

Annual Report 2017-2018



FRANCES PAYNE BOLTON
SCHOOL OF NURSING

CASE WESTERN RESERVE
UNIVERSITY

A Message from Interim Dean Musil



Dear Alumni and Friends,

It is my distinct honor to present this annual report. I recently succeeded Mary E. Kerr, PhD, RN, FAAN, who completed her tenure as dean in August 2018 and I am pleased to have the opportunity to lead the school during this exceptional time in its history.

Excitement is building as the school readies for its May move to the new Health Education Campus (HEC) and the possibilities of interprofessional collaboration and dialogue. This fall, the school enrolled its largest BSN first-year class in its history with 128 members. As the only school at the HEC with undergraduates, FPB and its new home in this state-of-the-future facility provide another unique opportunity for the school to enhance the experience for future nurses.

The school also received record levels of financial support from its alumni including a \$5 million commitment from Marian and Michael Shaughnessy for the creation of the Marian K. Shaughnessy Nurse Leadership Academy. This new academic center will help bolster FPB's position as a leadership destination and aligns with many of the goals outlined in the school's 2018-2022 Strategic Plan.

The School of Nursing's mission is to create and empower nurse leaders who develop and implement innovative and interprofessional research, education, and practice activities that make a positive difference in the health of individuals and communities. Over the next five years, the vision is to enhance FPB's global reputation as a community of academic excellence and an incubator for nursing, research, and practice. With this in mind, the faculty and staff of the school have worked diligently over the past year to create a five-year strategic plan that includes a determined focus on seven key areas: people and environment, research, education, professional practice, culture of leadership, the new Health Education Campus, and global health.

As the school looks forward to this bright future, new leadership in several key positions energizes its work..

Ronald Hickman Jr., PhD, RN, FAAN, a multi-degree alumnus who has been lauded for his NIH-funded research and commitment to mentoring, recently succeeded Shirley M. Moore, PhD, RN, FAAN, as Associate Dean of Research. Dr. Moore, a Distinguished University Professor and Edward J. and Louise Mellon Professor of Nursing, is leading the search committee for a permanent dean.

Patricia Higgins, PhD, RN, FGSA, will retire effective January 1 after 32 years of meritorious service as an educator, researcher and administrator to the school. She most recently served as the director of DNP program. MSN Director Latina Brooks, PhD, CNP, will assume Dr. Higgins' responsibilities in her new role as Director of the MSN and DNP programs. Dr. Brooks, a four-time alumna of the university, will work to transition the post-master's DNP program to a post-licensure DNP as the field of nursing moves to a new national standard.

On the staff side, Tiffany Cooper MBA succeeded long-time University employee Susan Frey MAFIS, as Associate Dean of Finance and Administration. Previously, Ms. Cooper served as the school's Director of Operations with day-to-day oversight of the HEC planning and the school's budget. The school also named Development Director Megan Juby as Interim Associate Dean of Development and Alumni Affairs.

Inside the 2017-18 Annual Report, you will find other great news about the school over the past year and its plans for the future.

Sincerely,

Carol M. Musil, PhD, RN, FAAN, FGSA
Interim Dean and the Marvin E. and Ruth Denekas Professor of Nursing

Contents

| | |
|--------------------------------|-----------|
| Academic Affairs | 4 |
| Research | 7 |
| Centers of Excellence | 11 |
| Alumni Relations + Development | 13 |
| Volunteer Leadership | 14 |
| Budget and Facilities | 15 |
| Faculty and Staff Changes | 16 |
| Honors and Awards | 17 |
| Appendix I | 18 |
| Strategic Plan | 19 |
| Appendix II | 27 |
| Faculty Publications | 28 |

Academic Affairs

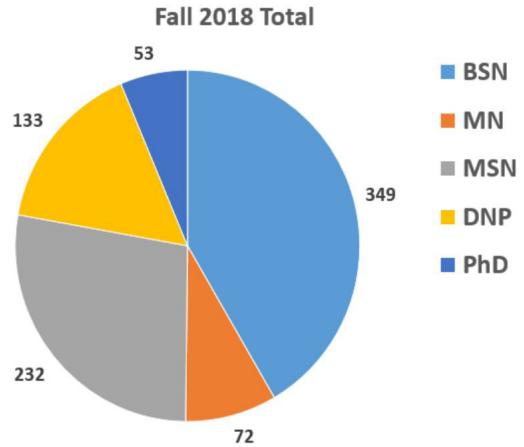
Mary F. Terhaar, DNSc, RN, FAAN

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

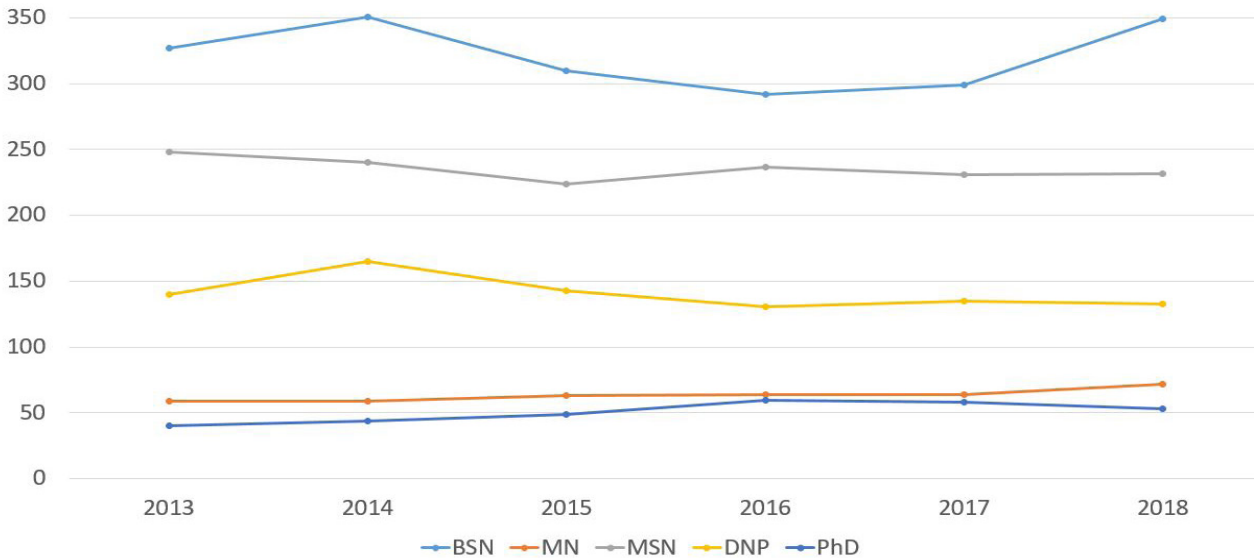
Executive Summary

A total of 844 students were enrolled for the Fall 2018 semester, which includes the largest BSN class ever at FPB with 128 students.

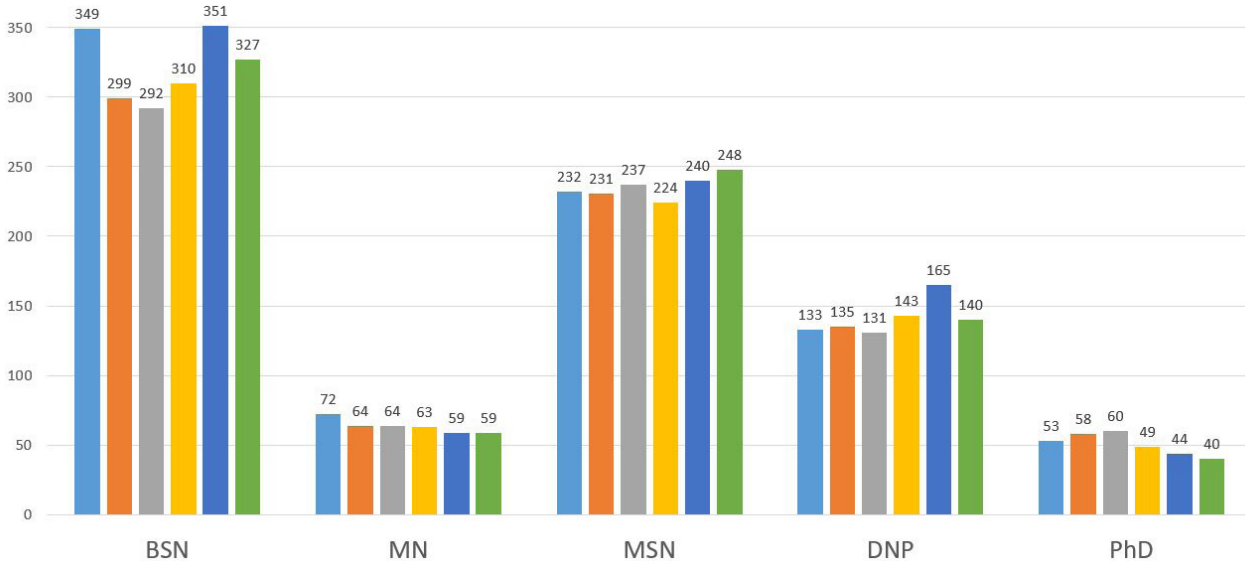
This influx of pre-licensure students reflects the excitement of the new HEC, and offers a unique opportunity to shape the future of nursing.



FPB Enrollment Trends: Fall 2013 to Fall 2018



Number of Students (N=844)



Academic Affairs, *continued*

Student Diversity

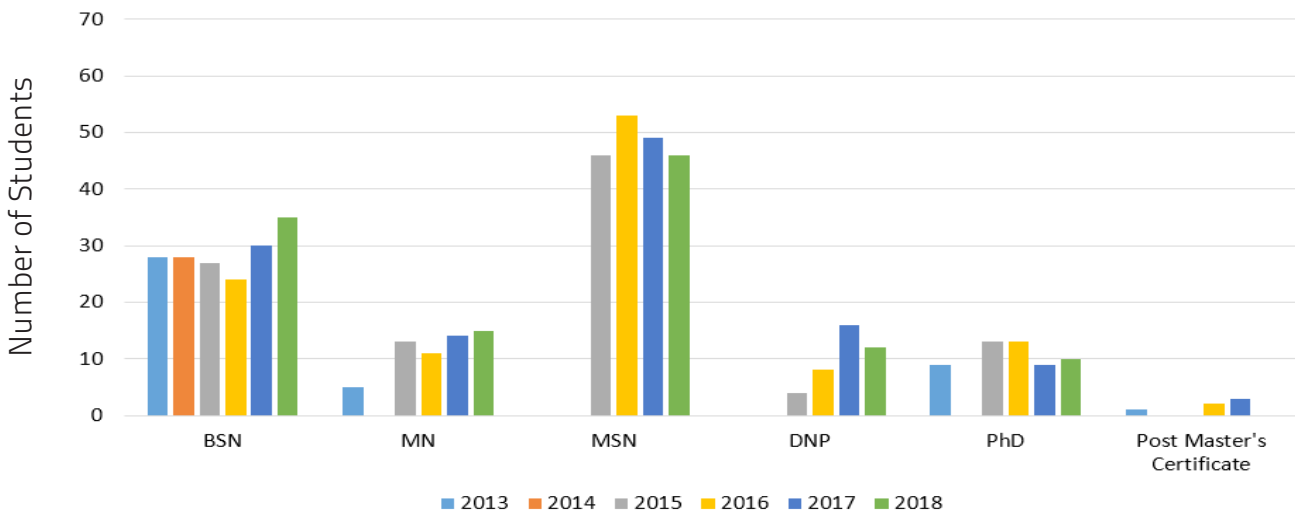
Approximately 13% of our entire student body self-reported that they identify as a member of a underrepresented minority, with 3% unreported.

By program, FPB's student diversity stands at 10% for the BSN program; 8% for MN; 14% for MSN; 20% for DNP; and 9% for PhD.

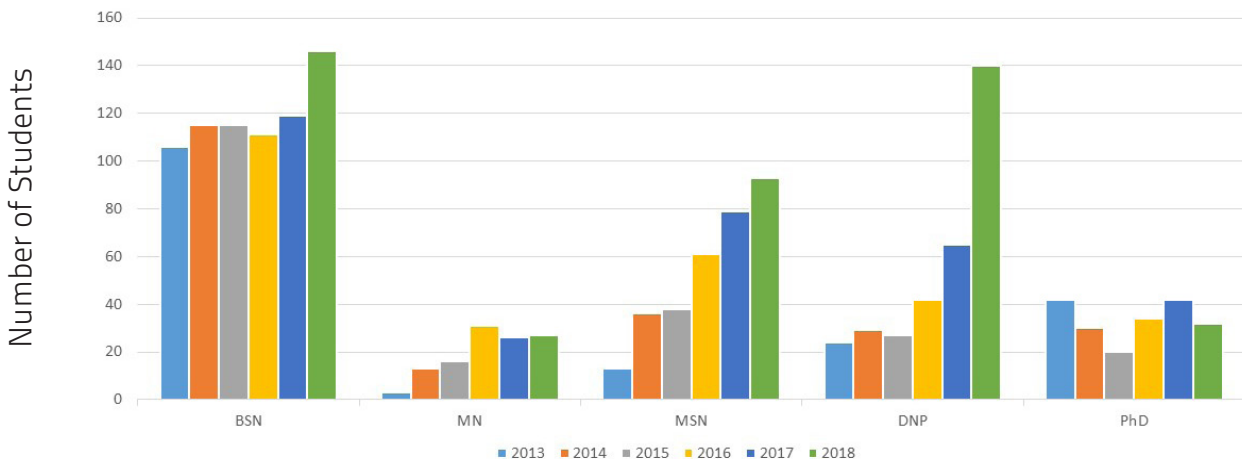
Additionally, FPB's gender diversity stands at 10% male for the BSN program; 21% for MN; 20% for MSN; 9% for DNP; and 19% for PhD. In total, 14% of the overall student body is male.



Diversity (All Programs)—Male Students: 14%

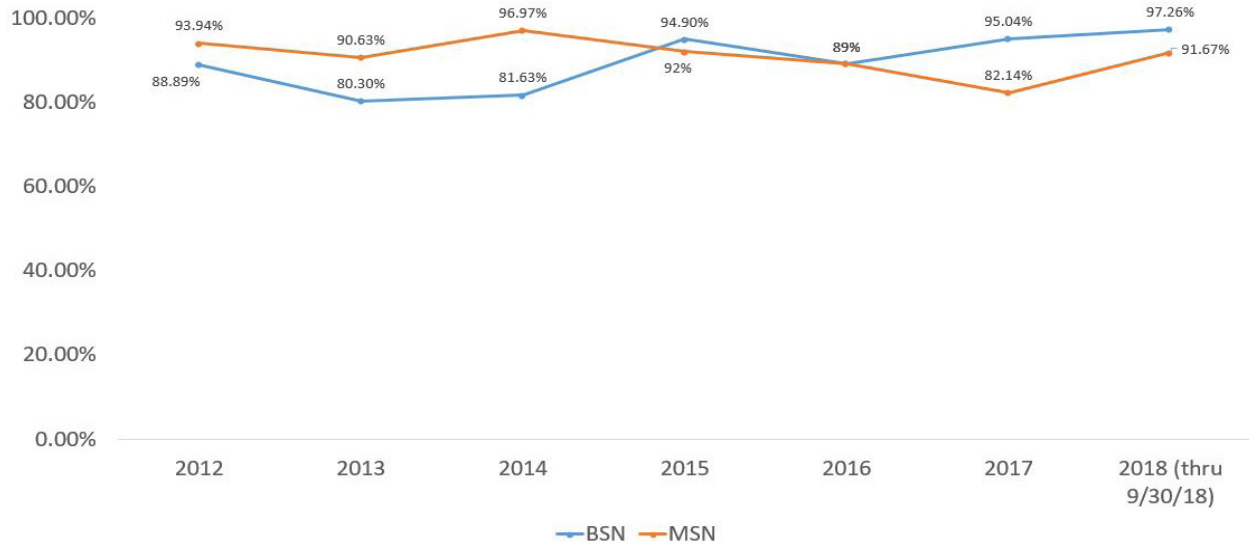


Diversity (All Programs)—Ethnicity and Race: 27%



Academic Affairs, *continued*

NCLEX BSN/Grad Entry Pass Rate



Rankings

U.S. News and World Report released new rankings for graduate-level health care education programs in March 2018. 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 Johns Hopkins University
- #2 Duke University
- #3 Emory University
- #4 University of Pennsylvania
- #5 University of Washington
- #6 Case Western Reserve University**
- #7 University of Pittsburgh
- #8 University of Alabama - Birmingham
- #8 University of Michigan - Ann Arbor
- #8 Yale University

Specialty Rankings

- #12 Nurse Practitioner: Psychiatric / Mental Health, Across the Lifespan
- #15 Nurse Practitioner: Adult / Gerontology, Primary Care
- #15 Nurse Midwifery

Top DNP Programs - National

- #1 Duke University
- #2 Johns Hopkins University
- #3 University of Washington
- #4 Rush University
- #5 Case Western Reserve University**
- #5 Emory University
- #5 University of Pittsburgh

Top MSN Programs - Ohio

- #1 Case Western Reserve University (#5)**
- #2 Ohio State University (#16)
- #3 University of Cincinnati (#45)
- #4 Ursuline (#124)
- #5 Kent State University (#146)
- #6 Ohio University (#155)
- #7 Cleveland State University (#171)
- #7 University of Akron (#171)

NIH-supported Research

FPB ranked 7th in the nation among Schools of Nursing for its total NIH funding through October 31, 2017.

Research

Shirley M. Moore, PhD, RN, FAAN

Distinguished University Professor and the Edward J. and Louise Mellen Professor of Nursing

Executive Summary

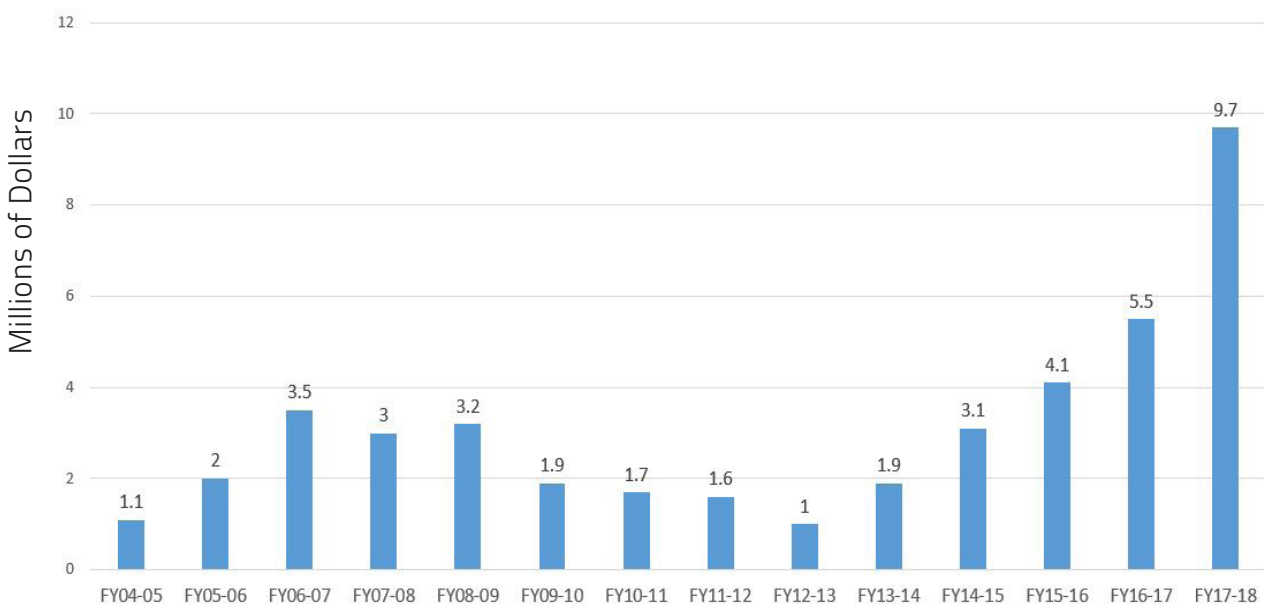
A succession plan was implemented in FY18 to promote Ronald Hickman, Jr., PhD, RN, ACNP-BC, FAAN, to Associate Dean for Research in anticipation of Dr. Moore's stepping down from that position. That plan was actualized in October 2018.

During FY 2018, 74 research and training grants were submitted to sponsors included federal, private foundations, organizations, and industry, and CWRU campus-wide opportunities. Of these, 65 were research grants (29 Federal and 36 non-Federal). Nine R01s, one R61/R33, one P20, five R21s (2 resubmissions), and four NIH research training grants including a T32 resubmission were submitted. Nine training grants were submitted, two of which were HRSA grants.

A total of 25 research and training grants were received (17 research grants and 8 training grants). Nine additional grants have been funded and will start early in FY19 (\$2.67M). Fourteen grants are pending, and include 2 federal research grants that have scored well and funding is anticipated (\$2.9M). The total amount received from the research and training grants in FY18 was \$9,743,026.

Faculty Productivity during calendar year 2017 indicates that among tenured and tenure track faculty, 50% were Principal Investigators (PI) on externally funded research; 31% served on grant review panels; 100% had at least one published manuscript, and 100% had their work cited. Among non-tenured faculty, two faculty led research grants and five served on research review panels. There was an increase in the number of non-tenured faculty and instructors who had publications this past year, in that 69% on non-tenure track and 10% of the instructors published in 2017, compared to 63% and 7%, respectively, in 2016. 54% of the tenured and tenure track faculty received awards, and an additional 5 awards were received by our non-tenured faculty and instructors.

Research Funding, In \$ Millions



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 2018 to the School of Nursing are listed below.

| Faculty | Grant Title | | Source |
|------------------------------|---|-------------|--|
| Matthew Plow, PhD | Comparing the Effectiveness of Fatigue Management Programs for People with MS | \$4,869,758 | Patient-Centered Outcomes Research Institute |
| Mary Dolansky, PhD, RN, FAAN | Enhancing Nurse Roles in Community Health (ENRICH): Undergraduate and Workforce Training and Education in Primary Care | \$2,187,305 | Health Resources and Services Administration |
| Susan Mazanec, PhD, RN | The Symptom Experience, Management and Outcomes According to Race and Social Determinants of Health (SEMOARS) during Breast Cancer Chemotherapy | \$738,571 | NIH/National Institute on Minority Health and Health Disparities |
| Joachim Voss | The Effect of Hypobaric on Muscle Inflammation and Regeneration after Injury and Hemorrhagic Shock | \$540,882 | Department of Defense |
| Rebecca Darrah | Therapeutic application of Genetic Association Results: CF Lung Disease Modifiers as a Model | \$488,606 | NIH/National Heart, Lung, and Blood Institute |
| Valery Toly | Resourcefulness Intervention for Mothers of Technology-Dependent Children | \$475,500 | NIH/National Institute of Nursing Research |
| Rebecca Darrah | Application of GWAS results for therapeutic benefit in CF lung disease | \$248,843 | Cystic Fibrosis Foundation |
| Allison Webel, PhD | Nurse-led intervention to extend the HIV treatment cascade for cardiovascular disease prevention (EXTRA-CVD) | \$248,496 | NIH/National Heart, Lung, and Blood Institute |

Research, *continued*

Summary of Grant Activity (FY2017)

| | # | \$ |
|-----------------------------------|----|--------------|
| Total Grants Submitted | 74 | \$46,133,078 |
| ▪ Grants Pending | 14 | \$13,031,696 |
| ▪ Grants Received* | 36 | \$9,743,026 |
| Federal Research Grants Submitted | 29 | \$42,435,037 |
| Federal Research Grants Received | 5 | \$7,016,804 |

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

Faculty Productivity

| | # of Faculty | % of Faculty |
|---|--------------------|--------------|
| Faculty principal investigators on externally funded research* | | |
| ▪ Tenured & Tenure Track (asst. to full professor) n = 26 | 13 | 50 |
| ▪ Non-Tenure Track (asst. to full professor) n = 30 | 4 | 14 |
| 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 | 2 | 5 |
| Faculty Awards** | | |
| ▪ Tenured & Tenure Track (asst. to full professor) n = 26 | 14 (24 awards) | 54 |
| ▪ Non-Tenure Track (asst. to full professor) n = 30 | 1 (1 awards) | 3 |
| ▪ Non-Tenure Track (instructors) n= 44 | 4 (4 awards) | 10 |
| Published Manuscripts*** | | |
| ▪ Tenured & Tenure Track (asst. to full professor) n = 26 | 26 (149 pubs) | 100 |
| ▪ Non-Tenure Track (asst. to full professor) n = 30 | 20 (87 pubs) | 69 |
| ▪ Non-Tenure Track (instructors) n= 44 | 4 (8 pubs) | 10 |
| Citations | | |
| ▪ Tenured & Tenure Track (asst. to full professor) n = 26 | 26 (968 citations) | 100 |
| ▪ Non-Tenure Track (asst. to full professor) n = 30 | 26 (579 citations) | 90 |
| ▪ Non-Tenure Track (instructors) n= 44 | 4 (9 citations) | 10 |

*PIs on externally funded grants

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

***Manuscripts that appeared in print during the 2017 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*

Progress on 2017-2018 goals:

1. Expand our research portfolio to include more foundation and industry-sponsored research.

The school continued to expand our research portfolio to seek foundation funding for pilot studies. Industry education funds were sought to fund conferences (QSEN and HIRSH/HIV).

2. Continue to increase the number of undergraduate students involved in research.

Two BSN students received summer SOURCE funding to work on their own research projects under the mentorship of FPB faculty. Several postdocs have relied on the research assistance of undergraduate students for their projects. Our BSN students had a strong presence at MNRS this past year. The school continues to include both nursing and non-nursing undergraduates in its research.

3. Increase our collaborative research with clinical and campus-wide partners.

The Internet of Things funding opportunity provided the opportunity for faculty from School of Engineering and Nursing to meet and discuss projects of mutual interest. Several joint projects were submitted to this campus-wide opportunity, and two faculty and one postdoc are now involved in collaborative projects. Several of our faculty have started new projects with the Cleveland Clinic, CWRU School of Medicine, and MetroHealth. The CFRS has streamlined the credentialing process here at FPB for our faculty and students to conduct research at University Hospitals.

4. Nurture early-stage investigators.

This past year 10 postdoctoral positions were funded, seven of which were research-focused. Research Roundtables provided throughout the year focusing on research policy updates, new regulations with NIH grants, and post award requirements. Faculty were encouraged to write NIH minority supplement grants and administrative supplements for targeted students.

5. Spur innovation in research.

Several opportunities were strategically organized for faculty and students to spur innovation. Faculty of the Schools of Nursing and Engineering formally met to discuss research interests and potential projects.

6. Aggressively seek funding for sustainability of research centers of excellence.

The SMART Center received \$25,000 to enhance its sustainability. The QSEN Institute built partnerships with foundation and for-profits organizations, and the Hirsh Institute received grants from industry sponsors to support its annual conference.

Goals for 2018-2019:

- Expand out portfolio of federal, corporate, foundation, and industry funding.
- Enhance the administrative infrastructure needed to support research and scholarship.
- Develop interdisciplinary scientific training opportunities for faculty, students, and postdoctoral fellows.
- Spur entrepreneurship and innovation.
- Continue to seek funding and develop sustainability plans for research centers and institutes.

Centers of Excellence

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 new DNP/PhD student in the fall 2017, and one PhD student in the fall 2018. The other 3 PhD students continue to make excellent academic progress, having presented at conferences, published peer-reviewed manuscripts, and attended multiple national training seminars.
- Conducted a series of meetings with clinical centers to discuss and vet multiple ideas about sharing evidence-based practice outcomes. Participants recommended that individual projects be pursued with the health of the Hirsh Institute to protect confidentiality of data from the individual health systems.
- Hosted visiting scholar from the University of Chiang Mai for six months. Conducted dissertation data-analysis and manuscript preparation. The scholar successfully defended their dissertation.

Goals for Next Year:

- Begin project with at least 1-2 local nursing leaders on EVP implementation
- Promote of NURS 412 and recruitment of 20 attendees
- Study acceptability and usability of the comic
- Continue poster project between Cleveland Institute of Art and FPB
- Develop new YouTube interest group to develop evidence-based practice videos

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

- Sixteen teams of three students (Nursing, PA, and Medicine) visited assigned older adult clients in the community, participated in discussions, educational seminars and debriefings in collaboration with the Jewish Family Service Association.
- Two graduate students from diverse disciplines (1 PhD MSASS, 1 MSW MSASS) completed the 12-credit graduate certificate program in gerontology May 2018. Three graduate students completed GERO 398 Gerontology Seminar as an elective (2 from bioethics and 1 nutrition).
- Three graduate students (1 PhD sociology, 1 MSN, 1 medicine) received the Marie Haug Scholarship Award at the Graduate School's award ceremony. Each received \$1,000.

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

- 9 pilot studies are in progress (5 of which are completed, 3 in progress, and 1 that begins August 2018)
- 3 large new grants in self-management funded
- 52 publications related to self-management produced from faculty, postdocs, and students in the past year; 11 manuscripts directly acknowledged the SMART Center for funding

New goals:

- Continue to monitor progress of pilot studies. Complete all studies.
- Continue to refine our Common Data Elements Data Repository; Continue progress on merging data across Center studies.
- Continue to seek endowment funding for sustainability of the SMART Center.
- Disseminate findings from first pilot studies and SMART Center experience with common data elements and development of neuroimaging protocols for chronic illness self-management (submit at least 5 publications in this next year) and present symposium at the Council for the Advancement of Nursing Science meeting.

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 FY17-18 gathered from across the United States.

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 additional QSEN Regional Center; 4 total
- Received more than \$130,000 in external funding
- Hosted 9th annual National QSEN Forum in Bonita Springs, Florida (350 participants)

Alumni Relations & Development

David Pratt

Associate Dean for Development

Executive Summary

The school received one of the largest gifts in FPB's history. Marian and Michael Shaughnessy gave a \$5 million commitment to establish the Marian K. Shaughnessy Nurse Leadership Academy. This helped the school surpass its expanded campaign goal of \$45 million, as well as the previous single year attainment with a record of \$6 million in gifts and commitments (with \$8.9 million). The School of Nursing exceeded its Annual Giving goal of \$370,000, raising nearly \$407,000.

The strong performance of the development team focused on individual donors, coupled with a robust working relationship with colleagues in Foundation and Government Relations and Corporate Relations offices and has set us up for future success as well. FY19 has nearly \$19 million in scheduled new asks or previous solicitations still under consideration.

FPB Fiscal Year 2018 Attainment

| Metric | 2018 | 2017 | % Change |
|--------------|-------------|-------------|----------|
| Dollars | \$8,903,195 | \$2,796,274 | 218.39% |
| Donors | 1,211 | 1,256 | -3.58% |
| Transactions | 1,603 | 1,587 | 1.01% |

**Annual Giving
Year-to-Date
Private Support &
Donor Totals
FY 2015 - FY 2018**

| FY 2018 Totals as of June 30, 2018 | | |
|------------------------------------|------------------------------------|-------------|
| 2018 Goals (\$ / Donors) | Private Support & Donors Totals | % Goals |
| \$370,000 1,250 | \$406,873 1,110 | 110% 89% |
| FY 2017 Totals as of June 30, 2017 | | |
| 2017 Goals (\$ / Donors) | Private Support & Donors Totals | % Goals |
| \$370,000 1,200 | \$444,177 1,156 | 120% 96% |
| FY 2016 Totals as of June 30, 2016 | | |
| 2016 Goals (\$ / Donors) | Private Support & Donors Totals | % Goals |
| \$370,000 1,400 | \$394,248 1,121 | 107% 80% |
| FY 2015 Totals as of June 30, 2015 | | |
| 2015 Goals (\$ / Donors) | Private Support & Donors Totals | % Goals |
| \$350,000 1,400 | \$405,269 1,148 | 116% 82% |

Alumni Relations & Development

Volunteer Leadership *as of November 2018*

Alumni Association Board

Executive Board

Patricia Beam

President

Kathleen Frato

President Elect

Sarah Stover

Past President

George Byron Peraza-Smith,
Treasurer

Tiffany Love

Communications Director

Board of Directors

Latina Brooks

Erika Cheung

Paula Forsythe

Kahla Gagne

Heidi Anne Goodwin

Karen Hogan

Helen Hurst

Colleen Leners

Cheryl McRae-Bergeron

Kathryn Moore

Germaine Cheryl Nelson

Laura Nosek

Lauren Patton

Vitrea Regina Singleton-Reid

Ramona Sowers

Jessica Vida-Clough

Campaign Board

Co-Chairs

Rosalie Tyner Anderson

Richard Knoth

Board Members

Cheryl Brown Bass

Ellen C. Brzytwa

Timothy J. Callahan

Jerald Cohen

Joyce J. Fitzpatrick

Catherine Koppelman

Deborah Miller-Strong

Deborah Morris Nadzam

Laura John Nosek

Cheryl Ann Patterson

Marian Shaughnessy

FPB Leaders Scholarship Committee

Co-Chairs

May Wykle

Charlene Douglas

Committee Members

Faye Gary

Gloria Hilton

Catherine Roscoe-Herbert

Mary Jane Suresky

Diana Morris

Dedra Hanna-Adams

Ronald Hickman

Patricia McDonald

Sonya Moore

Shanina Knighton

Visiting Committee

Co-Chairs

Leah S. Gary

Carol Lockhart

Committee Members

Mary Jane Bernier

Linda Burnes Bolton

William B. Bolton

Paula Brentlinger

Cynthia Harper Dunn

Allen H. Ford

Kathleen Rose Golovan

Edward J. Halloran

Gloria Hilton

Gail Alice Mallory

Cheryl L. Morrow-White

Carol Porter

William Joseph Riley

Kathleen Ross-Alaolmolki

Allen Thomas Rudy

James Gerard Sampson

Susan H. Taft

Budget and Facilities

Tiffany Cooper, MBA

Associate Dean of Finance and Administration

Executive Summary

Susan Frey, MBA, retired in January 2018 and was succeeded by Tiffany Cooper. Total revenues at the Frances Payne Bolton School of Nursing are \$31,840,000. With expenses at \$31,244,000 the school added \$596,000 to its reserves.

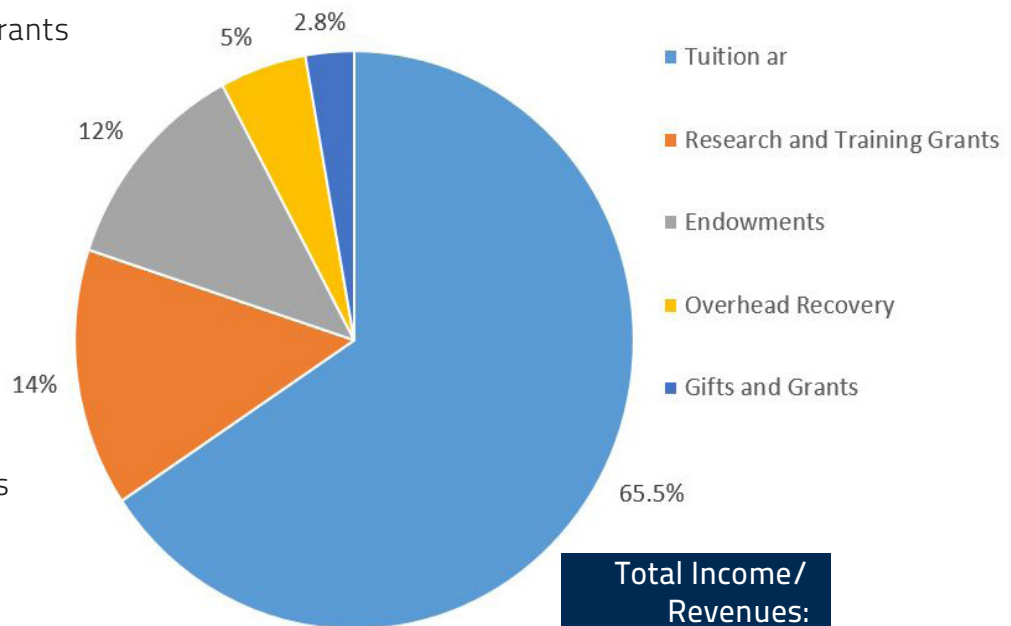
Revenue

- 65.5% tuition and fees
- 14.4% research and training grants
- 12.1% endowments
- 5.0% overhead recovery
- 2.8% gifts and grants

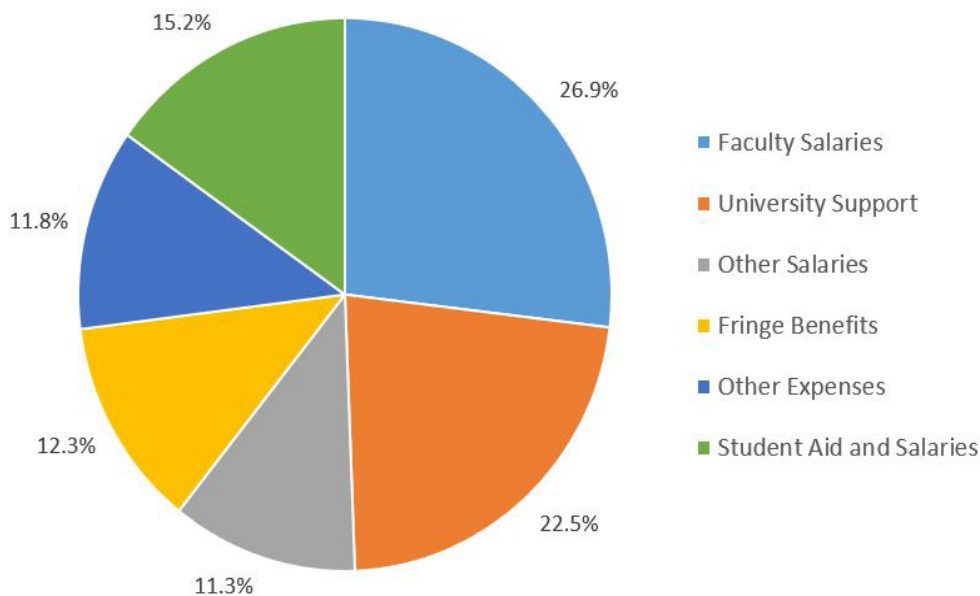
Expenses

- 26.9% faculty salaries
- 22.5% university support
- 11.3% other salaries
- 12.3% fringe benefits
- 11.8% other expenses
- 15.2% student aid and salaries

2016-2017 Budget: Operating Results



**Total Income/
Revenues:
\$31,840,000**



**Total Expenses:
\$31,244,000**

Faculty and Staff Changes

New Faculty through June 30, 2018

| | |
|-----------------------------------|---------------------|
| Scott Moore, PhD, APRN, AGPCNP-BC | Assistant Professor |
| Nicholas Schiltz, PhD | Assistant Professor |
| Grant O'Connell, PhD | Assistant Professor |

New Staff

| | |
|----------------------|--|
| Brady Boccucci | Director of HR and Administrative Operations |
| Emily Coon | Department Assistant, Development & Alumni Relations |
| Elizabeth Lundblad | Assistant Director, Marketing & Communications |
| Olivia Abdrasul, MBA | Executive Aide, Dean's Office |
| George Umbarger | Procurement Specialist |

Faculty and Staff Promotions

| | |
|-----------------------------------|--|
| Cynthia Danko, DNP, RN | Institutional Researcher & Assistant Professor |
| David Foley, PhD, MSN, RN-BC, MPA | Director of Faculty Development |
| Helen Jones-Toms, MNO | Assistant Dean of Marketing and Communications |
| Tiffany Cooper, MBA | Associate Dean of Finance and Administration |
| Rebecca Darrah, PhD | Associate Professor |
| Matthew Plow, PhD | Associate Professor |
| Rebecca Patton, DNP, RN | Assistant Professor |
| Rita Sfiligoj, DNP, MPA, RN | Assistant Professor |

Notable Faculty Honors and Awards

| Faculty/Staff | Award | Organization |
|----------------------|---|---|
| Joyce J. Fitzpatrick | 2018 Jessie M. Scott Award | American Nurses Association |
| David Foley | President-Elect | Greater Cleveland Nurses Association |
| Faye A. Gary | 2018 Diversity and Equity Award | International Society of Psychiatric-Mental Health Nurses |
| Deborah F. Lindell | Elected, Board of Directors | Ohio League for Nursing |
| Susan M. Ludington | 2018 Excellence in Writing Award | Neonatal Network / Springer Publishing Company |
| Shirley M. Moore | 2018 Outstanding Nurse Scientist Award | Council for the Advancement of Nursing Science |
| Carol L. Savrin | Distinguished Fellow | National Academies of Practice in Nursing |
| Susan M. Ludington | 2017 Excellence in Nursing Research Award | Ohio Nurses Association |
| Marilyn Lotas | 2017 Etherlaine Shaw-Nickerson Award | Ohio Nurses Association |
| Jaclene Zauszniewski | 2017 Psychiatric Nurse of the Year Award | American Psychiatric Nurses Association |
| Carolyn Harmon Still | Hypertension Early Career Oral Award | American Heart Association |
| Shirley Moore | 2017 Katherine A. Lembright Award | American Heart Association |
| Ronald Hickman, Jr. | Senior Nurse Researcher Award | Midwest Nursing Research Society |
| Allison Webel | Health of Diverse Populations Research Interest Group 2018 Mid-Career Investigator Award | Midwest Nursing Research Society |
| Heather Hardin | Health Promoting Behaviors Across the Lifespan Research Interest Group New Investigator Award | Midwest Nursing Research Society |
| Carol Musil | Distinguished Contribution Award | Midwest Nursing Research Society |
| Susan Mazanec | 2018 Connie Henke Yarbro Excellence in Cancer Nursing Mentorship Award | Oncology Nursing Society Foundation |

Appendix I

Strategic Plan 2018-2022

Mission

Create and empower nurse leaders who develop and implement innovative and interprofessional research, education, and practice activities that make a positive difference in the health of individuals and communities.

Vision

To be recognized globally as an academic community of excellence that builds on our strengths and traditions to provide leadership in nursing research, education, and practice in evolving, interprofessional health and scientific communities.

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 a determined focus on seven key areas: (1) people and environment, (2) research, (3) education, (4) professional practice, (5) culture of leadership, (6) new Health Education Campus, and (7) global health.

Goal 1: Make FPB the place to be!

The Frances Payne Bolton School of Nursing (FPB) recognizes the quality of our academics, combined with outstanding faculty and a variety of quality clinical experiences within Cleveland, Ohio, and 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:

- Cultivate an inclusive environment where people from all backgrounds feel a sense of belonging, respect, and being valued.
- Increase diversity and inclusion efforts for and among students, faculty, and staff.
- Facilitate and support initiative, innovation, and testing of new ideas
- Create a student-centered learning environment where local, national, and international students succeed academically, professionally, and personally.
- Be the employer of choice for faculty and staff.
- Build a community of wellness that supports work-life balance and enables students, faculty, and staff to thrive.

Goal 2: Lead the discovery of new knowledge through innovative and high-impact research.

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:

- Be the recognized leader in our areas of research focus.
- Maximize the research capacity of FPB faculty and students.
- Develop and launch the next generation of nurse scientists.
- Increase collaborations and partnerships to address acute care, population health, and community-based research.
- Evaluate sustainability of FPB research centers of excellence.
- Foster entrepreneurship to take new discoveries to the marketplace.

Goal 3: Ensure high value nursing education.

At FPB, we currently have an excellent national reputation that facilitates the recruitment of high-quality students and faculty. To maintain that reputation and further bolster future recruitment efforts, FPB must remain on the cutting edge of nursing science, research and technology. Commitment to these tenets will allow us to expand into new and innovative educational and research arenas, and ensure that our students receive the best possible preparation for their nursing careers. Specific strategies to accomplish this goal are to:

- Develop opportunities for highly engaged learning that makes the best use of faculty expertise, mentorship, and diverse technologies/modalities.
- Create interprofessional student experiences in simulation, in the classroom, and in practice, using the rich resources of CWRU, area institutions, and global networks.
- Ensure relevance, quality sustainability, and high impact of our educational programs.
- Prepare nurses to meet local, national, and global health objectives.
- Support faculty to be the BEST educators they can be and create an environment where teaching excellence is rewarded.

Goal 4: Develop and promote new models of professional and interprofessional practice.

FPB recognizes that as a school we have a long history of innovation 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 and interprofessional partnerships can make the difference between novice and expert nursing professionals. Specific strategies to accomplish this goal are to:

- Engage in the national movement for nurses to practice to the full extent of their education and competencies .
- Maximize professional and interprofessional academic-clinical practice partnerships at a national and international level.
- Continue the development of Implementation Science (evidence-based and quality and safety initiatives, and scaling-up of effective inventions).
- Strengthen healthcare partnerships and neighborhood and global initiatives.

Goal 5: Position FPB as the Leadership Destination for all nurses.

In an era when health care is changing dramatically, nurses should be front and center in conversations about what comes next. Despite the prominence the nursing profession plays in health care -- 35 percent of the entire health care workforce in 2017 -- representation of nurses on hospital boards sits at just 5 percent. Through a transformational commitment from Marian and Michael Shaughnessy, FPB can provide nurses with greater opportunities to learn and implement leadership across the spectrum of health care. Specific strategies to accomplish this goal include:

- Prepare nurse leaders at all levels to shape the future of health care, led by the Marian K. Shaughnessy Nurse Leadership Academy.
- Infuse leadership content throughout all education programs.
- Initiate research and scholarship focused on leadership in nursing and health care.
- Lead policy changes at all levels of health care, locally, nationally, and globally.

Goal 6: Implement a smooth transition to the new Health Education Campus.

A positive and enjoyable work environment is necessary for a highly effective and efficient organization that fosters a creative and collaborative culture both within and beyond the school. With the move to the new HEC in 2019, FPB will prioritize interprofessional collaboration to enhance nursing education and produce even more well-rounded clinicians. The following methods have been identified to help achieve this goal:

- Work with the School of Dental Medicine (SODM) and School of Medicine (SOM) to create an effective transition plan.
- Build new relationships with the Cleveland Clinic, SODM, and SOM to enhance interprofessional education and training.
- Implement a communication and marketing plan to inform and engage FPB students, faculty, staff, and key stakeholders.
- Maintain the FPB identity, and ensure a sense of connection with the CWRU main campus.
- Take advantage of the new space and technology to improve the education and work experience.

Goal 7: Promote a global health presence.

The world of academia can be insular, but nursing practice, science, and research conducted at FPB has impact on a global scale. Our alumni, students, and faculty are focused on performing work that ultimately benefits their patients' health. In creating nurses of the world, FPB must promote a global health presence that aids patients domestically and abroad. Specific strategies to accomplish this goal are to:

- Develop targeted initiatives to support a global health presence.
- Engage with alumni in building stronger global nursing education, practice, and research networks.
- Build programs of research and practice across continents, integrating national and international priorities.

Appendix II

Faculty Publications, January 1 - December 31, 2017

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

Associate Professor; Director, Center for Nursing Education, Simulation & Innovation

Alfes, C. M. (2017). Developing high flight simulations for air medical programs. In Medevac Foundation International and Nightingale International (Ed.), *Establishing Air Medical Programs for the Next Generation: Frameworks for both Developed and Developing Nations*. Alexandria, VA: https://www.amazon.com/Establishing-Medical-Programs-Next-Generation/dp/1548465798/ref=sr_1_1?s=books&ie=UTF8&qid=1518462539&sr=1-1

Alfes, C. M. (2017). Imogene King's Theory of Goal Attainment. In J. J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research*, (4th ed., pp. 383-385). New York: Springer Publishing Company. <http://www.springerpub.com/encyclopedia-of-nursing-research-4e.html>

Alfes, C. M. (2017). 301 Careers in Nursing. In J. J. Fitzpatrick, & E. E. Ea (Ed.), *Nurse Educator*. New York: Springer Publishing.

Lee, A. H., Kelley, C. G., Dolansky, M., Alfes, C. M., Bennigton, L. K. (2017). High-Fidelity Patient Simulation To Evaluate Student Nurse Patient Safety Competency. *Clinical Simulation in Nursing*, 13(12), 628-633. <http://dx.doi.org/10.1016/j.ecns.2017.08.006>

Alfes, C. M., Madigan, E. A. (2017). Promoting Simulation Globally: Networking With Nursing Colleagues Across Five Continents. *Nursing Education Perspectives*, 38(4), 216-217. dx.doi.org/10.1097/01.NEP.0000000000000146

Gregoire, J., Alfes, C. M., Reimer, A. P., Terhaar, M. F. (2017). Flying Lessons For Clinicians: Developing System II Practice. *Air Medical Journal*, 36(3), 135-137.

Kaniecki, D. M., Reimer, A. P., Hickman, R. L., Alfes, C. M. (2017). Response of Flight Nurses in a Simulated Helicopter Environment. *Air Medical Journal*, 36(3), 131-134.

Buckner, E., Alfes, C. M. (2017). Interprofessional Flight Camp: Perspectives Worth Sharing. *CompassPoint Journal*, 27(1), 15-18.

Rutherford-Hemming, T., Alfes, C. M. (2017). The Use of Hospital-Based Simulation in Nursing Education-A Systematic Review. *Clinical Simulation in Nursing*, 13(2), 78-89. <http://dx.doi.org/10.1016/j.ecns.2016.12.007>

Foronda, C. L., Alfes, C. M., Dev, P., Kleinheksel, A. J., Nelson, Jr, D. A., O'Donnell, J. M., Samosky, J. T. (2017). Virtually Nursing: Emerging Technologies in Nursing Education. *Nurse Educator*, 42(1), 14-17. <http://dx.doi.org/10.1097/NNE.0000000000000295>

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

Assistant Professor; Director, BSN Program; Faculty Lead, Neonatal Nurse Practitioner Program

Blatz, M., Dowling, D. A., Underwood, P. W., Bieda, A. L., Graham, G. C. (2017). A Password-Protected Web Site for Mothers Expressing Milk for Their Preterm Infants. *Advances in Neonatal Care*, 17(3), 222-229. doi: 10.1097/ANC.0000000000000365

Christopher J. Burant, PhD, MACTM

Associate Professor

Burant, C. J., Zauszniewski, J. A. (2017). Factor Analysis. In J.J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research* (4th ed., pp. 246-248) New York: Springer Publishing Company.

Byrne, C., Kurmas, N., Burant, C. J., Utech, A., Steiber, A., Julius, M. (2017). Cooking Classes: A Diabetes Self-Management Support Intervention Enhancing Clinical Values. *Diabetes Educator*, 43(6), 600-607. doi: 10.1177/0145721717737741.

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Musil, C. M., Rice, H. M., Singer, M., Givens, S. E., Warner, C. B., Zauszniewski, J. A., Burant, C. J., Toly, V. B., Jeanblanc, A. B. (2017). Grandchildren's Depressive Symptoms and Perceptions of Family Functioning: Protective and Influencing Factors. *Western Journal of Nursing Research*, 193945917721017. doi: 10.1177/0193945917721017. [Epub ahead of print].

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Milkovich, S. A., Rychel, R. L., Pascuzzi, K. M., Purdum, M. B., Taylor, G. J., Burant, C. J. (2017). Serious Mental Illness and its Impact on Diabetes Care in a VA Nurse/Pharmacist-Managed Population. *Federal Practitioner*, 34, S22-S27.

Farwig, P. A., Zielinski, A. J., Accursi, M. L., Burant, C. J. (2017). The Impact of Extended Release Exenatide as Adjuvant Therapy on Hemoglobin A1C, Weight, and Total Daily Dose of Insulin in Patients With Type 2 Diabetes Mellitus Using U-500 Insulin. *Diabetes Research and Clinical Practice*, 134, 38-43.

Deimling, G. T., Pappada, H., Ye, M., Nalepa, E., Ciaralli, S., Phelps, E., Burant, C. J. (2017). Factors Affecting Perceptions of Disability and Self-Rated Health Among Older Adult, Long-Term Cancer Survivors. *Journal of Aging and Health*, 898264317745745. doi: 10.1177/0898264317745745. [Epub ahead of print].

Miller, D. M., Neelon, L., Kish-Smith, K., Whitney, L., Burant, C. J. (2017). Pressure Injury Knowledge in Critical Care Nurses. *Journal of Wound, Ostomy, and Continence Nursing*, 44(5), 455-457. doi: 10.1097/WON.0000000000000350.

Knighton, S. C., McDowell, C., Rai, H., Higgins, P. A., Burant, C. J., Donskey, C. J. (2017). Feasibility: An Important but Neglected Issue in Patient Hand Hygiene. *American Journal of Infection Control*, 45(6), 626-629. doi: 10.1016/j.ajic.2016.12.023.

Van Epps, P., Tumpey, T., Pearce, M. B., Golding, H., Higgins, P. A., Hornick, T., Burant, C. J., Wilson, B. M., Banks, R., Gravenstein, S., Canaday, D. H. (2017). Preexisting Immunity, Not Frailty Phenotype, Predicts Influenza Postvaccination Titers Among Older Veterans. *Clinical and Vaccine Immunology*, 24(3), pii: e00498-16. doi: 10.1128/CVI.00498-16.

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. (2017). Erratum to: Frailty Has a Stronger Association With Inflammation Than Age in Older Veterans. *Immunity & Ageing*, 14: 4. doi: 10.1186/s12979-017-0086-3. eCollection 2017.

Farang, A., Tullai-McGuinness, S., Anthony, M. K., Burant, C. J. (2017). Do Leadership Style, Unit Climate, and Safety Climate Contribute to Safe Medication Practices? *The Journal of Nursing Administration*, 47(1), 8-15. doi: 10.1097/NNA.0000000000000430

Elizabeth R. Click, ND, RN, CWP

University Professor; Assistant Professor; Medical Director, Case Western Reserve University

Click, E. R. (2017). Wellness. In J.J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research* (4th ed., pp. 786-788). New York, NY: Springer Publishing Company.

Click, E. R. (2017). Essay: Creating a Culture of Health – One University's Experience, 27 *Health Matrix*, 417-434. <http://scholarlycommons.law.case.edu/healthmatrix/vol27/iss1/14>

Barbara J. Daly, PhD, RN, FAAN

University Professor; The Gertrude Perkins Oliva Professor in Oncology Nursing

Mazanec, S., Miano, S., Baer, L., Campagnaro, E. L., Sattar, A., Daly, B. J. (2017). A Family-Centered Intervention for the Transition to Living with Multiple Myeloma as a Chronic Illness: A Pilot Study. *Applied Nursing Research*, 35, 86-89.

Mazanec, S., Gallagher, P., Miano, W. R., Sattar, A., Daly, B. J. (2017). Comprehensive Assessment of Cancer Survivors' Concerns to Inform Program Development. *Journal of Community and Supportive Oncology*, 15(3), e155-e162. <https://doi.org/10.12788/jcso.0338>

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Lipson, A., Miano, S. J., Daly, B. J., Douglas, S. L. (2017). The Accuracy of Nurses' Predictions for Clinical Outcomes in the Chronically Critically Ill. *Research & Reviews Journal of Nursing and Health Sciences*, 3(2), 35-38. [Epub 2017 Jul 25].

Flocke, S. A., Antognoli, E., Daly, B. J., Jackson, B., Fulton, S. E., Liu, T. M., Surdam, J., Manne, S., Meropol, N. J. (2017). The Role of Oncology Nurses in Discussing Clinical Trials. *Oncology Nursing Forum*, 44(5), 547-552. doi: 10.1188/17.ONF.547-552.

Faculty Publications, *continued*

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Applequist, H., Daly, B. J., Koniaris, C., Musil, C. M. (2017). An Assessment of the Use, Perceived Benefits, and Outcomes of Ketamine in Sickle Cell Vaso-Occlusive Crisis in the United States. *Journal of Hospice and Palliative Nursing*, 19(1), 75-81. doi: 10.1097/NJH.0000000000000311

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

Haas, M., Dowling, D. A., Damato, E. G. (2017). Adherence to Safe Sleep Recommendations by Families with Higher Order Multiples. *Advances in Neonatal Care*, 17(5), 404-416. doi: 10.1097/ANC.0000000000000416

Rebecca Darrah, PhD
Assistant Professor

Darrah, R. J., Bonfield, T., LiPuma, J. J., Litman, P., Hodges, C. A. (2017). Cystic Fibrosis Mice Develop Spontaneous Chronic Bordetella Airway Infections. *Journal of Infectious Pulmonary Diseases*, 3(2), doi: 10.16966/2470-3176.128.

Anderson, C. E., Donnola, S. B., Jiang, Y., Batesole, J., Darrah, R. J., Drumm, M. L., Brady-Kalnay, S. M., Steinmetz, N. F., Yu, X., Griswold, M. A., Flask, C. A. (2017). Dual Contrast - Magnetic Resonance Fingerprinting (DC-MRF): A Platform for Simultaneous Quantification of Multiple MRI Contrast Agents. *Scientific Reports*, 7(1), 8431. doi: 10.1038/s41598-017-08762-9.

Anderson, C. E., Wang, C. Y., Gu, Y., Darrah, R. J., Griswold, M. A., Yu, X., Flask, C. A. (2018). Regularly Incremented Phase Encoding - MR Fingerprinting (RIPE-MRF) For Enhanced Motion Artifact Suppression in Preclinical Cartesian MR Fingerprinting. *Magnetic Resonance In Medicine*, 74(4), 2176-2182. doi: 10.1002/mrm.26865 [Epub 2017 Aug 10].

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

Gittner, L. A., DiMarco, M. A. (2017). Infant and Childhood Nutrition. In Fitzpatrick J.J. (Ed.), *Encyclopedia of Nursing Research* (4th ed., pp. 496-502). New York: Springer Publishing Company.

Deborah L. Dillon, DNP, RN, ACNP-BC, CCRN, CHFN
Assistant Professor

Dillon, D. L. (2017). AAHFN Annual Meeting: Leadership. *AAHFN Connections*, 18.

Dillon, D. L. (2017). Leadership in a Technology World. *AAHFN Connections*, p.16.

Dillon, D. L. (2017). Nursing's Leadership Role in the Pharmacologic Management of Heart Failure Patients. *AAHFN Connections*, 22.

Dillon, D. L., Gary, F. A. (2017). Full Practice Authority for Nurse Practitioners. *Nursing Administration Quarterly*, 41(1), 86-93. doi: 10.1097/NAQ.0000000000000210.

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Faculty Publications, *continued*

Mary A. Dolansky, PhD, RN, FAAN
Associate Professor; Director, QSEN Center

Dolansky, M., Luebbers, E., Singh, M., Moore, S. M. (2017). Interprofessional Approaches to Quality and Safety Education. In G. Sherwood & J. Barnsteiner (Eds.), *Quality and Safety in Nursing: A Competency Approach to Improving Outcomes*. 2nd ed. (pp. 265-279). Hoboken, N.J., Blackwell.

Marchi, N. M., Dolansky, M. (2017). Quality and Safety Education for Nurses. In J.J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research*. 4th ed. (pp. 244-245). New York, NY: Springer Publishing Company.

Dolansky, M. (2017). Overcoming Challenges to Interprofessional Education in the Workplace. In R. Rayburn, D. Davis, & M. Turco (Eds.), *Continuing Professional Development in Medicine and Health Care: Better Education, Better Patient Outcomes*. (pp. 271-286). Philadelphia, PA: Lippincott Williams & Wilkins.

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Portz, J. D., Vehovec, A., Dolansky, M., Levin, J. B., Bull, S., Boxer, R. (2017). The Development and Acceptability of a Mobile Application for Tracking Symptoms of Heart Failure Among Older Adults. *Telemedicine Journal and E-Health*, 24(2):161-165. doi: 10.1089/tmj.2017.0036. [Epub 2017 Jul 12].

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Trent, P., Dolansky, M., DeBrew, J. K., Petty, G. (2017). RN-to-BSN Students' Quality Improvement Knowledge, Skills, Confidence, and Systems Thinking. *The Journal of Nursing Education*, 56(12), 737-740.

Stalter, A. M., Phillips, J. M., Ruggiero, J. S., Scardaville, D. L., Merriam, D., Dolansky, M., Goldschmidt, K. A., Wiggs, C. M., Winegardner, S. (2017). A Concept Analysis of Systems Thinking. *Nursing Forum*, 52(4), 323-330.

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Dolansky, M., Zullo, M. D., Josephson, R. A. (2017). The Rehabilitation Continuum from Hospital to Cardiac Rehabilitation: A Study of 147,000 Medicare Beneficiaries. *Western Journal of Nursing Research*, 39(10), 1379-1380.

Dolansky, M., Schexnayder, J., Patrician, P. A., Sales, A. (2017). Implementation Science: New Approaches to Integrating Quality and Safety Education for Nurses Competencies in Nursing Education. *Nurse Educator*, 42(5S Suppl 1), S12-S17.

Altmiller, G., Dolansky, M. (2017). Quality and Safety Education for Nurses: Looking Forward. *Nurse Educator*, 42(5S Suppl 1), S1-S2.

Gathright, E. C., Dolansky, M., Gunstad, J., Redle, J. D., Josephson, R. A., Moore, S. M., Hughes, J. W. (2017). The Impact of Medication Non-Adherence on the Relationship Between Mortality Risk and Depression in Heart Failure. *Health Psychology*, 36(9), 839-847. doi: 10.1037/hea0000529. [Epub 2017 Jul 20].

Goldstein, C. M., Gathright, E. C., Gunstad, J., Dolansky, M., Redle, J. D., Josephson, R., Moore, S. M., Hughes, J. W. (2017). Depressive symptoms moderate the relationship between medication regimen complexity and objectively measured medication adherence in adults with heart failure. *Journal of Behavioral Medicine*, 40(4), 602-611. doi: 10.1007/s10865-017-9829-z. [Epub 2017 Feb 11].

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Forman, D. E., Arena, R., Boxer, R., Dolansky, M., Eng, J. J., Fleg, J. L., Haykowsky, M., Jahangir, A., Kaminsky, L. A., Kitzman, D. W., Lewis, E. F., Myers, J., Reeves, G. R., Shen, W. K. (2017). Prioritizing Functional Capacity as a Principal End Point for Therapies Oriented to Older Adults with Cardiovascular Disease: A Scientific Statement for Healthcare Professionals From the American Heart Association. *Circulation*, 135(16), e894-e918.

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.

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Altmiller, G., Dolansky, M. (2017). Quality and Safety Education for Nurses: Looking Forward. *Nurse Educator*, 42(5S):S3-S7, doi: 10.1097/NNE.000000000000040.

Sara L. Douglas, PhD, RN

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

Douglas, S. L., Daly, B. J., Lipson, A. (2017). Differences in Predictions for Survival and Expectations for Goals of Care between Physicians and Family Surrogate Decision Makers of Chronically Critically Ill Adults. *Journal of Nursing Health Sciences*, 3(3), 74-84.

Harper, S., Douglas, S. L. (2017). How Race Can Influence Care Goals and Treatment Decisions in Advanced Cancer. *Oncology Nursing News*, 11(7), 36.

Lipson, A., Miano, S. J., Daly, B. J., Douglas, S. L. (2017). The Accuracy of Nurses' Predictions for Clinical Outcomes in the Chronically Critically Ill. *Research & Reviews Journal of Nursing and Health Sciences*, 3(2), 35-38. [Epub 2017 Jul 25].

McMeekin, D. E., Hickman, R. L., Douglas, S. L., Kelley, C. G. (2017). Stress and Coping of Critical Care Nurses After Unsuccessful Cardiopulmonary Resuscitation. *American Journal of Critical Care*, 26(2), 128-135.

Donna Dowling, PhD, RN

Professor

Haas, M., Dowling, D. A., Damato, E. G. (2017). Adherence to Safe Sleep Recommendations by Families with Higher Order Multiples. *Advances in Neonatal Care*, 17(5), 404-416. doi: 10.1097/ANC.0000000000000416.

Barabach, L. M., Ludington, S. M., Dowling, D. A., Lotas, M. B. (2017). Role of Baby-Friendly Hospital Care and Maternal Role Competence. *Nursing for Women's Health Journal*, 21(2), 96-107. doi: 10.1016/j.nwh.2017.02.006.

Blatz, M., Dowling, D. A., Underwood, P. W., Bieda, A. L., Graham, G. C. (2017). A Password-Protected Web Site for Mothers Expressing Milk for Their Preterm Infants. *Advances in Neonatal Care*, 17(3), 222-229. doi: 10.1097/ANC.0000000000000365.

Evelyn G. Duffy, DNP, AGPCNP-BC, FAANP

Associate Professor; Associate Director, University Center on Aging and Health

Duffy, E. G., Britton, G. A., Stucke, S., Collier, R., Gueldner, S. H., Marek, J. F. (2017). Osteoporosis. In J.J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research* (4th ed., pp.519-523) New York: Springer Publishing Company.

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Duffy, E. G. (2017). The Aging Population. In K.A. Goudreau & M.C. Smolinski (Eds.), *Health Policy and Advanced Practice Nursing, Impact and Implications*, 2nd ed. (pp. 223-234). New York, NY: Springer Publishing Company.

Faculty Publications, *continued*

Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN

Elizabeth Brooks Ford Professor of Nursing; Inaugural Director, Marian K. Shaughnessy Leadership Academy

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David M. Foley, PhD, MSN, RN-BC, MPA
Assistant Professor

Foley, D. (2017). Nursing My Vacation: How Being a Nurse (Almost) Ruined My Vacation. *American Nurse Today*, 12(4), 39-40.

Kimberly Garcia, DNP, CNM, WHNP
Assistant Professor

Garcia, K. S. (2017). Mixed Methods Evaluation and Teaching With Guatemalan Lay Midwives About Obstetrical Emergencies. *Medical Research Archives*, 5(11), 2-11.

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. (2017). 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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Heather K. Hardin, PhD, RN
Assistant Professor

Heerman, W. J., JaKa, M. M., Berge, J. M., Trapl, E. S., Sommer, E. C., Samuels, L. R., Jackson, N., Haapala, J. L., Kunin-Batson, A. S., Olson-Bullis, B. A., Hardin, H. K., Sherwood, N. E., Barkin, S. L. (2017). The Dose of Behavioral Interventions to Prevent and Treat Childhood Obesity: A Systematic Review and Meta-Regression. *The International Journal of Behavioral Nutrition and Physical Activity*, 14(1), 157-166.

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Ronald L. Hickman, Jr., PhD, RN, ACNP-BC, FAAN
Associate Professor; Associate Dean for Research

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

Knighton, S. C., McDowell, C., Rai, H., Higgins, P. A., Burant, C. J., Donskey, C. J. (2017). Feasibility: An Important But Neglected Issue in Patient Hand Hygiene. *American Journal of Infection Control*, 45(6), 626-629. doi: 10.1016/j.ajic.2016.12.023.

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Chao-Pin Hsiao, PhD, RN
Assistant Professor

Hsiao, C.-P., Daly, B. J., Hoppel, C. (2017). Decreased Mitochondrial Bioenergetics Profile In Fatigued Men With Prostate Cancer Undergoing Radiation Therapy. *Oncology Nursing Advisor*, 44(2).

Faculty Publications, *continued*

Molly J. Jackson, DNP, APRN, A-GNP-C, ACHPN
Assistant Professor; Director, Graduate Entry Nursing Program

Jackson, M. J. (2017). Family Caregiving and the Seriously Mentally Ill. In J.J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research*, (4th ed., pp. 256-258). New York, NY: Springer Publishing Company.

Jackson, M. J. (2017). Schizophrenia. In J.J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research*, (4th ed. pp. 650-652). New York, NY: Springer Publishing Company.

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

Givens, S. E., Musil, C. M., Warner, C. B., Juratovac, E. (2017). Caregiving Relationships. In: E. A. Capezuti, M. Malone, D. S. Gardner, A. Khan, & S. L. Baumann (Ed.), *The Encyclopedia of Elder Care, Fourth Edition: The Comprehensive Resource on Geriatric Health and Social Care* (4th ed.). New York, NY: Springer Publishing.

David Kaniecki, DNP, MSN, RN, ACNP-C, CCRN
Instructor

Kaniecki, D. M., Reimer, A. P., Hickman, R. L., Alfes, C. M. (2017). Response of Flight Nurses in a Simulated Helicopter Environment. *Air Medical Journal*, 36(3), 131-134.

Carol Kelley, PhD, RN, CNP
Associate Professor

Lee, A. H., Kelley, C. G., Dolansky, M., Alfes, C. M., Bennigton, L. K. (2017). High-Fidelity Patient Simulation To Evaluate Student Nurse Patient Safety Competency. *Clinical Simulation in Nursing*, 13(12), 628-633. <http://dx.doi.org/10.1016/j.ecns.2017.08.006>

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Irena L. Kenneley, PhD, RN, CNE, CIC, FAPIC
Associate Professor

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Mary E. Kerr, PhD, RN, FAAN, FCCM
May L. Wykle Endowed Professor of Nursing

Kerr, M. E. (2017). Cerebral Ischemia. In: J.J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research*, (4th. ed., pp. 69-71) New York: Springer Publishing Company.

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

Gary, F. A., Rui, L., Hui, Z., Zhang, A. Y., Killion, C. M. (2017). 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, FAAN
Associate Professor

Lindell, D. F. (2017). Theoretical Framework. In J. J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research* (4th ed., pp.729-730). New York: Springer Publishing.

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Marilyn Lotas, PhD, RN, FAAN
Associate Professor

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

Anderson, G. C., Ludington, S. M. (2017). Kangaroo Care. In J.J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research* (4th. ed., pp. 91-94). New York, NY: Springer Publishing Company.

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Jane F. Marek, DNP, MSN, RN
Assistant Professor

Ellet, M. L., Marek, J. F. (2017). Enteral Tube Placement. In J.J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research* (4th ed.,)pp. 219-222). New York, NY: Springer Publishing Company.

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Polly M. Mazanec, PhD, ACNP-BC, AOCN, ACHPN, FPCN, FAAN
Reserach Associate Professor

Smith, J., Berman, S., Dimick, J., Curry, S., Arfons, L., Cmolik, B., Savinell, R., Woods, K., Price, J. R., Mazanec, P. (2017). Distress Screening & Management in an Outpatient VA Cancer Clinic: A Pilot Project Involving Ambulatory Patients Across the Disease Trajectory. *Federal Practitioner*, 34(Suppl 1), 43S-50S. http://www.fedprac-digital.com/federalpractitioner/bestpractices_2017?folio=37S&pg=37#pg37

Susan R. Mazanec, PhD, RN, AOCN
Assistant Professor

Mazanec, S., Miano, S., Baer, L., Campagnaro, E. L., Sattar, A., Daly, B. J. (2017). A Family-Centered Intervention for the Transition to Living With Multiple Myeloma as a Chronic Illness: A Pilot Study. *Applied Nursing Research: ANR*, 35, 86-89.

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Patricia E. McDonald, PhD, RN
Assistant Professor

McDonald, P. E., Nunez, M. A., Yarandi, H. N. (2017). A Church-based diabetes care survey in St. Thomas, U. S. Virgin Islands. *Journal of National Black Nurses Association*, 28(1), 9-13.

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Shirley M. Moore, PhD, RN, FAAN
Edward J. and Louise Mellen Professor of Nursing; University Professor

Dolansky, M., Luebbers, E., Singh, M., Moore, S. M. (2017). Interprofessional Approaches to Quality and Safety Education. In G. Sherwood & J. Barnsteiner (Eds.), *Quality and Safety in Nursing: A Competency Approach to Improving Outcomes*. (2nd Edition. (pp. 265-279). Hoboken, N.J.:Blackwell.

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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
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Carol M. Musil, PhD, RN, FAAN, FGSA
Interim Dean; Marvin E. and Ruth Durr Denekas Professor of Nursing

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Susan G. Painter, DNP, PMHNP-BC
Instructor; Lead Faculty, Family Systems Psychiatric Mental Health Nursing Program

Painter, S. G. (2017). Opiate Crisis and Healthcare Reform in America: A Review for Nurses. *The Online Journal of Issues in Nursing*, 22(2), doi: 10.3912/OJIN.Vol22No02Man03

Matthew Plow, PhD
Assistant Professor

Plow, M. A., Moore, S. M., Sajatovic, M., Katzen, I. (2017). A Mixed Methods Study of Multiple Health Behaviors Among Individuals With Stroke. *PEERJ*, 5:e3210. .doi: 10.7717/peerj.3210.

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

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Mary Quinn Griffin, PhD, RN, FAAN
Professor

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Andrew P. Reimer, PhD, RN
Assistant Professor

Tullai-McGuinness, S., Reimer, A. P. (2017). Health Policy and Health Service Delivery. In J.J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research* (4th. ed. pp. 306-308). New York, NY: Springer Publishing Company.

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Carolyn H. Still, PhD, MSM, AGPCNP-BC, CCRP
Assistant Professor

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

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Valerie Boebel Toly, PhD, RN, CPNP
Assistant Professor

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Faculty Publications, *continued*

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

Voss, J. G., Shagal, A. G., Tsuji, J. M., MacDonald, J., Bammler, T. K., Farin, F. M., Schneider, Barbara St. Pierre (2017). Time Course of Inflammatory Gene Expression Following Crush Injury in Murine Skeletal Muscle. *Nursing Research*, 66(2), 63-74.

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Allison Webel, PhD, RN, FAAN
Assistant Professor

Webel, A. R., Perazzo, J. D., Dawson-Rose, C., Smith, C., Nicholas, P. K., Rivero-Méndez, M., Solís-Báez, S. S., Eller, L. S., Johnson, M. O., Corless, I. B., Lindgren, T., Holzemer, W. L., Kempainen, J. K., Reid, P., Mogobe, K. D., Matshediso, E., Nokes, K., Portillo, C. J. (2017). A multinational qualitative investigation of the perspectives and drivers of eExercise and Dietary Behaviors in People Living with HIV. *Applied Nursing Research: ANR*, 37, 13-18. doi: 10.1016/j.apnr.2017.07.002.

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

Winkelman, C. (2017). Physiology. In J.J. Fitzpatrick (Ed.), *Encyclopedia of Nursing Research* (4th ed., pp. 189). New York, NY: Springer Publishing.

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

Good, M. P., Zauszniewski, J. A., Bunthumporn, N. (2017). Biofeedback. In M. Snyder & R. Lindquist (Ed.), *Complementary and Alternative Therapies in Nursing*. (7th ed. pp. 153-166). New York, NY: Springer Publishing Company.

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Amy Y. Zhang, PhD
Associate Professor

Zhang, A. Y. (2017). Genitourinary symptoms. In J. Eggert (Ed.), *Cancer Basics*. (2nd Ed. pp. 475-490). Pittsburgh, PA: Oncology Nursing Society.

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Elizabeth Zimmermann, DNP, MSN, RN, CHSE
Instructor

Kenneley, I., Zimmermann, E. (2017). Opportunities to Educate Student Nurses on the Importance of PPE: An Ebola Simulation Exercise. *Prevention Strategist*, 10(3). <http://APIC.org>



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