



Annual Report 2014-2015



FRANCES PAYNE BOLTON
SCHOOL OF NURSING

CASE WESTERN RESERVE
UNIVERSITY

Dean's Message

The 2014-15 academic year for the Frances Payne Bolton School of Nursing boasted many accomplishments which helped our continued progress toward realizing the goals outlined in the school's 2013-2017 Strategic Plan (see Appendix). Of special note was the enhancement of our research infrastructure (goal 2) the enhancement of our national and international reputation (goal 3) and our growth as an innovative incubator (goal 4).



The school saw a significant increase in its NIH funding in the past year, ranking 14th in the nation in total NIH dollars, up from 22nd the previous year. Faculty with a broad range of research experience contributed to this effort. Associate Dean of Research Shirley M. Moore, RN, PhD, FAAN, the Edward J. and Louise Mellen Professor of Nursing, received almost \$2.1 million in new grant awards while Associate Professor Ronald Hickman PhD, RN, ACNP-BC, FAAN was awarded his first RO1 for nearly \$2.5 million. Elizabeth Madigan PhD, RN, FAAN, Independence Foundation Professor, helped continue the pipeline of new researchers with a \$1.45 NIH grant to mentor underrepresented minorities to pursue PhDs in nursing.

US News and World Report Best Graduate Schools release new rankings with improved criteria. Previously, the school was ranked every four to five year based solely on a dean peer assessment score. *USNWR* now will provide annual rankings, which include quantitative data like enrollment and grant dollars. The school's ranking decreased slightly to #17th nationwide and 8th among private research universities; however, its peer assessment score was at its highest level in the publication's history.

Much of year also focused on preparations for a school-wide fall 2015 accreditation visit from the Commission of Collegiate Education (CCNE), as well as the Ohio Board of Nursing. Initial reports indicate that both visits went well with more detail coming late in the 2015-16 academic year. However, all can take pride in our overall NCLEX pass rate for our pre-licensure programs which now stands at over 90 percent.

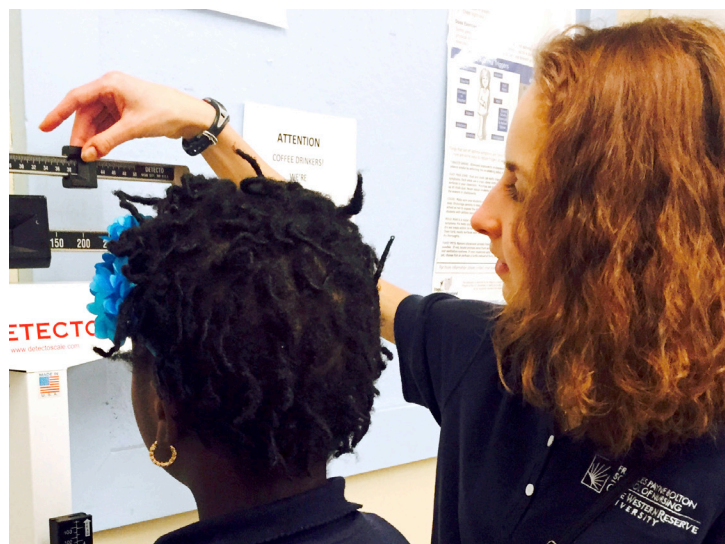
At the same time, the school finalized its efforts to join the Health Education Campus in partnership with Cleveland Clinic. Excitement for the project continues to build with the opening of the new flight nursing simulation helicopter which will eventually be housed at the HEC.

These are just a few of the school's many achievements which are described in more detail inside this report. None of which would have been possible without the hard work and support of the school's faculty, staff, students, alumni and friends, for which I am grateful.

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

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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.

Academic Affairs

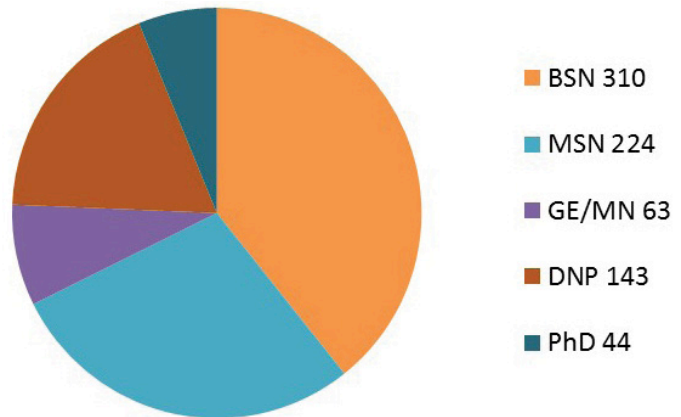
Mary F. Terhaar, DNSc, RN

Associate Dean for Academic Affairs and Professor

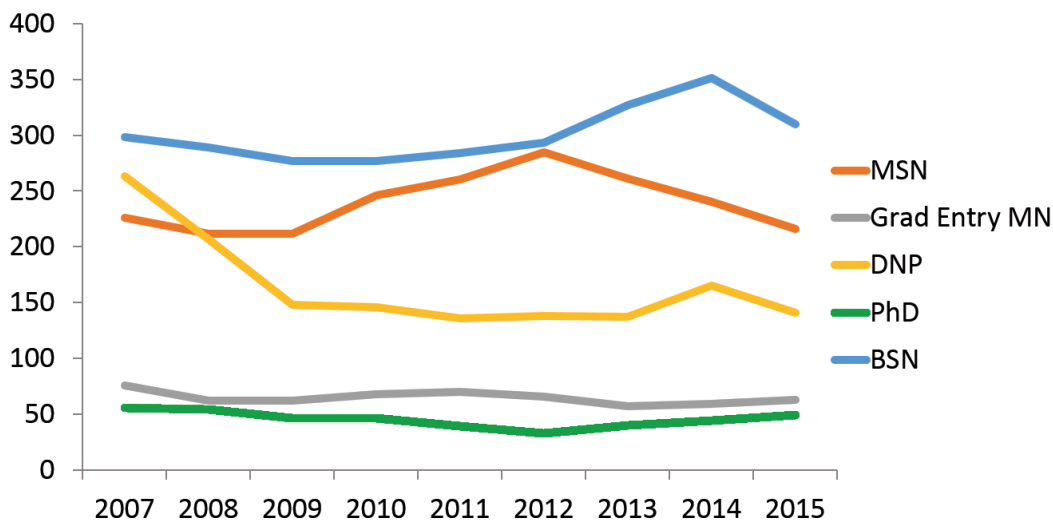
Executive Summary

A total of 789 students were enrolled for the Fall 2015 semester, which includes an increase in the Graduate Entry Nursing (MN) and PhD programs. Enrollment in the BSN, MSN and DNP programs decreased.

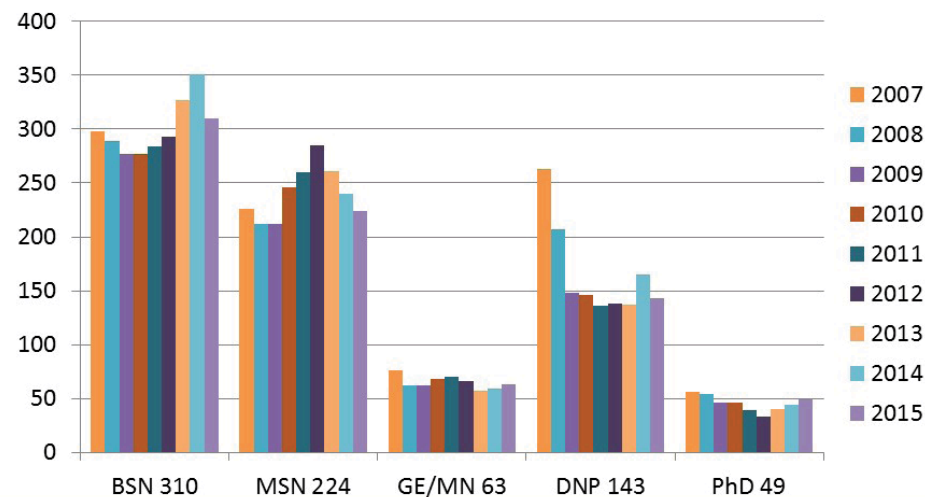
Fall 2015 Total



FPB Enrollment Trends: Fall 2007 to Fall 2015



Number of Students (N = 789)



Academic Affairs, *continued*

Student Diversity

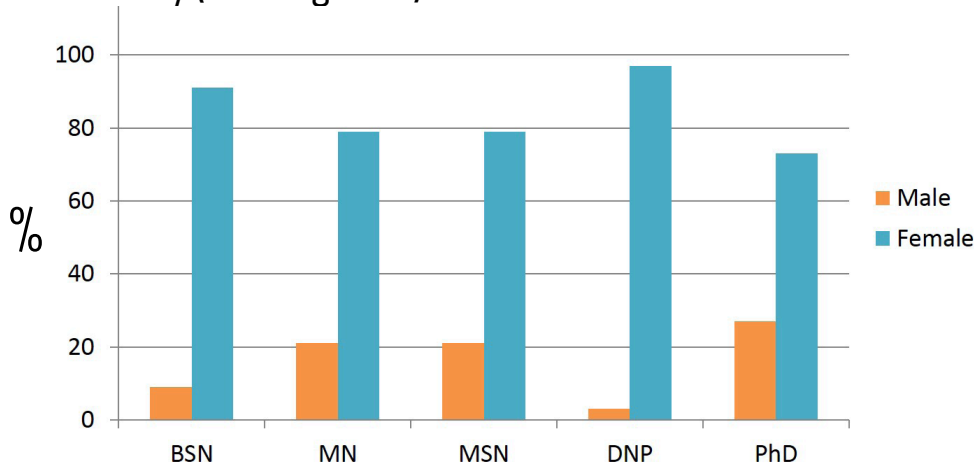
Approximately 27.3% of our entire student body self-report as representing a minority, with 6.3% unreported. This is an increase from last year's 24.7%. It is above the national average of 26.5%.

By program, our student diversity stands at 34% for the BSN program compared to a 26.9% national average; 17% for MSN v. 26.6%; 19% for DNP v. 22%; and 40% for PhD v. 24.7%.

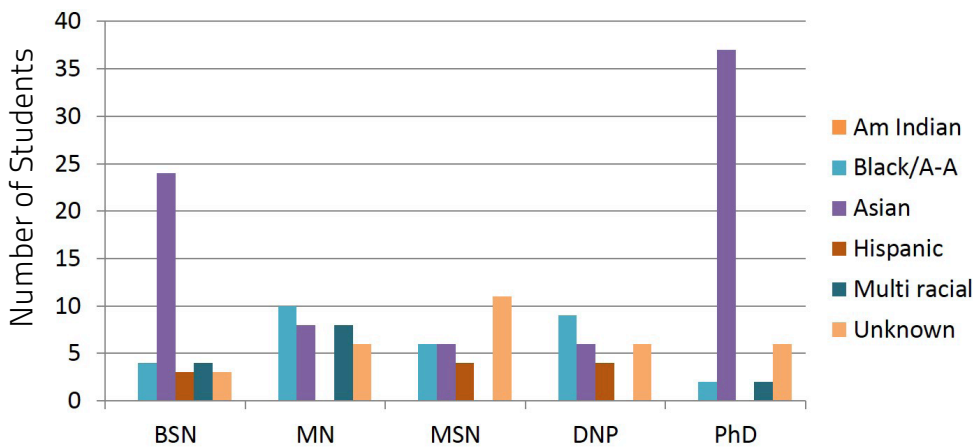
In addition, 13% of our overall student body are male. Our BSN program is 8% male v. the 11.4% national average, while our MSN program is 20% male v. the 9.9% national average.



Diversity (All Programs)—Male Students: 13%

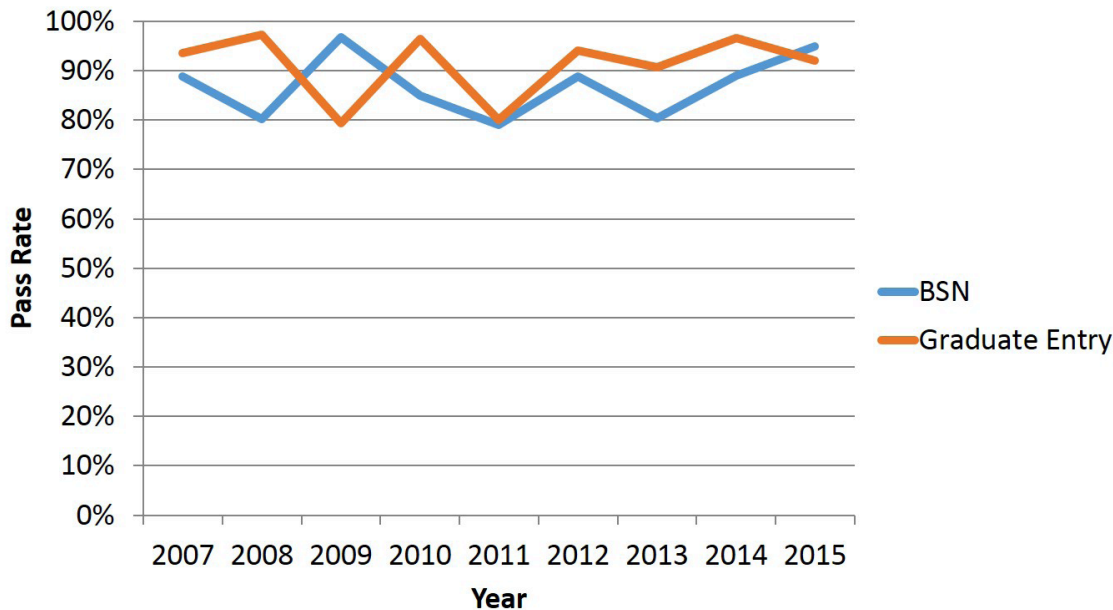


Diversity (All Programs)—Ethnicity and Race: 27.3%



Academic Affairs, *continued*

NCLEX BSN/Grad Entry Pass Rate



Support for Students

Nurse Faculty Loan Program

- \$2.9 million HRSA grant provides 85% loan forgiveness for graduate students, who later teach nursing

Legacy Fellows Program

- Currently there are 16 Legacy Fellows
- Five additional Legacy Fellows have been moved to T-32 grant support, and six have donor-supported fellowships.
- Fellows receive full tuition support and education stipends and experience working as a member of an active research team

Helene Fuld Foundation for scholarships for the MN Program

- Currently there are four recipients in the Graduate Entry Nursing program
- \$37,500 in grants the first year. \$131,250 in support for the second & third year.

Nurse Anesthetist Traineeship Program

- \$40,721 in grants for nurse anesthesia graduate students.

May 2015 Graduates



A total of 138 nursing degrees were awarded in May 2015. The breakdown is as follows:

- 66 BSN
- 27 MN
- 14 MSN
- 30 DNP
- 1 PhD

Academic Affairs, *continued*

Curricular Innovations

Dedicated Education Unit at UH/Case Medical Center

- A hybrid clinical experience for the Graduate Entry Nursing program with part of their clinical time with the clinical instructor and part of their clinical time with a UH unit-based preceptor.
- New model for DEUs, developed in Cleveland. After being piloted in spring 2014, the model was expanded to additional units at UH/Case Medical Center.

Flight Nursing Helicopter Simulator

- State-of-the-art flight nursing helicopter simulator was donated and installed by Redbird Flight Simulations and Hartzell Propeller, Inc.
- The new flight nursing helicopter simulator at Case Western Reserve University is the first in the country dedicated to training health professionals, and part of the Dorothy Ebersbach Academic Center of Flight Nursing.

First Acute Care Ped NP Cohort Graduated

- 7 students dual certified in primary and acute care.
- All passed primary PNP certification.
- 5 of the 7 already have positions at graduation.



Academic Affairs, *continued*



U.S. News and World Report released new rankings for graduate-level health care education programs in March 2015.* The Frances Payne Bolton School of Nursing is currently ranked #17 in the country and #1 in Ohio.

A number of our individual graduate programs also are nationally ranked.

National Graduate Program Rankings

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

Top Graduate School in Ohio

- #1 Case Western Reserve University (#17)**
- #2 Ohio State University (#22)
- #3 University of Cincinnati (#54)
- #4 Xavier University (#98)
- #5 Wright State University (#110)
- #6 University of Toledo (#137)
- #7 Mount St. Joseph University (#165)
- #8 Cleveland State University (#171)

Individual Graduate Program Rankings

- #8 Nurse Practitioner: Adult / Gerontological Nursing, Acute Care (2015)
- #8 Nurse Anesthesia (2015)
- #13 Nurse Midwifery (2015)
- #14 Nurse Practitioner: Adult / Gerontological Nursing, Primary Care (2015)

Other Rankings

FPB is ranked 14th in the nation among Schools of Nursing for its total NIH funding, up from #22 the previous year.

** For the first time, these rankings are based on quantitative data, in addition to peer assessments.*

Research

Shirley M. Moore, RN, PhD, FAAN

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

Executive Summary

During FY 2015, 53 research and training grants were submitted to internal and external sponsors including federal agencies and private foundations. Of these, 42 were research grants (18 Federal and 24 non-Federal). Thirteen R01s were submitted and 11 training grants were submitted. A total of 18 research and training grants were received (13 research grants and 5 training grants). Eighteen grants are still pending.

Faculty Productivity indicates that 28% of the faculty at the assistant to full professor level were conducting externally funded research; 19% served on grant review panels; 72% had at least one published manuscript, and 77% had their work cited. Across all levels of faculty, 50% published at least one manuscript and 30 faculty received a total of 48 awards.

The Postdoctoral program remains strong with 6 funded research postdoctoral fellows. Two undergraduate nursing students received SOURCE funding for summer research projects and 8 undergraduate students worked on 6 research projects. In this past year, a system was implemented to collect metrics regarding number of undergraduate students participating on research projects.



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 2015 to the School of Nursing are listed below.

Faculty	Grant Title	Amount	Source
Jaclene Zauszniewski, PhD	Nurse Faculty Loan Program	\$2,936,106	HRSA
Ronald Hickman, PhD	"A Clinical Trial of Decision Support for End of Life Care Among Surrogate Decision Makers of the Chronically Critically Ill"	\$2,482,731	NIH/NINR R01 Grant
Shirley Moore, PhD	"Multiple Chronic Conditions: Interdisciplinary/Nurse Scientist Training"	\$1,792,131	NIH/NINR R01 Grant
Elizabeth Madigan, PhD	"Bridges to the Doctorate in Nursing for Northeastern Ohio"	\$1,145,410	NIH/NIGMS R25r
Matthew Plow, PhD	Evaluating the Effects of Physical Activity & Fatigue	\$287,941	National Multiple Sclerosis Society
Chao-Pin Hsiao, PhD	"Mitochondrial Bioenergetic Mechanism of Cancer-Related Fatigue"	\$272,970	NIH/NINR K01r
Shirley Moore, PhD	"Understanding the Neurobiological Mechanisms of Self-Management Science"	\$164,249	NIH/NINR P30 Admin Supplement
Shirley Moore, PhD and Lenette Jones, PhD	"Brain and Hormonal Biomarkers Associated with Self-management Information Behaviors"	\$157,543	NIH/NINR Minority Supplement for P30 Grant
Rebecca Darrah, PhD	Angiotensin Signaling as a Therapeutic Target for CF Pulmonary Disease."	\$130,000	Gilead Sciences Research Scholars Program
Sonya Moore, MSN	Nurse Anesthetist Traineeship Program	\$40,721	HRSA

Research, *continued*

Summary of Grant Activity (FY2015)

	#	\$
Total Grants Submitted	53	\$53,536,868
▪ Grants Pending	18	\$18,484,684
▪ Grants Received*	18	\$8,768,713
Federal Research Grants Submitted	23	\$47,296,369
Federal Research Grants Received	3	\$4,566,162
Foundation Research Grants Submitted	24	\$1,094,766
Foundation Research Grants Received	11	\$909,751
Training Grants Submitted	6	\$5,145,734
Training Grants Received	4	\$3,292,800

*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 = 25	12	48
▪ Non-Tenure Track (asst. to full professor) n = 28	3	11
Faculty principal investigators on funded training grants		
▪ Tenured & Tenure Track (asst. to full professor) n = 25	3	12
▪ Non-Tenure Track (asst. to full professor) n = 28	3	11
Faculty Awards**		
▪ Tenured & Tenure Track (asst. to full professor) n = 25	14 (24 awards)	56
▪ Non-Tenure Track (asst. to full professor) n = 28	9 (13 awards)	32
▪ Non-Tenure Track (instructors) n = 37	7 (11 awards)	19
Published Manuscripts***		
▪ Tenured & Tenure Track (asst. to full professor) n = 25	19 (123 pubs)	76
▪ Non-Tenure Track (asst. to full professor) n = 28	19 (47 pubs)	68
▪ Non-Tenure Track (instructors) n = 37	7 (12 pubs)	19
Citations		
▪ Tenured & Tenure Track (asst. to full professor) n = 25	23 (848 citations)	92
▪ Non-Tenure Track (asst. to full professor) n = 28	18 (382 citations)	64
▪ Non-Tenure Track (instructors) n = 37	4 (29 citations)	11

*PIs on externally funded grants

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

***Manuscripts that appeared in print during the 2014 calendar year. The number of publications reflects only those manuscripts in print, not those submitted for consideration or in press. This includes referenced journal articles, book chapters, commentaries, editorials, and electronic publications.

Research, *continued*

Future Directions

To continue its legacy of excellence in nursing research as the overall #17 nursing school by *US News and World Report*, the Frances Payne Bolton School of Nursing is focused on several key goals:

- Expand our research portfolio to include more foundation and industry research
- Increase our collaborative research with clinical and campus-wide partners
- Nurture early-stage investigators
- Increase the number of undergraduate students participating on research projects
- Provide more education for faculty and staff regarding research issues
- Formulate a Research Advisory Committee



Alumni Relations & Development

Vicki Stouffer, MBA, CFRE

Associate Dean for Development

Executive Summary

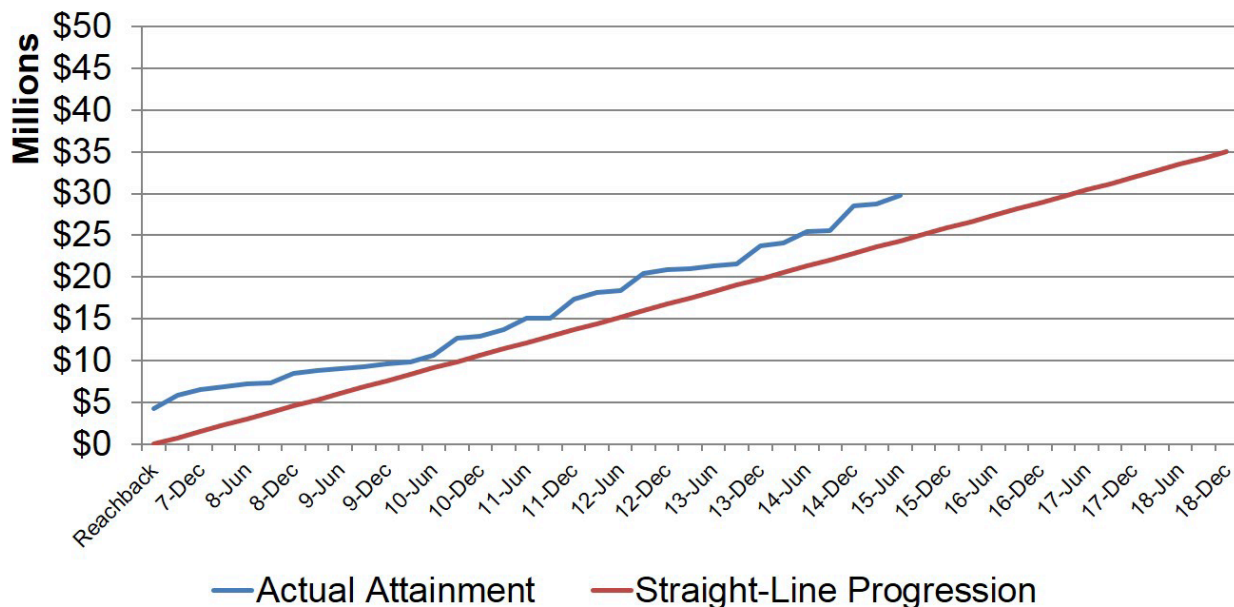
Through the university's \$1 billion Forward Thinking campaign, the Frances Payne Bolton School of Nursing will secure funding to upgrade physical space, support student scholarships, and attract and retain nurse scientists and leaders.

FY2015 had the highest level of annual fund giving in the School of Nursing's recent history. Campaign attainment (\$4,414,000) was a \$133,000 increase over the previous fiscal year. This contributed to a \$29.8 million in total campaign attainment or 85% of our \$35 million goal.

FPB Campaign Goals

Area of Support	Goal	As of 6/30/15
Capital	\$10.0 million	\$4,227,300
Faculty	\$8 million	\$7,112,500
Scholarships	\$5 million	\$6,247,900
Programs	\$9 million	\$9,488,200
Annual Fund	\$3 million	\$2,687,100
Total	\$35 million	\$29,763,000

Campaign Progress to Goal



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.

Key Accomplishments

- Four MOUs in progress: Tung Wah College, Hong Kong; Cairo University, Egypt; Alexandria University, Egypt; University of Dammam, Saudi Arabia
- Ten exchange students visited from the University of Hong Kong, and The National University of Ireland, Galway.

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

- Joachim G. Voss, PhD, ACRN, FAAN was hired as new leadership for the Center.
- Provided funding support for an international graduate student

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

- The 21st Florence Cellar Conference on Aging, "From Here to There and There to Here: Navigating Care Transitions Across the Continuum," was held April 17, 2015.



- The conference included keynote speaker, Mary Naylor, PhD, RN, FAAN, the Marian S. Ware Professor of Gerontology and Director of New Courtland Center for Transitions & Health, University of Pennsylvania School of Nursing.

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

- Two new grants and 53 publications from school of nursing faculty have directly addressed self-management during 2015.
- The FIND Lab continues to provide services for the entire CWRU research community regarding inclusion of persons with disabilities in research and is listed as a core facility of the CTSA.

Dorothy Ebersbach Academic Center for Flight Nursing

Serves as part of the MSN program's Adult-Gerontology Acute Care Nurse Practitioner Flight Nursing subspecialty. 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

- Successfully installed flight nursing helicopter simulator with Redbird Flight Simulations of Texas.
- Coordinated first Ebersbach Summit: From Tidal Waves to Terrorism. Speakers included Andrea Robertson, President & CEO of STARS & STARS Foundation; Kimberlie A. Biever, LTC, AN, Chief of Critical Care Nursing Services, San Antonio Military Medical Center; and Ivan Ortega Deballon, Flight NP, LLB, MSc, Universidad de Alcala de Henares.
- Participants of Flight Nursing Summer Camp FY2015 gathered from across the United States. This year's disaster drill was on the Case Western Reserve campus.

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

- Funding secured from 2 foundations (\$65,000).
- Four publications and 14 presentations were provided by School of Nursing faculty in the QSEN Institute.
- Coordinated the 6th National QSEN Forum on May 26-28 2015 in San Diego, Calif. Attendance was 400.
- Co-sponsored the Florence Cellar Conference on Aging and provided a quality and safety track with 2 national speakers. Co-sponsorship of the Academy for Health Care Improvement Conference.
- Developed 2 Continuing Education Activities: MOOC Take the Lead on Healthcare Quality (Fall, 2014) with attendance 5751 and Summer 2015; and Foundations of Data for Quality and Safety (Launch date August 1, 2015).
- Innovations in Professional Nursing Education Award from the American Colleges of Nursing for the Academic Medical Center category.
- Student Involvement (sponsored 2 students to the National Telluride conference, facilitated 14 DNP practicums in Quality and Safety Leadership).

Budget and Facilities 2014-2015

Susan Frey, MAFIS

Assistant Dean of Finance and Administration

Executive Summary

Total revenues at the Frances Payne Bolton School of Nursing are \$26,044,000. With expenses at \$26,054,000, \$10,000 had to be pulled in from our reserves.

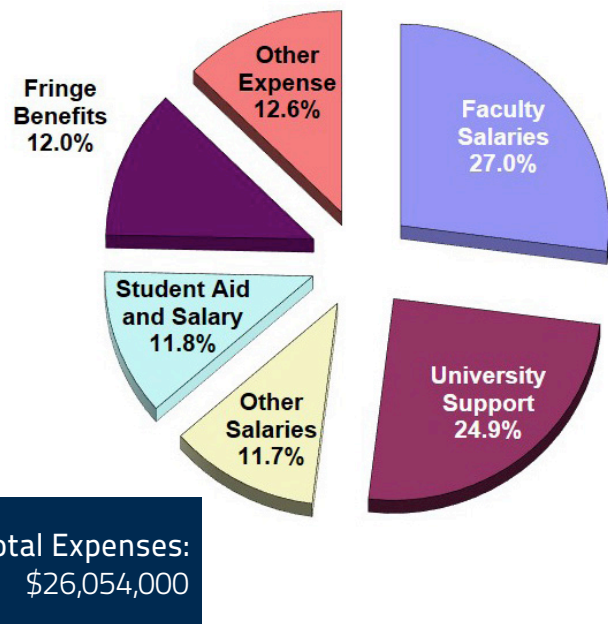
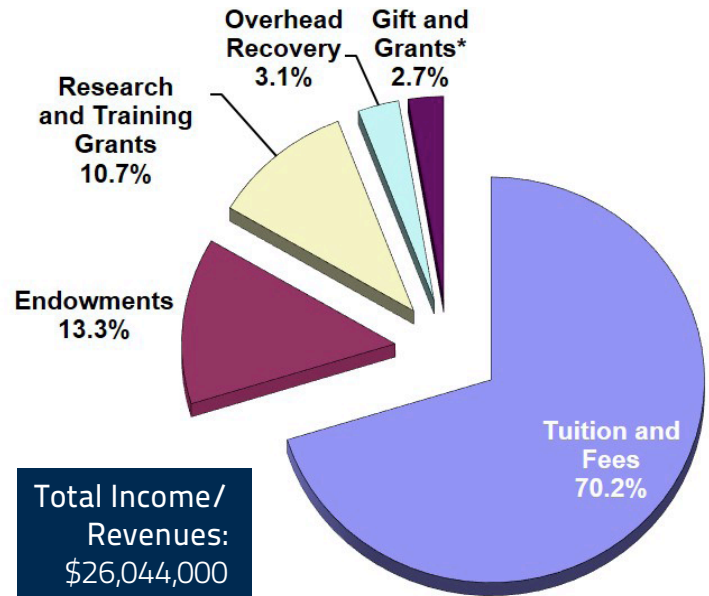
The revenue breakdown is as follows:

- 70.2% tuition and fees
- 10.7% research and training grants
- 13.3% endowments
- 3.1% overhead recovery
- 2.7% gifts and grants

For expenses:

- 27.0% faculty salaries
- 24.9% university support
- 11.7% other salaries
- 12.0% fringe benefits
- 12.6% other expenses
- 11.8% student aid and salaries

2014-2015 Budget: Operating Results

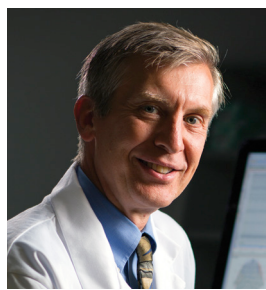


Faculty Highlights

- **Christopher Burant, PhD**, assistant professor, received the John S. Diekhoff Award for Distinguished Graduate Student Teaching from Case Western Reserve University
- **Michael J. Decker, PhD, RN, RRT, Diplomate ABSM**, associate professor, received an award from the Clinical & Translational Science Collaborative at CWRU for "Biologic Determinants of Exercise-Mediated Symptom Reduction in Chronic Fatigue."
- **Mary A. Dolansky, PhD, RN**, associate professor, received an award for "A Hidden Safety Resource: Family Caregiver Participation in Medication Reconciliation Across Care Transitions," from the Hartford Change AGENTS Initiative
- **Donna Dowling, PhD, RN**, professor, received the Distinguished Service in Neonatal Nursing Award from The National Association of Neonatal Nurses
- **Evelyn G. Duffy, DNP, AGPCNP-BC, FAANP**, associate professor, received an award for Transforming Chronic Disease Management Practice in the Skilled Nursing Centered Clinical Decision Support from the Hartford Change AGENTS Initiative.
- **Ronald Hickman, PhD, RN, ACNP-BC**, associate professor, became a Fellow of the American Academy of Nursing
- **Evanne Juratovac, PhD, RN, GCNS-BC**, assistant professor, received an Alumni Legacy Award from the University of Cincinnati College of Nursing and Health.
- **Kelly McConnell, DNP, AG-ACNP, MSN, RN**, received an ITS Active Learning Fellowship from Case Western Reserve University
- **Gretchen Mettler, PhD, CNM**, assistant professor and director of the nurse midwifery program was named Chair of the Board of Review for the Accreditation Commission for Midwifery Education.
- **Mary Terhaar, RN, DNSc**, associate dean, Academic Affairs, became a Fellow of the American Academy of Nursing
- **Allison Webel, PhD, RN**, assistant professor, received an ACES+ ADVANCE Opportunity Grant from Case Western Reserve for "Improving Exercise and Cardiometabolic Fitness in HIV-Infected Adults: Dissemination of Findings."



Burant



Decker



Dolansky



Dowling



Duffy



Hickman



McDonald



Mettler



Terhaar



Webel

Faculty and Staff Changes

New Faculty through Fall 2015

Beverly Capper, MSN, RNC-NIC	Instructor and BSN/MN site coordinator
Katharine Chapman, MSN, CPNP-PC, FNP-BC	Instructor, MSN Program
David Kaniecki, MSN, RN, ACNP-C, CCRN	Instructor & co-director of the flight nursing program
Susan Painter, DNP, RN	Instructor, MSN Program
Mary Terhaar, DNSc, RN, FAAN	Associate Dean for Academic Affairs
Joachim Voss, PhD, ACRN	Professor, Director of the Sarah Cole Hirsh Institute

New Staff

Eric Blackstone	Research Assistant
Kristi Lehmer	Director, Office of Recruitment and Enrollment Management
Lauren Maziarz	Assistant Director, Special Events and Stewardship
Margaret Roudebush	Assistant Dean, Research Administration
Wanda Scott	Director, Development
Tanya Smith	Administrative Assistant, Research
Judith Weiss	Registrar

Faculty Promotions

Celeste Alfes, DNP, RN	Associate Professor
Amy Bieda, PhD, RN	Director, BSN Program
Sara Douglas, PhD, RN	Assitant Dean, Research; Professor
Donna Dowling, PhD, RN	Professor
Mary Quinn Griffin PhD, RN, FAAN	Professor
Ron Hickman, PhD, RN, FAAN	Associate Professor
Jesse Honsky, MSN, MPH, RN, APHN-BC	Assistant Director, BSN Program
Debbie Lindell, DNP, RN, CNE, ANEF	Associate Professor
Andrew Reimer, PhD, RN	Assistant Professor

Staff Promotions

Barbara Boveington-Molter	Research Assistant III on Dr. Douglas' grant "Factors Influencing Cancer Care Decisions."
Sally Garrett Karyo	Assistant Director, Center for Research and Scholarship

Departures

Retirements

Joan Koesterer, MBA, RN	Instructor
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Honors and Awards

Faculty/Staff	Award	Organization
Christopher Burant	John S. Diekhoff Award for Distinguished Graduate Student Teaching	Case Western Reserve University
Rebecca Darrah	"Angiotensin Signaling as a Therapeutic Target for CF Pulmonary Disease."	Gilead Sciences Research Scholars Program
Michael Decker	"Biologic Determinants of Exercise-Mediated Symptom Reduction in Chronic Fatigue."	Clinical & Translational Science Collaborative at CWRU
Laura Distelhorst	"Pediatric Nurses' Knowledge of Toxic Chemical Flame Retardants"	Ohio Nurses Foundation
Mary Dolansky	"A Hidden Safety Resource: Family Caregiver Participation in Medication Reconciliation Across Care Transitions"	Hartford Change AGENTS Initiative
	Grant award for Transforming Out-Patient Care (TOPC) Center of Excellence	VA Office of Academic Affiliations
Donna Dowling	Distinguished Service in Neonatal Nursing Award	National Association of Neonatal Nurses
Evelyn Duffy	"Transforming Chronic Disease Management Practice in the Skilled Nursing Centered Clinical Decision Support"	Hartford Change AGENTS Initiative
Ronald Hickman	R01 Research Grant	National Institute Nursing Research, National Institutes of Health
	Fellow	American Academy of Nursing
	Fellow and Distinguished Practitioner	National Academies of Practice in the Nursing Academy
Chao-Pin Hsiao	"Mitochondrial Bioenergetics Mechanism of Cancer-Related Fatigue"	National Institute of Nursing Research, National Institutes of Health
Molly Jackson	2014-2016 Jonas Scholar	American Association of Colleges of Nursing
Evanne Juratovac	Alumni Legacy Award	University of Cincinnati College of Nursing and Health
	Funding for "Delirium Education and Evaluation Program (DEEP): Using Service Learning to Teach Nursing Students and Family Caregivers of Older Adults about Delirium Recognition and Prevention"	Sigma Theta Tau International, Alpha Mu Chapter
Elizabeth Madigan	R25 Research Education Grant	National Institute of General Medical Sciences, National Institutes of Health
Kelly McConnell	ITS Active Learning Fellowship	Case Western Reserve University
Gretchen Mettler	Chair of the Board of Review	Accreditation Commission for Midwifery Education

Honors and Awards, *continued*

Faculty/Staff	Award	Organization
Shirley Moore	"Multiple Chronic Conditions: Interdisciplinary Nurse Scientist Training"	National Institute of Nursing Research, National Institutes of Health
	"Understanding the Neurobiological Mechanisms of Self-Management Science"	National Institute of Nursing Research, National Institutes of Health P30 Admin Supplement
Shirley Moore & Lenette Jones	"Brain and Hormonal Biomarkers Associated with Self-management Information Behaviors"	National Institute of Nursing Research, National Institutes of Health Minority Supplement for P30 Grant
Sonya Moore	Funding for the Nurse Anesthetist Traineeship Program	Health Resources and Services Administration
Matthew Plow	Evaluating the Effects of Physical Activity & Fatigue	National Multiple Sclerosis Society
Stephanie Steiner	Katz-Mason Award	Air & Surface Transport Nurses Association
	Voted to the Board of Directors	Air & Surface Transport Nurses Association
Mary Terhaar	Fellow	American Academy of Nursing
Allison Webel	"Social Capital and Self-Management in HIV+ Women" ACES+ ADVANCE Opportunity Grant	Midwest Nursing Research Society Case Western Reserve University
Kathy Wright	Dissertation Award	Gerontological Nursing Science Research Interest Group at the Midwest Nursing Research Society
Jaclene Zauszniewski	Funding for the Nurse Faculty Loan Program	Health Resources and Services Administration
Amy Y. Zhang	Distinguished Researcher Award	Pain and Symptom Management Research Section of the Midwest Nursing Research Society



Faculty Publications, January 1 - December 31, 2014

Celeste M. Alfes, DNP, MSN, RN
Associate Professor; Director of the Learning Resource Center

Alfes, C. M., Conrad, M., Sullivan-Mann, J., Ford, C., Weaver, A. (2014). In L. Caputi (Ed.), *The journey of transitioning to a simulation nurse leader in Ohio in Innovations in Nursing Education: Building the Future of Nursing* (vol. 2). Washington, DC.

Alfes, C. M., Aronson, B., Bethards, M., Chesney, T., DeLuna, R., Newton, R., Weaver, A. (2014). NLN's simulation leaders give SIRCS bibliography site a makeover. *Nursing Education Perspectives*, 35(5), 340-341. doi: 10.5480/12-906.1.

Alfes, C. M., Manacci, C. F. (2014). Taking simulation to new Heights: Designing a flight simulation center. *Clinical Simulation in Nursing*, 10(9), 442-445.

Margaret A. Bobonich, DNP, FNP-C, DCNP, FAANP
Assistant Professor

Bobonich, M. A., Nolan, M. (2014). *Dermatology for Advanced Practice Clinicians*. Lippincott Williams & Wilkins.

Christopher J. Burant, PhD, MACTM
Assistant Professor

Johnson, K. D., Winkelman, C., Burant, C. J., Dolansky, M., Totten, V. (2014). The factors that affect the frequency of vital sign monitoring in the emergency department. *Journal of Emergency Nursing*, 40(1), 27-35. doi: 10.1016/j.jen.2012.07.023.

Lee, C. A., Li, G., Patel, M. D., Petrash, J. M., Benetz, B. A., Vennstra, A., Amengual, J., von Lintig, J., Burant, C. J., Tang, J., Kern, T. S. (2014). Diabetes-induced impairment in visual function in mice: Contributions of p38 MAPK, RAGE, Leukocytes, and Aldose Reductase. *Investigative Ophthalmology & Visual Science*, 55(5), 2904-10. doi: 10.1167/iovs.13-11659

Bernhofer, E. I., Higgins, P. A., Daly, B. J., Burant, C. J., Hornick, T. R. (2014). Hospital lighting and its association with sleep, mood and pain in medical inpatients. *Journal of Advanced Nursing*, 70(5), 1164-73. doi: 10.1111/jan.12282.

Zauszniewski, J. A., Musil, C. M., Burant, C. J., Standing, T. S., Au, T.-Y. (2014). Resourcefulness training for grandmothers raising grandchildren: establishing fidelity. [SAGE: Best Faculty Paper Award]. *Western Journal of Nursing Research*, 36(2), 228-44. doi: 10.1177/0193945913500725.

Zauszniewski, J. A., Musil, C. M., Burant, C. J., Au, T.-Y. (2014). Resourcefulness training for grandmothers: preliminary evidence of effectiveness. *Research in Nursing & Health*, 37(1), 42-52. doi: 10.1002/nur.21574.

Kim, H., Higgins, P. A., Canaday, D. H., Burant, C. J., Hornick, T. R. (2014). Frailty assessment in the geriatric outpatient clinic. *Geriatrics Gerontology International*, 14(1), 78-83. doi: 10.1111/ggi.12057.

Elizabeth R. Click, ND, RN, CLE, CWP
Assistant Professor

Click, E. R. (2014). Tapping the leadership skills of nursing faculty: The benefits of volunteering for committees in academia. *Nurse Leader*, 12(6).

Fardellone, C., Musil, C. M., Smith, E., Click, E. R. (2014). Leadership behaviors of frontline staff nurses. *Journal of Continuing Education in Nursing*, 45(11), 506-13. doi: 10.3928/00220124-20141023-05.

Sandal, C. L., Click, E. R., Dowling, D. A., Guzik, A. (2014). The decision-making process of workers in using sick time. *Workplace Health & Safety*, 62(8), 318-24. doi: 10.3928/21650799-20140708-03.

Faculty Publications, *continued*

Ross, E. J., Fitzpatrick, J. J., Click, E. R., Krouse, J. H., Clavelle, J. T. (2014). Transformational leadership practices of nurse leaders in professional nursing associations. *Journal of Nursing Administration*, 44(4), 201-6. doi: 10.1097/NNA.000000000000058.

Margaret Contrera, MSN, CRNA

Instructor, Cleveland Clinic Foundation/Frances Payne Bolton School of Nursing

Contrera, M. A., Patterson, M., Cushing, M. (2014). Anesthesia for cardiac surgery. In J. Nagelhout & K. Plaus (Eds.), (Ed.), *Nurse Anesthesia* (5th ed., pp. 510-560). St. Louis, Missouri: Elsevier.

Barbara J. Daly, PhD, RN, FAAN

The Gertrude Perkins Oliva Professor in Oncology Nursing

Reimer, A. P., Daly, B. J. (2014). Ethical considerations for conducting a randomized controlled trial in transport. *Air Medical Journal*, 33(6), 274-9. doi: 10.1016/j.amj.2014.06.009.

Daly, B. J., Gokhale, S., Ramos-Estebanez, C. (2014). Clinical and ethical judgment (A profound dilemma). *Neurology*, 83(15), 1369-1371. doi: 10.1212/WNL.0000000000000875. <http://www.neurology.org/content/83/15/1369>

Douglas, S. L., Daly, B. J. (2014). Effect of an integrated cancer support team on caregiver satisfaction with end-of-life care. *Oncology nursing forum*, 41(4), E248-55. doi: 10.1188/14.ONF.E248-E255.

Weise, K. L., Daly, B. J. (2014). Exploring accountability of clinical ethics consultants: practice and training implications. *The American journal of bioethics : AJOB*, 14(6), 34-41. doi 10.1080/15265161.2014.900140.

Bernhofer, E. I., Higgins, P. A., Daly, B. J., Burant, C. J., Hornick, T. R. (2014). Hospital lighting and its association with sleep, mood and pain in medical inpatients. *Journal of Advanced Nursing*, 70(5), 1164-73. doi: 10.1111/jan.12282.

Slomka, J., Prince-Paul, M. J., Webel, A. R., Daly, B. J. (2014). How do persons living with HIV and other chronic conditions perceive palliative care? *Journal of Pain and Symptom Management*. (2nd ed., vol. 47, pp. 463).

Rebecca Darrah, PhD

Assistant Professor

Gao, Y., Goodnough, C., Erokwu, B., Farr, G., Darrah, R. J., Lu, L., Dell, K., Yu, X., Flask, C. (2014). Arterial spin labeling-fast imaging with steady-state free precession (ASL-FISP): a rapid and quantitative perfusion technique for high-field MRI. *NMR Biomed*, 27(8), 996-1004.

Darrah, R. J., Spilker, T., Leber, A. L., Marcon, M. J., Newton, D. W., Vandamme, P., Lipuma, J. J. (2014). A simplified sequence-based identification scheme for bordetella reveals several putative novel species. *Journal of Clinical Microbiology*, 52(2), 674-7. doi: 10.1128/JCM.02572-13.

Langfelder-Schwind, E., Karczeski, B., Strecker, M., Redman, C., Zaleski, C., Sugarman, E., Brown, T., Keiles, S., Ghate, S., Powers, A., Darrah, R. J. (2014). Molecular testing for cystic fibrosis carrier status practice guidelines: Recommendations of the National Society of Genetic Counselors. *Journal of Genetic*, 23(1), 5-15. doi: 10.1007/s10897-013-9636-9.

Faculty Publications, *continued*

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

Decker, M. J., Strohl, K.P. (2014). In Kingman P. Strohl (Ed.), Diagnostic testing, in: Competencies in sleep medicine. Springer.

Puzerey, P. A., Decker, M. J., Galan, R. F. (2014). Elevated serotonergic signaling amplifies synaptic noise and facilitates the emergence of epileptiform network oscillations. *Journal of neurophysiology*, jn.00031.2014. doi: 10.1152/jn.00031.2014.

Decker, M. J., Helvig, A. (2014). Omega 3 fatty acids and the brain: implications for nursing practice. *British Journal of Neuroscience Nursing*, 10(1), 267-76.

Marguerite DiMarco, PhD, RN, CPNP
Associate Professor

Biordi DL, Heitzer M, Mundy E, DiMarco M, Thacker S, Taylor E, Huff M, Marino D, Fitzgerald K. (2014). Expanding oral health preventative services for young children: A successful interprofessional model. *Journal of Allied Health Article*, 43(1), e5-9.

Laura Distelhorst, MSN, RN
Instructor

Distelhorst, L. (2014). Congressman should avoid chemical bill. *Ironton Tribune*. <http://www.irontontribune.com/2014/03/28/congressman-should-avoid-chemical-bill/>

Distelhorst, L. (2014). We need legislation protecting our children from toxins. *Salem News*.

Mary A. Dolansky, PhD, RN
Associate Professor

Dolansky, M. (2014). In A. S. Maisel & G. S. Filippatos (Eds), *Heart Failure: The Expert's Approach* (Ed.), Heart failure in the nursing home setting. Philadelphia, PA: Jaypee Brothers Medical.

Johnson, K. D., Winkelman, C., Burant, C. J., Dolansky, M., Totten, V. (2014). The Factors that Affect the Frequency of Vital Sign Monitoring in the Emergency Department. *Journal of Emergency Nursing*, 40(1), 27-35. doi: 10.1016/j.jen.2012.07.023.

Hand, R., Dolansky, M., Hanahan, E., Tinsley, N. (2014). Quality Comes Alive: An Interdisciplinary Student Team's Quality Improvement Experience in Learning by Doing—Health Care Education Case Study. *Quality Approaches in Higher Education*, 5(1), 26-32.

Levin, J. B., Peterson, P. N., Dolansky, M., Boxer, R. S. (2014). Health literacy and heart failure management in patient-caregiver dyads. *Journal of Cardiac Failure*, 20(10), 755-61. doi: 10.1016/j.cardfail.2014.07.009.

Singh, M. K., Ogrinc, G., Cox, K. R., Dolansky, M., Brandt, J., Morrison, L. J., Harwood, B., Petroski, G., West, A., Headrick, L. A. (2014). The Quality Improvement Knowledge Application Tool Revised (QIKAT-R). *Academic medicine : journal of the Association of American Medical Colleges*, 89(10), 1386-91.

Hawkins, M. A., Gathright, E. C., Gunstad, J., Dolansky, M., Redle, J. D., Josephson, R., Moore, S. M., Hughes, J. W. (2014). The MoCA and MMSE as Screeners for Cognitive Impairment in a Heart Failure Population: A Study with Comprehensive Neuropsychological Testing. *Heart Lung*, 43(5), 462-8. doi: 10.1016/j.hrtlng.2014.05.011.

Goldstein, C. M., Gathright, E. C., Dolansky, M., Gunstad, J., Sterns, A., Redle, J. D., Josephson, R., Hughes, J. W. (2014). Randomized controlled feasibility trial of two telemedicine medication reminder systems for older adults with heart failure. *Journal of telemedicine and telecare*, 20(6), 293-9. doi: 10.1177/1357633X14541039.

Faculty Publications, *continued*

Brennan, C., Olds, D. M., Dolansky, M., Estrada, C. A., Patrician, P. A. (2014). Learning by doing: observing an interprofessional process as an interprofessional team. *Journal of interprofessional care*, 28(3), 249-51. doi: 10.3109/13561820.2013.838750.

Hawkins, Misty A W, Gunstad, J., Dolansky, M., Redle, J. D., Josephson, R., Moore, S. M., Hughes, J. W. (2014). Greater body mass index is associated with poorer cognitive functioning in male heart failure patients. *Journal of Cardiac Failure*, 20(3), 199-206. doi: 10.1016/j.cardfail.2013.12.014.

Dolansky, M., Shaefer, J. W., Gunstad, J., Moore, S. M., Redl, J., Josephson, J., Hughes, J. W. (2014). Cognitive function and health literacy in heart failure: The role of IQ. *Annals of Behavioral Medicine* (47th ed., pp. S15).

Gathright, E. C., Gunstad, J., Redl, J., Moore, S. M., Josephson, J., Dolansky, M., Hughes, J. W. (2014). Cognitive impairment does not predict quality of life in heart failure. *Annals of Behavioral Medicine*. (47th ed., pp. S15)

Hawkins, M. A., Shaefer, J. W., Gunstad, J., Fulcher, M., Dolansky, M., Josephson, J., Moore, S. M., Redl, J., Hughes, J. W. (2014). Cognitive profiles in heart failure: Intact, impaired, and memory impaired *Annals of Behavioral Medicine*. (47th ed., pp. S105).

Hughes, J. W., Gunstad, J., Shaefer, J. W., Redl, J., Josephson, J., Moore, S. M., Dolansky, M. (2014). Depression predicts impaired cognitive function in heart failure. *Annals of Behavioral Medicine*. (47th ed., pp. S15).

Hawkins, M. A., Gunstad, J., Moore, S. M., Redl, J., Josephson, J., Dolansky, M., Hughes, J. W. (2014). Greater body mass predicts poorer body function in male heart failure patients. *Annals of Behavioral Medicine*. (47th ed., pp. S106).

Sara L. Douglas, PhD, RN
Professor; Assistant Dean of Research

Douglas, S. L., Daly, B. J. (2014). Effect of an integrated cancer support team on caregiver satisfaction with end-of-life care. *Oncology nursing forum*, 41(4), E248-55. doi: 10.1188/14.ONF.E248-E255.

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

Sandal, C. L., Click, E. R., Dowling, D. A., Guzik, A. (2014). The decision-making process of workers in using sick time. *Workplace health & safety*, 62(8), 318-24. doi: 10.3928/21650799-20140708-03.

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

Duffy, E. G., Jones, E. (2014). Diabetes mellitus type I and II. In L. Kennedy-Malone, K.R. Fletcher & L. Plank (Ed.), *Advanced Practice Nursing in the Care of Older Adults*. Philadelphia: FA Davis.

Duffy, E. G. (2014). Fungal Infections. In L. Kennedy-Malone, K.R. Fletcher & L. Plank (Ed.), *Advanced practice nursing in the care of older adults*. Philadelphia: FA Davis.

Duffy, E. G. (2014). Psoriasis. In L. Kennedy-Malone, K.R. Fletcher & L. Plank (Ed.), *Advanced Practice Nursing in the Care of Older Adults*. Philadelphia: FA Davis.

Duffy, E. G. (2014). In L. Kennedy-Malone, K.R. Fletcher & L. Plank (Ed.), *Osteoporosis - endocrine and metabolic disorders*. In *Advanced Practice Nursing in the Care of Older Adults*. Philadelphia: FA Davis.

Faculty Publications, *continued*

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

Fitzpatrick, J. J. (2014). In Fitzpatrick, J. J. & McCarthy, G (Ed.), *Theory in nursing: Application to research and practice*. (Chapter 1: The discipline of nursing and Chapter 22: Summary and future directions). New York: Springer Publishing.

Leners, C. A., Sowers, R. A., Quinn Griffin, M. T., Fitzpatrick, J. J. (2014). Resilience and professional quality of life among military healthcare professionals. *Issues in Mental Health Nursing*, 35(7), 497-502. doi: 10.3109/01612840.2014.887164.

Modic, M. B., Siedlecki, S. L., Quinn Griffin, M. T., Fitzpatrick, J. J. (2014). Caring behaviors: Perceptions of acute care nurses and hospitalized patients with diabetes. *Journal of Patient Experiences*, 1(1), 28-32.

Porter, C., Vezina, M., McEvoy, M., Fitzpatrick, J. J. (2014). Developing a professional practice model. *Nurse Leader*, 12(4), 78-79, 83.

Porter, C., Cortese, M., Vezina, M., Fitzpatrick, J. J. (2014). Nurse caring behaviors following implementation of a relationship centered care professional practice model. *International Journal of Caring Sciences*, 7(3), 818-822.

Fitzpatrick, J. J. (2014). Succession planning for nurse faculty: Who will replace us? *Nursing Education Perspectives*. *Nursing Education Perspectives*, 35(6), 359.

Anderson, C., Post, K., Smith, D., Stinson, K., Fitzpatrick, J. J. (2014). Selling your dream: Business planning for the nurse leader. *Nurse Leader*, 12(5), 62-67. doi: 10.1016/j.mnl.2014.01.016.

Colagreco, J. P., Bailey, D. E., Fitzpatrick, J. J., Musil, C. M., Afdhal, N. H., Lai, M. (2014). Watchful waiting: Role of disease progression on uncertainty and depressive symptoms in patients with chronic Hepatitis C. *Journal of Viral Hepatitis*, 21(10), 727-33. doi: 10.1111/jvh.12207.

Fitzpatrick, J. J. (2014). Fund-raising Tips for Nurse Leaders and Nurse Executives. *Nursing administration quarterly*, 38(4), 294-8. doi: 10.1097/NAQ.0000000000000055

Alsaraireh, F., Quinn Griffin, M. T., Ziehm, S. R., Fitzpatrick, J. J. (2014). Job satisfaction and turnover intention among Jordanian nurses in psychiatric units. *International Journal of Mental Health Nursing*, 23(5), 460-7. doi: 10.1111/inm.12070.

Fitzpatrick, J. J. (2014). Healthy excuses and the need for more research. *Applied Nursing Research: ANR*, 27(3), 151. doi: 10.1016/j.apnr.2014.05.001.

Fitzpatrick, J. J. (2014). Relationship based care and the psychiatric mental health nurse. *Archives of Psychiatric Nursing*, 28(4), 223. doi: 10.1016/j.apnu.2014.05.006.

Fitzpatrick, J. J. (2014). Educating our students regarding the standards of professional practice and professional performance. *Nursing Education Perspectives*, 35(3), 143.

Ross, E. J., Fitzpatrick, J. J., Click, E. R., Krouse, J. H., Clavelle, J. T. (2014). Transformational leadership practices of nurse leaders in professional nursing associations. *Journal of Nursing Administration*, 44(4), 201-6. doi: 10.1097/NNA.0000000000000058.

Oliver, B., Gallo, K., Quinn Griffin, M. T., White, M., Fitzpatrick, J. J. (2014). Structural empowerment of clinical nurse managers. *The Journal of Nursing Administration*, 44(4), 226-31. doi: 10.1097/NNA.0000000000000059.

Fitzpatrick, J. J., Campo, T. M., Gacki-Smith, J. (2014). Emergency care nurses: Certification, empowerment, and work-related variables. *Journal of emergency nursing: JEN : official publication of the Emergency Department Nurses Association*, 40(2), e37-43. doi: 10.1016/j.jen.2013.01.021.

Faculty Publications, *continued*

Quinn Griffin, M. T., Mott, M., Burrell, P. M., Fitzpatrick, J. J. (2014). Palauans who chew betel nut: Social impact of oral disease. *International Nursing Review*, 61(1), 148-55. doi: 10.1111/inr.12082.

Bauce, K., R., Fitzpatrick, J. J. (2014). Perceptions of empowerment and cultural competence among acute care nurses. *Online Journal of Cultural Competence in Nursing and Health*.

Fitzpatrick, J. J. (2014). An invitation to get to know your editor. *Applied Nursing Research : ANR*. (4th ed., vol. 27, pp. 205. doi: 10.1016/j.apnr.2014.10.003).

Fitzpatrick, J. J. (2014). Quality and safety in nursing education. *Nursing Education Perspectives*. (4th ed., vol. 35, pp. 211).

Fitzpatrick, J. J. (2014). Building a research career: one grant at a time *Applied Nursing Research* (27) pp. 1. doi 10.1016/j.apnr.2013.11.006).

Fitzpatrick, J. J. (2014). Nonresponses to surveys and the resultant research biases. *Archives of Psychiatric Nursing*. (28) pp. 1. doi: 10.1016/j.apnu.2013.11.005).

Fitzpatrick, J. J. (2014). Preparing the best possible nurse educators. *Nursing Education Perspectives*. (35) pp. 7.

Faye Gary, EdD, RN, FAAN

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

Murrock, C., Gary, F. A. (2014). Psychometric evaluations of the efficacy expectations and outcome expectations for exercise scales in african american women. *The ABNF Journal*, 25(4), 98-102.

Mathunjwa-Dlamini, T. R., Maseko, S., Gary, F. A., Yarandi, H. (2014). Well-being of family caregivers of people living with acquired immune deficiency syndrome (PLWHA). *Journal of the National Black Nurses Association*, 25(2), 39-46.

Still, C. H., Gary, F. A., McDonald, P. E., Yarandi, H. N. (2014). Factors associated with african-american women's decisions to participate in genetic research. *Journal of National Black Nurses Association*, 25(1), 25-32.

Miko Grendow, MSN, CRNA

Instructor

Grendow, M. L. (2014). Anesthetic complications. In Seifert, P.C. (Ed.), *Core Curriculum Standards for the RN First Assistant* (5th ed., pp. 331 (ebook)). AORN.org: <http://www.aorn.org/RNFAeBook/>

Grendow, M. L. (2014). Hematopoietic complications. In Seifert, P.C. (Ed.), *Core Curriculum Standards for the RN First Assistant* (5th ed., pp. 324 (ebook)). AORN.org: <http://www.aorn.org/RNFAeBook/>

Ronald L. Hickman, Jr., PhD, RN, ACNP-BC

Associate Professor

Ruszala, M. W., Reimer, A. P., Hickman, R. L., Clochesy, J., Husley, F. M. (2014). Use of arterial catheters in the management of acute aortic dissection. *Air Medical Journal*, 33(6), 326-30. doi: 10.1016/j.amj.2014.06.001.

Hickman, R. L., Lipson, A., Pinto, M. D., Pignatiello, G. (2014). Multimedia decision support intervention: A promising approach to enhance the intention to complete an advance directive among hospitalized adults. *Journal of the American Association of Nurse Practitioners*, 26(4), 187-93. doi: 10.1002/2327-6924.12051.

Faculty Publications, *continued*

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Idemoto, B., Rowbottom, J., Reynolds, J., Hickman, R. L. (2014). The Accucath intravenous catheter system with retractable coiled tip guidewire and conventional peripheral intravenous catheters: A prospective, randomized, controlled comparison. *Journal of the Association for Vascular Access*, 19(4), 94-102. doi: 10.1016/j.java.2014.03.001. <http://www.avajournal.com/article/S1552-8855%2814%2900045-2/abstract>

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

Hansen, D. M., Higgins, P. A., Warner, C. B., Mayo, M. M. (2014). Exploring the Associations of Comfort, Relatedness States and Life-Closure in Hospice Patients: A Pilot Study. *Palliative and Supportive Care*, Vol. 1-7.

Figueiro, M. G., Plitnick, B. A., Lok, A., Jones, G. E., Higgins, P. A., Hornick, T. R., Rea, M. S. (2014). Tailored lighting intervention improves measures of sleep, depression, and agitation in persons with Alzheimer's disease and related dementia living in long-term care facilities. *Clinical Interventions in aging*, 9, 1527-37. doi: 10.2147/CIA.S68557. eCollection 2014.

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

Lukkahatai, N., Patel, S., Gucek, M., Hsiao, C.-P., Saligan, L. N. (2014). Proteomic Serum Profile of Fatigued Men Receiving Localized External Beam Radiation Therapy for Non-Metastatic Prostate Cancer. *J Pain Symptom Manage*, 47(4), 748-756.e4. doi: 10.1016/j.jpainsymman.2013.05.016.

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Faculty Publications, *continued*

Molly J. Jackson DNP, APRN, NP-C, ACHPN
Instructor

Jackson, M. J., Motley, C. (2014). End-of-Life Educational Seminar in a Prelicensure Bachelor of Science in Nursing Program. *Journal of Hospice & Palliative Nursing*, 16(6), 348-354.

Evanne Juratovac, PhD, RN, GCNS-BC
Assistant Professor

Juratovac, E., Zauszniewski, J. A. (2014). Full-Time Employed and a Family Caregiver: A Profile of Women's Workload, Effort, and Health. *Women's Health Issues*, 24(2), e187-96. doi: 10.1016/j.whi.2014.01.004.

Carol Kelley, PhD, RN, CNP
Assistant Professor

Kelley, C. G., Ng, S. (2014). Does this patient in long term care need a palliative care consult? *Geriatric Nursing*, 35(6), 479-48. doi:10.1016/j.gerinurse.2014.10.006.

Irena L. Kenneley, PhD, RN, APRN-BC, CIC
Associate Professor

Kenneley, I. (2014). Education and Training. In Grota, P (Ed.), *APIC Text of Infection Control and Epidemiology*. (4th ed.) Washington, DC: Association for Professionals in Infection Control and Epidemiology.

Kenneley, I. (2014). Clostridium difficile infection is on the rise. *The American Journal of Nursing*, 114(3), 62-7.

Deborah Lindell, DNP, RN, CNE, ANEF
Associate Professor; Director, Graduate Entry Nursing Program

Lindell, D. F. (2014). *Official NLN Guide to the Certified Nurse EducatorCM (CNE) Exam*. Lippincott for NLN Press.

Hagler, D., Poindexter, K., Lindell, D. F. (2014). Integrating Your Experience and Opportunities to Prepare for Nurse Educator Certification. *Nurse Educator*, 39(1), 45-8. doi: 10.1097/NNE.0000000000000002.

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Marilyn Lotas, PhD, RN, FAAN
Associate Professor

Lotas, M. B. (2014). A Case Study: A Partnership Between Two Schools of Nursing. In M. Upvall and J. Leffers (Ed.), *Global Health Nursing: Building and Sustaining Relationship*. (pp. 247). New York: Springer Publishing.

Susan M. Ludington, PhD, CNM, FAAN
Carl W. and Margaret Davis Walter Professor of Pediatric Nursing

Gittner, L. S., Ludington, S. M., Haller, H. s. (2014). Infant obesity and severe obesity growth patterns in the first two years of life. *MCN: The American Journal of Maternal Child Nursing*, 18(3), 613-24. doi: 10.1007/s10995-013-1285-y.

Scher, M. S., Johnson, M. W., Loparo, K. A., Ludington, S. M. (2014). EEG coherence/ correlation: effects of gestational age, state, frequency, and skin-to-skin contact on brain connectivities in neonates. *Clinical Neurophysiology*, 125(3), 314-321.

Faculty Publications, *continued*

Ludington, S. M., Morgan, K. L. (2014). Infant Assessment and Reduction of Sudden Unexpected Postnatal Collapse Risk During Skin-to-Skin Contact. *Newborn and Infant Nursing Reviews*, 14(1), 28-33. Clinical Review. <http://www.sciencedirect.com/science/article/pii/S1527336913001384>

Morgan, K. L., Ludington, S. M. (2014). Understanding the impact of kangaroo care beyond neonatal vital signs. *Kangaroo Care in the NICU: Critical Thinking Skills, Part 2*. Whitehall, NY: MOD Clinical. http://www.marchofdimes.org/nursing/modnemedial/othermedia/articles/art02_kangaroo_care_pt2_text.pdf

Elizabeth Madigan, PhD, RN, FAAN
Independence Foundation Professor

Fortinsky, R. H., Madigan, E. A., Sheehan, T. J., Tullai-McGuinness, S., Kleppinger, A. (2014). Risk factors for hospitalization in a national sample of medicare home health care patients. *Journal of Applied Gerontology*, 33(4), 474-93. doi 10.1177/0733464812454007.

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Patricia E. McDonald, PhD, RN
Assistant Professor

Still, C. H., Gary, F. A., McDonald, P. E., Yarandi, H. N. (2014). Factors associated with African-American women's decisions to participate in genetic research. *Journal of National Black Nurses Association*, 25(1), 25-32.

Folan, P., Savrin, C. L., McDonald, P. E. (2014). Characteristics of smokers with type 2 diabetes. *Applied Nursing Research: ANR*, 27(1), 72-7. doi: 10.1016/j.apnr.2013.11.007

Shirley M. Moore, PhD, RN, FAAN
Edward J. and Louise Mellen Professor of Nursing; Associate Dean for Research

Moore, S. M., Williams, A. S., Wason, J. (2014). Healing Environments. In J. Barnsteiner, J. Disch and M. Walton (Eds). *Patient/Family Centered Care - Patient and Care Provider Considerations*. Renee M. Wilmeth, Publisher The Honor Society of Nursing, Sigma Theta Tau International. Indianapolis, IN

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Sonya D. Moore, MSN, CRNA
Instructor; Director, Nurse Anesthesia Program

Moore, S. D., Winkelman, C., Daum, B. (2014). Influence of calcium abnormalities on the ECG. *AACN advanced critical care*, 25(3), 297-304. doi:10.1097/NCI.0000000000000038.

Diana Lynn Morris, PhD, RN, FAAN, FGSA
Florence Cellar Associate Professor of Gerontological Nursing; Executive Director, University Center on Aging & Health

Wright, K. D., Pepper, G., Caserta, M., Wong, B., Morris, D. L., Hazelett, S., Kropp, D., Allen, K. (2014). Age, physical activity, and quality of life in dually enrolled Medicare-Medicaid older adults *Annals of Behavioral Medicine* (S1 ed., vol. 47, pp. C-153).

Cindy Motley, DNP, RN, FNP-BC
Instructor

Jackson, M. J., Motley, C. (2014). End-of-Life educational seminar in a prelicensure bachelor of science in nursing program. *Journal of Hospice & Palliative Nursing*, 16(6), 348-354.

Faculty Publications, *continued*

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

Marvin E. and Ruth Durr Denekas Professor of Nursing

Zauszniewski, J. A., Musil, C. M. (2014). In B. Hayslip & G.C. Smith (Eds). Resilient grandparent caregivers: A strengths-based perspective (Ed.), *Resourcefulness in Grandmothers Raising Grandchildren* (pp. 38-47). New York: Routledge Publishing.

Fardellone, C., Musil, C. M., Smith, E., Click, E. R. (2014). Leadership behaviors of frontline staff nurses. *Journal of Continuing Education in Nursing*, 45(11), 506-13 doi: 10.3928/00220124-20141023-05.

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Colagregco, J. P., Bailey, D. E., Fitzpatrick, J. J., Musil, C. M., Afdhal, N. H., Lai, M. (2014). Watchful waiting: Role of disease progression on uncertainty and depressive symptoms in patients with chronic Hepatitis C. *Journal of Viral Hepatitis*, 21(10), 727-33. doi: 10.1111/jvh.12207.

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Rebecca M. Patton, MSN, RN, CNOR, FAAN

Lucy Jo Atkinson Scholar in Perioperative Nursing

Patton, R. M., Zalon, M.L., Ludwick, R.L. (2014). *Nurses making policy from bedside to boardroom*. New York: Springer; Silver Spring, MD: American Nurses Association.

Patton, R. M., Zalon, M.L., Ludwick, R.L. (2014). Chapter One: Leading the Way in Policy. In Patton, R.M, Zalon, M.L, Ludwick, R.L. *Nurses making policy from bedside to boardroom*. New York: Springer; Silver Spring, MD: American Nurses Association.

Patton, R. M. (2014). Chapter Three: Workplace issues and staff safety in Rothrock, J.C. *Alexander's Care of the Patient in Surgery* (15th ed.). Elsevier Health Sciences.

Patton, R. M., Zalon, M.L., Ludwick, R.L. (2014). Chapter Fifteen: Taking Actions, Expanding. In Patton, R.M, Zalon, M.L, Ludwick, R.L. *Horizons in Nurses making policy from bedside to boardroom*. New York: Springer; Silver Spring, MD: American Nurses Association.

Faculty Publications, *continued*

Matthew Plow, PhD
Assistant Professor

Plow, M. A., Bethoux, F., Mai, K., B. M. (2014). A formative evaluation of customized pamphlets to promote physical activity and symptom self-management in women with multiple sclerosis. *Health Education Research, 29*(5), 883-96.

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Plow, M. A., Moore, S. M., Husni, M. E., Kirwan, J. P. (2014). A systematic review of behavioural techniques used in nutrition and weight loss interventions among adults with mobility-impairing neurological and musculoskeletal conditions. *Obesity reviews : an official journal of the International Association for the Study of Obesity, 15*(12), 945-56. doi:10.1111/obr.12223.

Maryjo Prince-Paul, PhD, APRN, ACHPN, FPCN
Assistant Professor

Abernethy, A. P., Capell, W. H., Aziz, N. M., Ritchie, C., Prince-Paul, M. J., Bennett, R. E., Kutner, J. S. (2014). Ethical conduct of palliative care research: enhancing communication between investigators and institutional review boards. *Journal of Pain and Symptom Management, 48*(6), 1211-21. doi: 10.1016/j.jpainsymman.2014.05.005.

Mazanec, P., Prince-Paul, M. J. (2014). Integrating palliative care into active cancer treatment. *Seminars in Oncology Nursing, 30*(4), 203-11. doi: 10.1016/j.soncn.2014.08.002.

Prince-Paul, M. J., Peereboom, K., Morehead, C. (2014). *Confronting Mortality: Narratives of Military Veterans Enrolled in Home Hospice Care* *Journal of Pain and Symptom Management*. (2nd ed., vol. 47, pp. 437).

Slomka, J., Prince-Paul, M. J., Webel, A. R., Daly, B. J. (2014). How do persons living with HIV and other chronic conditions perceive palliative care?. *Journal of Pain and Symptom Management*. (2nd ed., vol. 47, pp. 463)

Mary Quinn Griffin, PhD, RN, FAAN
Professor; Institutional Researcher

Quinn Griffin, M. T., Landers, M. (2014). In McCarthy, G., & Fitzpatrick, J. J. (Ed.), *Grand and Middle Range Theories*. In *Theories Guiding Nursing Research and Practice*. New York: Springer Publishing.

Leners, C. A., Sowers, R. A., Quinn Griffin, M. T., Fitzpatrick, J. J. (2014). Resilience and professional quality of life among military healthcare professionals. *Issues in Mental Health Nursing, 35*(7), 497-502. doi: 10.3109/01612840.2014.887164.

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Faculty Publications, *continued*

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Andrew P. Reimer, PhD, RN
Assistant Professor

Ruszala, M. W., Reimer, A. P., Hickman, R. L., Clochesy, J., Husley, F. M. (2014). Use of arterial catheters in the management of acute aortic dissection. *Air Medical Journal*, 33(6), 326-30. doi: 10.1016/j.amj.2014.06.001. [http://www.airmedicaljournal.com/article/S1067-991X\(14\)00165-5/abstract](http://www.airmedicaljournal.com/article/S1067-991X(14)00165-5/abstract)

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Swickard, S., Swickard, W., Reimer, A. P., Lindell, D. F., Winkelman, C. (2014). Adaptation of the AACN Synergy Model for Patient Care to Critical Care Transport. *Critical Care Nurse*, 34(1), 16-28; quiz 29. doi: 10.4037/ccn2014573.

Michael Ruszala, DNP, RN, ACNP-BC, FAWM
Instructor

Ruszala, M. W., Reimer, A. P., Hickman, R. L., Clochesy, J., Husley, F. M. (2014). Use of arterial catheters in the management of acute aortic dissection. *Air Medical Journal*, 33(6), 326-30. doi: 10.1016/j.amj.2014.06.001. [http://www.airmedicaljournal.com/article/S1067-991X\(14\)00165-5/abstract](http://www.airmedicaljournal.com/article/S1067-991X(14)00165-5/abstract)

Carol L. Savrin, DNP, RN, CPNP, FNP-BC, FAANP
Associate Professor; Director, MSN Program

Folan, P., Savrin, C. L., McDonald, P. E. (2014). Characteristics of smokers with type 2 diabetes. *Applied Nursing Research: ANR*, 27(1), 72-7. doi: 10.1016/j.apnr.2013.11.007.

Rita M. Sfiligoj, MPA, MSN, RN
Instructor

Jaimes, L., Keane, K., Sfiligoj, R. M., Weaver, A., Willhaus, J., Dreifuerst, K. T., Tagliareni, M. E. (2014). NLN-Jonas Scholars present on doctoral education and preparation for teaching at national meeting. *Nursing Education Perspectives*, 35(1), 66.

Jacquelyn Slomka, PhD, RN
Assistant Professor

Slomka, J., Prince-Paul, M. J., Webel, A. R., Daly, B. J. (2014). How do persons living with HIV and other chronic conditions perceive palliative care? *Journal of Pain and Symptom Management*. (2nd ed., vol. 47, pp. 463).

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

Suresky, M. J., Zauszniewski, J. A. (2014). Factors affecting disruption in families of adults with mental illness. *Perspectives in Psychiatric Care*. 50(4), 235-42. doi: 10.1111/ppc.12047

Faculty Publications, *continued*

Valerie Boebel Toly, PhD, RN, CPNP
Assistant Professor

Green, A., Gance-Cleveland, B., Smith, A., Toly, V. A. Boebel, Ely, E., McDowell, B. (2014). Charting the course of pediatric nursing research: The SPN Delphi study. *Journal of Pediatric Nursing*, 29(5), 401-9. doi: 10.1016/j.pedn.2014.03.026.

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Camille Bequette Warner, PhD
Assistant Professor

Hansen, D. M., Higgins, P. A., Warner, C. B., Mayo, M. M. (2014). Exploring the associations of comfort, relatedness states and life-Closure in hospice patients: A pilot study. *Palliative and Supportive Care*, 1-7.

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Warner, C. B., Adams, K., Roberts, A. (2014). Income and health in older women with chronic illness *The Gerontologist*. (54th ed., pp. 2).

Allison Webel, PhD, RN
Assistant Professor

Webel, A. R., Longenecker, C. T., Gripshover, B., Hanson, J. E., Schmotzer, B. J., Salata, R. A. (2014). Age, stress, and isolation in older adults living with HIV. *AIDS Care*, 26(5).

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

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

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Faculty Publications, *continued*

Kathy D. Wright, PhD, RN, GCNS-BC, PMHCNS-BC
Instructor and KL2 Scholar

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

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Amy Y. Zhang, PhD
Associate Professor

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