

# Annual Report 2016-2017



FRANCES PAYNE BOLTON  
SCHOOL OF NURSING

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CASE WESTERN RESERVE  
UNIVERSITY

# A Message from Dean Kerr



Dear Alumni and Friends,

When I reflect on past academic years, I am always impressed with the work and dedication of our faculty, staff and students. The 2016-17 academic year was no exception as the Frances Payne Bolton School of Nursing find new ways to innovate nursing education, research and practice while maintaining our tradition of excellence.

One of those innovations this year was a joint project with the faculty, staff and students, where they closely examined the FPB student educational experience from enrollment through graduation. Together they identified more than 70 opportunities to enhance the experience for our 800 undergraduate, graduate and professional students. Some were simple endeavors to improve the student quality of life, such as piloting a carpooling initiative for easier and safe travel to clinical sites throughout Cuyahoga County. Others were larger efforts, such as faculty development programs to optimize new technology in the classroom to augment lessons. Additional highlights of this unique ongoing partnership, which addresses the #1 goal of our 2013-2017 Strategic Plan — Improve

the quality of the student experience — is found in this annual report. It is my hope that these investments in the educational and clinical experience will take root in the same manner as our investments in research and early career investigators.

In recent years, the school has shifted our research focus areas to align better with federal funding priorities. At the same time, we have added and encouraged a number of early stage investigators who were mentored by their more established FPB peers. This infusion of fresh ideas and energy has helped grow our research. As a result, the school's NIH Funding is a record high with \$5,555,062 ranking us 7th in the nation for NIH support to schools of nursing. To help disseminate the findings of this research, last year the school hosted a series of writing workshops for faculty, students and alumni which led to more than 50 submissions.

The year was also marked by a series of firsts. We created our Neuro Acute Care Boot Camp, in collaboration with MetroHealth Medical Center. We established our first Doctorate of Nursing Practice (DNP) cohort in Abu Dhabi, with Cleveland Clinic. And for the first time in the school's history, all eight of the school's eligible specialties were ranked by *US News and World Report's* Best Graduate Schools. Six were ranked in the top 20, while our DNP and MSN degree programs ranked #8 and #11, respectively. I anticipate that this momentum will accelerate as we prepare to move to our new home at the Health Education Campus (HEC) in Summer 2019. This state-of-the-art facility affords us a new role on the world stage with infinite possibilities.

As I looked down the road, I recognized that my personal timeline for retirement in 2019 was incongruent with this construction timeline. This unique milestone requires long-term leadership in place before and after the move to leverage the many once-in-a-lifetime opportunities that the HEC presents. To that end, I will step down as dean at the end of the 2017-18 academic year and work with the new dean to insure a smooth transition and move to the HEC and beyond. I am pleased to report that my successor will arrive at FPB to find a financially healthy, vibrant school in a new, world-class facility, with all of the programs fully accredited, our NIH research dollars at record levels, and surrounded by amazing students and incredible faculty and staff.

As I file my final annual report, I am honored by serving as dean of one of the greatest schools of nursing in the world. Thank you for this opportunity and thank you for your support of the Frances Payne Bolton School of Nursing.

Sincerely,

A handwritten signature in cursive script that reads "Mary E. Kerr".

Mary E. Kerr, PhD, RN, FAAN  
Dean and the May L. Wykle Endowed Professor

# Contents

Academic Affairs	4
Research	9
Centers of Excellence	13
Alumni Relations + Development	15
Volunteer Leadership	16
Budget and Facilities	17
Faculty and Staff Changes	18
Honors and Awards	19
Appendix I	20
Strategic Plan: Abridged	21
<b>Appendix II</b>	<b>27</b>
Faculty Publications	28

# Academic Affairs

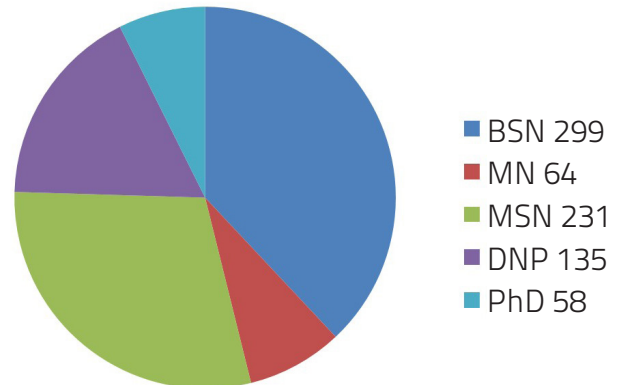
**Mary F. Terhaar, DNSc, RN, FAAN**

Associate Dean for Academic Affairs and The Arline H. and Curtis F. Garvin Professor of Nursing

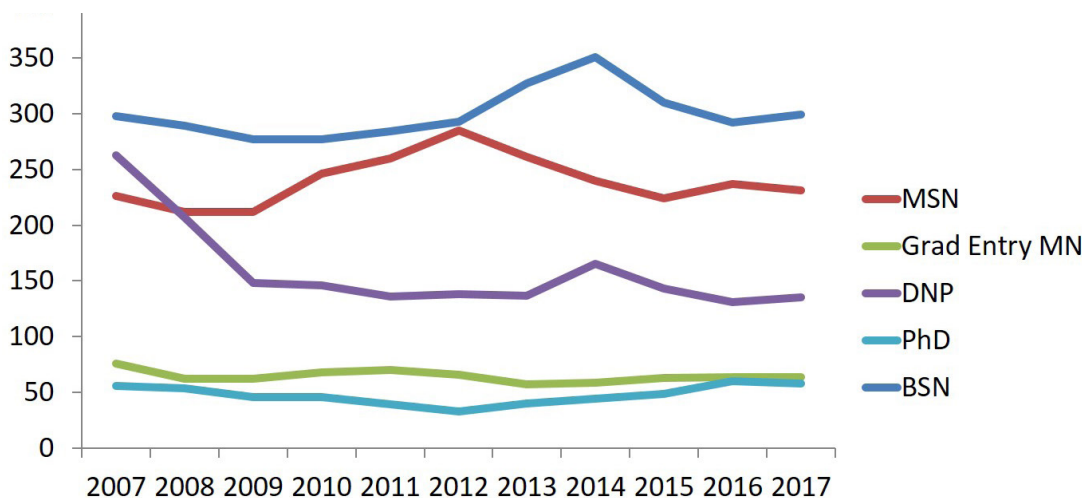
## Executive Summary

A total of 787 students were enrolled for the Fall 2017 semester, which represents an increase in the BSN and DNP programs — which helps to meet our Strategic Plan Goal to increase enrollment of the best-prepared students from diverse backgrounds in all programs. The number of credit hours exceeds expectations in every program, except the DNP.

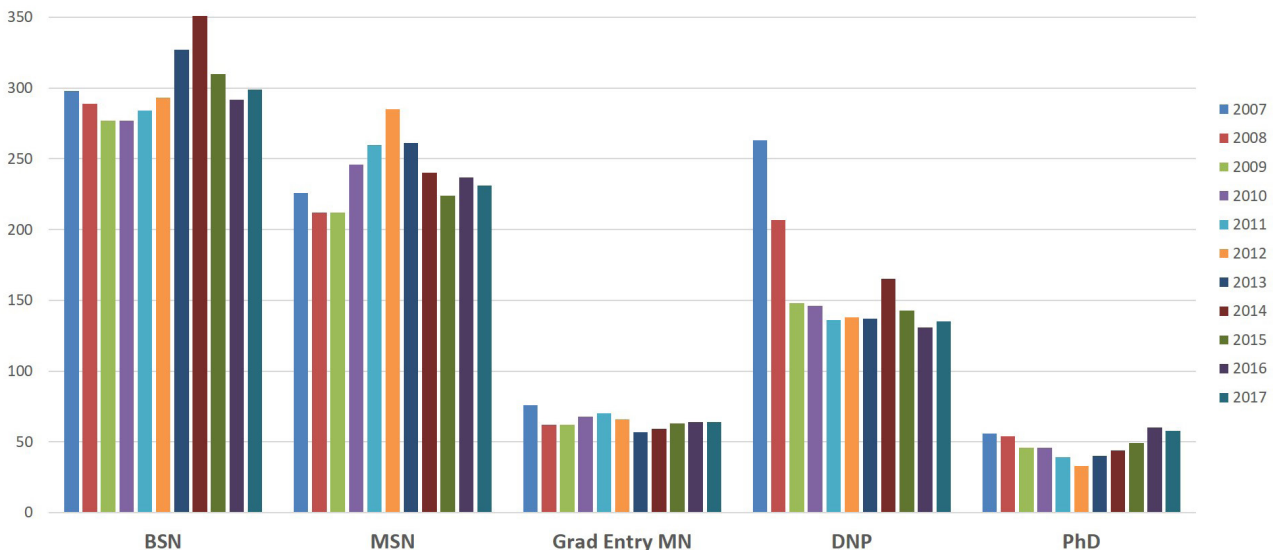
Fall 2017 Total



## FPB Enrollment Trends: Fall 2007 to Fall 2017



## Number of Students (N = 787)



# Academic Affairs, *continued*

## Student Diversity

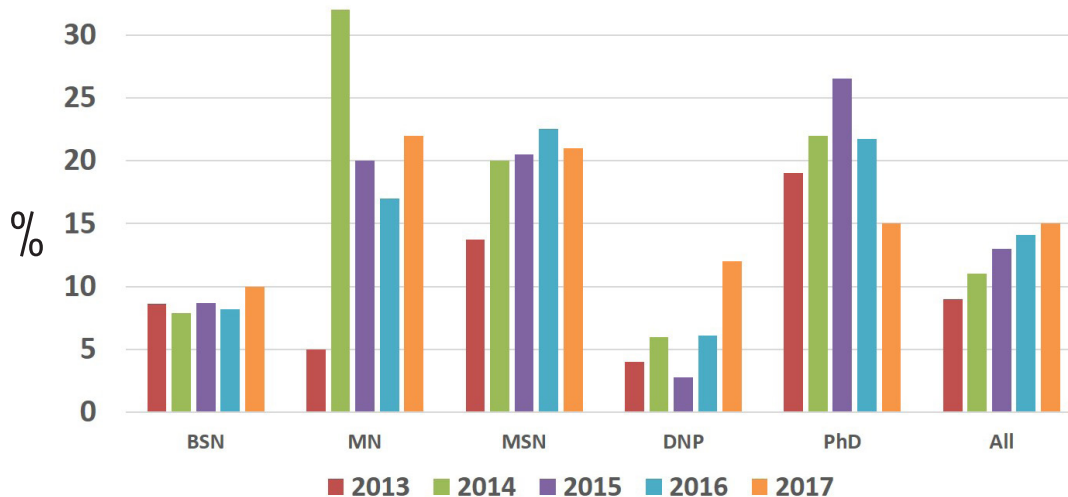
Approximately 27% of our entire student body self-report represents a minority, with 5% unreported. It is above the national average of 26.5%.

By program, our student diversity stands at 36.7% for the BSN program compared to a 26.9% national average; 19.4% for MSN v. 26.6%; 24.4% for DNP v. 22%; and 29.3% for PhD v. 24.7%.

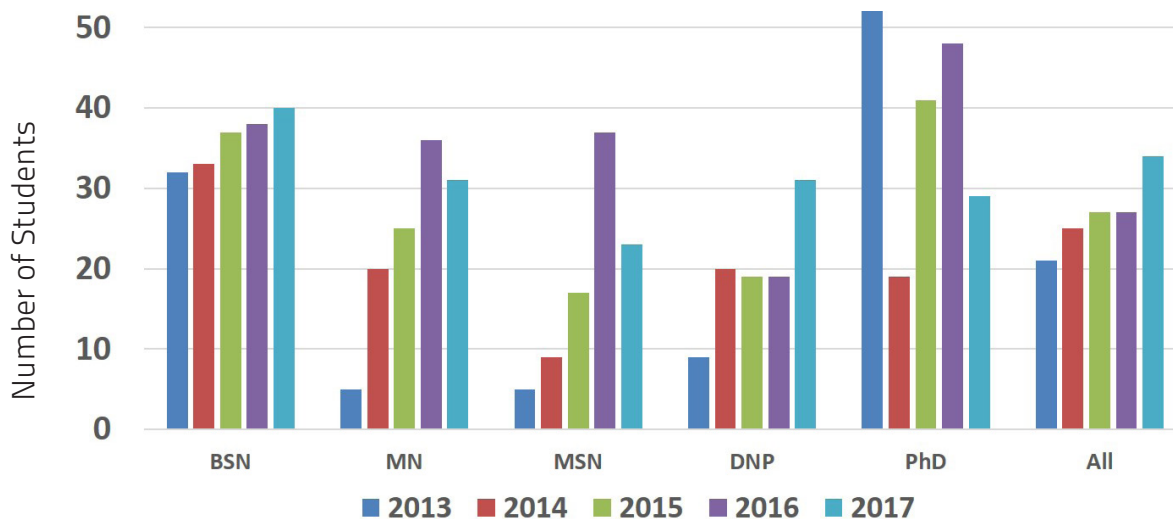
In addition, 15% of our overall student body are male. Our BSN program is 10% male v. the 11.4% national average, while our MSN program is 21% male v. the 9.9% national average.



Diversity (All Programs)—Male Students: 15%

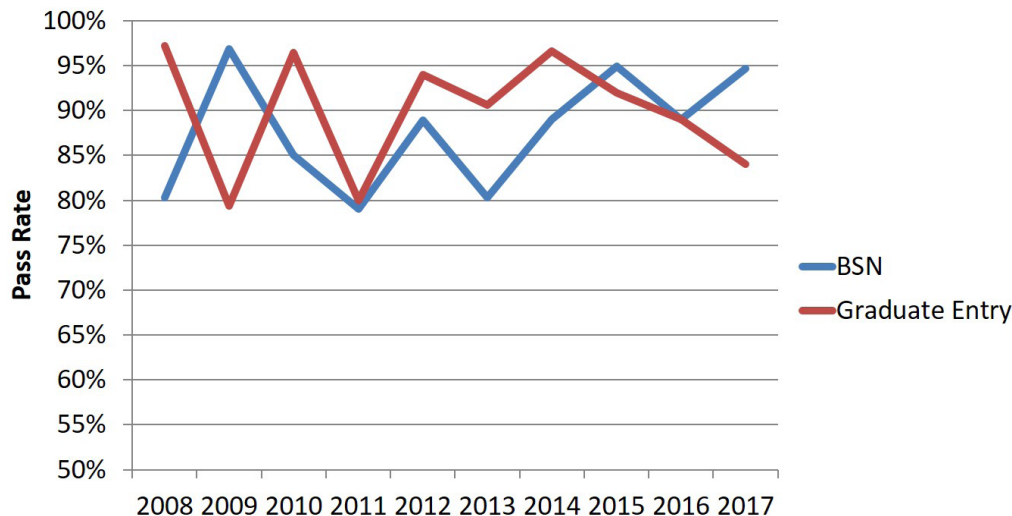


Diversity (All Programs)—Ethnicity and Race: 27%



# Academic Affairs, *continued*

## NCLEX BSN/Grad Entry Pass Rate



## Support for Students

### Legacy Fellows Program

- Currently there are 15 Legacy Fellows
- Fellows receive full tuition support and education stipends and gain experience as a member of an active research team

### Nurse Faculty Loan Program

- Covers tuition and other costs for up to five years (approximately \$35,500 per year)—up to 85 percent of which is forgiven
- Created in 2004 by the Health Resources and Services Administration (HRSA)
- NFLP grant awarded for the 2017-2018 academic year is \$1,515,820
- Eligible Recipients: Part-time and full-time DNP, and PhD students from the United States

### Nurse Anesthetist Traineeship Program

- Received \$36,288 in grants for nurse anesthesia graduate students

## School Updates

### Health Education Campus

- Site taskforces meet regularly: IPE Curriculum Committee, Transportation, Facilities, Research, Simulation, and IT
- Slated to open Summer 2019

### Accreditation

- Preparing for the Ohio Board of Nursing accreditation visit in Fall 2017 for the BSN and MN programs

## 2016-2017 Graduates



A total of 280 nursing degrees were awarded in 2016-2017, including:

- 75 BSN
- 34 MN
- 97 MSN
- 56 DNP
- 6 PhD
- 12 Post master's certificates



## Academic Affairs, *continued*



### **Student Experience**

- Student experience committee to implement improvements from enrollment to graduation
- Recommendations by students, faculty & staff in five major areas: Clinical, Instruction, Communication, Advising/mentoring, and Administrative
- Co-lead by Cathy Koppelman, visiting instructor and Teona Griggs, Director of Student Services, Diversity & Inclusion
- Recommendations initiated for the BSN program include:
  - Created student car-pooling pilot program for Peri-op course
  - Linked all syllabus pages to API reference
  - Redesigned CNESI for state-of-the-art instruction, equipment & supplies (Alfes & Robinson)
  - USNA peer-support pilot program utilizing upperclassmen
- Recommendations initiated for the Grad Entry/MN program include:
  - “Remediation Plan” renamed “Learning Improvement Plan” and includes both written support & guidance by the faculty
  - CNESI enhanced state-of-the-art instruction, equipment and supplies (Alfes & Robinson)
  - “How-to” booster emails sent to students wanting an MSN
- Recommendations initiated for the MSN program include:
  - Application deadline changed to May 1 – to improve clinical site and preceptors planning
  - CRNA deadline changed to July 1 for next academic year
  - Student access to Canvas site enhanced by featuring specialty certification requirements
- Recommendations initiated for the DNP program include:
  - Faculty review of all post-course evaluations for course revisions
  - Strengthened entrance counseling
- Recommendations initiated for the PhD program include:
  - Increase communication with students on programmatic topics (eg. Impact of changing research topic, reason for writing the research proposal before candidacy exam)

# Academic Affairs, *continued*



*U.S. News and World Report* released new rankings for graduate-level health care education programs in March 2017. To fit with the school's Strategic Plan Goal 3, the school enhanced FPB's national and international recognition as a top-tiered nursing school, by increasing its rankings.

## Top MSN Programs - National

- #1 Duke University
- #2 Johns Hopkins University
- #3 University of Pennsylvania
- #4 Emory University
- #5 Ohio State University
- #6 University of Washington
- #6 Yale University
- #8 Columbia University
- #8 University of Pittsburgh
- #10 University of Maryland- Baltimore
- #11 **Case Western Reserve University**
- #11 University of Michigan
- #13 New York University (Meyers)
- #13 University of Alabama- Birmingham
- #15 University of California - Los Angeles
- #15 Vanderbilt University
- #17 University of North Carolina - Chapel Hill
- #18 Rush University
- #19 University of Virginia

## NIH-supported Research

FPB is ranked 7th in the nation among Schools of Nursing for its total NIH funding, up from #14 the previous year.

## Top DNP Programs - National

- #1 Duke University
- #2 Johns Hopkins University
- #3 University of Washington
- #4 Rush University Columbia University
- #5 Columbia University
- #5 Ohio State University
- #7 University of Pittsburgh
- #8 **Case Western Reserve University**
- ...
- #47 University of Cincinnati

## Top MSN Programs - Ohio

- #1 Ohio State University (#5)
- #2 **Case Western Reserve University (#11)**
- #3 University of Cincinnati (#38)
- #4 Wright State University (#115)
- #4 Xavier University (#115)
- #6 Kent State University (#142)
- #6 Ohio University (#142)
- #8 Cleveland State University (#171)
- #9 Ursuline College (#175)

## Specialty Rankings

- #11 Nurse Practitioner: Adult / Gerontology, Acute Care
- #12 Nurse Practitioner: Pediatric, Primary Care
- #12 Nurse Practitioner: Psychiatric / Mental Health, Across the Lifespan
- #13 Nurse Practitioner: Adult / Gerontology, Primary Care
- #15 Nurse Midwifery
- #17 Nurse Practitioner: Family



# Research

**Shirley M. Moore, RN, PhD, FAAN**

Associate Dean for Research and the Edward J. and Louise Mellen Professor of Nursing

## Executive Summary

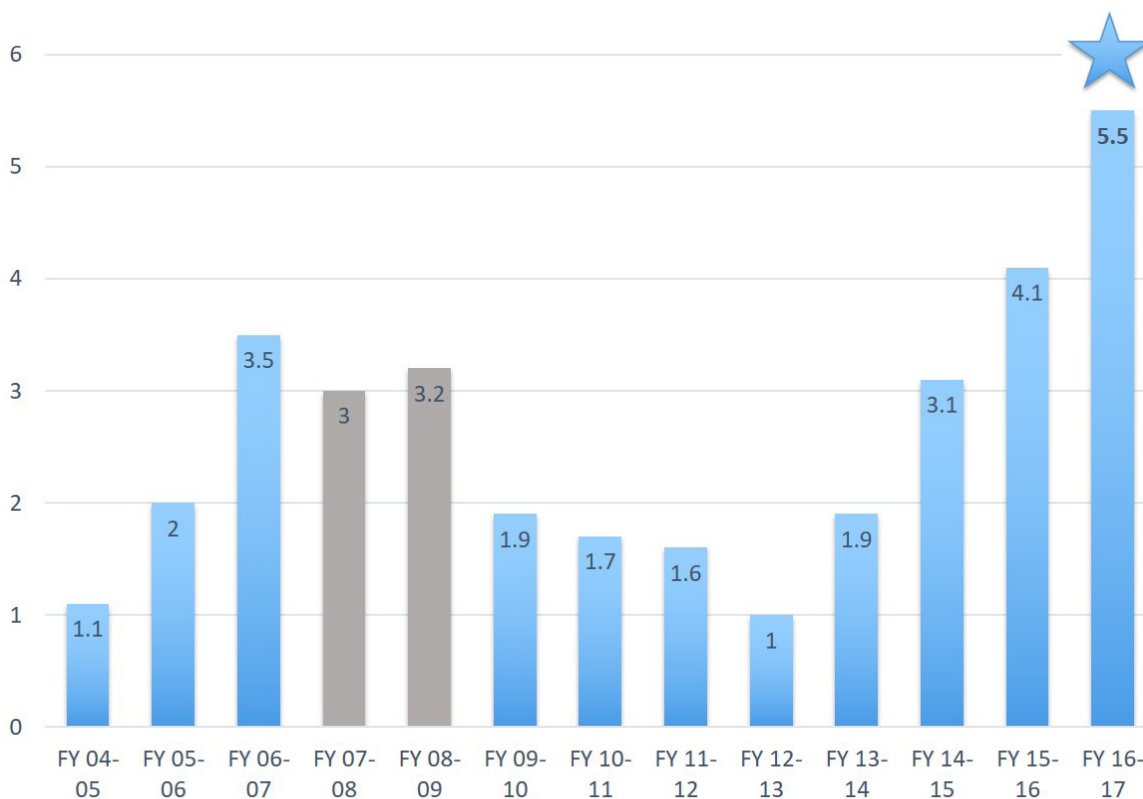
For Academic Year 2016-2017, 20 research and training grants were received. Among tenured and tenure-track faculty, 46% were Principal Investigators on externally-funded research.

In calendar year 2016, faculty, instructors, postdoctoral fellows and students from the School of Nursing received 58 honors and awards from regional, national, and community organizations and the university.

The school won a national award from the American Association of Colleges of Nursing and the UCAH was recognized by the Association for Gerontology in Higher Education. The school was well represented in the receipt of research awards at the 2016 Midwest Nursing Research Society Meeting. Faculty members won prestigious society-wide awards from the National Association of Neonatal Nurses, National Black Nurses Association, the American Nurses Association, the Association of Nurses in AIDS Care, and the American Academy of Critical Care Nurses. The North Coast Nurses Coalition, the East Cleveland School District, and Congresswoman Fudge recognized faculty for meaningful contributions to the community. One faculty received the John S. Diekhoff Mentoring Award, a University-wide award.

NIH funding was at an all time high of \$5.5 million, with an NIH ranking of #7.

## Research Funding; In \$ Million



## Research, *continued*

The School of Nursing's research and training revenue provides new collaborative opportunities with other schools on the Case Western Reserve University campus that have health care research revenue. Notable new grants in FY 2017 to the School of Nursing are listed below.

Faculty	Grant Title		Source
Carol M. Musil, PhD	Web-Based Resourcefulness Training for Grandmother Caregivers	\$2,014,412	NIH/NINR R01
Rebecca Darrah, PhD	Therapeutic application of genetic association results: CF lung disease modifiers as a model	\$488,606	NIH/NHLBI R56
Valerie Toly, PhD	Resourcefulness Intervention for Mothers of Technology-Dependent Children	\$479,869	NIH/NINR R15
Michael J. Decker, PhD & Elizabeth G. Damato, PhD	"Hyperoxia: An Unrecognized Mechanism for Inducing "Hypoxia-Like" Symptoms" and "Neural Effects of Hypobaric Exposure"	\$384,204	Department of Defense
Lynn Lotas, PhD	Partners in Health: Comprehensive Lead Screening & Support Services Program for Cleveland's Children Ages 3-5	\$300,000	Prentiss Foundation
Rebecca Darrah, PhD	Application of GWAS Results for Therapeutic Benefit in CF Lung Disease	\$248,843	Cystic Fibrosis Foundation
Matthew Plow, PhD	Identifying and Managing MS Fatigue Phenotypes by Developing an Artificially Intelligent Smart-watch App	\$237,749	US Army Medical Research Acquisition Activity
Carol Savrin, DNP	Case Western Reserve University (CWRU) Interprofessional Learning Exchange and Practice (I-LEAP)	\$140,925	Saint Luke's Foundation
Allison Webel, PhD	Perceived CVD Risk in People living with HIV and Impact on CVD prevention behaviors	\$107,251	Gilead Sciences

# Research, *continued*

## Summary of Grant Activity (FY2015)

	#	\$
Total Grants Submitted	60	\$41,670,321
▪ Grants Pending	24	\$17,719,643
▪ Grants Received*	20	\$6,229,871
Federal Research Grants Submitted	27	\$34,178,620
Federal Research Grants Received	8	\$5,828,400

*\*Not all submitted have had an opportunity to be funded yet.*

## Faculty Productivity

	# of Faculty	% of Faculty
Faculty principle investigators on externally funded research*		
▪ Tenured & Tenure Track (asst. to full professor) n = 26	12	46
▪ Non-Tenure Track (asst. to full professor) n = 30	2	3
Faculty principal investigators on funded training grants		
▪ Tenured & Tenure Track (asst. to full professor) n = 26	3	12
▪ Non-Tenure Track (asst. to full professor) n = 30	1	3
Faculty Awards**		
▪ Tenured & Tenure Track (asst. to full professor) n = 26	14 (22 awards)	54
▪ Non-Tenure Track (asst. to full professor) n = 30	12 (12 awards)	40
▪ Non-Tenure Track (instructors) n= 44	5 (10 awards)	11
Published Manuscripts***		
▪ Tenured & Tenure Track (asst. to full professor) n = 26	26 (157 pubs)	100
▪ Non-Tenure Track (asst. to full professor) n = 30	19 (78 pubs)	63
▪ Non-Tenure Track (instructors) n= 44	3 (3 pubs)	7
Citations		
▪ Tenured & Tenure Track (asst. to full professor) n = 26	26 (968 citations)	100
▪ Non-Tenure Track (asst. to full professor) n = 30	18 (475 citations)	60
▪ Non-Tenure Track (instructors) n= 44	5 (35 citations)	11

*\*PIs on externally funded grants*

*\*\*Includes only recognition awards, not grant or funding awards*

*\*\*\*Manuscripts that appeared in print during the 2015 calendar year. The number of publications reflects only those manuscripts in print, not those submitted for consideration or in press. This includes refereed journal articles, book chapters, commentaries, editorials, and electronic publications.*

# Research, *continued*

## Future Directions

To continue its legacy of excellence in nursing research, the Frances Payne Bolton School of Nursing is focused on several key goals:

- Continue to expand our research portfolio to include more foundation and industry research
- Continue to increase the number of BSN students in research
- Increase our collaborative research with clinical and campus-wide partners
- Nurture early-stage investigators
- Develop a school-wide research data management system to promote data sharing across studies.
- Spur innovation in research.
- Aggressively seek funding for sustainability of research centers of excellence



# Centers of Excellence

## **PAHO/WHO Collaborating Center for Research and Clinical Training in Home Care Nursing**

The focus of the PAHO/WHO Collaborating Center at CWRU is home care nursing—the delivery of health care services in the home setting. Change in all parts of the world, from aging of the population, the increase in chronic diseases, and the development of infectious diseases, places a burden on the existing health care systems. Home care nursing is one solution to the problem.

The Center Director, Elizabeth Madigan, stepped down to lead Sigma Theta Tau International in Fall 2017.

*As of October 2017, the Center did not receive redesignation.*

## **Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence**

The Hirsh Institute creates and disseminates evidence-based information to enhance nursing practice.

### **Key Accomplishments**

- Recruited three PhD students
- Conducted the Advanced Care Conference in HIV (Sept. 2017)
- Received four corporate grants to support the HIV conference

## **University Center on Aging and Health (UCAH)**

UCAH's interdisciplinary mission is to foster collaboration among its community of scholars, learners, and practitioners in order to encourage and coordinate innovative interdisciplinary research, education, and service programs relevant to the health and well-being of older adults.

### **Key Accomplishments**

- Partnered with the School of Medicine and the Jewish Family Service Association for a pilot study "Aging in Place" funded by the Abington Foundation
- Held the 22nd Florence Cellar Conference: Serving Older Adults: Aiming to Improve Cost, Care and Quality (April 2017)
- Five graduate students from diverse disciplines completed the graduate certificate program in gerontology

# Centers of Excellence, *continued*

## **Center of Excellence for Self-Management Advancement through Research and Translation (SMART)**

The SMART Center is a National Institute of Nursing Research/National Institute of Health-funded Center of Excellence to build the Science of Self-Management (P30 NR010676). It is designed to address self-management research at four levels of system: individual, family, organization, and community.

### **Key Accomplishments**

- Designed Common Data Elements that are being used across eight pilot studies
- Received four new grants in self-management (DOD, Foundation, and 2 RO1s)
- Published 88 self-management manuscripts from FPB faculty, postdocs and students.
- Conducted SMART Center research symposium at CANS, September 2016

## **Dorothy Ebersbach Academic Center for Flight Nursing**

Serves as part of the MSN program's Adult-Gerontology Acute Care Nurse Practitioner Flight Nursing specialty. It is the first formal training program of its kind to prepare nurses at the advanced practice level to provide care to individuals outside of hospitals, but at a hospital level of care.

### **Key Accomplishments**

- The Center was reorganized to focus on three key areas: Education, Research and Simulation + Training, led by Chris Winkelman, PhD, ACNP, CCRN, CNE, FAANP, FCCM; Andrew P. Reimer, PhD, RN; and Celeste M. Alfes, DNP, MSN, RN, CNE, CHSE, respectively.
- Participants of Flight Nursing Summer Camp FY2017 gathered from across the United States. This year's disaster drill was on the Case Western Reserve Squire Vallevue Farm, as well as at the Flight Helicopter Simulator in July 2017

## **Quality and Safety Education for Nurses (QSEN) Institute**

Initially funded by the Robert Wood Johnson Foundation, the QSEN Institute's goal is to address the challenge of preparing future nurses with the knowledge, skills, and attitudes (KSA) necessary to continuously improve the quality and safety of the healthcare systems in which they work.

### **Key Accomplishments**

- Initiated three QSEN Regional Centers
- Received more than \$130,000 in external funding
- Held the eighth annual national QSEN forum in Chicago, May 2017



# Alumni Relations & Development

**David Pratt**

Associate Dean for Development

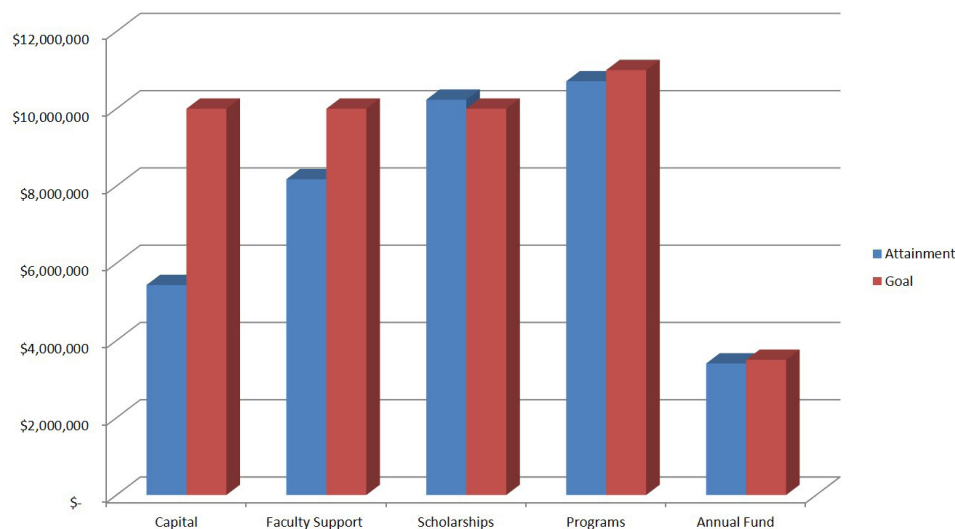
## Executive Summary

With 1.5 years left in the University's Forward Thinking Campaign, the FPB School of Nursing has secured 84.35% of its \$45 million goal or \$37,956,497. The team met with department directors, faculty, staff and FPB leadership in order to better align the needs and priorities of the School of Nursing with the desires and passions of our donor base.

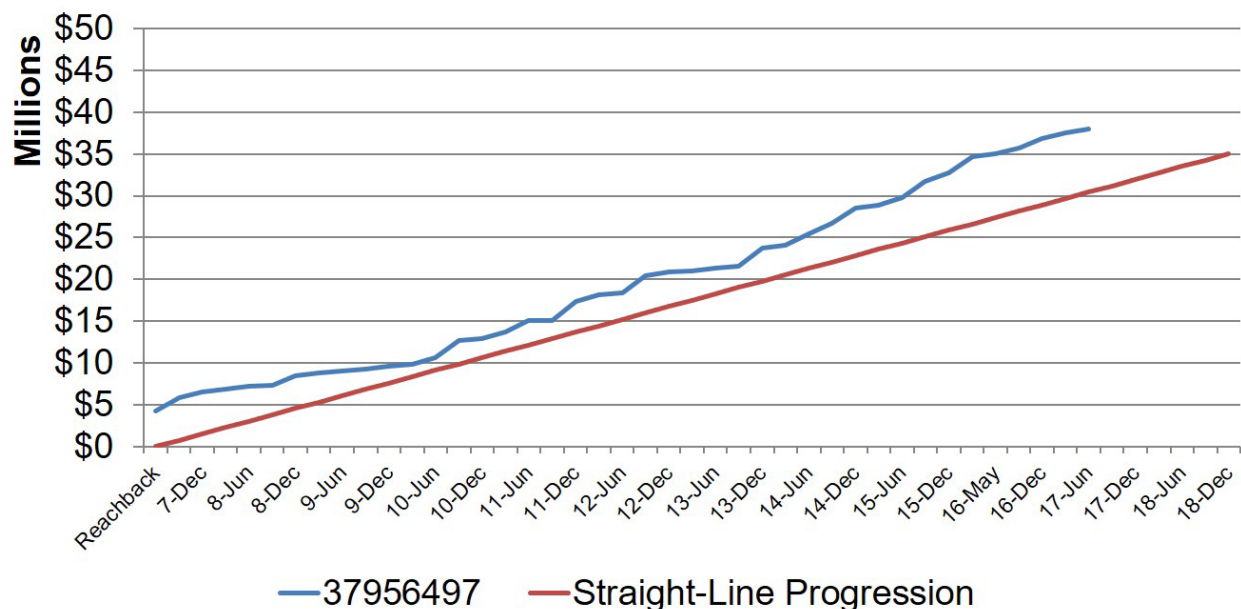
There was a 4% increase in the overall number of FPB donors, a 13% increase in Annual Fund giving and a 12% increase in cash and equivalent support.

In addition to the focus on our alumni constituent base, we are also working closely with the university's Foundation Relations and Corporate Relations offices.

## FPB Campaign Attainment by Priorities



## Campaign Progress to Goal



# Alumni Relations & Development

## Volunteer Leadership *as of January 2017*

### Alumni Association Board

#### Executive Board

Paula Forsythe

*President*

Sarah Stover

*President Elect*

Julia Golden

*Past President*

George Byron Peraza-Smith,

*Treasurer*

Tiffany Love

*Communications Director*

#### Board of Directors

Amy Assenmacher

Patricia Beam

Brendon Bower

Latina Brooks

Kathleen Frato

Elizabeth Good

Blaze Hirsch

Helen Hurst

Colleen Leners

Cheryl McRae-Bergeron

Kathryn Moore

Laura Nosek

Lauren Patton

Susan Prion

Natalie Southard

Jennifer Tucker

### Campaign Board

#### Co-Chairs

Rosalie Tyner Anderson

Richard Knoth

#### Committee Members:

Cheryl Brown Bass

William B. Bolton

Ellen C. Brzytwa

Timothy J. Callahan

Paula Cannavino Forsythe

Jerald Cohen

Joyce J. Fitzpatrick

Deborah Miller-Strong

Deborah Morris Nadzam

Laura John Nosek

Cheryl Ann Patterson

Charlene Phelps

Marian Shaughnessy

### FPB Leaders

#### Scholarship Committee

##### Co-Chairs:

Charlene Douglas

May L. Wykle

##### Committee Members:

Linda Burnes Bolton

Faye A. Gary

Dedra D. Hanna-Adams

Catherine Roscoe-Herbert

Ronald L. Hickman Jr.

Gloria L. Hilton

Betty Carolyn Holte

Elizabeth Madigan

Patricia E. McDonald

Sonya D. Moore

Diana Lynn Morris

Camille Beckett Warner

Eric J. Williams

### Visiting Committee

#### Co-Chairs:

Leah Gray

Carol Lockhart

#### Committee Members:

Mary Jane Bernier

William B. Bolton

Paula Brentlinger

Linda Burnes Bolton

Cynthia Harper Dunn

Patricia Jenaway Estok

Allen H. Ford

Kathleen Golovan

Edward J. Halloran

Gloria Hilton

Catherine S. Koppelman

Gail A. Mallory

Cheryl E. McRae Bergeron

Cheryl L. Morrow-White

Carol Porter

William Joseph Riley

Kathleen Ross-Alaolmolki

James Sampson

Susan H. Taft

Mark J. Warren

# Budget and Facilities

**Susan Frey, MAFIS**

Assistant Dean of Finance and Administration

## Executive Summary

Total revenues at the Frances Payne Bolton School of Nursing are \$29,136,000. With expenses at \$8,914,000, the school added \$222,000 to its reserves.

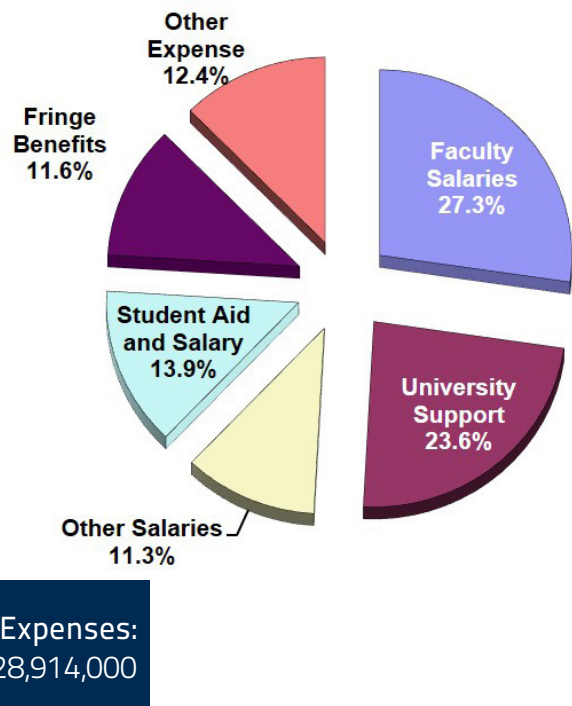
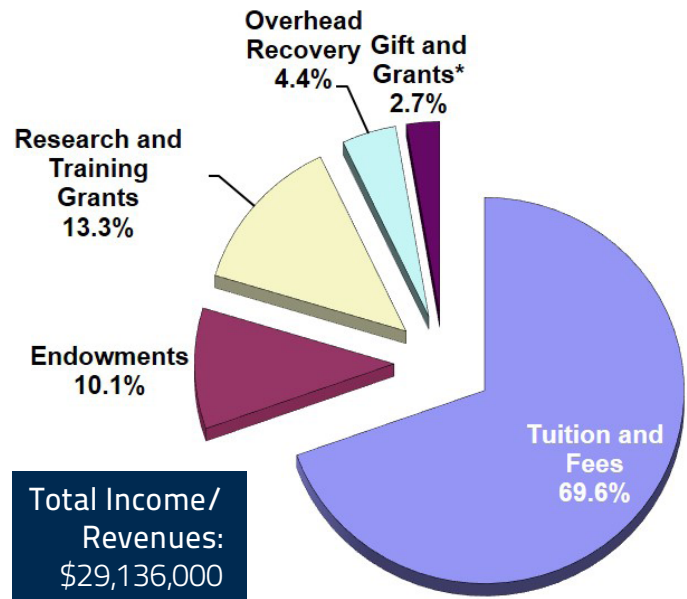
### Revenue

- 69.6% tuition and fees
- 13.3% research and training grants
- 10.1% endowments
- 4.4% overhead recovery
- 2.7% gifts and grants

### Expenses

- 27.3% faculty salaries
- 23.6% university support
- 11.3% other salaries
- 11.6% fringe benefits
- 12.4% other expenses
- 13.9% student aid and salaries

## 2016-2017 Budget: Operating Results



# Faculty and Staff Changes

## New Faculty through Summer 2017

Stacy Brubaker, MSN, RN, NP-C	Visiting Instructor
Deborah Dillon, DNP, RN, ACNP-BC	Assistant Professor
David Foley, PhD, RN, MPA	Assistant Professor
Kimberly Garcia, DNP, CNM, WHNP	Instructor
Marie Grosh, CNP, LNHA	Instructor
Heather Hardin, PhD, RN	Assistant Professor
Judith Lewis, DNP, APRN, CRNA	Instructor
Carolyn Harmon Still, PhD, RN, ARNP-BC	Assistant Professor

## New Staff

Fay Alexander	Department Assistant Hirsch, QSEN, UCAH
Bob Book	PhD Program Assistant
Le'Rashaun Harris	DNP Program Assistant
Megan Juby	Director of Development
Glenn Nichols	IT Support Analyst
Robert Kosec	Applications Developer
Jackie Robinson	Simulation Manager
Maria Sharron	Asst. to the Assoc. Dean Development
Jennifer Sizemore	Exec Asst to the Assoc Dean Academic Affairs
Lea Williams	Department Assistant, CFRS

## Faculty Promotions

Mary Dolansky, PhD	Promoted to Associate Professor With Tenure
Ronald Hickman, PhD	Promoted to Associate Professor With Tenure
Carol Kelley, PhD	Promoted to Associate Professor
Christopher Burant, PhD	Promoted to Associate Professor
Sonya Moore, DNP	Promoted to Assistant Professor
Molly J. Jackson DNP, APRN, A-GNP-C, ACHPN	Assistant Professor; Director Grad Entry Program
Beverly Capper, MSN, RNC-NIC	Assistant Director BSN Program

# Honors and Awards

Faculty/Staff	Award	Organization
Joyce J. Fitzpatrick	Nightingale Initiative for Global Health Action in Advocacy Award for Excellence in Teaching and Mentoring Nursing's Future Leaders	United Nation's Commission on the Status of Women
Mary R. Franklin	2017 Clinical Star Award	American College of Nurse-Midwives
Mary Quinn Griffin	Named to the Irish Education 100	Irish Voice
Marilyn Lotas	2017 Ethelrine Shaw-Nickerson Award	Ohio Nurses Association
Susan M. Ludington	2017 Excellence in Nursing Research Award	Ohio Nurses Association
Shirley M. Moore	Distinguished University Professor	Case Western Reserve University
	Katharine A. Lembright Award for Achievements in Cardiovascular Nursing Research	American Heart Association Council on Cardiovascular and Stroke Nursing
	Elizabeth McWilliams Miller Award for Excellence in Research	Sigma Theta Tau International (STTI)
	Distinguished Contribution Award	Midwest Nursing Research Society
	Appointed to Advisory Board	NIH/National Institute of Nursing Research
Sonya Moore	Federal Political Director Board Member	Ohio State Association of Nurse Anesthetists
	Member	National Academies of Practice
Joachim Voss	2016 President's Award	Association of Nurses in AIDS Care
Allison Webel	3rd place, Book of the Year	American Journal of Nursing
	Nominating Committee	Association of Nurses in AIDS Care
Jaclene Zauszniewski	Psychiatric Nurse of the Year	American Psychiatric Nurses Association
Amy Zhang	Fulbright Foreign Scholar	US Department of State

# Appendix I



# Strategic Plan 2013-2017: Abridged

## Mission

The Frances Payne Bolton School of Nursing at Case Western Reserve University provides leadership in innovative research, education, and practice to promote health and reduce the burden of disease. Dedicated to interdisciplinary scholarship, we are committed to the pursuit of excellence in service to local and global communities.

## Vision

Our vision is to create and nurture a learning environment that builds on our tradition of scientific inquiry and commitment to the highest standards of excellence in research, education, and practice in the world community, and to continue our rich history of innovation and global contributions.

## Values Statement

At the Frances Payne Bolton School of Nursing we:

- Advance competent, compassionate healthcare practice to achieve positive healthcare outcomes.
- Commit ourselves to the highest standards of ethical and social justice.
- Value integrity, diversity, and discovery.
- Promote analytical and innovative thinking.
- Promote leadership and mentorship with consistency of purpose and innovation
- Create synergy through collaboration, mutual respect, and support.
- Promote leadership in research, education, and practice.
- Promote interprofessional collaboration and scholarship.
- Incorporate an international perspective into research, teaching, and practice.
- Value our relationship with the Northeast Ohio community.

**Our strategic plan represents our vision for the future and the direction we will take over the next 5 years. The research and education we provide are driven by a commitment to:**

- **Prepare high quality nurses and leaders that improve health across the globe**
- **Lead in scientific discoveries that improve health care.**
- **Design and implement innovations in nursing education.**
- **Establish a physical and technological environment that enhances learning, discoveries, and educational experiences.**

## Goals and Strategies

This strategic plan includes five overall goals: (1) improve the quality of the student experience, (2) enhance the research infrastructure, (3) enhance national and international recognition, (4) become an incubator of entrepreneurial and innovative initiatives, and (5) create a positive and supportive work environment that fosters communication, collaboration, and team functioning.

### Goal 1: Improve the quality of the student experience

The Frances Payne Bolton School of Nursing (FPB) recognizes that the shortage of nurses in the United States is in part due to a shortage of doctorally prepared faculty. The academic quality of our students, combined with outstanding faculty and a variety of quality clinical experiences within Cleveland, Ohio, across the nation and around the world, will ultimately provide students with the skills necessary to adapt to changing and varied healthcare challenges. This will increase the number of FPB graduates prepared for leadership roles in practice, education, and research.

This effort requires a change in approach to educating a vibrant and diverse student population, encouraging creativity and international partnerships. Specific strategies to accomplish this goal are to:

- Facilitate development of innovative curricula that minimizes overlap of course credits and streamlines progress from one degree to another.
- Increase student satisfaction across all programs and departments at FPB.
- Increase enrollment of the best-prepared students from diverse backgrounds across all programs.
- Maintain high standards and excellence in education by providing assessment, evaluation and support of students to meet individual career goals.
- Elevate the skills, competence, and expectations of students through accountability, motivation, self-direction and life-long learning.
- Demonstrate to students that they are the #1 priority at FPB through timely responsiveness and feedback on their work, inviting their input and ideas, and respecting and valuing their needs.
- Create a welcoming environment that reflects the FPB history, culture, and future of the nursing profession, and that is consistent with our nationally ranked peers to enhance our recruitment efforts of both faculty and students.

## **Goal 2: Enhance the research infrastructure to increase depth and breadth of the school's research enterprise.**

FPB recognizes the importance of nursing research to build the scientific foundation for clinical practice and for the larger disciplines of nursing and healthcare. Contributions from nursing science aid in solving some of the nation's most important health challenges. FPB believes that expanding our research efforts will increase these contributions. Specific strategies to accomplish this goal are to:

- Further develop our research infrastructure to enhance all types of research engagement (federal, non-federal, foundation and industry).
- Expand our research expertise in the Science of Health to incorporate new and innovative approaches (genetics, imaging and technology)
- Design incentives for collaboration between clinical practice and research, within and across disciplines, departments and institutions.
- Enhance research and learning through a state-of-the-art environment that incorporates the need for flexibility, reflection, and interactive engagement.
- Develop and initiate fundraising/capital campaign strategies that support the educational and research enhancements.

### Goal 3: Enhance FPB's national and international recognition as a top-tiered nursing school

At FPB, we currently have an excellent national reputation that facilitates the recruitment of high-quality students and faculty. FPB recognizes the future movement of today's nursing discipline into one that requires more advanced practice nurses and doctorally prepared educators and scientists. Maintaining and improving our national ranking in our clinical specialties and research will allow us to expand into new and innovative educational and research arenas. Specific strategies to accomplish this goal are to:

- Provide opportunities to promote health or solve complex health problems through local, national, and international advocacy and policy.
- Increase the ranking of our clinical specialty programs in *U.S. News & World Report*.
- Support the value of continuous learning through leveraging of technological advances and experiential learning opportunities.
- Increase and sustain our first-time NCLEX pass rate and clinical certification examinations at a minimum of 95%.
- Expand branding strategy for faculty, staff, and students to promote FPB through their daily activities.

## Goal 4: Become an incubator for innovation

FPB recognizes that as a school we have a long history of innovation laying claim to the “firsts” of many significant programs in education, models of healthcare delivery and clinical research. It is important to stimulate and support the development of creative educational, professional, and scientific ideals. We believe that advancing nursing technologies and forming new academic focus areas can make the difference between novice and expert nursing professionals. Specific strategies to accomplish this goal are to:

- Develop an “incubation program” that supports entrepreneurial activities or creative experiments that incentivizes “high risk” creative ideas that have the potential to enhance health, develop innovative curricula, or implement learning strategies (e.g. Massive open online courses (MOOCs) and other online education tools).
- Conduct “think tanks” and targeted brainstorming sessions to generate creative, innovative ideas and proposals.
- Establish new collaborations across faculty, staff, students, and alumni, other schools within the university, and other stakeholders for the creation of innovative academic and research programs.
- Recruit and retain high-quality faculty from diverse backgrounds that promote and enhance innovative research, teaching, and practice.

## **Goal 5: Create a positive and supportive work environment that fosters communication, collaboration, and team functioning.**

A positive and enjoyable work environment is important not only for physical and psychological health, but is necessary for a highly effective and efficient organization that fosters a creative and collaborative culture both within and beyond the school. We also recognize there should be a balance between stress and productivity within the work environment. Specific strategies to accomplish this goal are to:

- Foster innovation and learning through an inclusive and supportive environment that promotes teamwork and fosters creativity, energy and productivity. This will occur by designating a Head of Faculty Development and Head of Staff Development. These positions will assist faculty and staff across their career trajectory through orientation and mentorship programs, designate mentors, initiate individualized faculty and staff development plans incorporating personal areas of strength and design programs.
- Develop excellence in clinical practice through the identification of “best practice models” for integration of academic and clinical roles and increased use of clinical and joint appointments between academic and clinical faculty.
- Develop organizational structure that empowers and supports faculty in administrative, educational, and scientific decision-making and that clearly links expectations, faculty career development, and evaluation in the context of a balanced work and personal life.
- Engage faculty and staff to implement a shared vision and include them as members and partners within the “FPB team” through systematic communication, such as monthly communications, periodic staff meetings, and an annual State of the School address and joint faculty/staff meeting.
- Enhance communication within and between the schools at the university through regular meetings with the Deans, Associate Deans and faculty from the other schools.
- Foster a philanthropic environment involving faculty, staff, students, alumni, and friends of the school through increased communication about scholarships, research funds, and other demonstrable effects of philanthropic support on the daily operations of the school.



# Appendix II

# Faculty Publications, January 1 - December 31, 2016

**Celeste M. Alfes, DNP, MSN, RN**

**Associate Professor; Director of the Learning Resource Center**

Alfes, C. M., Steiner, S. L., Rutherford-Hemming, T. (2016). Challenges and Resources for New Critical Care Transport Crewmembers: A Descriptive Exploratory Study. *Air Medical Journal*, 35(4), 212-215. doi: 10.1016/j.amj.2016.04.006. <http://dx.doi.org/10.1016/j.amj.2016.04.006>

Alfes, C. M., Reimer, A. P. (2016). Joint Training Simulation Exercises: Missed Elements in Pre-Hospital Hand-Offs. *Clinical Simulation in Nursing*, 12(6), 215-218. doi.org/10.1016/j.ecns.2016.02.003. <http://dx.doi.org/10.1016/j.ecns.2016.02.003>

Alfes, C. M., Rowe, A. S. (2016). Interprofessional Flight Camp Attracts 29 Graduate Nurses From Puerto Rico. *Air Medical Journal*, 35(2), 70-72. doi: 10.1016/j.amj.2015.12.008. <http://dx.doi.org/10.1016/j.amj.2015.12.008>

Alfes, C. M., Rowe, A., Reimer, A. P. (2016). Air Medical Transport Conference Abstracts. Joint Training Flight Simulation Exercises: Missed Elements In Pre-Hospital Hand-Offs. *Air Medical Journal*, 35(5), 277-287. doi.org/10.1016/j.amj.2016.07.021. <http://dx.doi.org/10.1016/j.amj.2016.07.021>

**Amy Bieda, PhD, APRN, PNP-BC, NNP-BC**

**Assistant Professor in the School of Nursing;**

**Director, BSN Program; Director, Neonatal Nurse Practitioner program**

Distelhorst, L., Bieda, A. L., DiMarco, M. A., Tullai-McGuinness, S. (2016). Assessing Pediatric Nurses Knowledge about Chemical Flame Retardants. *Journal of Pediatric Nursing*, 31(6), e333-e341. doi: 10.1016/j.pedn.2016.06.007.

Blatz, M., Dowling, D. A., Underwood, P. W., Bieda, A. L., Graham, G. C. (2016). A Password-Protected Web Site for Mothers Expressing Milk for Their Preterm Infants. *Advances in Neonatal Care*, doi: 10.1097/ANC.0000000000000365 [Epub ahead of print].

Toly, V. B., Musil, C. M., Bieda, A., Barnett, K., Dowling, D. A., Sattar, A. (2016). Neonates and Infants Discharged Home Dependent on Medical Technology: Characteristics and Outcomes. *Advances in Neonatal Care*, 16(5), 379-389. doi: 10.1097/ANC.0000000000000314

**Christopher J. Burant, PhD, MACTM**

**Associate Professor**

Canaday, D. H., Sridaran, S., Van Epps, P., Aung, H., Burant, C. J., Nsereko, M., ... Toossi, Z. (2015). CD4+ T Burant, C. J., Zauszniewski, J. A. (2017). Factor Analysis. In J.J. Fitzpatrick & M. Wallace (Eds.), *Encyclopedia of Nursing Research* (pp. 170-172). New York: Springer Publishing.

Wang, Y. F., Zauszniewski, J. A., Burant, C. J. (2016). Psychometric Properties of the Chinese Version of the Children's Resourcefulness Scale in Taiwanese Children. *Issues in Mental Health Nursing*, 37(11), 847-857. doi: 10.1080/01612840.2016.1224961.

Musil, C. M., Zauszniewski, J. A., Burant, C. J., Toly, V. A. Boebel, Warner, C. B. (2016). Evaluating an Online Resourcefulness Training Intervention Pilot Test Using Six Critical Parameters. *International Journal of Aging & Human Development*, 82(1), 117-35. doi: 10.1177/0091415015623552.

Aloush, S., Dolansky, M., Moore, S. M., Burant, C. J., Suliman, M., Josephson, R. (2016). Predictors of Positive Pulmonary Rehabilitation Outcomes. *British Journal of Medicine and Medical Research*, 18(3), 1-7.

Zauszniewski, J. A., Lekhak, N., Burant, C. J., Variath, M., Morris, D. L. (2016). Preliminary Evidence for Effectiveness of Resourcefulness Training in Women Dementia Caregivers. *Journal of Family Medicine*, 3(5), pii: 1069. [Epub ahead of print]

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Zauszniewski, J. A., Lekhak, N., Burant, C. J., Underwood, P. W., Morris, D. L. (2016). Resourcefulness Training for Dementia Caregivers: Establishing Fidelity. *Western Journal of Nursing Research*, 38(12), 1554-1573. doi: 10.1177/0193945916655798. [Epub ahead of print].

Daly, B. J., Douglas, S. L., O'Toole, E., Rowbottom, J., Hoffer, A., Lipson, A., Burant, C. J. (2016). Complexity Analysis of Decision-Making in the Critically Ill. *Journal of Intensive Care Medicine*, doi: 10.1177/0885066616678394. [Epub ahead of print].

Van Epps, P., Oswald, D., Higgins, P. A., Hornick, T. R., Aung, H., Banks, R. E., Wilson, B. M., Burant, C. J., Gravenstein, S., Canaday, D. H. (2016). Frailty Has a Stronger Association With Inflammation Than Age in Older Veterans. *Immunity & Ageing*, 13, 27. doi: 10.1186/s12979-016-0082-z.

Petrinec, A. B., Burant, C. J., Douglas, S. L. (2016). Caregiver Reaction Assessment: Psychometric Properties in Caregivers of Advanced Cancer Patients. *Psycho-Oncology*, doi: 10.1002/pon.4159. [Epub ahead of print].

Lucatorto, M. A., Watts, S. A., Kresevic, D., Burant, C. J., Carney, K. J. (2016). Impacting the Trajectory of Chronic Kidney Disease with APRN-Led Renal Teams. *Nursing Administration Quarterly*, 40(1), 76-86. doi: 10.1097/NAQ.000000000000148.

**Barbara J. Daly, PhD, RN, FAAN**  
**The Gertrude Perkins Oliva Professor in Oncology Nursing**

Douglas, S. L., Daly, B. J., Lipson, A. (2016). Relationship between Physical and Psychological Status of Cancer Patients and Caregivers. *Western Journal of Nursing Research*, 38(7), 858-73. doi: 10.1177/0193945916632531.

Sandstrom, S. K., Mazanec, S., Gittleman, H., Barnholtz-Sloan, J., Tamburro, N., Daly, B. J. (2016). A Descriptive, Longitudinal Study of Quality of Life and Perceived Health Needs in Patients with Head and Neck Cancer. *Journal of the Advanced Practitioner in Oncology*, 7(6), 640-651. doi:10.6004/jadpro.2016.7.6.6.

Daly, B. J., Douglas, S. L., O'Toole, E., Rowbottom, J., Hoffer, A., Lipson, A., Burant, C. J. (2016). Complexity Analysis of Decision-Making in the Critically Ill. *Journal of Intensive Care Medicine*, doi: 10.1177/0885066616678394. [Epub ahead of print].

Slomka, J., Prince-Paul, M. J., Webel, A. R., Daly, B. J. (2016). Palliative Care, Hospice, and Advance Care Planning: Views of People Living with HIV and Other Chronic Conditions. *Journal of the Association of Nurses in AIDS Care (JANAC)*, 27(4), 476-84. doi: 10.1016/j.jana.2016.02.003.

Applequist, H., & Daly, B. J. (2015). Palliation: A Concept Analysis. *Research and Theory for Nursing Practice*, 29(4), 297-305.

Shafran, D., Smith, M., Daly, B. J., Goldfarb, D. (2016). Transplant Ethics: Let's Begin the Conversation Anew: A Critical Look at One Institute's Experience with Transplant Related Ethical Issues. *HEC Forum*, 28(2), 141-52. doi: 10.1007/s10730-015-9285-5.

Prince-Paul, M. J., Peereboom, K., Daly, B. J. (2016). Confronting Mortality: Narratives of Military Veterans Enrolled in Home Hospice Care. *Journal of Hospice and Palliative Nursing*, 18(3), 219-226. doi: 10.1097/NJH.0000000000000250.

Hickman, R. L., Daly, B. J., Clochesy, J., O'Brien, J., Leuchtag, M. (2016). Leveraging the Lived Experience of Surrogate Decision Makers of the Seriously Ill to Develop a Decision Support Intervention. *Applied Nursing Research*, 30, 67-9. doi: 10.1016/j.apnr.2015.10.012.

Mazanec, S., Sattar, A., Delaney, C. P., Daly, B. J. (2016). Activation for Health Management in Colorectal Cancer Survivors and Their Family Caregivers. *Western Journal of Nursing Research*, 38(2), 325-44. doi: 10.1177/0193945915604055.

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Petrinec, A. B., Daly, B. J. (2016). Post-Traumatic Stress Symptoms in Post-ICU Family Members: Review and Methodological Challenges. *Western Journal of Nursing Research*, 38(1), 57-78. doi: 10.1177/0193945914544176.

Prince-Paul, M. J., Daly, B. J. (2016). Ethical Considerations in Palliative Care. In B. Ferrell, N. Coyle, & J. Paice (Eds.), *HPNA Palliative Nursing Manuals: Legal and Ethical Aspects of Care*. New York: Oxford University Press. doi:10.1093/med/9780190258061.003.0001

**Elizabeth G. Damato, PhD, RN, CPNP**  
**Associate Professor**

Damato, E. G., Haas, M. C., Czeck, P., Dowling, D. A., Barsman, S. G. (2016). Safe Sleep Infant Care Practices Reported by Mothers of Twins. *Advances in Neonatal Care*, doi: 10.1097/ANC.0000000000000332 [Epub ahead of print].

Darrah, R. J., Nelson, R., Decker, M. J., Damato, E. G., Matthews, A., Hodges, C. (2016). Growth Deficiency in Cystic Fibrosis is Observable at Birth and Predictive of Early Pulmonary Function. *Biological Research for Nursing*, 18(5), 498-504. doi: 10.1177/1099800416643585.

Decker, M. J., Jones, K., Keating, G.L., Damato, E. G., Darrah, R. J. (2016). Maternal Dietary Supplementation with Omega-3 Polyunsaturated Fatty Acids Confers Neuroprotection Against Hypoxia-Induced Dopamine Dysfunction. *Sleep Science*, 9(2), 94-9. doi: 10.1016/j.slsci.2016.05.007

**Rebecca Darrah, PhD**  
**Assistant Professor**

Darrah, R. J., Mitchell, A. L., Campanaro, C. K., Barbato, E. S., Litman, P., Sattar, A., Hodges, C. A., Drumm, M. L., Jacono, F. J. (2016). Early Pulmonary Disease Manifestations in Cystic Fibrosis Mice. *Journal of Cystic Fibrosis*, 15(6), 736-744. doi: 10.1016/j.jcf.2016.05.002.

Darrah, R. J., Nelson, R., Decker, M. J., Damato, E. G., Matthews, A., Hodges, C. (2016). Growth Deficiency in Cystic Fibrosis is Observable at Birth and Predictive of Early Pulmonary Function. *Biological Research for Nursing*, 18(5), 498-504. doi: 10.1177/1099800416643585.

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Jiang, K., Jiao, S., Vitko, M., Darrah, R. J., Flask, C.A., Hodges, C.A., Yu, X. (2016). The Impact of Cystic Fibrosis Transmembrane Regulator Disruption On Cardiac Function and Stress Response. *Journal of Cystic Fibrosis*, 15(1), 34-42. doi: 10.1016/j.jcf.2015.06.003.

**Michael J. Decker, PhD, RN, RRT, Diplomate ABSM**  
**Associate Professor**

Webel, A. R., Perazzo, J., Decker, M. J., Horvat-Davey, C., Sattar, A., Voss, J. G. (2016). Physical Activity is Associated with Reduced Fatigue in Adults Living with HIV/AIDS. *Journal of Advanced Nursing*, 72(12), 3104-3112. doi: 10.1111/jan.13084.

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## Faculty Publications, *continued*

Decker, M. J., Jones, K., Keating, G. L., Damato, E. G., Darrah, R. J. (2016). Maternal Dietary Supplementation with Omega-3 Polyunsaturated Fatty Acids Confers Neuroprotection Against Hypoxia-Induced Dopamine Dysfunction. *Sleep Science*, 9(2), 94-9. doi: 10.1016/j.slsci.2016.05.007.

Sawyer, N. T., Helvig, A. W., Makinson, C. D., Decker, M. J., Neigh, G. N., Escayg, A. (2016). Scn1a Dysfunction Alters Behavior but Not the Effect of Stress on Seizure Response. *Genes, Brain, and Behavior*, 15(3), 335-47. doi: 10.1111/gbb.12281.

**Marguerite DiMarco, PhD, RN, CPNP, FAAN**  
**Associate Professor**

DiMarco, M. A., Fitzgerald, K., Taylor, E., Marino, D., Huff, M. (2016). Improving Oral Health of Young Children: An Interprofessional Demonstration Project. *Pediatric Dental Care*, 1:113. doi:10.4172/pdc.1000113

Rosciano, A. M., Lindell, D. F., Bryer, J., DiMarco, M. A. (2016). Nurse Practitioners' Use of Intuition. *The Journal for Nurse Practitioners*, 12(8), 560-565.

Distelhorst, L., Bieda, A. L., DiMarco, M. A., Tullai-McGuinness, S. (2016). Assessing Pediatric Nurses Knowledge about Chemical Flame Retardants. *Journal of Pediatric Nursing*, 31(6), e333-e341. doi: 10.1016/j.pedn.2016.06.007.

**Mary A. Dolansky, PhD, RN, FAAN**  
**Associate Professor**

Philips, S., Dolansky, M., Mathews, D. (2016). In K. Tusaie & J. Fitzpatrick (Eds.), *QSEN Competencies: Application to Advanced Practice Mental Health Nursing*. *Advanced Practice Psychiatric Nursing* (2nd ed) (pp. 683-695), New York, NY: Springer.

Powers, D., Dolansky, M., Fitzpatrick, J. J. (2016). Factors Influencing Nurse Compliance with Standard Precautions. *American Journal of Infectious Control*, 44(1), 4-7. doi: 10.1016/j.ajic.2015.10.001.

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O'Rourke-Suchoff, D., Kyman, S., Young, T., Maeder, C., Dolansky, M. (2016). Applying a Quality Improvement Framework to Operating Room Efficiency in an Academic-Practice Partnership. *23(3)*, 120-126.

Petty, G., Dolansky, M., Luebbers, E. (2016). Practicing Inter-Professional Teamwork among Nursing and Medical Students. *Journal of Nursing Care* 5:330. doi:10.4172/2167-1168.1000330.

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Dolansky, M., Hawkins, M. A., Schaefer, J. T., Gunstad, J., Sattar, A., Redle, J. D., Vehovec, A., Josephson, R., Moore, S. M., Hughes, J. W. (2016). Cognitive Function Predicts Risk for Clinically Significant Weight Gain in Adults With Heart Failure. *The Journal of Cardiovascular Nursing*, doi: 10.1097/JCN.0000000000000376. [Epub ahead of print].

Orr, N. M., Boxer, R. S., Dolansky, M., Allen, L. A., Forman, D. E. (2016). Skilled Nursing Facility Care for Patients With Heart Failure: Can We Make It "Heart Failure Ready?". *Journal of Cardiac Failure* 22(12), 1004-1014. doi. org/10.1016/j.cardfail.2016.10.009

Zullo, M. D., Gathright, E. C., Dolansky, M., Josephson, R. A., Cheruvu, V. K., Hughes, J. W. (2017). Influence of Depression on Utilization of Cardiac Rehabilitation Postmyocardial Infarction: A Study of 158,991 Medicare Beneficiaries. *Journal of Cardiopulmonary Rehabilitation and Prevention*, 37(1):22-29. doi: 10.1097/HCR.0000000000000222.

## Faculty Publications, *continued*

Gathright, E. C., Fulcher, M. J., Dolansky, M., Gunstad, J., Redle, J. D., Josephson, R., Moore, S. M., Hughes, J. W. (2016). Cognitive Function Does Not Impact Self-Reported Health-Related Quality of Life in Heart Failure Patients. *The Journal of Cardiovascular Nursing*, 31(5), 405-11. doi: 10.1097/JCN.0000000000000277.

Hu, X., Dolansky, M., Su, Y., Hu, X., Qu, M., Zhou, L. (2016). Effect of a Multidisciplinary Supportive Program for Family Caregivers of Patients with Heart Failure on Caregiver Burden, Quality of Life, and Depression: A Randomized Controlled Study. *International Journal of Nursing Studies*, 62, 11-21. doi: 10.1016/j.ijnurstu.2016.07.006.

Hawkins, M. A., Dolansky, M., Levin, J. B., Schaefer, J. T., Gunstad, J., Redle, J. D., Josephson, R., Hughes, J. W. (2016). Cognitive Function and Health Literacy Are Independently Associated with Heart Failure Knowledge. *Heart & Lung*, 45(5), 386-91. doi: 10.1016/j.hrtlng.2016.07.004.

Siller, J., Dolansky, M., Clavelle, J. T., Fitzpatrick, J. J. (2016). Shared Governance and Work Engagement in Emergency Nurses. *Journal of Emergency Nursing*, 42(4), 325-30. doi: 10.1016/j.jen.2016.01.002.

Siller, J., Dolansky, M., Clavelle, J. T., Fitzpatrick, J. J. (2016). Shared Governance and Work Engagement in Emergency Nurses. *Journal of Emergency Nursing*, 42(4), 325-30. doi: 10.1016/j.jen.2016.01.002.

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Dolansky, M., Pack, Q. (2016). Quality Improvement in Cardiac Rehabilitation: From Hospital Referral to Completion. *News & Views: Perspectives on the Practice, AACVPR*, 8-9. Available at: [http://www.nxtbook.com/nxtbooks/smithbucklin/aacvpr\\_20160203/index.php#/2](http://www.nxtbook.com/nxtbooks/smithbucklin/aacvpr_20160203/index.php#/2)

Hu, X., Dolansky, M., Hu, X., Zhang, F., Qu, M. (2016). Factors Associated with the Caregiver Burden among Family Caregivers of Patients with Heart Failure in Southwest China. *Nursing & Health Sciences*, 18(1), 105-12. doi: 10.1111/nhs.12253.

Phillips, J. M., Stalter, A. M., Dolansky, M., Lopez, G. M. (2016). Fostering Future Leadership in Quality and Safety in Health Care through Systems Thinking. *Journal of Professional Nursing*, 32(1), 15-24. doi: 10.1016/j.profnurs.2015.06.003.

Dolansky, M., Capone, L., Leister, E., Boxer, R. S. (2016). Targeting Heart Failure Rehospitalizations in a Skilled Nursing Facility: A Case Report. *Heart & Lung*, 45(5), 392-6. doi: 10.1016/j.hrtlng.2016.05.036.

Collier, S. L., Fitzpatrick, J. J., Siedlecki, S. L., Dolansky, M. (2016). Employee Engagement and a Culture of Safety in the Intensive Care Unit. *The Journal of Nursing Administration*, 46(1), 49-54. doi: 10.1097/NNA.0000000000000292.

**Sara L. Douglas, PhD, RN**

**Arline H. & Curtis F. Garvin Professorship in Nursing Excellence; Assistant Dean of Research**

Douglas, S. L., Mazanec, P., Lipson, A., Leuchtag, M. (2016). Distance Caregiving a Family Member with Cancer: A Review the Literature on Distance Caregiving & Recommendations for Future Research. *World Journal of Clinical Oncology*, 7(2), 214-219. doi: 10.5306/wjco.v7.i2.214.



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Douglas, S. L., Daly, B. J., Lipson, A. (2016). Relationship between Physical and Psychological Status of Cancer Patients and Caregivers. *Western Journal of Nursing Research*, 38(7), 858-73. doi: 10.1177/0193945916632531.

Daly, B. J., Douglas, S. L., O'Toole, E., Rowbottom, J., Hoffer, A., Lipson, A., Burant, C. J. (2016). Complexity Analysis of Decision-Making in the Critically Ill. *Journal of Intensive Care Medicine*, doi: 10.1177/0885066616678394. [Epub ahead of print].

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**Donna Dowling, PhD, RN**  
**Professor; Program Director, Post-Master's DNP Program**

Hlabse, M., Dowling, D. A., Lindell, D. F., Underwood, P. W., Barsman, S. (2016). Supports and Barriers to Successful Progression in a DNP Program: Students' Perspectives. *Nurse Educator*, 42(5), 256-61. doi: 10.1097/NNE.0000000000000251.

**Evelyn G. Duffy, DNP, AGPCNP-BC, FAANP**  
**Associate Professor; Associate Director, University Center on Aging and Health**

Kennedy-Malone, L., Baker, N. R., Duffy, E. G. (2016). Moving Toward Consensus: GAPNA's Role in Implementation of the Consensus Model for APRN Regulation. *Geriatric Nursing*, 37(2), 156-158.

**Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN**  
**Elizabeth Brooks Ford Professor of Nursing**

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**Faye Gary, EdD, RN, FAAN**

**The Medical Mutual of Ohio Kent W. Clapp Chair & Professor of Nursing**

Gary, F. A., Rui, L., Hui, Z., Zhang, A. Y., Killion, C. M. (2016). Social Support and Self-Coping of Depressed African American Cancer Patients. *Journal of the National Black Nurses Association*, 27(2), 41-49.

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**Gregory C. Graham, PhD**

**Instructor of Research Methodologies & Statistics in the School of Nursing**

Blatz, M., Dowling, D. A., Underwood, P. W., Bieda, A. L., Graham, G. C. (2016). A Password-Protected Web Site for Mothers Expressing Milk for Their Preterm Infants. *Advances in Neonatal Care*, doi: 10.1097/ANC.0000000000000365 [Epub ahead of print].

**Ronald L. Hickman, Jr., PhD, RN, ACNP-BC, FAAN**  
**Associate Professor**

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**Patricia A. Higgins, PhD, RN, FGSA**  
**Associate Professor**

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**Julie Hopkins, DNP, RN, CNE, APHN-BC**  
**Instructor**

Hopkins, J. L., Bromley, G. (2016). Preparing New Graduates for Interprofessional Teamwork Effectiveness of a Nurse Residency Program. *The Journal of Continuing Education in Nursing*, 47(3), 140-148. doi: 10.3928/00220124-20160218-10.

**Chao-Pin Hsiao, PhD, RN**  
**Assistant Professor**

Lynch Kelly, D., Dickinson, K., Hsiao, C.-P., Lukkahatai, N., Gonzalez-Marrero, V., McCabe, M., Saligan, L. N. (2016). Biological Basis for the Clustering of Symptoms. *Seminars in Oncology Nursing*, 32(4), 351-360. doi: 10.1016/j.soncn.2016.08.002. [Epub ahead of print].

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**Carol Kelley, PhD, RN, CNP**  
**Associate Professor**

Dillon, D. L., Dolansky, M., Casey, K., Kelley, C. G. (2016). Factors Related to Successful Transition to Practice for Acute Care Nurse Practitioners. *AACN Advanced Critical Care*, 27(2), 173-82. doi: 10.4037/aacnacc2016619.

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**Mary E. Kerr, PhD, RN, FAAN, FCCM**  
**Dean and the May L. Wykle Endowed Professor**

Kerr, M. E. (2016). Support for Nursing Science. *Nursing Outlook*, 64(3), 262-70. doi: 10.1016/j.outlook.2015.09.007.

**Cheryl M. Killion, PhD, RN, FAAN**  
**Associate Professor**

Gary, F. A., Rui, L., Hui, Z., Zhang, A. Y., Killion, C. M. (2016). Social Support and Self-Coping of Depressed African American Cancer Patients. *Journal of the National Black Nurses Association*, 27(2), 41-49.

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**Deborah Lindell, DNP, MSN, RN, CNE, ANEF**  
**Associate Professor**

Lindell, D. F., Hagler, D., Poindexter, K. (2016). Career Options for Nurse Educators: Academic Nurse Educator. *American Nurse Today: 2017 Education Guide*, 11(9), 8-9.

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**Marilyn Lotas, PhD, RN, FAAN**  
**Associate Professor**

Barabach, L., Ludington, S. M., Dowling, D. A., Lotas, M. B. (2016). Maternal Report of Breastfeeding Support and Maternal Role Competence at an Ohio Baby Friendly Designated Hospital. *Journal of Human Lactation*.

# Faculty Publications, *continued*

Susan M. Ludington, PhD, CNM, FAAN

Carl W. and Margaret Davis Walter Professor of Pediatric Nursing

Barabach, L., Ludington, S. M., Dowling, D. A., Lotas, M. B. (2016). Maternal Report of Breastfeeding Support and Maternal Role Competence at an Ohio Baby Friendly Designated Hospital. *Journal of Human Lactation*.

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Elizabeth Madigan, PhD, RN, FAAN

Independence Foundation Professor

Garcia-Dia, M. J., Fitzpatrick, J. J., Madigan, E. A., Peabody, J. W. (2016). Using Text Reminder to Improve Childhood Immunization Adherence in the Philippines. *Computers, informatics, Nursing*. doi: 10.1097/CIN.0000000000000307 [Epub ahead of print].

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Susan R. Mazanec, PhD, RN, AOCN

Assistant Professor

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Patricia E. McDonald, PhD, RN

Assistant Professor

McDonald, P. E. (2016). Lean on Me (Selected to be included in the Narrate Provost Scholars). *Think: The magazine of Case Western Reserve University* (vol. Fall/Winter 2016, pp. 28-31).



# Faculty Publications, *continued*

**Shirley M. Moore, PhD, RN, FAAN**

**Edward J. and Louise Mellen Professor of Nursing; Associate Dean for Research**

Aloush, S., Dolansky, M., Moore, S. M., Burant, C. J., Suliman, M., Josephson, R. (2016). Predictors of Positive Pulmonary Rehabilitation Outcomes. *British Journal of Medicine and Medical Research*, 18(3), 1-7. doi:10.9734/BJMMR/2016/28901

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JaKa, M. M., Haapala, J. L., Trapl, E. S., Kunin-Batson, A. S., Olson-Bullis, B. A., Heerman, W. H., Berge, J. M., Moore, S. M., Matheson, D., Sherwood, N. E. (2016). Reporting of Treatment Fidelity in Behavioral Pediatric Obesity Intervention Trials: A Systematic Review. *Obesity Reviews*, doi: 10.1111/obr.12464. [Epub ahead of print].

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**Diana Lynn Morris, PhD, RN, FAAN, FGSA**

**Florence Cellar Associate Professor of Gerontological Nursing;  
Executive Director, University Center on Aging & Health**

Zauszniewski, J. A., Lekhak, N., Burant, C. J., Variath, M., Morris, D. L. (2016). Preliminary Evidence for Effectiveness of Resourcefulness Training in Women Dementia Caregivers. *Journal of Family Medicine*, 3(5), pii: 1069. [Epub ahead of print]

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**Carol M. Musil, PhD, RN, FAAN, FGSA**

**Marvin E. and Ruth Durr Denekas Professor of Nursing**

Musil, C. M., Zauszniewski, J. A., Burant, C. J., Toly, V. A. Boebel, Warner, C. B. (2016). Evaluating an Online Resourcefulness Training Intervention Pilot Test Using Six Critical Parameters. *International Journal of Aging & Human Development*, 82(1), 117-35. doi: 10.1177/0091415015623552.

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**Gayle M. Petty, DNP, RN**

**Assistant Professor**

Petty, G., Dolansky, M., Luebbbers, E. (2016). Practicing Inter-Professional Teamwork among Nursing and Medical Students. *Journal of Nursing Care* (5), 1-3.

Petty, G. (2016). Practicing Inter-Professional Teamwork among Nursing and Medical Students. *Journal of Nursing and Care*.

**Matthew Plow, PhD**

**Assistant Professor**

Plow, M. A., Mangal, S., Geither, K., Golding, M. (2016). A Scoping Review of Tailored Self-Management Interventions among Adults with Mobility Impairing Neurological and Musculoskeletal Conditions. *Frontiers in Public Health*, 4, 165. doi: 10.3389/fpubh.2016.00165. [eCollection 2016].

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# Faculty Publications, *continued*

**Maryjo Prince-Paul, PhD, APRN, ACHPN, FPCN**  
**Associate Professor**

Slomka, J., Prince-Paul, M. J., Webel, A. R., Daly, B. J. (2016). Palliative Care, Hospice, and Advance Care Planning: Views of People Living with HIV and Other Chronic Conditions. *Journal of the Association of Nurses in AIDS Care (JANAC)*, 27(4), 476-84. doi: 10.1016/j.jana.2016.02.003.

Prince-Paul, M. J., Peereboom, K., Daly, B. J. (2016). Confronting Mortality: Narratives of Military Veterans Enrolled in Home Hospice Care. *Journal of Hospice and Palliative Nursing*, 18(3), 219-226. doi: 10.1097/NJH.0000000000000250.

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**Mary Quinn Griffin, PhD, RN, FAAN**  
**Professor**

Quinn Griffin, M. T., Mir, P. E. (2016). Compassion Fatigue. In J.J. Fitzpatrick & G. McCarthy (Ed.), *Nursing Concept Analysis : Applications to Research and Practice*. New York, NY: Springer Publishing.

Quinn Griffin, M. T., Stilgenbauer, D. J., Nelson, G. (2016). Decision Making by Nurse Managers. In J.J. Fitzpatrick & G. McCarthy (Ed.), *Nursing Concept Analysis : Applications to Research and Practice*. New York, NY: Springer Publishing.

Quinn, M. E., Quinn Griffin, M. T. (2016). Nurse Manager Accountability. In J.J. Fitzpatrick & G. McCarthy (Ed.), *Nursing Concept Analysis : Applications to Research and Practice*. New York, NY: Springer Publishing.

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**Andrew P. Reimer, PhD, RN**  
**Assistant Professor**

Alfes, C. M., Reimer, A. P. (2016). Joint Training Simulation Exercises: Missed Elements in Pre-Hospital Hand-Offs. *Clinical Simulation in Nursing*, 12(6), 215-218. doi.org/10.1016/j.ecns.2016.02.003. <http://dx.doi.org/10.1016/j.ecns.2016.02.003>

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Alfes, C. M., Rowe, A., Reimer, A. P. (2016). Air Medical Transport Conference Abstracts. Joint Training Flight Simulation Exercises: Missed Elements In Pre-Hospital Hand-Offs. *Air Medical Journal*, 35(5), 277-287. doi.org/10.1016/j.amj.2016.07.021. <http://dx.doi.org/10.1016/j.amj.2016.07.021>

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**Jacquelyn Slomka, PhD, RN**  
**Assistant Professor**

Slomka, J., Prince-Paul, M. J., Webel, A. R., Daly, B. J. (2016). Palliative Care, Hospice, and Advance Care Planning: Views of People Living with HIV and Other Chronic Conditions. *Journal of the Association of Nurses in AIDS Care (JANAC)*, 27(4), 476-84. doi: 10.1016/j.jana.2016.02.003.

**M. Jane Suresky, DNP, RN, PMHCNS BC**  
**Assistant Professor; Director, Family Systems Psychiatric Mental Health Program**

Kalinyak, C. M., Gary, F. A., Killion, C. M., Suresky, M. J. (2016). Transition-Aged Youth With Dual Diagnosis. *Journal of Psychosocial Nursing and Mental Health Services*, 54(3), 48-51. doi: 10.3928/02793695-20160219-08.

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**Mary F. Terhaar, DNSc, RN, ANEF, FAAN**  
**The Arline H. and Curtis F. Garvin Professor of Nursing & Associate Dean of Academic Affairs**

White, K., Terhaar, M. F. (2016). Interprofessional Collaboration : Integral Component of Translation. In White K, Dudley Brown S, & Terhaar, MF (Ed.), *Translation of Evidence into Practice: Application to Nursing and Health Care*. 2nd Ed. New York, NY: Springer Publishing.

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Hickerson, K. A., Taylor, L. A., Terhaar, M. F. (2016). The Preparation-Practice Gap: An Integrative Literature Review. *Journal of Continuing Education in Nursing*, 47(1), 17-23. doi: 10.3928/00220124-20151230-06.

**Valerie Boebel Toly, PhD, RN, CPNP**  
**Assistant Professor**

Musil, C. M., Zauszniewski, J. A., Burant, C. J., Toly, V. A. Boebel, Warner, C. B. (2016). Evaluating an Online Resourcefulness Training Intervention Pilot Test Using Six Critical Parameters. *International Journal of Aging & Human Development*, 82(1), 117-35. doi: 10.1177/0091415015623552.

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**Mary Variath, MSN, RN**  
**Instructor**

Zauszniewski, J. A., Lekhak, N., Burant, C. J., Variath, M., Morris, D. L. (2016). Preliminary Evidence for Effectiveness of Resourcefulness Training in Women Dementia Caregivers. *Journal of Family Medicine*, 3(5), pii: 1069. [Epub ahead of print]

**Joachim G. Voss, PhD, RN, ACRN, FAAN**  
**The Sarah C. Hirsh Professorship**

Settheekul, S., Fongkaew, W., Viseskul, N., Boonchieng, Voss, J. G. (2016). Innovative, But What About Sustainability? Lessons Learned in Nursing and Midwifery Workforce Development. *Annals of Global Health*, 82(3), 464.

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Monroe-Wise, A., Mashalla, Y., O'Malley, G., Nathanson, N., Seloilwe, E., Gachuno, O., Odero, T., Nakanjako, D., Sewankambo, N., Tarimo, E., Urassa, D., Manabe, Y., Chapman, S., Voss, J. G., Wasserheit, J., Farquhar, C., Afya Bora Consortium Working Group. *Academic Medicine* (2016). Training Tomorrow's Leaders in Global Health: Impact of the Afya Bora Consortium Fellowship on the Careers of its Alumni. *Academic Medicine*, 16(1), 241. doi: 10.1186/s12909-016-0750-x.

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### **Camille Beckett Warner, PhD Assistant Professor**

Musil, C. M., Zauszniewski, J. A., Burant, C. J., Toly, V. A. Boebel, Warner, C. B. (2016). Evaluating an Online Resourcefulness Training Intervention Pilot Test Using Six Critical Parameters. *International Journal of Aging & Human Development*, 82(1), 117-35. doi: 10.1177/0091415015623552.

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### **Allison Webel, PhD, RN Assistant Professor**

Webel, A. R., Lorig, K., Laurent, D., Gonzalez, V., Gifford, A. L., Sobel, D., Minor, M. (2016). *Living a Healthy Life with HIV*, 4th Edition. Palo Alto, CA: Bull Publishing Company.

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## Faculty Publications, *continued*

Slomka, J., Prince-Paul, M. J., Webel, A. R., Daly, B. J. (2016). Palliative Care, Hospice, and Advance Care Planning: Views of People Living with HIV and Other Chronic Conditions. *Journal of the Association of Nurses in AIDS Care (JANAC)*, 27(4), 476-84. doi: 10.1016/j.jana.2016.02.003.

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**Ann S. Williams, PhD, RN, CDE**  
**Research Assistant Professor**

Williams, A. S. (2016). Requirements for Accessibility for Persons with Visual Impairment. In: *Needle-based Injection Systems for Medical Use. Requirements and test methods*. International Standards Organization. <https://www.iso.org/obp/ui/#iso:std:iso:11608:-7:ed-1:v1:en>

**Chris Winkelman, PhD, RN, ACNP, FCCM, FAANP**  
**Associate Professor**

Morris, P. E., Berry, M. J., Files, D. C., Thompson, J. C., Hauser, J., Flores, L., Dhar, S., Chmelo, E., Lovato, J., Case, L. D., Bakhru, R. N., Sarwal, A., Parry, S. M., Campbell, P., Mote, A., Winkelman, C., Hite, R. D., Nicklas, B., Chatterjee, A., Young, M. P. (2016). Standardized Rehabilitation and Hospital Length of Stay Among Patients With Acute Respiratory Failure: A Randomized Clinical Trial. *JAMA*, 315(24), 2694-702. doi: 10.1001/jama.2016.7201.

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**Jaclene Annette Zauszniewski, PhD, RN-BC, FAAN**  
**Kate Hanna Harvey Professor in Community Health Nursing; Director, PhD Program**

Burant, C. J., Zauszniewski, J. A. (2016). Factor Analysis. In J.J. Fitzpatrick & M. Wallace (Ed.), *Encyclopedia of Nursing Research* (pp) (pp. 170-172). New York: Springer Publishing.

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Zauszniewski, J. A. (2016). Measures of Mental Health for Diverse Populations. *Archives of Psychiatric Nursing*, 30(4), 449. doi: 10.1016/j.apnu.2016.05.001.

**Amy Y. Zhang, PhD**  
**Associate Professor**

Gary, F. A., Rui, L., Hui, Z., Zhang, A. Y., Killion, C. M. (2016). Social Support and Self-Coping of Depressed African American Cancer Patients. *Journal of the National Black Nurses Association*, 27(2), 41-49.

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