you had when you first entered nursing school—and the dream that burned inside of you to become a nurse so that you could make



Bern Melnyk

a positive impact on the people for whom vou cared? Do you still have that same level of passion

and enthusiasm for our profession?

I ask that question because of a recent conversation I had with a chief nursing executive of a large healthcare system who told me that approximately 75% of her nursing staff are practicing in a "coma of complacency" and performing their jobs in a very task-oriented manner. Although it saddened me to hear this comment, it did not

surprise me as I have heard similar comments from other nurse executives and managers throughout the country.

I had the pleasure of speaking to nearly 3,000 student nurses from across the country at the National **Student Nurses Association** Convention in Charlotte, North Carolina in early April. It was so invigorating to see the twinkle in their eyes as they talked to me about all they were planning to accomplish in healthcare. These students were exuberant about becoming a nurse and shared the many dreams they have about their future. It left me very hopeful for the next generation of nurses, but at the same time wondering what has happened to so many in our profession who have lost their passion and fallen into a "coma of complacency."

One of the reasons that we have a tremendous amount of "burn-out" in our profession is because so many often because of "well-meaning" people around them who are skeptical of new innovative ideas and afraid to take risks. The most successful people in life are those who have the capacity to dream big, take risks and persist until those dreams come to fruition, knowing that success is overcoming one barrier after another with enthusiasm. Findings from an often-quoted study revealed that people do not often regret what they did in life, but they

dreams of nurses have died,

In Buckeye Nation, we are dreaming big and taking risks to innovate the future of nursing and healthcare, and implementing our strategic plan with a sense of urgency. We are teaching our students about how to fuel their dreams, innovate and to take risks. In this edition of Transformations, you will read about many of our most recent innovations, including our new forward-thinking

regret what they did not do.

centers of research excellence, our cutting-edge graduate programs, our awesome Buckeye Wellness Innovators, and exciting new national initiatives to improve population health.

It is not the status quo or "coma of complacency" here. We are excited and passionate about all of the innovations we are bringing to fruition, and believe our future is bright with endless possibilities.

Fond regards,



Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMH-NP, FNAP, FAAN Associate Vice President for Health Promotion University Chief Wellness Officer Dean and Professor, College of Nursing Professor of Nursing & Pediatrics, College of Medicine



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Mary Howard, MS, RN, NEA-BC Administrator Patient Care Services/Chief Nursing Officer The Ohio State University **Nexner Medical Center** University Hospital East

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New centers provide excellence in transdisciplinary research, innovation and mentorship

The new Center of Excellence in Critical and Complex Care and the Center for Women, Children & Youth bring new levels of research excellence to the College of Nursing.

By Terry Olbrysh

he Ohio State University College of Nursing has strengthened its research capabilities significantly with the launch of two transdisciplinary centers with missions to transform healthcare and to impact and sustain wellness.

The new centers include the Center for Women, Children & Youth (CWC&Y) and the Center of Excellence in Critical and Complex Care (CECCC). The centers share common core values, shared decision-making cultures, and support resources. However, they each have mapped distinct paths to help the college become a recognized leader in interdisciplinary, person-centered research that discovers and tests interventions to improve health and wellness and reduce the incidence of chronic conditions affecting 50% of Americans and consuming 75% of healthcare resources.

The new centers join the Center for Transdisciplinary Evidence-Based Practice, bringing the total of research centers formed by the college since 2012 to three.

"These centers are designed to address the changing nature of morbidities in the US and the current critical condition of our healthcare system through the conduct of innovative studies and programs of research that lead to new models of transdisciplinary care that enhance patient outcomes and decrease healthcare costs," states Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN, dean of the College of Nursing and chief wellness officer for the

university. "These new research centers can help achieve these strategic objectives by delivering rigorous research, accelerating evidence-based practice, and increasing direct funding to high priority areas that make a difference in the most prevalent conditions negatively impacting Americans and healthcare system costs."



The Center of Excellence in Critical and Complex Care is the newer of the two centers, having been formed in January. Mary Beth Happ, PhD, RN, FAAN, joined the college from the University of Pittsburgh Medical Center as director and distinguished professor of critical and complex care. She now leads a team of 11 tenured/tenure track faculty and doctoral students as well as multidisciplinary internal university and external clinical partners.

Previously a faculty member in the University of Pittsburgh School of Nursing for 12 years, Happ held the UPMC Health System Chair in Nursing Science with secondary

appointments in critical care medicine, clinical and translational science, and bioethics and health law, and served on the Aging Institute Board of Directors. Her program of research is focused on developing and testing interventions to improve care and communication with mechanically ventilated and communication-impaired patients, symptom communication, and end-of-life care in the intensive care unit.

A different definition of aging

Compared to other research centers of aging, the college's center has a different focus on older adults and the aging effects of critical and chronic illness on individuals and family caregivers. CECCC addresses the promotion of health and recovery in aging and critical and complex illness, quality and safety, symptom management and the interplay between multiple chronic conditions, aging, and critical illness events. "Our research looks at aging from a physical perspective and is not limited to chronological aging," Happ explains. "Patients with multiple chronic conditions that require critical, complex care because of accidents or episodic events from a chronic condition age faster than calendar time."

From CECCC's perspective, complex illness is defined as multiple co-existing chronic health conditions, such as diabetes, heart or vascular disease, depression, and cancer. This definition includes treatment regimens for chronic health problems and symptom management that involve multiple medications, complicated instructions, steps or procedures, and management of late and/or long-term effects of treatment. Critical illness is an acute, life-threatening event requiring emergency treatment and/or admission to an intensive care unit. CECCC's definition also encompasses prolonged or chronic critical illness and aftercare.

"In diagnoses of critical care patients with multiple chronic conditions, you must isolate the specific condition but also treat possible impact on the other conditions," observes Happ. "It is like peeling layers of skin from an onion to find the right treatment for the condition

most causing the serious episode while considering how the other layers are affected."

The four domains

To accomplish its mission, the center is organized into four domains: symptom management, aging, promoting health in recovery, and quality and safety. Faculty expertise covers these areas and other more specific areas such as wound healing, MRSA infection, health promotion and prevention, and post-cancer surgery recovery. The center is actively recruiting senior and junior researchers with expertise in quality and safety and cancer fatique among the aging caused by cancer.

Linda L. Chlan, PhD, RN, FAAN, recently joined the faculty in the Center of Excellence in Critical and Complex Care as the dean's distinguished professor of symptom management. Chlan's program of research focuses on testing symptom management interventions for critically ill patients receiving mechanical ventilatory support, particu-

According to Chlan, recovery from critical illness—particularly in those individuals with complex and chronic conditions-can be a lengthy process with an erratic trajectory fraught with physiological, psychological and functional

impairments. "Our transdisciplinary center has the potential to

larly non-pharmacologic adjuncts to manage anxiety. Mary Beth Happ is director of the Center of Excellence in Critical and Complex Care and distinguished professor of critical care research

Photographed by Kevin Fitzsimons

6 The Ohio State University College of Nursing Transformations in Nursing & Health Spring 2013 7 lead cutting-edge research to generate the science and practice-based interventions necessary to address the complex needs of critically ill patients and their family members, both during the acute hospitalization phase and through the lengthy recovery phase," she adds.

"Excellence and eminence" vision an attraction

Center director Happ explains that the

reasons that convinced her to join the college included the opportunity to build a center from the ground up, the enthusiasm and readiness of faculty in the college and other health-related disciplines to collaborate, as well as the excellence of clinical partners outside of the university. She also believes in Melnyk's vision in making the College of Nursing a first-rate research college of "excellence and eminence" in support of the university's initiative that research is central to its health and wellness discovery theme. Happ hopes to recruit other leading researchers who have similar visions and encourages them to contact her at happ.3@osu.edu.

It takes a community of partners

The center brings together a community of clinical scientists, practitioners, and doctoral research scholars in partnership with The Ohio State University Wexner Medical Center's Center for Critical Care Research, the Office of Geriatrics and Gerontology, the Wexner Medical Center's Department of Nursing, the college's Center for Transdisciplinary Evidence-Based Practice, and all university health sciences units to advance scientific knowledge and evidence-based practice in the care of persons with critical and complex illnesses.

The key to success is to translate center research into practice, Happ says, which makes the multidisciplinary and clinical partners essential to implement validated research findings more quickly.

"The really important research

questions in the care of gerontology patients and their families require interprofessional inquiry and training," notes Tom Gregoire, PhD, dean of the College of Social Work at Ohio State, a partner with the center. "I share our social work faculty's enthusiasm on Dr. Happ's arrival at the College of Nursing and her founding of the Center of Excellence in Critical and Complex Care. Under Mary Beth's guidance, the center is creating a collaborative research environment that will make important contributions to the literature and ultimately to the quality of life of critically ill older and aging adults and their families."

The center is off to a fast start despite its

brief existence. Four grant applications

are in review, a technology transfer grant

is underway, and an R21 grant is pend-

ing. Twenty-six faculty, clinicians and

doctoral students from six disciplines

and three hospitals participated in the

center's first forum in early February.

Off to a fast start

The center is organized into four areas: obesity, perinatal, asthma, and women's health. Women's health focuses on high-risk behaviors involving sexual, violent, and destructive interpersonal relationships. Arcoleo

plans to expand women's health research beyond the present demographic conceptions, spanning faculty research from adolescence to geriatrics. The center's geographic focus is on central and southeastern Ohio but also on multisite studies with external clinical partners to achieve its goal of becoming a world-renowned center

Faculty expertise extensive

Center faculty researchers have a strong core of multidisciplinary expertise, including bio-behavioral health, health disparities—such as obesity among diverse populations—mental health, and cultural acculturation, among other areas. The center has 16 researchers, seven external clinical partners, and four PhD students.

outcomes in women, children, and youth. Progress includes three applications under review for NIH RO1 grants and a submission for an NIH T-32 pre-doctoral transdisciplinary health disparities training

perspectives

Associate Professor Jeanne Ruiz, PhD, WHNP-BC, RNC, FAAN, joined the center last July and views its work as a great opportunity for her research. "The

of excellence.

During preparations for the center's launch, CWCY faculty have made considerable progress toward the center's

mission of pioneering transdisciplinary research to improve health and wellness grant.

Faculty

center has great

CECCC faculty

Karen Ahijevych PhD, RN, FAAN, professor and associate dean for academic affairs

Research expertise: Smoking cessation; nicotine dependence; smoking topography

Kristine Browning PhD, CNP, research assistant professor

Research expertise: Underlying determinants of tobacco use; smoking cessation in high-risk populations

Esther Chipps, PhD, RN, clinical assistant professor

Research expertise: Patient safety and oral care in hospitalized patients

Linda Chlan, PhD, RN, FAAN, distinguished professor of symptom management research

Research expertise: Critical care; anxiety measurement; nonpharmacological and pharmacological symptom management during mechanical ventilation in ICU

Mary Beth Happ PhD, RN, FAAN, distinguished professor of critical care research; director, Center of Excellence in Critical and Complex Care

Research expertise: Patient-provider communication in ICU; critical care gerontology; end of life treatment decision-making

Sookyung Hyun DNSc, RN, assistant professor, College of Nursing and **Dept. of Biomedical Informatics**

Research expertise: Develop/evaluate decision support methods and systems for supporting quality of care and patient safety

Jennifer Kue PhD, assistant professor

Research expertise: Cancer control and prevention; health disparities; cultural influences on health behavior; community-engagement

Tim Landers, PhD, RN, assistant professor and Robert Wood Johnson **Foundation Faculty Scholar**

Research expertise: Epidemiology of antibiotic resistant infections; transmission of staphylococcus aureus (SA) and antibiotic-resistant S. aureus (MRSA)

Jodi McDaniel, PhD, RN, assistant professor

Research expertise: Molecular mechanisms of chronic wound states; the role of omega-3 fatty acids in the facilitation of healing chronic wounds

Usha Menon PhD, RN, FAAN, vice dean and professor

Research expertise: Development and testing of tailored interventions to increase cancer screening behavior; early detection among aging and vulnerable minority populations; reduction of health disparities in cancer prevention

Celia Wills, PhD, RN, associate professor

Research expertise: Health-related decision processes; shared decision-making of health care consumers/providers

"CECCC is in its beginnings as a research center," concludes Happ, "but I am very pleased at what our team has accomplished in a short time. I am cultivating a culture of intellectual curiosity that asks questions and sees health problems and solutions through a translational research prism.

"We will know when the center has succeeded when we have funded research studies with multidisciplinary teams, researchers who have a visible impact on patient outcomes in practice settings, and our products are widely used by the next generation of researchers."

Center for



The mission of the Center for Women, Children & Youth (CWCY) is to foster excellence in the core values of collaboration, outreach, research, and education to promote the highest levels of health and wellness through pioneering research, translational activities, and transdisciplinary research educational programs.

Associate Professor Kimberly Arcoleo, PhD, MPH, is center director. She joined the college in July 2011 after more than 30 years of research experience in industry and academic settings. Arcoleo has played key roles as primary investigator (PI), co-investigator, or research manager on 29 successfully funded, mul tidisciplinary research projects totaling over \$24 million from NIH, CDC, and highly competitive private foundations such as Robert Wood Johnson and the William T. Grant Foundation.

Kimberly Arcoleo is director of the Center for Women, Children & Youth

and associate professor

potential with the synergy between the investigators and the transdisciplinary research capabilities to conduct innovative and vital work in relationship to improving women and children's health," says. "The center is strongly positioned to generate new knowledge and provide stellar results as a national model of excellence in research and

translation to practice.

"As a perinatal researcher and a high-risk obstetrical nurse practitioner, the center attracted me due to its combined focus on these areas. I also came as a result of Drs. Arcoleo and Melnyk's leadership records so I could continue to build my program of research, which focuses on investigating mechanisms

leading to preterm birth and developing interventions to reduce its incidence and improve maternal well-being."

Associate Professor Thelma Patrick, PhD, RN, has served on the faculty of the college for five years and has a longterm perspective on the center. "Before the center was established, there were several faculty with interests in children

CWCY faculty

Kimberly Arcoleo, PhD, MPH, associate professor; director, Center for Women, Children & Youth

Research expertise: Health disparities in childhood asthma; complementary and alternative medicine use in asthma; culture and acculturation in health care; cost-effectiveness analysis

Lisa Christian, PhD, assistant professor, Psychiatry, Psychology, Obstetrics and Gynecology, Wexner Medical Center

Research expertise: Effects of stress on health during pregnancy; immune mediators linking stress and preterm birth

Jodi Ford, PhD, RN, assistant professor

Research expertise: Social determinants of health and health care; contribution of social contexts to adolescent and young adult health; psychosocial, behavioral and biological pathways of health

Margaret Graham, PhD, RN, FNP, PNP, FAAN, associate professor; associate dean for Advanced Practice and **Community Partnerships**

Research expertise: Health policy issues related to advanced practice nurses (APN); web-based health promotion and smoking cessation interventions

Tondi Harrison, PhD, RN, CPNP, assistant professor, **Research Institute at Nationwide Children's Hospital**

Research expertise: Maternal care giving on the development of stress neurobiology in full-term infants with life-threatening, chronic health conditions; infants with congenital heart defects

Arthur James, MD, obstetrician/gynecologist, associate clinical professor, Wexner Medical Center

Research expertise: Community-based interventions to reduce poor pregnancy outcomes

Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN, Associate VP for Health Promotion, Chief **Wellness Officer, Professor and Dean**

Research expertise: Interventions to enhance coping/mental health outcomes and healthy lifestyle behaviors in children. adolescents and parents; obesity prevention; interventions to improve outcomes in premature infants and critically ill children and their families

Jeremy Neal, PhD, RN, CNM, assistant professor

Research expertise: Use of inflammatory biomarkers as predictors of active labor onset; patterns of normal labor progression; clinical meaning to dystocia as a diagnosis

Thelma Patrick, PhD, RN, associate professor

Research expertise: Long-term consequences of and behavioral interventions for women with high-risk complications during pregnancy, particularly preeclampsia and preterm birth

Rita Pickler, PhD, RN, PNP-BC, FAAN, professor emerita. Virginia Commonwealth University, professor, department of pediatrics, University of Cincinnati

Research expertise: Preterm infant care; prematurity prevention; transition to home; neurobiobehavioral development of infants

Jeanne Ruiz, PhD, RNC, WHCNP, FAAN, associate professor

Research expertise: Effect of chronic stress in pregnant women; biomarker prediction and prevention of premature birth: ethnic disparities in birth outcomes, particularly the Hispanic and acculturation paradoxes

Pamela Salsberry, PhD, RN, FAAN, professor

Research expertise: Life course approach on effects of social and environmental factors on childhood obesity, maturational processes, and health status; health disparities in low-income and minority women; social justice within the health care system; health services utilization in high-risk populations

Laureen Smith, PhD, RN, associate professor; co-director, Appalachian Translational Research Network

Research expertise: Health promotion, risk reduction and youth development in children and adolescents, specifically targeting interventions targeting obesity in youth residing in Appalachia

Deborah Steward, PhD, RN, associate professor

Research expertise: Nutritional and physiologic factors impacting growth of extremely preterm infants; bronchopulmonary dysplasia in preterm infants

Victoria Von Sadovsky, PhD, RN, associate professor; director, Honors Program

Research expertise: Interventions to promote sexual health among women; decision support interventions to promote safer sexual behaviors and prevent the transmission of sexually transmitted infections; psychological effects of contracting sexually transmitted infections

Barbara Warren, PhD, RN, CNS-BC, PMH, FAAN, professor of clinical nursing

Research expertise: Interrelated perspectives of mental health, wellness, and illness in the context of culture and health disparities

Abstracts of selected federally funded studies by CWCY researchers

Representations & Complementary & Alternative Medicine

Kimberly Arcoleo, Principal Investigator; Co-Investigators Jonathan Feldman, Denise Serebrisky, April Hawthorne, Peggy Radford, Judith Harris, Barbara Martindale, Flavio Marsiglia. Funded by the National Center for Complementary and Alternative Medicine (R01AT005216-01), 2009-2014. Total costs=\$2.5 million dollars.

Ethnic disparities in childhood asthma outcomes between Mexican and Puerto Rican children asthma outcomes are so striking that researchers and public health officials have issued a call for action to understand why this is occurring. The factors leading to asthma health disparities between Mexican and Puerto Rican children are complex, yet little research has been conducted integrating, in one explanatory model, the multitude of factors that can lead to these disparities. The proposed study moves the research from descriptive studies of individual constructs and contexts to testing an integrated, multi-factorial model. The innovation of this project lies in the multi-level examination of covarying influences (e.g., sociodemographic, cultural, environmental) on disparities in asthma control among a sample of 600 Mexican and Puerto Rican children and their parents over a one year period from Phoenix, AZ and Bronx, NY. Interventions can then be developed and implemented to integrate the family's ethnomedical belief system into the biomedical model resulting in improved asthma outcomes.

COPE/Healthy Lifestyles for Teens: A School-Based RCT

Bernadette Melnyk, Principal Investigator; Co-Investigators Diana Jacobson, Stephanie Kelly, Michael Belyea, Gabriel Shaibi, Leigh Small, Judith O'Haver, Flavio Marsiglia. Funded by the National Institutes of Health/National Institute of Nursing Research (1R01NR012171), 2009-2013. Total Costs=\$2.3 million dollars.

Overweight/obesity and mental health disorders remain two significant public health problems in adolescents, especially minority teens. Because of the extensive time that youth spend in learning environments, schools are an outstanding venue to provide teens with skills needed to improve their healthy lifestyle behaviors, mental health, social skills and academic performance. The aim of this prevention study with 779 high

Asthma Disparities in Latino Children: Acculturation, Illness school adolescents in the southwest region of the U.S. is to test the efficacy of the COPE (Creating Opportunities for Personal Empowerment) Healthy Lifestyles TEEN (Thinking, Emotions, Exercise, Nutrition) Program versus an attention control program on the healthy lifestyle behaviors, Body Mass Index, mental health, social skills and academic performance immediately following the intervention programs, and at six and 12 months after completion of the interventions. The COPE Program is an innovative 15-session cognitive behavioral skills building program with integrated nutrition education and physical activity delivered by teachers in a required high school health course. Findings from this study could inform health education curricula regarding content that improves the health, social skills and academic performance of high-risk adolescents.

The Benefits and Effectiveness of Two Intervention **Methods to Prevent STIs in Military Women**

Victoria von Sadovszky, PI (OSU); Nancy Ryan-Wenger, PI; Elizabeth Barker PI (Administrative); Maria Palazzi, Co-I; Rajiv Ramnath, Co-I. Funded by TriService Nursing Research Program (N11-P10), 2011-2014. Total costs=\$660,950.

Sexually Transmitted Infections (STIs) are pandemic in the general population, yet their incidence is seven times higher in military women. Military women, compared to civilian women, have limited access and time to engage in sexual health interventions; therefore, interventions to promote safer sex and sexual health need to be delivered in a self-study format that is accessible at any time. The purpose of this intervention study with 267 military women stationed throughout the world is to test the efficacy of the Strong Women Stay Safe (SWSS) intervention. This intervention is delivered by two different methods: a self-study booklet or an on-line web-based version. SWSS is a novel intervention that guides women through a self-assessment of their personal risk, values, and goals regarding sexual health. Evidence-based information is tailored based on each woman's unique needs. The web-based version also contains a gaming component where women can practice their personal plans for sexual health. It is anticipated that the intervention will improve STI knowledge, condom self-efficacy, safer sexual behaviors, and reduce STIs. The ultimate goal is to modify and test the intervention in different groups of women to expand its public health utility.

and women's health but we did not have a forum for working together," Patrick emphasizes. The center provides that forum, not only for faculty in the College of Nursing, but also for faculty from several disciplines at Ohio State. In our discussions, we have already learned different methods and pathways to consider and from this our research will only get stronger and have greater benefits."

Building clinical partnerships

Similar to the Center of Excellence in Critical and Complex Care, CWCY is building a community of clinical scientists and practitioners. Current partners include The Ohio State University Wexner Medical Center, Nationwide Children's Hospital, Cincinnati Children's Hospital, Microgen Laboratories in Ohio, and the Baylor College of

Medicine's Maternal Fetal Medicine Department at Texas Children's Hospital.

A clinical partner's view

Sean P. Gleeson, MD, MBA, medical director, Partners for Kids and vice president, community health and wellness at Nationwide Children's Hospital (NCH) has been a partner with the Center for

Continued; see Centers on page 17

World class innovative faculty make graduate programs distinctively different

The College of Nursing offers graduate students two options in the master's degree program, 14 master's specialties ranging from acute care to women's health, and two doctoral programs. Faculty mentors help them successfully reach their professional goals.

By Kathy Baird

ollege of Nursing graduate programs at Ohio State are expanding by design—to prepare students to assume increasing roles in clinical care, healthcare management, and research as the nation's healthcare needs grow. Along the way, faculty work closely with students to drive their success and inspire them to higher levels of achievement.

"We have nationally renowned faculty in their areas of expertise who are phenomenal teachers, active researchers, and very committed to making a difference to positively impact healthcare and communities," said Bernadette Melnyk, PhD, RN, CPNP/PMH-NP, FNAP, FAAN, chief wellness officer, associate vice president for health promotion, and dean of The Ohio State University College of Nursing. "We emphasize innovation here; we teach it and we do it. Our students are educated to dream big, take risks, and persist through character-building times until their dreams come to fruition."

"Our students are learning from the best," emphasized Elizabeth Barker, PhD, CNP, FAANP, FACHE, associate professor of clinical nursing and director of the family nurse practitioner graduate specialty track. "Four faculty are Fellows of the American Association of Nurse Practitioners," the highest honor for nurse practitioners. "Three are members of the National Academies of Practice," an interprofessional group devoted to supporting quality, affordable, accessible healthcare. "Eighteen are Fellows of the American Academy of Nursing.

"All of the faculty in our advanced practice programs are involved in active practice as well as teaching," Barker added. "They have real, solid experience and very recent experiences. That's a cut above what you find in many other places."

Faculty bring passion to their work. "We want our students to be fired with that same passion," Barker noted. "It takes sensitivity and concentration on our part to make sure the students are there."

Graduate study opportunities

The college offers three graduate programs—one leading to the master of science degree in nursing with 14 different program track options, and two leading to a doctorate—either the DNP (doctor of nursing practice) or the PhD.

Master's degree options include a traditional program for licensed registered nurses who hold a bachelor's degree (two years if pursued full-time, or a part-time option); and a three-year, full-time-only Graduate Entry program, which is an accelerated pathway to licensure for students who hold a degree in a non-nursing field.

The master's program offers a wide range of program options to meet students' varied interests. For example, students can earn an MS in nursing science, with a focus on scientific research project management. They can pursue studies in nursing and health systems management, toward a management role in health care. They can pursue certification as a clinical nurse leader—an advanced generalist role. Or they can pursue a variety of specialty tracks in advanced practice nursing, with certification as either a nurse practitioner (NP) or clinical nurse specialist (CNS). (See the box on following page for all specialties currently being offered.)

For students pursuing a doctorate, the Doctor of Nursing

College of Nursing master's specialties

Adult Gerontology Acute Care Nurse Practitioner Adult Gerontology Primary Care Nurse Practitioner Adult-Gero Health—Clinical Nurse Specialist Adult Oncology CNS Clinical Nurse Leader Family Nurse Practitioner Neonatal Nurse Practitioner Nurse Midwiferv Nursing and Health Systems Management Nursing Science Pediatric Acute Care Nurse Practitioner Pediatric Primary Care Nurse Practitioner Psychiatric Mental Health Nurse Practitioner Women's Health Nurse Practitioner

Practice (DNP) offers the highest-level, or terminal, degree with a clinical focus. It involves two years of full-time or three years of part-time study. The PhD pro**gram** may range from three to five years full-time, and up to six years part-time, depending on whether entering students have already completed their master's degree in nursing.

Preparing nurses to meet national needs

Nursing is one of the few health disciplines not already requiring a doctoral degree, and The American Association of Colleges of Nursing (AACN) has proposed converting the terminal degree for advanced practice nursing from a master's degree to a DNP degree by 2015. The Robert Wood Johnson Foundation has launched an effort to support that goal.

"The DNP is to become the terminal or end point degree for advanced clinical practice," said Celia Wills, PhD, RN, graduate studies chairperson and associate professor of nursing. Mirroring national trends, "The post-master's DNP program has grown a great deal," she said, from 13 students in 2008-09 to 58 students this year.

Enrollments in master's programs also have climbed—from 105 students in 2007-08 to 230 in the current academic year. "The graduate programs are expected to continue growing," Wills said. "They have obviously expanded; that is by design. We have a nursing shortage

and we need to meet present and future health needs by increasing the supply of nurses," especially in light of implementation of healthcare reform in 2014. "There is a national priority to have more highly educated nurses."

"Many people don't realize the depth of the scope of practice for advanced practice nurses," Barker noted. Nurse practitioners are licensed independent providers who have the ability to practice autonomously. While nurse practitioners' scope of practice is regulated by various state-designated agencies, the American Association of Nurse Practitioners (AANP) advocates that nurse practitioners have plenary authority, in line with recommendations by the Institute of Medicine. This means nurse practitioners could practice without collaborative agreements with physicians, which is already happening in a number of states. Guidelines established by the American Association of Nurse Practitioners "are very important in the way we prepare our advanced practice nurses," Barker added.

Mentoring the student experience

"The experience we give our students is so well-rounded," Melnyk said. "I think our faculty do a phenomenal job mentoring our students, not only to be the most competent in their areas of specialization, but also to be innovators and leaders equipped with the knowledge and skills to make a big, positive impact on health care and health outcomes for individuals and populations."

"The faculty are extremely devoted to nursing education and to the success of the student," Wills said. "Beyond the curriculum, we individually work with

Online programs offer out-of-state tuition break

Out-of-state students enrolled in Ohio State's completely online programs enjoy the same tuition rate as in-state students. At the College of Nursing, this applies to the family nurse practitioner (FNP) and psychiatric mental health nurse practitioner (PMHNP) specialties, as well as the DNP.

"The real world experience I gained through my clinical time with Bonnie Kirkpatrick was invaluable. Not only was I allowed the opportunity to implement interventions and evaluate their effect, I was encouraged to innovate. Without the support of the College of Nursing and its faculty, this would have not been possible.

> -Maghee Disch, MSN, RN, CNL CHFN Clinical Nurse Leader Specialty, Graduate Entry Program 2010

our students to tailor their experiences to their needs and preferences. People get a lot of individual attention."

Each student has a dedicated faculty advisor and mentor," Barker said. "There are a lot of resources at Ohio State we can use, such as the Younkin Success Center, and we're active in helping students think through life situations that happen that may interfere with their learning," she added.

The College of Nursing enjoys strong clinical partnerships with The Ohio State University Wexner Medical Center, the James Cancer Hospital, and Nationwide Children's Hospital while also offering clinical opportunities in many other area hospitals and clinics, and in some beyond central Ohio.

Both classroom and clinical experience prepare nurses for real-life practice. Classroom discussions reference clinical experiences to explore ethical issues, patient-family interactions and similar topics. "They are able to respond to real life situations in a constructive way," Barker said.

Evidence-based practice, interprofessional education, and wellness

In addition to the emphasis on innovation, graduate programs strongly emphasize evidence-based practice, interprofessional education and wellness.

"We are a leader in evidence-based practice (EBP), which is infused throughout our whole curriculum," Melnyk emphasized.

"We spend a lot of time getting students to understand that evidencebased practice is important for positive patient outcomes," Barker noted. "That is a standard of care: application to real patient situations and evaluating how well these evidence-based conclusions can be applied to actual patient care. It's how practitioners keep up-to-date. They continue to use that as lifelong learners." Through interprofessional education and practice, students learn to work collaboratively with health professionals in other fields to improve patient outcomes. "Our college is one among seven in the health sciences at Ohio State and we are the nation's largest health sciences campus," Melnyk said. "We house one of the few centers for transdisciplinary-based EBP that is interprofessional. In a new clinic at University Hospital East, we are implementing the team care interprofessional model with nurse practitioners as the team care lead. Interprofessional opportunities for our students abound here."

As another point of emphasis, "We are threading wellness throughout our curriculum for our students," Melnyk said. Students are actively engaged in wellness programs for themselves and in creating wellness programs for the university and community.

Cross-cultural competence

Cross-cultural experience adds another dimension. This year, 32 nursing graduate students and senior undergraduates participated in the college's annual



service project in Honduras for ten days over spring break. Working in villages that have only seasonal access to healthcare, the students provide well-women's care, diabetes and hypertension management, and train local villagers to monitor and report health concerns that arise throughout the year.

By working with patients who have a different language, environment, and lifestyle, "Students gain confidence in their ability to be culturally competent," Barker noted. "They observe how to set up a sustainable outreach in a low-resource country." Some students also work with Columbus' large Somali population to do screening, health education, and nutrition education. Others do nutritionrelated work with the Columbus Ethiopian community.

Care across the lifespan

Nursing graduate students work with patients across the lifespan. They implement strong health promotion efforts for children and adults.

In the family nurse practitioner program track, "We have a strong gerontologic emphasis," Barker said. Each student is assigned a senior mentor, a healthy senior living in his or her own home. "Well over 60 percent of their primary care practice will be with older adults," Barker noted. "It's important for people to understand just because you're an older adult doesn't mean you're old and sick."

At the other end of the life spectrum, students in the neonatal nurse practitioner program track treat premature babies.

"Our specialty is one of the last specialties to require a master's degree for nurse practitioners," said Deborah Steward, PhD, RN, associate professor of nursing and director of the neonatal nurse practitioner specialty. Ohio State has the largest of three neonatal nurse practitioner programs in Ohio, and one of the largest among approximately 40 programs nationally.

Advanced medical technology has helped younger babies survive; yet, "The younger they are, the more sick they are; they need more specialized care," Steward noted. The goal is to "get them in the best health they can to go home."

While costly to offer, the neonatal program impacts lives—gaining many



Cultural competence is part of the college's annual Honduras service project during spring break.

years of lifespan for every baby saved. "There are now over half a million premature babies born each year in the US," Steward noted. "With the growing number of high-risk neonates, there is a national shortage of neonatal nurse practitioners. We are looking at ways to grow our program to meet that need.

"We're pretty proud of our program. It's wonderful to see our graduates working and making a difference in the lives of these babies and parents."

Treating the patient in all dimensions

The mental aspect of health is gaining an increased focus in today's society. "It's something that needs to be addressed," said Barbara Warren, PhD, RN, PMH, CNS-BC, FAAN, professor of clinical nursing and director of the psychiatric mental health nursing specialty. "It's going to continue to need to be addressed," she added, pointing to such challenges as the large number of returning military

who face post-traumatic stress disorder. "It's an up and coming, continuing specialty."

"We really treat the patient over the lifespan for mental health and wellness," Warren said. Psychiatric/mental health nursing encompasses pediatrics, adolescent, middle adult, older adult and geriatric populations. It includes the ability to prescribe medications and utilize psychotherapeutic counseling techniques. Among common mental health

Student and alumna mom on award-winning team

A winning concept developed by a team linked to the college employs smart device readers to access online clinical resource information for both providers and patients.

A College of Nursing graduate and her current nursing student daughter were part of a sevenmember team to win a national first-place award in the Agency for Healthcare Research and Quality (AHRQ) Evidence-Based Care Challenge. Their work may ultimately lead to better dissemination of clinical resource information to both clinicians and patients.



Amanda McGaughy (left) and Melinda McGaughy

On the winning team were Melinda "Lindi" McGaughy, RN, MS, FNP-BC, who received both bachelor's and master's degrees from the college ('02, '04), and now serves as family nurse practitioner for Takecare Health Services, and her daughter Amanda McGaughy, a junior. Also involved were Lindi's son and Amanda's brother Jordan McGaughy, ADN, a nursing student at Central Ohio Technical College in Newark.

Other team members included: Kelly McGee, MBA, MSN, NP-C, team lead on the project, and McGaughy's coworker at Takecare Health Services; McGee's daughter Christine Lake, RN; Janet Schmittgen, BS, RPh; and Paul Vineyard, an information technology and marketing professional.

According to the AHRQ project website, the aim of The Evidence-Based Care (EBC) Challenge was "to increase awareness and use of evidence-based health care tools in retail health settings." Winners were selected by an independent panel of experts, based on their project's effectiveness, utility, scalability, creativity and team composition.

"The goal is to start involving more of the retail clinicians so that they have access to a good compilation

of research," Lindi McGaughy explained. Nurse practitioners who work in retail health clinics are well-situated to disseminate healthcare information on evidence-based practice both to health professionals and to the general public.

The winning team, known as QR Medica, developed a collection of educational materials about acute otitis media, or middle ear infection, for both health professionals and the general public. They built their project around the use of QR codes, which can

be scanned and read with any smart device to help readers navigate directly to a website. There, information is provided in a variety of formats, including text, images, and video, and a collection of online fact sheets can be printed out.

To facilitate evidence-based practice, AHRQ has condensed all research about acute otitis media into a single lengthy document. "Our job was to comb through that research and condense that into a resource for the provider," McGaughy explained. "They'll be able to go to our resource and find what the most appropriate treatment is." Companion pieces were also prepared for patients, to help clearly explain ear infection treatment guidelines. "The materials educate the patient about what may happen in the visit before they ever see the provider," McGaughy said.

Judges commended the entry for providing "useful, relevant and easily accessible information (to both providers and patients) on the causes, symptoms of, and strategies for treating ear infections." They also noted that the online format makes information available anytime and accommodates widespread distribution.

"I am a second year graduate student in the neonatal nurse practitioner track. Through my experiences here at Ohio State, my faculty advisor Mary Kaminski has been a tremendous source of encouragement for me. I would not have been able to complete my graduate studies without her guidance and support. She always welcomes my questions and concerns, even on her days off."

—Karen Phipps, MSN, RN, CNL CHFN Neonatal Nurse Practitioner Specialty, Master's Program 2013

disorders that respond successfully to evidence-based treatment are depression and mood disorders, anxiety disorders, schizophrenia, attention disorders, and autism.

"We've always looked at people in the whole dimension," Warren noted. Beyond the patient's mental state, "You have to treat the whole person. We look at people from the biological, psychological and social components." As with other treatable conditions such as diabetes, "A majority of people who are treated for mental health disorders are treated successfully and go on to have functional lives," she said.

Helping patients navigate care

Another program track springs from a 2003 recommendation of the American Association of Colleges of Nursing (AACN) designed to address the gaps in medical care. The clinical nurse leader (CNL) coordinates inpatient and outpa-

tient care and works to coordinate care across health care disciplines.

Unlike the advanced practice nurse, who has pharmaceutical prescriptive capability and the ability to practice on his or her own, the clinical nurse leader is not an advanced practice nurse. Instead, this role serves as an advanced generalist who spans specialties, with the ability to work in any area.

"We say the CNL manages patients, not people," explained Bonnie Kirkpatrick, MS, CNS, clinical instructor of nursing and director of the clinical nurse leader specialty. "They look at the patient from a systems approach and help manage care, coordinating services. It's a needed position in the hospital—to navigate patients within the system to coordinate inpatient and outpatient care," Kirkpatrick said. "CNL's can reduce costs and improve patient quality of care."

No wrong door to success

"In our graduate programs, there's no

wrong door," Wills noted. "Every program and program track is absolutely wonderful. Our graduates are as well-prepared clinically as they are theoretically. They are highly successful in passing their specialty certification exams. Our DNP graduates are leaders in nursing practice," she said, assuming roles such as expert evidence-based mentors, quality improvement or evidence-based practice directors, and clinical faculty in academic institutions. "Our PhD graduates are prepared for success in their roles as faculty or research scientists," she added.

Similarly, across all graduate programs, students are well-prepared, both for the job market and for future leadership roles. "Our students are hired into many different positions across the city, state, and nation," Kirkpatrick said.

"Our students often go on to grow and develop expertise to become leaders where they're working or in state, national and international organizations," Warren added.

The faculty support continues even after graduation. "Students always know even after they've graduated they can call back if they have a challenge and want to bounce it off somebody," Steward said. "They always know they have a home here," as they are part of the Buckeye College of Nursing family.

Kathy Baird is a freelance writer based in Columbus.

Centers

Continued from page 11

Women, Children & Youth for more than 18 months. In that time, he has gained a clear view of CWCY's capabilities.

"As part of the population health team at NCH, I have worked with Kim Arcoleo and several members of her center team as part of our community efforts at reducing the impact of asthma on children," Gleeson says. "Our collaboration has been productive from the start.

"Dr. Arcoleo and her colleagues have added a rigor in our approach to measuring what we do, both to quantify the impact of our efforts and with an eye towards research publications. Our collaboration has contributed insights into projects already underway as well as new ideas. The openness to new ideas of this partnership has positioned us to enter into negotiations with potential new funding partners for our combined research and clinical efforts."

Future growth

Arcoleo is ecstatic about the accomplishments of center faculty and clinical partners to date and has further growth plans for the center. Her markers for further success include submitting an application for T-32 post-doctoral scholars, obtaining funding for a NIH Center of Excel-

lence grant, and several additional RO1 grants by 2017.

"I hope to recruit additional senior and junior researchers as well as PhD students and post-doctoral fellows who share a desire for our chosen level of challenge," Arcoleo adds. She encourages interested candidates to contact her directly at arcoleo.1@osu.edu.

"We will achieve those milestones with the talented people that we have and will add. Transforming health and transforming lives is what this center is about," Arcoleo concludes.

Terry Olbrysh is manager of national media relations for the College of Nursing.

Becoming a

Buckeye **Wellness** Innovator

The four group photographs on this and the following spread depict the inaugural Buckeye Wellness Innovators class. Directly under the university seal in each are Bernadette Melnyk, chief wellness officer; Larry Lewellen, vice president of care coordination and health promotion; and Stephen Pariser, medical director, health and wellness, The Ohio State

The inaugural gathering of 110 faculty and staff volunteers will allow them to engage their colleagues in wellness practices at their colleges and units.

By Megan Amaya and Kathryn Kelley



n January 14, 2013, the first class of Buckeye Wellness Innovators participated in an orientation to be campuswide champions for wellness.

The Ohio State University Buckeye Wellness Innovators program (BWI), is an initiative spearheaded by Chief Wellness Officer and College of Nursing Dean Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN, and Director of Health Promotion and Wellness Megan Amaya, PhD. It will add much support for the health and wellness efforts taking place across the university toward the goal of Ohio State becoming "the healthiest university on the globe."

Buckeye Wellness Innovators are university faculty and staff who advocate for wellness initiatives at their colleges, units, or departments through communication, encouragement, motivation, and the planning of wellness activities.

The inaugural team of volunteers include more than 110 faculty and staff from more than 60 areas of the univer-

sity, including regional and extension offices, who have a special interest in facilitating an innovative culture and ecosystem of wellness in their academic units or departments. Even though wellness innovators are housed in their individual academic colleges or units at a large university and offer diverse talents and perspectives, they work together as a campus-wide team.

"Wellness teams are a critical part of the equation in establishing sustainability in a results-oriented wellness program," said Melnyk. "By joining together to promote a well workplace culture and ecosystem, they share in the wellness vision, promote its importance, provide feedback on initiatives, and help people in their units to get engaged in wellness activities."

Wellness teams communicate what the entire organization is doing to make it easier for people to achieve healthier lifestyles, align cultural touch points, assess wellness initiatives, and celebrate successes. Members of the wellness team serve as role models through behavior and participation, and inspire others to engage in wellness activities. In essence, they keep everyone on track with the

university's wellness initiatives by creating positive environments and wellness cultures.

Buckeye Wellness Innovators also advance the One University Health & Wellness strategic plan by communicating health and wellness activities to their colleagues, encouraging and motivating faculty and staff participation, planning and conducting wellness events in their colleges or units, and working collaboratively with each other and wellness groups on campus. Innovators will help increase engagement in the new and exciting wellness initiatives being launched by Buckeye Wellness and the university's Your Plan for Health.

In order to be an innovator, faculty and staff commit to two to three hours of wellness activities per month, attend an annual meeting, and complete a training program. They serve two years in the role and will also participate in the university's Health Athlete program. The Health Athlete program offered by the College of Nursing is designed for professionals to learn about how to better manage their energy through simple techniques, exercise and nutrition management. Faculty and staff who attend the Health



Two Buckeye Wellness Innovators at work



Doug Farren, MBA, associate director, National Center for the Middle Market Center, The Ohio State University Fisher College of Business

BWI is personally important to me as an opportunity to positively impact lives through

implementing and communicating comprehensive wellness—physical, mental, financial—driven by changing behaviors due to desire, and not necessity. The Fisher College of Business will benefit from the BWI program because faculty and staff already serve as role models for students and can continue to do so through various wellness activities.

• The Fisher BWI team scheduled biometric health screenings in Mason Hall this spring, making it convenient for our faculty and staff to "know their numbers." In addition, Dean Christine Poon has asked us to present BWI to the Fisher Executive Committee (made up of department chairs and other senior leaders in the college).

• The BWI team is scheduling chair massages for faculty and staff for the end of the spring semester.

This program has already been rewarding, and we've only just begun!



Jessica Spellman, RN, MSN, CCRN, clinical instructor, The Ohio State University College of Nursing

We spend so much time at work, it is imperative that wellness initiatives be supported in the workplace. We have an exercise room that all

faculty and staff have access to, and we have installed walking treadmills to provide the opportunity to have a walking meeting or work on e-mail. Innovators at the college are designing fun, integrative programs for all employees:

• WWWW (Weather-dependent Wednesday Wellness Walks (or Workouts). Each member of the BWI team chooses a Wednesday each month to lead a wellness walk—or workout in the exercise room if the weather is not conducive to exercising outdoors. The innovator decides the time and location for interested employees to meet, who then decide if they want to go outside for a wellness walk, or for a workout in the exercise room. The BWIs also try to pick a variety of times to improve the access of the program to more people. A calendar of events is posted on the college's Wellness Page.

• We are planning "health food samplings," events in which the BWI will prepare a healthy food item and provide samples to faculty and staff.

Athlete workshop increase their confidence in their ability to engage in healthy lifestyle behaviors that will, in turn, improve their health outcomes.

The fact that the wellness innovators are planning wellness programs and activities for their academic units sets them apart from wellness teams in other organizations, said Amaya, facilitator of the program. "Many wellness teams communicate and market existing and new wellness programs and services. Buckeye Wellness Innovators will actually be planning innovative activities for their academic units and recruiting faculty and staff to participate."

Additionally, Buckeye Wellness Innovators must "walk the walk." They will get their yearly biometric screenings, complete the annual Personal Health & Wellness Being Assessment, and participate in wellness challenges and educational webinars and seminars.

Primary responsibilities of Buckeye Wellness Innovators are:

- Serve as liaisons in sharing the One University Health and Wellness Strategic Plan with faculty and staff
- Participate in the annual Your Plan for Health (YP4H) wellness activities



Dean Bernadette Melnyk, university chief wellness officer, kicks off the inaugural Buckeye Wellness Innovators session.

• Create and schedule wellness activities for their academic unit or college

• Be thoroughly familiar with YP4H initiatives in order to inform colleagues of health promotion resources available to them; work with Office of Human Resources professionals to ensure proper referral for benefits optimization

• Promote wellness activities and health information in academic colleges and units through the use of posters, electronic messaging, and any other relevant form of communication

• Discuss perceived wellness needs of

the college or unit with a Buckeye Wellness Innovators' facilitator

Have fun!

Current university faculty or staff members who are interested in becoming a Buckeye Wellness Innovator should contact Megan Amaya, director of health promotion, at buckeyewellness@osu.edu or (614) 292-5509. ■

Megan Amaya is director of health promotion and Kathryn Kelley is chief advancement officer at the College of Nursing.





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Two-month checkup

Ohio State Total Health & Wellness

at University Hospital East

n January, The Ohio State University College of Nursing launched the university's first-ever nurse practitioner-led interprofessional collaborative practice: Total Health & Wellness at Ohio State's University Hospital East. The health center team composed of nurse practitioners, pharmacists, physicians, social workers, mental health counselors, nurses, and dieticians deliver high-value, low-cost care to Near East Side residents and the greater Columbus area.

Nurse Practitioner Kristie Flamm, MS, FNP, ACNP, director of Total Health & Wellness, and Margaret Clark Graham, PhD, RN, FNP, PNP, FAAN, College of Nursing associate dean for advanced practice and community engagement and associate professor of nursing, reflect on the health center's first 60 days.

What have you learned since opening the center?

Graham: I think our learning curve was steeper before opening. Prior to opening, we had the challenges of determining how to gain access to medical records. Through the support of the Ohio State Department of Family Medicine and our collaborative physician, Mary Jo Welker, MD, and OSU Physicians, we were able to work through the legalities of that process. Since opening, we've been struck at how complex some of the patients have been—they haven't received care in awhile and their issues have grown worse over time.

Flamm: We have learned how sick the people are in this area. We are seeing patients who have not had regular care and are not caught up on their immunizations or basic health maintenance. For example, some haven't seen a health practitioner for their HIV or Hepatitis C diagnosis. I'm glad I have an acute care background and can use that breadth of knowledge to work on their health prevention and maintenance issues.

What have been the predominant types of preventive care or disease management approaches since opening?

Graham: We use an interprofessional collaborative practice approach with all staff trained in team care. That's been a really positive thing for me. Every week, we review each patient as a team. Everyone is at the table—the dietician, pharmacist, RN, case manager, NP, social worker, mental health counselor—to

discuss the patient. They are at the center of our approach. We stay in contact with patients in moving forward in their conditions—hypertension, hyperlipidemia, diabetes and/or depression—and manage them well. We may see them twice a week to get their blood sugar down. Since so many of our patients have complex care, that approach helps. Soon, we will have a psychiatric mental health practitioner as part of the team.

What types of educational opportunities are you planning in the near future?

Flamm: We are now able to start working on general wellness opportunities. I have the opportunity to see returning patients and can now focus on educational opportunities with them. Graham: Our mental health counselor has connected with Moms2B in the Mount Vernon area of Columbus—she meets with them on Tuesdays. She will start our Creating Opportunities for Personal Empowerment (COPE) program in the near future. Soon, we will be conducting Million Hearts and COPE programs in the Near East side churches.

Any other "aha" moments?

Flamm: My biggest "aha" moment is working with other professionals. I can rely on others for follow up while I work on the next patient. Even though each patient takes a long time during the initial visit, I can utilize the resources and talented professionals at the center. Patients can see both the pharmacist and dietician to follow up with education. I'm not used to having that in one place; it's wonderful!

Ohio State Total Health & Wellness is supported by a \$1.5 million grant from the US Department of Health and Human Services Health Resources and Services Administration.

This new practice is one of several programs at the university funded by a one-year renewable Medicaid Technical Assistance and Policy Program (MEDTAPP) Healthcare Access Initiative (HCA) offered through the Office of Medical Assistance (Ohio Medicaid). ■

Kathryn Kelley is chief advancement officer at the College of

It's been sixty days since For more information about the center, please contact: the launch of the college's **Ohio State Total Health & Wellness** nurse practitioner-led at University Hospital East 12th floor Tower, Suite 1203 facility in Columbus. What 1492 East Broad Street Columbus, OH 43205 are we learning? (614) 685-9994 Website: www.nursing.osu.edu/thw By Kathryn Kelley

Two fellowships for students target key health concerns

The College of Nursing has developed innovative online interprofessional education fellowship programs to prepare future health professionals to combat two prevalent health conditions: heart disease and mental health disorders.

By Kathy Baird

Million Hearts fellowship educates students across the country to improve population health through the prevention of heart attacks and strokes

he College of Nursing has launched a national interprofessional educational module—part of a nationwide effort to prevent a million heart attacks and strokes over five years.

Heart attacks and strokes currently cause one in four deaths in this country, but with better awareness of a few key risk factors, heart disease could be greatly reduced. With the launch of a new online educational module, Ohio State's College of Nursing is among partners leading the way to help combat heart disease nationally in a program known as Million Hearts.

The US Department of Health and Human Services launched Million Hearts in September 2011, with the goal of preventing one million heart attacks and strokes by 2017.

The university's colleges of Nursing, Medicine, and Pharmacy are collaborating to help support this goal. "We've developed an online educational module for all healthcare professional students," said Kate Gawlik, RN, MS, adult nurse practitioner and clinical instructor in the College of Nursing. This no-cost Million Hearts study module, available through the website millionhearts.osu.edu, is designed to educate nursing and health sciences students to conduct screenings for heart disease risk factors and become certified as Million Hearts Fel-

The online module went live on Valentine's Day as part of the National Interprofessional Education and Practice Consortium launched by Dean Bernadette Melnyk. Within the first six weeks, 384 students at 42 universities had already participated. Beginning with the class of 2014, plans call for every College of Nursing student at Ohio State to be certified as a Million Hearts Fellow before graduation. The program is available to all nursing and other health sciences students across the country.

The four-hour educational module includes four lectures, as well as handouts, patient education materials, and screening tools. To become certified, students complete all four lectures, conduct 10 patient screenings and/or educational sessions., and input data which tracks the number of patients reached through the program. Finally, they complete a post-test, which certifies them as a Million Hearts Fellow.

A key target of the nationwide Million Hearts effort is expanding awareness of the "ABCSS" of clinical prevention, which include: appropriate aspirin therapy, blood pressure control,



Student nurses check people in for the Valentine's Day Million Hearts biometric screenings

cholesterol management, smoking cessation and stress management. The College of Nursing training module emphasizes these "ABCSS."

"The goal is screening and education," Gawlik said. "The most important thing is that people have awareness of these heart disease risk factors. The Million Hearts initiative is all about partnering with organizations in the community to help spread the word about these risks so heart disease is caught early before organ damage is done."

If risk factors are identified during screening, patients are encouraged to follow up with their healthcare provider for monitoring or treatment. "The long-term goal is to prevent future morbidity and mortality associated with heart disease by targeting modifiable risk factors now," Gawlik said.

Gawlik presents one of the four online lectures. The others are conducted by College of Nursing Dean Bernadette Melnyk, PhD, RN, CPNP/PMH-NP, FNAP, FAAN; Stephanie Cook, DO, clinical assistant professor of family medicine in the College of Medicine and medical director of University Health Connections; and Chris Green, RPh, PharmD, clinical assistant professor in the College of Pharmacy and College of Nursing.

While the online module directly reaches many students nationally, faculty from other universities also are encouraged to use it with their classes. Ohio State's College of Nursing established the National Interprofessional Education and Practice Consortium to support partnership among colleges to promote Million Hearts. Gawlik and Melnyk conduct quarterly webinars for faculty who are interested in involving their students. Two Million Hearts faculty webinars have been held to date, reaching fifty-five faculty participants from across the country. A third webinar is set for May.

Other universities have already begun implementing the Million Hearts fellowship program, with some courses requiring full-class participation. "I am very excited about the program," said Debra Dickman, MSN, RN, CNE, assistant professor at Blessing-Rieman College of Nursing in Quincy, Illinois, noting that eleven of her students are already involved.

"Our plans are to incorporate this throughout our BSN program of study and that each graduate will be recognized as a Million Hearts Fellow," said Lisa Muirhead, DNP, APRN, ANP-BC, clinical assistant professional at Lillian Carter Center for Global Health and Social Responsibility at Emory University,

Nell Hodgson Woodruff School of Nursing.

"The Million Hearts program has provided me with an excellent method to combine evidence-based practice, computer-based training and community health," said Laureen Turner, MSN, RN, nursing instructor at the University of San Francisco School of Nursing and Health Professions. "The use of this

program has enabled me to solidify the concepts learned in the classroom and apply them to the clinical setting."

Through this wide national online network of students, essential heart health messages will be broadly disseminated to reach as many patients as possible. The ultimate goal, Gawlik said, is "to reach people and save lives."

MEDTAPP KySS fellowship helps helps interprofessional students to assess and manage mental health disorders

second College of Nursing online educational program prepares students to meet mental health care needs.

One in four Americans faces some form of mental illness, and primary care health professionals can provide a vital link to the needed care.

To prepare students to address this need, Ohio State's colleges of Nursing, Medicine and Social Work have

developed a self-paced online training program that prepares students to screen, assess and manage common mental health disorders using best evidence-based practices.

One special emphasis is the care of Medicaid patients and other underserved populations. Funded by a two-year Medicaid Technical Assistance Policy Program (MEDTAPP) grant, the program is available to interested students, fellows and residents in the three colleges at no cost. Those who complete the program are certified as MEDTAPP KySS (Keep yourself Strong and Secure) fellows.

The MEDTAPP KySS training program was launched this academic year, with sixty students expected to complete the program within the year. Participants can choose between two tracks: child-adolescent mental health or adult mental health. Both tracks have 12 program modules; each module includes a one-hour lecture, required readings, and resource materials. Some modules also incorporate clinical skills-building activities.

To qualify for MEDTAPP KySS fellowship certification, students complete a post-test and submit a comprehensive





report on their assessment and evidence-based management of a patient with a mental health disorder.

A variety of topics are covered, such as the screening and management of mental health disorders; cultural, legal and ethical considerations; mood disorders and suicide; psychopharmacology; anxiety disorders; and motivational interviewing, among others.

All lectures are presented by Ohio State faculty from the three colleges. College of Nursing lecturers include Bernadette Melnyk, PhD, RN, CPNP/PMH-NP, FNAP, FAAN, chief wellness officer, associate vice president for health promotion, and dean of The Ohio State University College of Nursing; Barbara Warren, PhD, RN, PMH, CNS-BC, FAAN, professor of clinical nursing and director of the psychiatric mental health nursing specialty; Jeanne Clement, RN, PhD, associate professor emeritus; and Pamela Lusk, PhD, RN, clinical associate professor.

After the success of the internal program is evaluated, there are plans to expand its reach to the national level. ■

Kathy Baird is a freelance writer based in Columbus.

DAVID HRABE

Uncover your inner nurse athlete

Still think that effective time management is the answer to better work productivity? Take a page from athletes' playbook and think again: manage your energy instead



hat would you do if you had more energy? Would you invest some of it toward promoting your own health? Spend more time connecting with loved ones? Pursue life goals you haven't had the time for? With their busy, hectic lives taking care of others, many nurses feel they have nothing left for themselves. The Health Athlete/Nurse Athlete program at The Ohio State University is

designed to help nurses, other healthcare professionals, and almost anyone uncover what's important to them in terms of their own physical, emotional, mental, and spiritual health—and help them find ways to expand their energy and experience increased vitality and renewal.

Nurses' health crisis

In the United States, nurses' health and health behaviors tend to mirror those of the general population. This leaves many in the position of advising patients on health and healthy lifestyles while not following their own advice. A 2009 study found nurses' average body mass index (BMI) was higher than that of the general U.S. adult population. A 2012 study found the rate of depressive symptoms in nurses was twice that of adults in their community.

Given that nursing educational programs emphasize health promotion and nurses A Nurse Athlete class, with writer David Hrabe (far left) and Dean Bernadette Melnyk (far right).

are taught to be health role models, this leaves a serious disconnect between professional ideals and reality. The reason for the discrepancy between our professional responsibility to promote health and our poor self-care performance may stem from a strongly held value—that the nurse's mission is to care for others. But must we sacrifice our own health and personal happiness to carry out our mission? I would argue we must not.

Another part of the problem is what I term nursing's "macho culture." All too often, I've heard nurses proudly state they work 12-hour shifts without taking a break, eating, or using the restroom. What's worse, they speak with disdain of nurses who can't or won't work that way. This is a powerful, self-perpetuating form of social control in which recovery breaks are seen as weakness or laziness that shouldn't be tolerated.

Finally, nurses tend to reason away their unhealthy behaviors by denying they'll

suffer ill effects ("It won't happen to me") or by justifying them as comforting ("What else have I got to look forward to?"). Denying the negative impact of a stressful lifestyle, poor nutrition, lack of exercise, and worrisome clinical indicators also contributes to ill health. In her heartfelt and courageous story "Denial and heart disease," nurse educator Joyce Grigaitis recounts how she denied cardiac symptoms for months before having an emergency cardiac catheterization. She called herself the "poster woman for denial."

So, here we are—as overweight as the general population, twice as depressed, unwilling to take work breaks, engaging in health-risk behaviors we know are counterproductive, yet hoping we'll somehow avoid long-term consequences of our unhealthy lifestyles. Colleagues we can and must do better.

A way out

With my strong family history of heart disease, out-of-control blood pressure, unhealthy eating, little to no exercise, and crushing work schedule, I was Grigaitis's male counterpart. I had a clear example of where I was headed: My father died after a myocardial infarction at age 54, yet I was following in his footsteps and couldn't seem to stop. Something had to change, or else I'd most likely be disabled or dead in a few years.

Then I heard about the Corporate Athlete® Course, an energy management program for business executives developed by psychologists Jim Loehr and Jack Groppel during their work with elite Olympic athletes to improve performance. I attended a

Corporate Athlete Course with my dean, Bernadette Melnyk, which turned out to be a life-changing experience for us both. We knew we wanted to make this opportunity available to nurses and other healthcare professionals.

The Health Athlete/Nurse Ath-

Taking stock, making plans

lete programs at the College of Nursing, which is based on the Corporate Athlete Course, uses the same focus on energy management but is customized to address the unique challenges and needs of the healthcare workforce. Participants examine their goals and values relative to their spiritual, mental, emotional, and physical development. This approach uses the power of one's "story"—what you tell yourself about why your circumstances occur—to change one's behavior. Participants learn how to better manage their energy through simple techniques, exercise, and nutrition management.

The Health Athlete/Nurse Athlete programs emphasize the importance of "facing



the truth" in the four energy spheres: physical, emotional, mental, and spiritual. To face your own truth, follow the steps below:

KNOW YOUR NUMBERS—AND BELIEVE THEM

If you've never done so, obtain your lipid profile, glycated hemoglobin level, C-reactive protein level, and vitamin D level to establish a baseline of your overall cardiac and metabolic health. Even if you're healthy, knowing your baseline levels will help you monitor changes over time and spot problems early. For men older than age 35 and women older than age 45, the U.S. Preventive Services Task Force recommends basic screening annually. Persons below these cut-off ages without clinical



Nurse Athlete and Health Athlete participants learn about energy management through improved nutrition and exercise.

indications for more frequent screenings should obtain these levels every five years. Of course, if you have other conditions

that require monitoring, be sure to follow up with your primary care provider as needed.

CALCULATE YOUR BMI AND ESTIMATE YOUR BODY FAT PERCENTAGE

If you don't already know your BMI, you'll find it easy to calculate. Just type your height and weight into the calculator at http://nhlbisupport.com/ bmi. BMI is an estimation of body fat percentage (BFP); however, results can vary widely depending on your body type and fitness level. So it's more accurate to obtain BFP through more direct measures, which range from home versions of electrical impedance scales to underwater weighing (hydrodensitometry, the most accurate way to measure BFP). Each method has advantages, drawbacks, and associated costs. Also, availability may vary. Your primary care provider, local health system, insurance company, or local university athletic department may have additional information to help you make the right choice.

EVALUATE YOUR NUTRITIONAL HABITS

Tracking your food intake is a good starting point. Health Athlete/Nurse Athlete participants consistently report that once they implement this strategy, they're surprised by exactly what and how much



they're eating. Use whatever recording method you find easiest-from paper and pencil to online tracking to smart phone apps. The method should allow you to record what you eat, when you eat throughout the day, what you were doing at the time, and your feelings associated with eating (such as anger, guilt, or boredom). Try this for seven days under varying conditions-work, home, recreation, parties—so you can uncover your eating patterns and emotional responses to how and what you eat.

EDUCATE YOURSELF ABOUT PORTION SIZES

Beware of "portion distortion"— a phenomenon that leads people to overeat without consciously knowing it. Portion sizes have expanded along with our waistlines over the last 20 years. For an interesting exercise, take the interactive quiz on portion distortion at http://hp2010. nhlbihin.net/portion/.

Even our plates are bigger today. One of our nutrition coaches recently said she bought an antique china cabinet, but none of her contemporary dinner plates fit inside—they were far too big! If we feel compelled to fill these larger plates with more helpings of food, it's no wonder we gain weight without even trying. Of course, restaurant food portions have grown,

too. Did you know approximately six servings of bread come with an average restaurant meal? That's something

to watch for the next time you eat out.

EAT LIGHT AND EAT OFTEN

Babies can teach us how to eat the right way. They naturally eat frequently and only to the point of satisfaction.

Eating small meals three times daily is crucial, with two to three healthy snacks in between. If you're tempted to skip meals, ponder whether you can truly focus on a task if you're really hungry. Are you able to bring your full and best attention to your interactions with patients, colleagues, or family members when famished? Although most adults have created sophisticated facades that stop us from crying or screaming when hungry, our "inner baby" is distracted, upset, and impatient when we're hungry. To be focused, compassionate, and more relaxed, fuel your body to give you the energy you need throughout the day.

STRESS YOUR BODY WITH PERIODS OF **INTENSE EXERCISE**

To increase your energy, you need to expend energy through three main types of exercise—aerobic, strength training, and flexibility. (See Exercise your way to better health.)

BUILD IN RECOVERY

Recovery comes in many

Exercise your way to better health

Your health program should include all three of these exercise

- Aerobic (cardio) exercises include walking, running, cycling, working with cardio machines, and instructor-led circuit training. They elevate your pulse to your target heart rate (THR). To read more about THR and find a THR calculator, visit www.mayoclinic. com/health/target-heart-rate/SM00083. To reap the greatest benefit from aerobic training, exercise three days a week for 20 to
- Strength training involves use of resistance in some form free weights, weight machines, bands, or even your own body weight. Use this form of exercise at least two days weekly, no more than 3 days apart.
- Flexibility is important to overall musculoskeletal health but is often overlooked by regular exercisers. Do at least five or 10 minutes of stretching at least two or three times weekly. A regular stretching program has improved my long-standing back problem and allowed me to resume my aerobic and strengthtraining exercises.

forms and should be included in your overall health program. Examples of recovery include spending time with family or friends after an intense work period, relaxing or meditating to quiet the mind, and getting adequate sleep. The biggest barrier many nurses face in getting adequate recovery time is their mindset: If you think you must sacrifice your own health and happiness to take care of others, take pride in never taking a break at work, have convinced yourself no one else can do the job like you do it—you're on the road to burnout, illness, or a disabling injury. Remind yourself you can't give from "empty." You have to "own" that recovery is important for your health and you deserve it, just like the rest of the hu-

man race.

Moving forward

In our two-day workshops at Ohio State, we've seen tremendous breakthroughs for nurses and other healthcare professionals who follow these seven principles. But it takes courageous self-examination to make changes in service of your own health. Ultimately, you will benefit— and so will your loved ones, your patients, and your colleagues.

David P. Hrabe, PhD, RN, is executive director of Academic Innovations and Partnerships and associate professor of clinical nursing at The Ohio State University College of Nursing.

To learn more about attending the Health Athlete/Nurse Athlete workshop at Ohio State or to bring the workshop to your organization, please visit www. healthathlete.org.



The Leadership Academy for Peak Performance offers powerful and exciting leadership workshops with an accompanying year of coaching!

From nurse manager to healthcare executive, these workshops are for you...

Leadership Academy for Peak Performance



An initiative of The Ohio State University College of Nursing

Learn the leadership skills you need to be successful—skills you may not have been exposed to in many nursing education environments. Meet other nurse and healthcare managers to share ideas and develop best practices.

As an added benefit, you will receive coaching support from a leadership expert for 12 months after the workshop to help you apply what you have learned.

ANNOUNCING OUR 2013 WORKSHOPS

THE ART & PRACTICE OF NURSING & HEALTHCARE LEADERSHIP

Five-day workshop / May 13-17

THE ART & PRACTICE OF NURSING & HEALTHCARE LEADERSHIP

Five-day workshop / September 9-13

LEADERSHIP DEVELOPMENT FOR NURSES

Three-day workshop / November 4-6

In addition to our three- and five-day residential immersions, we offer customized workshops at your location designed to meet your organization's needs. For more information about customized workshops, contact lapp@ osu.edu.

For more information about our programs, registration, or contact hours, please visit www.nursing.osu.edu/lapp.



Transforming health, Transforming lives



CENTENNIAL

DIANE SHEETS AND LAUREL VAN DROMME

College of

Giffords, Kelly to be at Gala

Former congresswoman Gabrielle Giffords and former astronaut Mark Kelly to speak at the college's Centennial Gala celebration

in healthcare; and take a look

tinue to transform healthcare

The evening will continue

forward to how we will con-

with dancing through the

or come solo, and relive the

ly when you were a student!

decades. Bring a dance partner

music you remember so fond-

Request for memorabilia

We want to share your memo-

ries with others during 2014,

and help teach our current

nursing students about the

college's history. We'd love to

see your favorite photographs

—identify individuals in them

if possible—from your time in

class, residence halls, clinical

practice, and social outings

when you attended Ohio

in the next 100 years.

he College of Nursing looks forward to celebrating its 100th anniversary in 2014! The following are a few updates on the planning underway:

Centennial Gala

Steady progress continues in the college's planning of its Centennial Gala, set for Saturday, March 29, 2014, at the Ohio Union. We are excited to announce highlights planned for the evening.

We will be joined by distinguished guests Congresswoman Gabrielle Giffords and Captain (Ret.) Mark Kelly. Dean Bernadette Melnyk will begin the evening with a certain-to-be inspiring conversation with the couple about the

extraordinary nursing care that Giffords has experienced during the previous two years. (See "Special Gala guests")

Following dinner, the main program will celebrate the college's 100 years of inovative history; honor our 100 Notable Alumni; recognize our distinguished deans, clinical and research faculty, and leaders

State. Also welcome are your nursing uniforms and caps, nursing profession newsletters, and more. If you have any

M. Summerfield, a 1923 nursing graduate

you have and how best to share, please contact Diane Sheets at (614)

questions or

comments

about what

Our special Gala guests

Former US Representative Gabrielle Giffords (D-AZ) was first elected to Arizona's 8th Congressional District seat in 2006 and won reelection in 2008 and 2010. Then, on January 8, 2011, a would-be assassin opened fire at a constituent event in Tucson, killing six people and injuring 13. Among the injured was Giffords, who sustained a gunshot wound to the head and



faced immediate surgery to treat her life-threatening injuries. Her return to the floor of the House of Representatives less than seven months later to vote on the controversial debt ceiling legislation has been described as miraculous. Her ongoing recovery speaks to her strength, temerity, and indomitable will to survive.

Giffords was a Fulbright Scholar, holds a bachelor of arts degree from Scripps College and a master's degree from Cornell University. Giffords resigned

her congressional seat in January 2012, choosing to focus on her recovery. She announced, "I will return, and we will work together for Arizona and this great country." She lives in Tucson and Houston with her husband, Captain Mark Kelly.

Captain Mark Kelly is an American astronaut, retired US Navy captain, best selling-author, cancer survivor, and an experienced naval aviator who flew combat missions during the Gulf War. The winner of many awards, including the Legion of Merit, two Defense Superior Service Medals and two Distinguished Flying Crosses, Kelly was selected as an astronaut in 1996. He flew his first of four missions in 2001 aboard Space Shuttle Endeavour, the same space shuttle that he commanded on its final flight in May 2011. He has also commanded Space Shuttle Discovery and is one of only two individuals who have visited the International Space Station on four different occasions.

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Who was your most memorable professor?

"Without question, Kathy Stone made the most indelible impression on me during my time at the College of Nursing (2000-2003). I consider myself very fortunate to have been in her class. I think any of my colleagues would agree, her class was arguably one of the hardest we took during those three years, but her passion for pathophysiology and the nursing profession was unmatched! I can still remember her enthusiasm in describing the renin-angiotensin ("the most potent vasoconstrictor in the body") system like it was yesterday. She pushed us—not to memorize content—but to understand the inner workings of the various complexities of the human body. Outside the classroom, she tirelessly gave to students by heading up outreach trips to the far corners of the world. She will forever be etched in my mind as a remarkable part of my journey at the Colleae of Nursina."

-Erin A. Yontz, MS, CRNP, '03

Next Centennial history question: What was your most memorable course or laboratory experience when you were a student? Submit your answer to nursing100@osu.edu, and we'll publish it online and in the next *Transformations* magazine.

292-4889 or sheets.97@osu.edu. Please check your old photo albums, scan your photos and mail them and other items to the Attention of Centennial Committee, The Ohio State University College of Nursing, 1585 Neil Avenue, 145 Newton Hall, Columbus, Ohio 43210. ■

Diane Sheets is a clinical instructor and Laurel Van Dromme is chief of staff and strategic partnerships for the College of Nursing. They are co-chairs of the Centennial Committee.

Remember when?

My experiences to share

By Sally Hull Jones, '51

I was one of a very few Negro students to enroll in the School of Nursing (SON). In the class of 1951, Lucile Fant was the only other black student. Frieda Stewart (later Shirk) was the associate director of the school. Miss Frances McKenna was the director. I was the last student that Miss McKenna pinned.





Psychiatric experience

My psychiatric nursing clinical rotation was at Toledo State Hospital. Primary treatments included hydrotherapy, insulin therapy and electroshock therapy. I had a favorite patient, Mr. N.W. There was one unit in the hospital, the "L" Building, where violent patients were taken. We were not allowed to work there, but we were taken on a tour. The patients were in cages and were wild looking, screaming at us, and trying to reach through the bars. It was very scary. On my last day there, I had left my nursing cape in the unit where Mr. N.W. was. When I went back to get it, Mr. N.W. had been transferred to the "L" Building. I was heartbroken.

Pediatric experience

During the polio epidemic, Children's Hospital was the regional center for both children and adult polio patients. The severe cases were in the iron lungs. We used port holes in the iron lung to give care.

Obstetrics experience

The charge nurse in the delivery room was very knowledgeable. Once, when the MD delivered one baby, the charge nurse pressed the patient's abdomen and said to the MD, "Are you sure there is not another baby in there?" The MD checked and pulled out the twin.

On football Saturdays, the doctors would go to the game. If the patient was close to delivery, we would hang bed sheets in windows facing the stadium as a signal for them to return.

Maternity was segregated into a Negro ward and a white ward.

Roommate experience

Because I was a Negro student, I was not allowed to room with a white student. One of my [white] classmates and I wanted to room together. Both of our mothers wrote letters to the school giving permission for us to be roommates.

I graduated in June 1951 and got a position in the OR as a staff nurse (annual salary \$5,000). During the summer I received a call from Miss Newton offering me a job as assistant instructor in the nursing lab. I was on the SON faculty from 1951-1955. I considered it a privilege to be a member of Miss Newton's faculty. She was gentle, compassionate and wise.

In 1962 I received a MSN from Boston University. For the past 25 years, I was in psychiatric nursing. I am now semi-retired and do per diem psychiatric nursing. I am a member of Sigma Theta Tau. Even though I have been in Boston for many years, I'm still a Buckeye.

TECHNOLOGY

JONI TORNWALL

Farewell pencils and chalk

Innovative instruction has caused a monumental shift in the way instructors teach and students learn

an vou remember a time when Power-Point wasn't infused throughout our work and academic lives? I can. It was back in the '80s, when I attended nursing school, that my classroom instructors used the chalkboard to communicate announcements to the class, and if I wanted to talk to one of them outside of class, I called them on a phone a phone with a cord and a rotary dial.

I hauled textbooks the size of cinder blocks to class and clinicals. Our instructors used overhead projectors with a set of prepared transparencies. Occasionally, they would roll in a cart with a massive projector to show a 16-mm film.

My research papers were typed on actual paper. If you were lucky, you had a portable electric typewriter with some correction tape or Wite-out. There was no backspace key or "undo." We completed our multiple-choice exams by using a No. 2 pencil to fill in tiny bubbles on Scantron sheets.

Goodbye, No. 2, hello tablet

It's rare to find a chalkboard



Using their Wi-Fi-enabled cell phones, tablets, and laptops, students in clinical instructor Diane Sheets' Introductory Pharmacology for Nurses use a student response system to reply to questions displayed on screen. The system can quickly provide the group's collective answers by numbers and percentages.

in a modern classroom these days. They've mostly been replaced with whiteboards and their special erasable markers. PowerPoint is a staple of many lectures and presentations,

and depending on the skill of the presenter, it can be used to inform or to exasperate. In fact, instructors have their choice of tools like PowerPoint for multimedia presentations,

and the best of those tools encourage student interaction during class and afterward.

Students no longer spend all of their time sitting passively in a classroom while the instructor lectures. They are expected to interact with the teacher, the course materials, and with each other before. during, and after class. They respond to questions posed by the instructor on handheld remote devices called clickers, or they might use their laptops, tablets, or cell phones to respond to questions during a lecture. The results can be displayed for the entire class to view and discuss. They can also ask for clarification from the instructor using their mobile devices. For students, this eliminates the uneasiness around expressing an honest opinion or publicly choosing the wrong answer.

With the current emphasis on efficient use of natural resources, syllabi are often no longer printed on paper. Students refer to digital syllabi stored in Carmen—Ohio State's learning management system—as well as other articles, lessons, videos, simulations, announcements, and assignments. In Carmen, they

can take tests, engage in discussion with each other, send e-mail, submit their research papers, view their grades, and respond to surveys.

Students work collaboratively in wikis where they can develop patient care plans or class projects together, each one adding to the document where their changes are recorded over time. The instructor can view a group's wiki and provide feedback directly on the document.

Lectures conducted in class can also be broadcast to students who cannot attend in person via a web conferencing system called CarmenConnect. This tool allows students in distant locations to view and participate synchronously in a lecture occurring on campus. Instructors can use Panopto to record lessons for students to watch asynchronously as part of an online course or to prepare for in-class activities.

Just as technology has changed dramatically over the last 20 years, so have student expectations and lifestyles. Today's typical nursing students have more demands on their time and energy. They are likely to be working in addition to going to school and may have variable nursing shifts which prevent them from attending a regular day or evening class in person. Students today are seeking more flexible education options. The College of Nursing has responded to this need by creating a variety of online options for students, with fully or partially online classes. We have more online courses than any other college or unit at Ohio State, and our use of instructional technology and online offerings continue to expand.

What hasn't changed

Whether students enjoy and learn from an instructor's lecture is all about how the instructor delivers it, whether it's with "chalk and talk" or multimedia. Instructors have far more engaging technology in their instructional toolbox than they did in years past, and the options are expanding.

Any lesson's engagement factor really depends on the instructor's involvement in it. If the teacher is passionate about the topic, regardless of the tools employed, it will show during the lesson and the students will respond. The wise instructor chooses the right tool for the job. Here are a few thoughts from college faculty:

I teach a master's level course using Adobe Connect—a web conferencing system where students and instructors can meet online for class or office hours from their homes or offices. The whole group can see and hear each other, hold discussions, exchange documents and files, view videos, and break out into small groups.

I begin class with a polling question. Students click on one of the multiple-choice answers, and I can broadcast the results so that students can compare their responses with that of the class in general. This allows us to focus on the topic for that evening and discuss how certain responses might be more correct than others.

We provide discussion guides before the Connect class begins so that students come to the online session prepared to participate and to integrate the readings into the discussion. As part of the class time, I send students to small breakout groups of five to six students. Students take turns

filling the facilitator and notetaker roles in their groups, and the note-taker records the themes and exemplars that the group generates. These notes are brought back to the main Connect room where they are shared with the rest of the class.

Small groups of students

develop PowerPoint presentations on a specific ethical dilemma, a guiding ethical framework, and the position on the dilemma. They share their presentations with their classmates during the final days of the course on Connect. —Karen Ahijevych, PhD, RN, FAAN, is associate dean for academic affairs and professor at the College of Nursing.

I first encountered computers in my PhD program at Ohio State in 1970. I punched data entry cards to analyze data for my dissertation. At that time, I never dreamed that we would have computers outside of the computer labs at Ohio State.

The late 1980s marked the beginning of online course options in the college. Initially, the courses were part of the nurse midwifery option in a masters program and were developed by faculty under the direction of then-Dean Carole Anderson. In 2006, the RN to BSN program moved to the online format for all students.

I currently use discussions and recorded lectures in my online and hybrid courses. My Lifespan Development students are required to use a web-based simulation called My Virtual Child that allows them to raise a child to 18 and see the effects of their decisions.

Today's students expect faculty to provide PowerPoint and lecture recordings and are

not always physically present in class. The increased use of technology in the classroom requires students to be active participants in a variety of instructional methods, and students in online courses must be self-disciplined in completing the expectations each week. —Edna Menke, PhD, RN, is associate professor emeritus at

the College of Nursing.

There is an increasing demand for reinvention of nursing education to address and appeal to the needs and values of a new generation of students. Traditional teaching and learning methods are less effective at engaging students. Today's instructional technology allows the classroom to become a personal learning environment where students can choose when and how to interact with the material, the teacher, and their peers.

For example, recorded lectures that can be viewed online on a mobile device when and where the student chooses allow for review of content and deeper learning. Today's learners are more engaged, take responsibility for their learning, and interact with peers and the instructor at a deeper level. As instructors, we have to remember that many nursing students has never known a different way of learning. For older generations of students, technology has made their education more responsive to learner needs and more applicable to real life.

—Bonnie Kirkpatrick, MS, CNS, is a clinical instructor at the College of Nursing.

Joni Tornwall, MEd, is manager of instructional services for the College of Nursing.

GIVING

DELFINA DELISLE

Menke honored by former student

A mentoring relationship lasting 32 years provides impetus for new fund named in honor of Associate Professor Emeritus Edna M. Menke

lizabeth "Lizzie" Fitzgerald's education and experiences at Ohio State were a gateway to a career dedicated to making a difference in the health of individuals, families, and communities. Her work with vulnerable populations started when she was a graduate student at the College of Nursing. One of her professors, Dr. Edna Menke, was a great advocate for her students and patients. Edna's commitment to helping others encouraged Lizzie to make a difference.

As a new Ohio resident, Fitzgerald was in awe of Ohio State and its facilities. She quickly became a Buckeye and enjoyed attending football games and listening to the marching band practice. With help from Menke, she was able to find funding that allowed her to be a full-time student.

During a trip to an international conference in Toronto, Canada, Fitzgerald had the opportunity to present her research findings on siblings of children who were living with a chronic illness or a special need. This trip inspired her to pursue a doctoral degree in Educational &



Associate Professor Emeritus Edna M. Menke (left) with her former student Elizabeth "Lizzie" FitzGerald

Counseling Psychology with an emphasis in Counseling and Student Personnel and a post-graduate certificate in marriage and Family Therapy. "This opportunity, along with many others provided by the college, helped me find my passions, improve my presentation skills, and helped me become effective at helping others," said Fitzgerald. "Beyond preparing us academically, the professors helped

us become professionals who were prepared to confidently go out into the world."

The foundation laid at Ohio State helped guide Lizzie to a successful career dedicated to improving the lives of others. Today, Fitzgerald is an associate professor in the Lansing School of Nursing and Health Sciences at Bellarmine University in Louisville, KY. She has also worked as an instructor in

various capacities for the University of Louisville and McKendree University. Prior to becoming an educator, she was the president and owner of an organization dedicated to families and caregivers of substance-exposed children. She then became a partner of Peaceful Families, PLLC, and provided consultative services for children with emotional and behavioral disabilities.

Fitzgerald has always been committed to helping those who do not speak English. She currently tutors students in ESL and travels as a volunteer to Latin America ever year. Menke said, "It has been great to see Lizzie achieving her goals in international studies with nursing students and helping international students be successful at Bellamarine University."

Menke's mentoring lasted long after Fitzgerald graduated. They have remained in contact for the past 32 years, communicating regularly by e-mail and phone, and seeing each other at least once a year. Fitzgerald contacts Menke whenever she needed advice or guidance. No matter where Fitzgerald's career takes her around the world, she always finds one of Menke's protégés.

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.

Karen Phipps, a graduate student in the neonatal nurse practitioner program, plans to graduate in May 2013. Karen is the recipient of two scholarships for the 2012-2013 academic year; the CAM Neonatal Scholarship and The Barbara Young Sipp, Elizabeth Sipp Eastwood and Molly M. Sipp Endowed Nursing Scholarship. After graduation, Karen would like to work as a neonatal nurse practitioner in a level III NICU.



Karen Phipps, center, with scholarship donors Elizabeth Eastwood (left), and Barbara Sipp

How have these scholarships made an impact in your

The scholarships help me focus less on my finances and more on my education. The support I have received has also given me self-confidence and conviction. I have worked very hard to get to where I am today, and to be awarded these scholarships has been wonderful.

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

My husband and I were high school sweethearts, and met at North Pole, Alaska. North Pole is where the real Santa Claus house is located, and where all of the Christmas letters get

Tell us about your family.

I have been married for 14 years and have four children, from age two to 14. My husband is a disabled veteran of the United States Marine Corps. He is a stay-at-home dad and has been my major source of support and strength throughout my program.

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

OSU has been the best college experience for me. While it was overwhelming at first to be at such a large university, I soon learned that everyone at the College of Nursing is there to help you succeed. The program has been very rigorous, but I feel once I graduate I will be well prepared to be a successful NNP.

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

"Edna has a wonderful impact on so many students who went on to help a countless number of people and have positive impact on others."

Fitzgerald is making a gift to the College of Nursing in Menke's honor as a sign of appreciation for the inspiration and guidance she provided her throughout the years. "Edna has always been an advocate for her students and patients, encouraging and inspiring all of us to join her in her quest to make a difference," said Fitzgerald. "I hope my gift will inspire others to

give and make a difference."

When Menke heard the news \$5,243,442 that Fitzgerald \$7 M was honoring her through her gift, \$6 M she was totally surprised. "It is \$5 M an honor that she **College of Nursing** created the Edna \$4 M M. Menke Community Scholar \$3 M Endowment \$2 M Fund," said Menke. "Her gift will give \$1 M future students 74.9% of goal, 56% time elapsed. an opportunity to

Capital Campaign: Where we are

become nurses and positively impact the lives of others."

Menke hopes to be remembered for mentoring students to believe in themselves and their abilities to excel and make a difference. Her advice to future students is, "Develop a plan for what you want to accomplish and believe anything is possible. Believe in yourself and have strategies in place to achieve your goals." ■

Delfina Delisle is a marketing manager for The Ohio State University Foundation.

ALUMNI

MEGAN DENISON

Welcome aboard, alum!

With the newly revised Ohio State University Alumni Association membership structure, all alumni are now automatically members

ince July 1, 2012, all graduates of The Ohio State University are now recognized as members of the university's Alumni Association. The association has turned its focus from selling memberships to engaging Ohio State's entire alumni base of nearly half a million graduates. Individuals who have earned an associate, bachelor's, graduate, professional, or honorary degrees from Ohio State, as well as medical residents of

the university, are considered members of the association and receive some level of benefit. Due to the membership model transformation, there are now three levels of membership: basic members, sustaining members, and life members.

All alumni receive the basic level of membership with benefits, including epublications, online library access, affinity discounts, and use of the association's Alumni Career Management program. These members are not eligible to participate in the annual football ticket lotteries conducted by the association or the College of Nursing Alumni Society.

To enjoy premium benefits, an alumnus can become a sustaining member. To earn this level of membership, a graduate must make a gift or gifts either equal to or more than \$75 to an Ohio State fund of his or her choice annually, such as scholarship endowments or Pelotonia.

An entire annual gift does not have to go to one fund and your gift is now taxdeductible. Cumulative giving will be tracked over a calendar year, and when gifts equal or exceed \$75, the donor will become a sustaining member. To see a complete list of College of Nursing funds, visit www. giveto.osu.edu/nursing.

Sustaining members of the Alumni Association are eligible for premium benefits, including a year's subscription to the print version of the



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Erika Kimble, BSN '03, MS '07

"Patient education is an integral part of all treatment plans for preventative and maintenance health regimens. Yet, it



Erika Kimble

seems clinicians are often so focused on the caretaker, that we miss out on the opportunity to have children embrace their own power of self-care," says Erika Kimble, RN, MA, MS, CNP, and two-time Ohio State nursing graduate.

> As a practicing dermatology nurse practitioner, Kimble recognized the need for health education that focuses on explaining

THE CASE OF ...
ITCH AND NAGE

complex medical conditions to children. Kimble started Bandages & Boo-Boos Press after witnessing first-hand the confusion and frustration of parents and children when it comes to treating the itch and rash of eczema. She wanted to create a book series that would engage children and simultaneously teach them about

themselves and others. While Kimble was working on her master's degree in nursing, she also pursued a dual degree in journalism and communication. She states that it helped her better navigate the world of publishing, although she is still avidly learning about the world of business. She states, "Education never stops beyond the classroom!"

Kimble's first and forthcoming books are fashioned in a creative non-fiction style with full-color illustrations. The first book, Malcolm Finney, Medical Detective: The Case of

Itch and Rash, takes young readers on an adventure with Malcolm Finney, the neighborhood medical detective. He is the person to call anytime there is a medical emergency in the neighborhood. Through the use of his secret laboratory stocked with inventions, Malcolm is able to recreate components of the human body, like the skin, and go on

interactive adventures to solve medical mysteries. In the case of Itch and Rash, Malcolm is determined to find the reason for his neighbor Carlita's strange skin bumps. After some questioning, he brings her on an adventure that leads to bouncing off fat tissue, zipping up nerve fibers, and falling into oil glands. In the end Malcolm is able to diagnose eczema and create a treatment plan to make Carlita ballerina-ready for her Swan Lake recital.

The second book, *The Case of Sugar Monster*, explores childhood diabetes and obesity. It unravels the health dilemma of a little boy nicknamed Sugar, who hopes to be a pastry chef one day. If Malcom fails to discover the reason for Sugar's sweating, shortness of breath and plentiful bathroom breaks, Sugar won't be able to pursue his dream career. Malcolm adventures through the abdominal cavity with his new-found sidekick Carlita, experiencing tossing and churning in the stomach, swaying from intestinal villi, and then discovering the fishing community of the Islets of Langerhans, where a mystery awaits. After uncovering the double-sided disease process of obesity and diabetes,

Malcolm experiences another twist in delving into a treatment plan that includes a time-machine.

> It is Kimble's hope that the exploration of medical conditions

> > that children have or may see among their peers will help them to better understand and treat others more kindly. She believes this series represents a new impetus in providing holistic family education for patients. These books encourage knowledge and ownership in preventing disease and maintenance of optimal health throughout one's

life. Lastly, she wants to

encourage enthusiasm and interest in health, science, and foster the interests of little medical detectives across the

The Malcolm Finney Medical Detective Series is available on www.bandagesandbooboos.com, and other online sources.

Ohio State Alumni Magazine and eligibility for the football ticket lottery.

The opportunity to purchase life memberships was discontinued. However, alumni who joined the association as Life Members before July 1, 2012 will retain all of the benefits they currently enjoy.

If you are interested in becoming a sustaining member of the Alumni Association, please consider donating to any of the following College of Nursing funds:

- The Ohio State Fund for the College of Nursing (303492)
- The Ohio State University College of Nursing Scholarship Fund (645280)
- College of Nursing Wellness Fund (313933)

Visit www.giveto.osu. edu/nursing and search for the fund numbers listed above to make your gift.

The College of Nursing Alumni Society is currently discussing the possibility of adopting a membership model similar to that of the university's Alumni Association. Please visit the Alumni Society's website and Facebook page to stay up-to-date on all developments: www. nursing.osu.edu/alumni and www.facebook.com/osunursingalumni.

Nursing Alumni Society programs

Dinner for 12 Buckeyes

The Nursing Alumni Society is working hard to connect with current nursing students. This past January, the group took advantage of the exciting opportunity to participate in the Dinner for 12 Buckeyes program at the Longaberger Alumni House. The program



to build relationships with current nursing students.

was hosted by the Student-Alumni Council, an undergraduate student organization at Ohio State whose mission is to foster relationships between students and alumni at the university. In addition to the College of Nursing, several other alumni societies participated in the event.

Dinner for 12 Buckeyes provided an unprecedented chance for six College of Nursing alumni to converse and network with seven undergraduate nursing students. According to the Student-Alumni Council, the purpose of the program was to create lasting relationships between Buckeyes, both past and present. For alumni, the dinner was a great opportunity to

reconnect with the university and increase student awareness of the College of Nursing Alumni Society. It is the society's hope that involvement in programs such as Dinner for 12 Buckeyes will expose students to the idea of remaining active at Ohio State as young alumni upon graduation. For students, the program provided a chance to gain networking experience and invaluable knowledge related to beginning a career in nursing.

The College of Nursing Alumni Society will continue to participate in the Dinner for 12 Buckeyes program. If you are interested in attending and sharing your indispensable experiences with current nursing students in future programs, please contact Megan Denison at nursingalumni@osu.edu.

Nursing Alumni Hockey Night

In addition to improving its outreach to students, the Nursing Alumni Society is also creating opportunities for alumni to socialize with one another. Nursing alumni and guests came together in February to show their support for the men's ice hockey team. Although the Buckeyes lost to "That Team Up North," everyone who attended had a good time and showed their Buckeye pride!

Welcome, new alumni!

In an effort to engage young alumni, the Nursing Alumni Society is planning an event to welcome graduating students. Details are still being determined, so please watch for updates on our website, www. nursing.osu.edu/alumni, and our Facebook page, www.facebook. com/osunursingalumni.

The college is coming to you!

Do you live outside of the Central Ohio area and don't visit Columbus as often as you would like? Well, we are now bringing the college to you! This spring and summer, Dean Bern Melnyk and Vice Dean Usha Menon are traveling across the state and country to visit our alumni. Through these trips, the college hopes to strengthen engagement with our alumni by promoting our new programs and initiatives and discussing the exciting developments in the works for the college's Centennial in 2014! ■



College of Nursing alumni and guests enjoy food and drink at the Varsity Club before attending an Ohio State hockey game.

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

CollegeNews

Melnyk featured on national and local media to discuss Newtown shootings and mental health

Dean Bernadette Melnyk was featured in a story on PBS NewsHour's "After Newtown: Reading, Writing, Therapy" about her adolescent mental health research. She has developed Creating Opportunities for Personal Empowerment (COPE), a program that schools in Delaware, West Virginia, Arizona, and Ohio have implemented to prevent violent and negative behaviors by teaching adolescents how to positively deal with stress. See the story at www.pbs.org/newshour/multimedia/kids-therapy.

Melnyk was also interviewed on Columbus television station WBNS-10TV immediately after the Newtown shootings to discuss adolescent mental health.

Dean Bernadette is interviewed by WBNS-10TV's Tracy Townsend following



Largest career fair to date held at college



This winter, the lobby of Newton Hall was buzzing with nursing students meeting dozens of potential employers at the college's annual career fair. The event aimed to connect undergraduate and graduate students with potential employers. This year, 24 exhibitors came to the college promoting available positions in

their organizations. Participating exhibitors included hospitals, clinics, and healthcare organizations from throughout Ohio. surrounding states, and Florida.

Lisa Mowery, the college's coordinator of career services who organized the event, said. "The exhibitors we hosted this vear represented a wide range

of opportunities in nursing. Students came to the fair very well prepared and were able to make meaningful connections." One student who attended said. "I so appreciated the opportunity to get in touch more personally with potential employers." More than 150 students attended the

McCarthy receives Senior Scientist award

At its annual conference this spring, The Midwest Nursing

Research Society (MNRS) recognized Donna Mc-Carthy, PhD, RN, FAAN, associate dean for research and Mildred E. Newton Professor



of Nursing, as a 2013 Senior Scientist.

McCarthy was lauded for her extensive research on the biology of sickness symptoms. She is the principal investigator of an interdisciplinary team that recently received a five-year, \$2.2 million grant from the National Institutes of Health to investigate fatigue in cancer patients, one of the most commonly reported symptoms among this population. Her study investigates the role of cytokines, depression, and muscle wasting as primary factors associated with cancer-related fatique.

University and community leaders at Total Health & Wellness open house



Dignitaries and leaders attended the December 10 open house for Ohio State Total Health & Wellness at University Hospital East. Shown are (left to right): Elizabeth Seely, executive director, University Hospital East; Bernadette Melnyk, dean, College of Nursing and university chief wellness officer; Teresa Long, Columbus health commissioner; Kristie Flamm, director, Ohio State Total Health & Wellness; Steven Gabbe, senior vice president for health sciences and chief executive officer. Wexner Medical Center at The Ohio State University; Mary Jo Welker, professor of clinical family medicine, The Ohio State University, Karen Kasich, First Lady, State of Ohio; Margaret Graham, associate professor and associate dean foradvanced practice and community partnerships, College of Nursing.

Nursing Learning Community prepares college's future students

Each fall, the Nursing Learning Community (LC) for pre-nursing students hosts a Dinner with the Dean. Faculty and staff from the College of Nursing join LC students in Park-Stradley Hall for a dinner and discussion about their future plans as accepted nursing majors. At last November's event, several faculty and staff were recognized for their contributions to the Nursing LC and Dean Bernadette Melnvk shared remarks with the students.

The Nursing Learning Community is a program that helps students personally and academically succeed at Ohio State. Through specialized activities,

students are given the opportunity to make connections with college faculty and staff. The program also offers information and resources on how to apply to the nursing major and stay up to date with current topics related to health professions. Students that are part of this program live together with other students interested in nursing and take similar classes, making the residents of this community a valuable resource for each other, an essential part of student success.

Dean Berndette Melnyk speaks to the Nursing Learning Community and college faculty and staff at Park-Stradley Hall.



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CollegeNews

Health sciences students receive interdisciplinary education

Ohio State University students studying pharmacy, nursing, respiratory therapy, dietetics, medicine, and physical therapy are learning more than just their chosen profession; they are learning to work with other healthcare professionals.

Students from these areas met last fall for an interprofessional simulation training to learn about working as a team in a hospital setting. The simulation was held at the college's

Technology Learning Complex (TLC) simulation lab.

Lisa Rohrig, director of the TLC, said this simulation was a chance for students to discover the expertise and capabilities of other professions, "Our goal is when students go on their clinical rotations they will be more familiar with their role as part of the healthcare team in the hospital setting. All this with the end result of better patient outcomes."

Jessica Boyles, a doctor of pharmacy student, participated in the simulation. "It was a great opportunity to work with the other students. I was able to better identify my role as a pharmacist in the hospital setting. It gave me a lot of confidence in my job and that we are all fully and completely treating the patient."

> — Emily Keeler, State director of communications, College of Pharmacy

Graham honored with AANP award

Margaret Graham, PhD, RN, FNP, PNP, associate dean for advanced practice and community partner-

ships and associate professor. received the 2013 American Academy of Nurse Practitioner Ohio



Margaret Graham

Award for Excellence

The award for excellence is given annually to a nurse practitioner (NP) in each state who has demonstrated excellence in NP clinical practice.

Graham is active at the state level in moving legislation and policies forward that will allow advanced practice nurses (APN) to provide the citizens of Ohio greater access to care. Her interests include health policy issues related to APNs, improving health promotion and disease prevention, and in providing greater access to graduate education through online delivery methods.

Graham has educated students on nursing and health policy for more than 30 years. She teaches at the graduate level and practices one day a week with Ohio State Department of Family Medicine. She is certified as both a family and pediatric nurse practi-



Students from multiple health sciences disciplines gather around a patient simulator during a hospital round training.

Student receives David V. Perry and Isabel H. Perry Research Scholarship Award

Rhiannon Marcello, an undergraduate honors student, was selected to receive a David V. Perry and Isabel H. Perry Research

Scholarship Award from the Undergraduate Research Office. She was selected for this award through a competitive application based on her study of the role of pet dogs in transmission of Staphylococcus aureus and methicillin-resistant S. aureus.

The scholarship was created in 1994 to provide research scholarshipsto undergradduate and graduate students.

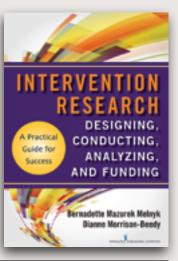
Second Million Hearts screenings conducted on Valentine's Day



For the second year, Newton Hall was one of the biometric screening sites on Valentine's Dayfor the Million Hearts national initiative. Million Hearts, an initiative of the Department of Health and Human Services, aims to prevent one million heart attacks and strokes by 2017.

Evidence-based practice book wins top honors

The American Journal of Nursing announced that Dean Bernadette Melnyk's edited book. Intervention Research: Designing, Conducting, Analyzing, and Funding, received first place in its AJN 2012 Book of the Year award for nursing research. Several College of Nursing faculty were authors, including Usha Menon, Donna McCarthy, Kim Arcoleo, and Laura Szalacha



Faculty and staff donate gifts to nursing home seniors

For more than 10 years, the faculty and staff of the College of Nursing have gathered, wrapped, and donated presents to the residents of Heartland Victorian Village, an area nursing home for low income seniors. Most recently, more than 100 presents were delivered to Heartland prior to Christmas Day

Lynn Ellingsworth, program manager at the college who has coordinated this effort for the last 10 years, said that for some residents, these gifts are the only ones they receive all year. She estimated that well over 1,000 gifts



have been provided over the years. "The looks of gratitude and deep appreciation from these residents makes this all very worthwhile.

The College of Nursing's Lynn Ellingsworth, with presents bound for Columbus' Heartland Victorian Village nursing home.

CollegeNews

Student nurse competes in the Arnold Classic

How many student nurses from Ohio State have competed in the Arnold Classic? Perhaps only one. Senior Sami Bossert decided to dedicate her time and a whole lot of effort to train for the figure and bikini model events of the huge Columbus-based fitness extravaganza. The 2012 Classic was held in early March at the **Greater Columbus Convention** Center.

Bossert said, "There are several reasons why I decided to participate. I enjoyed sports before college; basketball, soccer, track. When I came to Ohio State, I became a personal trainer at the RPAC for my first couple of years. I enjoyed strength training and took it up as a personal hobby."

As for her nutrition and

exercise, "You do limit yourself nutritionally. For example, I ate six meals a day; extra lean protein, lots of veggies, 1/2 cup oatmeal, a sweet potato. I used a lot of spices and seasonings to flavor the food! I could not drink alcohol and had to pack my food for family functions and meals with friends.

As for exercise, within the six to eight weeks before the competition, I exercised twice a day, seven days per week; 60 minutes of cardiovascular exercise, and high intensity training with weights. It's a lot of work!"

At the conclusion of the Classic, Bossert placed sixteenth in the international competition.

Bossert says that she would like to pursue a nursing career in labor and delivery.



Getting social with the College of Nursing

Be sure to Friend, Follow and Watch for the most up-to-date news about the College of Nursing. The latest information and photos are posted same-day with our friends and alumni sharing their thoughts and feedback.



Instructors are fully involved as well, using social media for their classes to create You Tube videos, blogs, and Face-

Below are a couple of fun images recently posted on Facebook that generated terrific feedback.

Head over to www.facebook.com/osucollegeofnursing on Facebook, www.twitter.com/osunursing on Twitter. and our You Tube channel at www.youtube.com/ ohiostatenursing









Class Notes (Classification)



1968 Betsy Dennis Frank received the National League for Nursing Award for Excellence in Teaching in 2011. Her recently published, co-authored book, Pathways to a Nursing Education Career: Educating the Next Generation of Nurses (2010), is becoming required reading by new faculty at Indiana State University, where Frank is currently on faculty.

1970s

1976 Gayle Glowacki Hayes was recently named a 2012 Hospital Hero from the Georgia Hospital Association and the Gwinett Medical Center for her exemplary leadership and dedication to patient care, the hospital, and the community.

1985, 2003 MS, 2011 DNP Brenda **Vermillion** received top honors from Ohio State's Evidence-Based Practice Immersion program for her project proposal, "CNSs Promoting Evidence-Based Practice in an Academic Medical Center."

1986, 1990 MS Melissa Bradford Bennett is serving at the director of clinical services with the University of Cincinnati's Drake Center, a long-term acute care hospital specializing in medically complex adults. She will also complete her DNP with Wright State University in April 2013.

1987 Jeff Johnston developed CPR+, one of the leading software application vendors for the home infusion therapy, home medical equipment, and specialty pharmacy industries.

1994: 2006 MS Maureen Musto

received top honors from Ohio State's Evidence-Based Practice Immersion program for her project proposal, "Evaluation of Intermittent Urinary Catheters."

1997: 2001 MSN Cheri Kovalenko.

DNP was named one of two outstanding faculty members for 2011-12 at the University of Sioux Falls. Nominees for this honor are sought from the greater campus community, and the recipients are determined by a committee consisting of faculty peers, students, and the academic provost.

2000s

2000; 2003 MSN Daniel DiSalvo

is employed at Netcare Corporation, Franklin County's crisis and assessment facility; at Fairfield Medical Center/Fairfield Psychiatric Services, Fairfield County's psychiatric inpatient unit as well as completing psychiatric consultations on medical floors: and at The Recovery Center in Lancaster, Ohio—providing medication management at the substance abuse treatment facility.

2003 MS Erin A. Yontz was

recently elected to a five-year term of the executive board of the Nurses' Professional Group of the American Society for Reproductive Medicine. She is currently a nurse practitioner with Kettering Reproductive Medicine in Dayton, Ohio.

2007: 2011 MS Kristin Calvitti

received first place at Ohio State's Evidence-Based Practice Immersion program for her project proposal, "Trachostomy Suctioning: The Right Evidence-Based Approach?"

2013c Sheri Blanchard had a poster submission accepted for presentation at the ACDIS

Call for nominations **2013 College of Nursing Alumni Society Awards**

Every year, the College of Nursing Alumni Society recognizes outstanding alumni in four categories: Community Service, Distinguished Alumni, Distinguished Recent Alumni and Mildred E. Newton Distinguished

Please consider nominating an outstanding College of Nursing alumnus for one of these honors. Criteria and the nomination form are available at www.nursing.osu.edu/ alumniawards. Nominations are due by July 1, 2013.



In memoriam

Remembering our classmates, colleagues and friends

Anne J. Anderson 1973 Lillian F. Bernhagen 1940 Jo Ann D. Canright 1952 Mary A. Collins 1955 Virginia C. Crosby 1951 Carol G. Deaton 1961 Katherine D. Dufrane 1968 Zelda E. Foster-McCary 1989 Marian M. Fuller 1944

Helen W. Kline 1948 Margaret E. Linnabary 2005 MS Mildred K. Lower 1934 Janice B. Masters 1962 Shirley M. May 1957 Beverly G. Vandenburgh 1960 Helen V. Vandergrift

Emeritus Faculty Betty Jane W. Wagner 1947

conference in Nashville, TN in May 2013. She recently became a certified clinical documentation specialist.

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Faculty Focus W





ACTIVE GRANTS (March 2012-March 2013)

Ahijevych, Karen (PI), Graham, Margaret (Co-I). Mechanisms of bitter taste phenotype and oral nicotine replacement use in smokers. Funded by NIH/National Institute on Drug Abuse, \$412K, 2009-2012.

Ahijevych, Karen (PI). Implementing the centering pregnancy model at The Ohio State University OB/GYN clinic. Funded by March of Dimes Birth Defects Foundation-Central Ohio Chapter, \$34K, 2012-2013.

Barker, Elizabeth (Co-PI), Von Sadowsky, Victoria (Co-PI). Effectiveness & benefit of two STI prevention delivery methods for military women. Funded by Uniformed Services University of the Health Sciences, \$661K, 2011-2014.

Bauldoff, Gerene (Co-I). Long-term oxygen therapy trial. Funded by NIH/ National Heart, Lung, and Blood Institute, \$1.93M, 2006-2012.

Browning, Kristine (PI). Developing an ePersonal Health Record (PHR) for delivery of tobacco dependence treatment to oncology patients who smoke. Funded by OSU College of Nursing Seed Grant, \$10K, 2012-2013.

Chipps, Esther (PI), Landers, Timothy (Co-PI). Systematic oral care program in post-mechanically ventilated postintensive care patients. Funded by Medline Industries, Inc., \$79K, 2010-

Chipps, Esther (PI). New graduate nurses' judgments of the classification and level of risk of patient care errors: Challenges in the first year of practice. Funded By American Nurse Foundation, \$10K, 2011-2013.

Chipps, Esther (Co-I). Nurses' knowledge, attitudes and practices of the safe handling of the morbidly obese patient. Funded by Sigma Theta Tau/ Hill Rom Inc/Ohio Nurses' Foundation, \$11K. 2011-2013.

Chipps, Esther (Co-PI). Dynamic patient events: Impact on nursing workload, staffing, adverse events and omissions of nursing care. Funded by American Organization of Nurse Executives, \$4.5K, 2013-2014.

Chlan, Linda (MPI). Testing the feasibility of patient-controlled sedation

in ventilated ICU patients. Funded by NINR/NIH, \$275K, 2012-2014.

Clark, Yvonne (PI-student), Mc-Carthy, Donna (faculty sponsor). Antioxidant treatment of muscle wasting and fatique in tumor bearing mice. Funded by NIH/National Institute of Nursing Research/National Research Service Award, \$71.5K, 2011-2013.

Dale, Helen (PI-student), Polivka, Barbara (faculty sponsor). Discrimination and socioecomics on health of African American women. Funded by Sigma Theta Tau International Society of Nursing, \$1.5K, 2011-2013.

Ford, Jodi (PI). The contribution of neighborhood and school disadvantage during adolescence to sexual risk and STI during young adulthood: A multilevel analysis. Funded by Robert Wood Johnson Foundation Nurse Faculty Scholar Program, \$350K, 2010-2013.

Ford, Jodi (PI). Initiative in population research. NIH/NICHD, \$40.6K, 2012-2013.

Ford, J.L. (PI), Browning, C.R. (Co-I), & McCarthy, D. (Co-I). Linking biological and social pathways to adolescent health pilot test of data collection procedures. Funded by Ohio State University Institute for Population Research Seed Grant, \$26K, 2012-2013.

Graham, Margaret (PI), Warren, Barbara (team member). Nurse practitioners managing co-occurring mental and physical disorders. Funded by **US Health Resources and Services** Administration, \$894K, 2010-2013.

Graham, Margaret (PI). Advanced education nursing grants. Funded by Health Resources & Services Administration, \$894K, 2010-2013.

Graham, Margaret (PI), Melnyk, Bernadette (Co-I), Szalacha, Laura (Co-I), Welker, MaryJo (Co-I), Miller, Carla (Co-I). Nurse education, practice, quality, and retention—interprofessional collaborative practice. Funded by Health Resources & Services Administration, \$1.5M, 2010-2013.

Graham, Margaret (PI), Ahijevych, Karen (Co-PI). Web-based smoking cessation for women: A pilot study. Funded by Pfizer Inc., \$85K, 2009-2013

Greathouse, Kristin Cora (PI-student);

McCarthy, Donna (faculty sponsor). Innate immune suppression following experimental injury. Funded by National Institute of Nursing Research, \$98.4K. 2012-2015.

Happ, Mary Beth (PI). Improving outcomes for mechanically ventilated patients with the Digital EZ Board. NIH/NINR, \$91K, 2012-2014.

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

Hyun, Sookyung (PI). Applying artificial intelligence to ICU pressure ulcer prediction and prevention. Funded by the OSU Center for Clinical and Translational Science, \$15K, 2011-2013.

Landers, Timothy (PI). Impact of pet ownership on SA/MRSA colonization in children & families. Funded by NIH/ National Institutes of Child Health and Human Development, \$145K,

Landers, Timothy (PI). Nurse faculty scholars program. Funded by Robert Wood Johnson Foundation, \$350K. 2012-2015.

Landers, Timothy (PI), Wills, Celia (Co-I). Role of pet ownership in staph aureus/MRSA colonization. Funded by National Institute of Allergy and Infectious Diseases (NIAID), \$153K, 2011-2014.

Landers, Timothy (PI), McCarthy, Donna (faculty mentor). Patient hand hygiene. Funded by Robert Wood Johnson Foundation Nurse Faculty Scholars Program. \$350K, 2012-2015.

Lenz, Elizabeth (PI), Nursing education grant program: Post-licensure programs. Funded by Ohio Board of Nursing, \$200K, 2011-2013.

Lester, Joanne (PI). A randomized screening trial to explore the effect of omega 3 fatty acids on atrophic vaginitis in postmenopausal breast cancer survivors. Funded by Midwest Nursing Research Society/Rehabilitation Nurses Foundation/Cancer & Leukemia Group B, \$40K, 2010-2012.

McCarthy, Donna (PI), Muscle function and depression-like behavior in a mouse model of cancer fatigue. Funded by NIH/National Institute of Nursing Research, \$2.18M, 2012-2016.

McCarthy, Donna (PI). Psychoneuroimmune contributions to postpartum depression. Funded by Emoty/NIH/ NINR, \$31.6K, 2012-2013.

McDaniel, Jodi (PI). Profiling lipid mediators of inflammation in microenvironment of chronic venous stasis ulcers. NIH/Center for Clinical and Translational Science (CCTS) Pilot Studies Program Award, \$25K,

McDaniel, Jodi (PI). Testing fish oil-derivatives in healing of chronic venous leg ulcers. Funded by National Institute of Nursing Research, \$419K, 2012-2014.

Melnyk, Bernadette (PI), COPE/ Healthy Lifestyles for Teens: A school-based RCT. Funded by NIH/ National Institute of Nursing Research, \$2.3M, 2009-2013.

Melnyk, Bernadette (Pl/project director). KySS fellowship for NPS in underserved US: Improving child and teen mental health. Funded by the Department of Health and Human Services/Health Resources and Services Administration (HRSA), \$894K, 2008-2012.

Melnyk, Bernadette (Co-PI). New integrated interprofessional curriculum model. Funded by the Josiah Macv Foundation, \$299K, 2010-2012.

Melnyk, Bernadette (Co-PI), Barbara Warren (Co-PI), Graham, Margaret (Co-I). Ohio State University MED-TAPP Health Care Access Initiative. Funded by the Medicaid Technical Assistance and Policy Program, \$8.3M, 2012-2013.

Menon, Usha (PI), Szalacha, Laura (Co-I). Navigation from community to clinic to promote CRC Screening in underserved populations. NIH/NCI, \$640K, 2012-2017.

Menon, Usha (PI), Szalacha, Laura (Co-I). Developing a bilingual, parentcentered intervention to promote HPV vaccination in Latino adolescents. Funded by Arizona State University College of Nursing and Health Innovation, \$3K, 2012-2013.

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

46 The Ohio State University College of Nursing Transformations in Nursing & Health Spring 2013 47 Menon, Usha (primary mentor). Targeted breast educational programs for Chinese Americans. Funded by American Cancer Society, \$40K, 2009-2013.

Neal, Jeremy (PI). Inflammatory markers as predictors of active labor onset among nulliparous women. Funded by NIH/National Institute of Nursing Research, \$152K, 2010-2013.

Neal, Jeremy (PI). Physiologic partograph to improve birth safety and outcomes among low-risk, nulliparous women with spontaneous labor onset: a prospective, feasibility trial. Funded by OSU College of Nursing Seed Grant, \$5K, 2012-2013.

Patrick, Thelma (Co-I). The effect of nursing on NICU patient outcomes. Funded by NIH/National Institute of Funding Research, \$123K, 2008-2012.

Patrick, Thelma (PI). Implementing the Centering Pregnancy® model at the OSU OB/GYN clinic. Funded by March of Dimes Ohio Chapter, \$34K, 2012-2013

Patrick, Thelma (PI). Workforce and curriculum development for community health workers in Weinland Park. Funded by State of Ohio's Long-term

Direct Care Workforce Project, \$75K, 2011-2012.

Patrick, Thelma (Co-I). Simple suppers: A novel approach to childhood obesity prevention. Funded by Food Innovation Center Seed Grant Awards, \$24.9K, 2011-2012.

Ruiz, Roberta Jeanne (PI). Psychoneuroimmunology: Preterm birth in Hispanics. NIH/NINR. \$121K, 2013-2014.

Ruiz, Roberta Jeanne (PI). Mechanisms underlying preterm birth in minority women. NIH/NINR. \$44.5K, 2012-2014.

Salsberry, Pamela (Co-PI). Early life nutritional environments and cognitive ability in children. NIH/NINR. \$70K, 2011-2013.

Salsberry, Pamela (PI). Pathways to overweight and pubertal timing in African-American and White girls. Funded by NIH/National Institute for Nursing Research, \$ 1.16M, 2010-2013

Salsberry, Pamela (PI). Jonas Nurse Leaders Scholar Program. Funded by Jewish Communal Fund, \$10K, 2012-2014.

Project, \$75K, Salsberry, Pamela (PI), Bernhard, Linda (Co-PI). Graduate assistance in areas of national need program.

Funded by US Department of Education, \$394K, 2010-2013.

Sidora-Arcoleo, Kimberly (Co-I). Every little step counts. Funded by NIH/NIMHD, \$1.4M, 2012-2017.

Sidora-Arcoleo, Kimberly (PI).
Asthma disparities in Latino children:
Acculturation, illness representations
& CAM. Funded by National Center
of Complementary and Alternative
Medicine, \$2.37M, 2009-2014.

Smith, Laureen (PI). Engaging rural Appalachia in clinical research: A community-based participatory project in Pike County, Ohio. Funded by NIH/National Center for Research Resources/Ohio State University Center for Clinical and Translational Science, \$37.5K, 2011-2012.

Smith, Laureen (PI), Salsberry, Pamela (Co-I). Comparing teen mentors to adult leaders to prevent Appalachia childhood obesity. Funded by NIH/ NICHD, \$381K, 2010-2012.

Steward, Deborah (PI). Advanced education nursing grants. Funded by Health Resources & Services Admin-

istration, \$174K, 2009-2012.

Hill, Sharon (PI-student), Steward, Deborah (faculty sponsor). Neurodevelopmental outcome in infants with HLHS after hybrid stage I palliation. Funded by NIH/National Institute of Nursing Research, \$95K, 2009-2012.

Tanda, Rika (PI-student), Salsberry, Pamela (faculty sponsor). Early life nutritional environments and cognitive ability in children. Funded by NIH/ National Nursing Research, \$71.5K, 2011-2013.

Warren, Barbara (PI). Psychiatric mental health nursing program. Funded by Ohio Department of Mental Health, \$50K, 2010-2013.

Warren, Barbara (Consulting Professor). Advanced Education Nursing Grant, University of South Alabama, College of Nursing/Department of Community/Mental Health. Funded by US Department of Health and Human Services, \$1.5M, 2010-2013.

Wills, Celia (PI). RISP for mental health services in the aftermath of violence again women. Funded by Michigan State University, \$14K, 2008-2012.

RECENT AWARDS & HONORS

Bauldoff, Gerene. Member, American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR) Finance Committee.

Bauldoff, Gerene. Section Chair, Pulmonary Rehabilitation/Pulmonary Medicine section AACVPR Program Committee.

Bauldoff, Gerene. Member, American Thoracic Society Nursing Assembly Nominating Committee.

Bauldoff, Gerene. Member, AACVPR Pulmonary Rehabilitation Registry Committee.

Chipps, Esther. Grant Reviewer, American Nurses Foundation

Chlan, Linda. 2012 Fellow, American Academy of Nursing.

Chlan, Linda. 2012 Circle of Excellence Award, American Association of Critical Care Nurses.

Chlan, Linda. 2011-2012 Presidential Citation for Contribution to Society of Critical Care Medicine.

Chlan, Linda. National Awards Com-

mittee Reviewer, American Thoracic Society.

Chlan, Linda. Executive Committee Board Secretary, Midwest Nursing Research Society.

Chlan, Linda. Member, Society of Critical Care Medicine (SCCM) Nursing Section Steering Committee.

Gottesman, Mary Margaret. Member, NHLBI Pediatric Cardiovascular Risk Reduction Guidelines Expert Panel.

Gottesman, Mary Margaret. Chair, National Association of Pediatric Nurse Practitioners Healthy Eating and Activity Together (HEAT) Initiative.

Gottesman, Mary Margaret. Co-Chair, AAP Bright Futures Pediatric Implementation Project.

Happ, Mary Beth. Fellow, American Academy of Nursing.

Happ, Mary Beth. Member, PCORI Scientific Review Panel.

Happ, Mary Beth. Member, American Academy of Nursing Expert Panel on Critical Care

McCarthy, Donna. 2013 Senior Scientist Award, Midwestern Nursing Research Society.

Melnyk, Bernadette. Fellow, American Association of Nurse Practitioners.

Melnyk Bernadette. Member, Center for Disease Control & Prevention's Laboratory Medicine Best Practices Workgroup.

Melnyk, Bernadette. Member, National Quality Forum Steering Committee for Behavioral Health.

Melnyk, Bernadette. Board member for U.S. Healthiest.

Melnyk, Bernadette. 2010-2013 Invited US Expert Panel Member, European Child Health Research Platform funded by the European Commission

Menon, Usha. 2012 Top 100 Nursing Professor, Arizona State University.

Menon, Usha. Member, National LGBT Cancer Network Community Board.

Ruess, Lee Ann. Educator of the Year, Sigma Theta Tau, Epsilon Chapter.

Ruess, Lee Ann. Academic Hall of Fame, Wauseon High School.

Ruiz, Jeanne. Fellow, American Academy of Nursing

Salsberry, Pamela. Reviewer, MNRS Grant Committee 2009-2013.

Sidora-Arcoleo, Kimberly. Co-Chair, American Public Health Association Maternal and Child Health Program Planning Committee.

Sidora-Arcoleo, Kimberly. Rush Henrietta Distinguished Alumna, Rush Henrietta Central School District.

Smith, Laureen. Outstanding Researcher Award 2012, The Ohio State University College of Nursing.

Wills, Celia. Distinguished Undergraduate Mentor, The Ohio State University Undergraduate Research Office.

Wills, Celia. 2012 Epsilon Chaper Educator Award, Sigma Theta Tau International. Wewers M.E., Salsberry P.J., Ferketich A.K., Ahijevych K.L., Hood N.E., Paskett E.D. (2012). Risk factors for smoking in rural women. *Journal of Women's Health*, 21(5), 548-56.

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Feketich, A.K., Diaz, P., **Browning, K.K.**, Lu, B., Koletar, S., Reynolds, N.R., **Wewers, M.E.** (2013). Safety of varenicline among smokers enrolled in the lung HIV study. *Nicotine & Tobacco Research*, 15(1), 247-254.

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—Compiled by Kathryn Kelley

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