



2011-2012 Annual Report



UNIVERSITY OF UTAH
COLLEGE OF NURSING

Research • Education • Practice



COLLEGE OF NURSING ANNUAL REPORT

2011 - 2012 Academic Year

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INTRODUCTION AND OVERVIEW

Major Accomplishments

The following summary highlights the activity and outcomes achieved over the past year as they relate to our College of Nursing goals for 2011-12:

1. Evaluation taskforce formed to look at data needs, collection and tracking mechanisms for grants, accreditation and other reports.
2. Curriculum review and revision of PhD program and Gerontology Interdisciplinary Program.
3. Implemented and evaluated pilot post-doctoral research training program.
4. Developed recommendations for organizational and community leadership options within the graduate curriculum.
5. Included interprofessional learning experiences in simulated-based learning scenarios, incorporating cultural competencies and interprofessional geriatric simulation experiences.
6. Expanded innovative care models and opportunities within faculty practice.
 - a. Created Sutter Health/College of Nursing virtual care program utilizing graduate nursing students.
 - b. Participated in development of healthcare/medical home models.
 - c. Expanded partnerships for psych/mental health faculty practice.
7. Expanded faculty and staff professional development and mentoring programs, including seamless processes for hiring, orientation and reinforcement of core competencies.
8. Launched College of Nursing' My University Signature Experience (MUSE) program—coordinating and tracking student engagement opportunities.
9. Increased submission rate for research funding linked to national ranking/stature and created four Research Innovation Teams focused on grant writing.

EDUCATIONAL PROGRAMS / ACADEMIC AFFAIRS

Overview

Enrollment in the College's undergraduate and graduate programs remains stable. The revised undergraduate curriculum was implemented in summer 2011. On the graduate level we have seen an increase in both BS prepared and MS prepared students applying to the DNP program. The Primary Care and Acute Care tracks within the DNP program are at capacity, given current preceptor availability. Specialty tracks with the highest interest are family nurse practitioner and psych/mental health.

We have maintained the increased enrollment in the PhD program with a second cohort of PhD students with a focus in gerontology, as part of the Hartford Center of Excellence in Geriatric Nursing. These two factors account for the increase in doctoral student enrollment.

The total enrollment for all graduate programs is projected to exceed 300 students in the coming year. Figure 1 shows the total student enrollment during the fall semester over the past four years.

Figure 1. Student Enrollment 2008-2012 (OBIA)

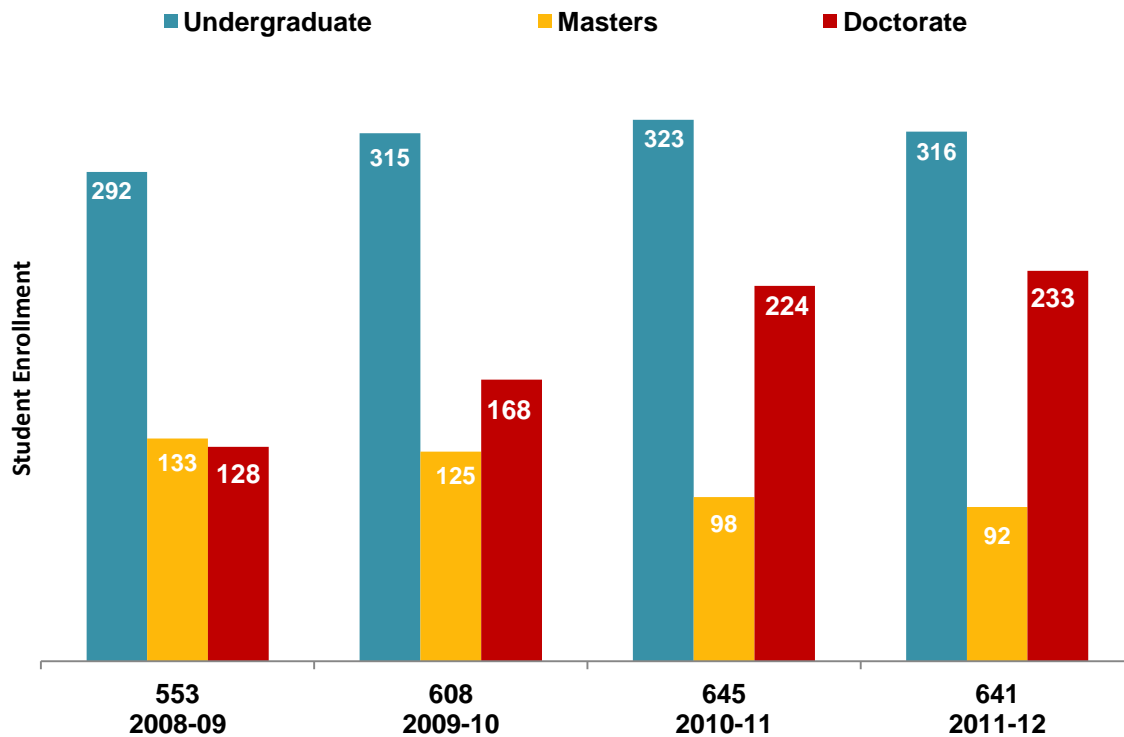
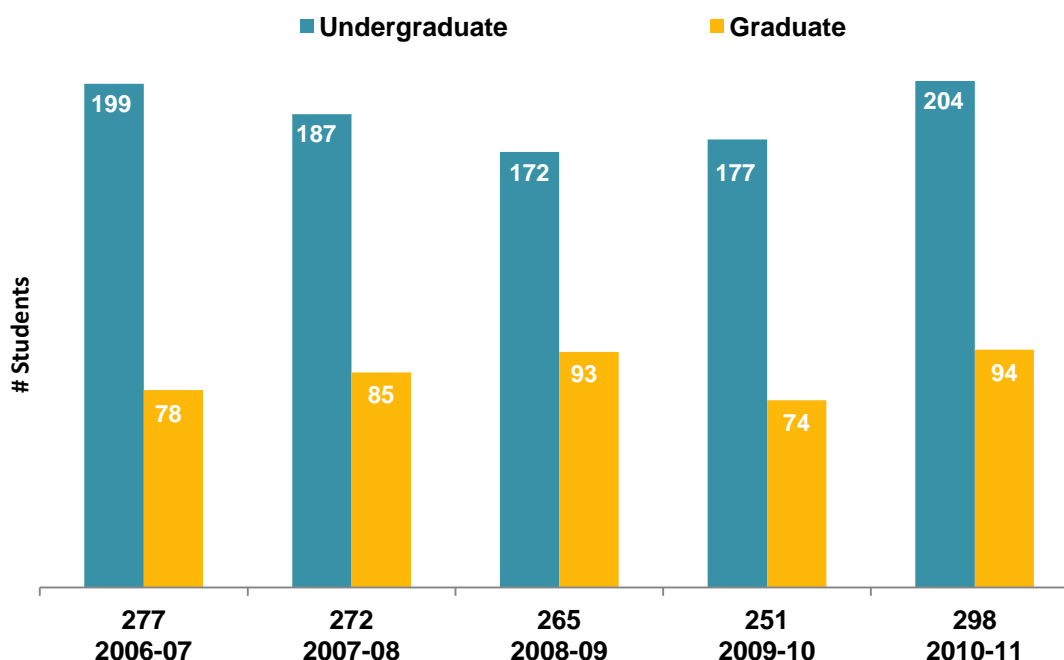


Figure 2 depicts in blue, the total number of graduates completing upper division baccalaureate and RN-BS Programs (undergraduate). Gold columns indicate the graduates from the MS, DNP and PhD programs combined. The overall retention rate for undergraduate students is > 98%. The retention rate for graduate students is >90%. The College continues to see consistently high pass rates on state boards and national certification examinations across all programs for nursing students (>95%).

Figure 2. Number of Graduates 2006 – 2011 (OBIA)



Below, Table 1 summarizes the profile of students for the 2010-11 and 2011-12 academic years.

Table 1. Demographic Characteristics of Students: 2010-11 and 2011-12

	BS in Nursing		MS in Nursing		MS in Gerontology		DNP		PhD in Nursing	
Indicators	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
Students *	323	316	86	74	62	55	12	18	162	178
Average Age	28	29	36.7	35.8	44.3	45.9	40.2	40.5	39.7	38.8
Average GPA	3.60	3.57	3.78	3.82	3.83	3.88	3.53	3.9	3.72	3.83
Male	25%	27%	15%	23%	9%	10%	0%	16%	20%	16%
Ethnic Minority*	11%	15%	10%	12%	13%	12%	15%	11%	13%	10%

*Number of students taken from OBIA database

The University of Utah Hartford Center of Geriatric Nursing Excellence

The University of Utah College of Nursing Hartford Center of Geriatric Nursing Excellence (HCGNE) is one of nine HCGNE in the United States funded the John A. Hartford Foundation. Additional generous support from the Ray and Tye Noorda Family Foundation assists the Center in preparing students for leadership in geriatric nursing. The goal of the Hartford Center is address the severe shortage of nursing faculty prepared to teach care of older adults by expanding the number of highly qualified faculty prepared to teach at all levels of nursing programs nationally and in the Mountain West.

The objectives for the first five years (2007 – 2012) have been to:

1. Extend the specialty PhD distance program, enrolling two geriatric nursing cohorts totaling 18-20 students, using innovative videoconferencing technology to support national participation.
2. Provide universal geriatric preparation for all adult clinical care graduate students (MS and DNP) by requiring at least one three credit course (or equivalent) in geriatric nursing.
3. Prepare 10% of adult care graduates as geriatric nursing subspecialists who earn the geriatric nursing/gerontology certificate with at least nine credits of designated aging course work.

To date the Hartford Center has admitted 19 PhD students from 11 states in two cohorts that matriculated 2009 and 2010. Over 25% of these students are from educationally underrepresented populations. Nine students from the first cohort are in the dissertation phase with the first graduates anticipated Spring, 2013. The second cohort will complete coursework this fall and be eligible for the candidacy qualifying examination.

Over 330 students in adult care specialties (adult, acute care, family, psychiatric-mental health and , women's health nurse practitioners, teaching nursing majors) have completed the universal geriatric education requirement and more than 10% of those have attained subspecialty designation, with the majority completing the 15 credit graduate certificate.

Other activities of Center faculty include strengthening the research base (>\$8 million in aging-related funding), training grants (3 aging related awards; 2 in review), development of a geriatric emphasis in the RN-BS program, development of a stand-alone geriatric nursing course in the undergraduate curriculum, resources to "retool" current faculty to teach geriatrics, and numerous publications and presentations. Future plans for the next funding cycle (2013-2015) include a collaboration of the nine existing centers to form the National Hartford Center of Geriatric Nursing Excellence, extend sharing of gerontologic nursing research course nationwide among universities with nursing PhD programs, dissemination of a national professional development program to re-tool current faculty to integrate geriatric nursing in their teaching, and establish sustainability strategies for the center and national consortium.

Salt Lake City VA Nursing Academy (VANA)

The VANA partnership remained strong in 2011-12. To better expose students to the specific health care needs of the veteran population, both the traditional and accelerated cohorts identified eight undergraduate students, who were selected via a competitive process, to complete their medical-surgical clinical rotation and their capstone (if desired) at the Salt Lake VA Medical Center. These students receive clinical instruction from VANA faculty. Students in the VANA cohorts complete eighty hours of service learning with veteran groups in addition to their required clinical hours. Funding has been extended for one year.

Education Grant Funding

Table 2 summarizes the active grants and awards in place to support the College's educational mission. Funding for the Veteran's Administration Nursing Academy was extended for an additional year from the national Veterans Affairs Office. These federal awards and private foundation funds are critical to providing program support, innovation and evaluation.

Table 2. Active Funded Education and Training Awards 2011-12

Funding Period	PI and Title	Funding Agency	Direct Costs	
			Requested	Awarded
07/01/08-06/30/12	Beck: NEXUS – The Nursing Education Exchange	Oregon Health & Science University/HRSA, D09HP09070	\$34,429	\$34,429
07/01/12-06/30/15	Berry: Comprehensive Geriatric Education Program-Fast Track to Care Management & Training	HRSA, D62HP24193	\$688,812	\$688,812
07/01/11-06/30/14	Fuller: Advanced Nursing Education Grants-Educating Primary Care Nurse Practitioners with an Emphasis on Underserved and Aging for the Intermountain West	HRSA, D09HP22613	\$893,877	\$889,794
07/01/08-06/30/12	Groot: Distance Education for Advanced Psychiatric Nursing	HRSA, D09HP09360	\$692,116	\$692,116
09/01/10-08/31/11	Hanberg: ARRA-Equipment to Enhance Training for Health Professionals	HRSA, D76HP20554	\$299,623	\$299,623
09/01/07-08/31/13	Johnson and Stovall: Veteran's Affair Nursing Academy	Department of Veterans Affairs	\$3,500,000	\$3,500,000
10/01/07-12/31/12	Pepper: University of Utah Hartford Center for Geriatric Nursing Excellence	John A. Hartford Foundation, 2007-0064	\$907,937	\$919,275
09/01/07-08/31/13	Richardson: STEP: Utah Engineers – A Statewide Initiative for Growth	NSF, DUE0652982	\$20,413	\$20,413
07/01/10-06/30/12	Ward: Utah's Women's Health and Midwifery Education for Six Western States	HRSA BHP, D09HP00082	\$891,383	\$891,383
07/01/11-06/30/12	Ward: Advanced Education Nursing Traineeship	HRSA , A10HP22141	\$80,971	\$80,971
09/30/10-09/29/15	Ward: Advanced Nursing Education Expansion	HRSA, T57HP20586	\$6,292,000	\$1,320,000

Baccalaureate Program

Accomplishments

The new conceptually based curriculum that incorporates the AACN Baccalaureate Essentials was designed and approved with implementation beginning Summer 2011. Simulation based learning was successfully integrated throughout the program.

Quantitative Intensive, Communication and Writing upper division designations, required by the University of Utah, for baccalaureate degree were given to Accelerated/Traditional and RN/BS Programs rather than specific courses. An early assurance option was implemented and selected emphasis areas for degrees were approved.

Table 3. Student Enrollment and Graduation Information 2010-2012

Program	Average Age	Gender (M/F)	Average Cumulative GPA	Number of Applicants	Number Enrolled	Number Graduating (Date of Graduation)
Traditional Entering Fall 10	25	16/48	3.60	161	64	63 (Spring 12)
Traditional Entering Fall 11	25	14/50	3.601	165	64	65** (Spring 13)
Accelerated Entering Summer 10	31	19/44	3.55	149	64	64** (Summer 11)
Accelerated Entering Summer 11	29	25/39	3.54	173	64	60 (Summer 12)
Accelerated Entering Summer 12	28	13/51	3.640	167	64	64* (Summer 12)
RN-BS Entering Fall 10	31	8/59	3.36	83	77	67(Fall 11)
RN-BS Entering Fall 11	32	14/53	3.376	83	67	54 (Fall 12)

*Anticipated

**Includes students from prior group of applicants

New Courses & Program Revisions

NURS 4505 Concepts of Critical Care Nursing

NURS 5200 Spanish for Health Care Providers

NURS 3106-removed objective "Demonstrate proficiency and safety in performing comprehensive systematic and focused physical assessments using correct application of selected assessment tools"

NURS 3108-removed objective "Describe the various types of epidemiologic investigations and their value in planning and evaluating health care services to NURS 4116 (RN-BS program) and NURS 4118 (accelerated and traditional programs).

Trends in Baccalaureate Course and Instructor Evaluations

Figure 3. Course Evaluations 2008 – 2012 (Scale 0-6)

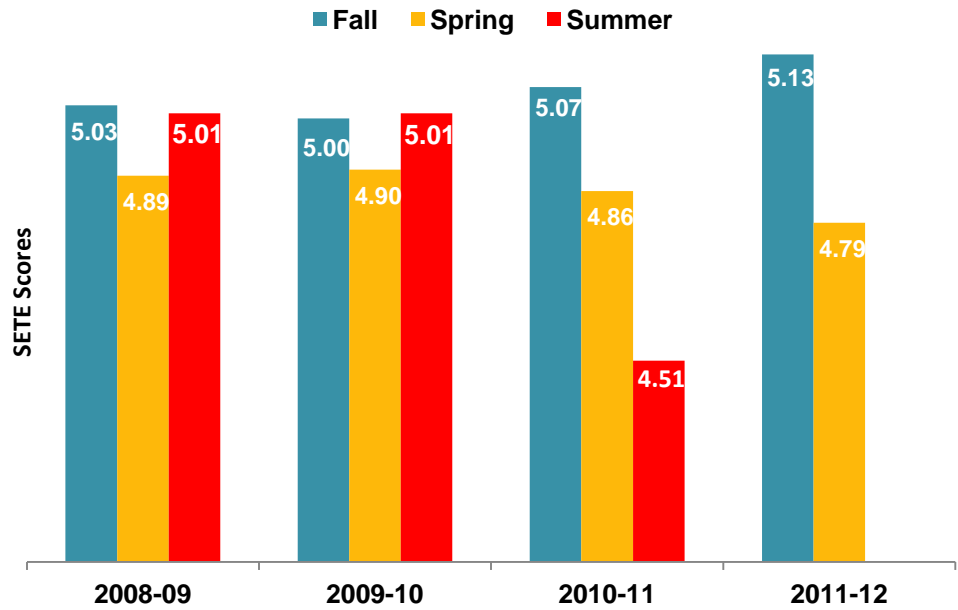
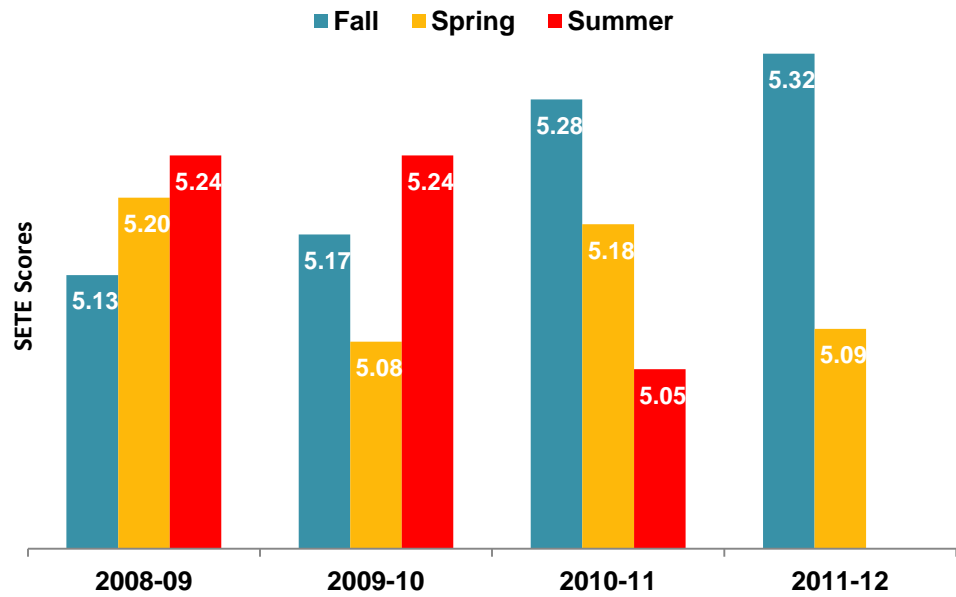


Figure 4. Instructor Evaluations 2008 – 2012 (Scale 0-6)



NCLEX

A decrease in NCLEX pass rates for 2008-09 prompted a change in the use of the ATI RN Comprehensive Predictor Exam. Students are now required to pass the exam with a score that has a predicted probability of passing the NCLEX of .90 or higher.

Table 4. NCLEX Pass Rates on First Attempt 2007-2012

	Apr-Mar 2007-08	Apr-Mar 2008-09	Apr-Mar 2009-10	Apr-Mar 2010-11	Apr-Mar 2011-12
Graduates Tested	130	133	131	138	136
Graduates Passing	120	112	120	132	128
CoN Passing Rate	92%	84%	92%	96%	94%
Jurisdiction Passing Rate	88%	83%	87%	86%	91%
National Passing Rate	87%	87%	89%	87%	89%

Undergraduate Scholarships

Approximately \$234,000 in College of Nursing Undergraduate Scholarships from donations and endowment funds were distributed at the beginning of the 2011-2012 academic year resulting in over 156 scholarship awards.

Table 5. Funds Awarded by the Scholarship Committee 2011-2012

Semester	Amount
Fall Semester 2011	\$87,000.00
Spring Semester 2012	\$87,000.00
Summer Semester 2012	\$60,000.00
Total	\$234,000.00

Table 6. Funding Percentage of Undergraduate Student Population 2011-2012

	Applicants	Funded	Applicants Funded	Students in Program*	Students Funded
Fall 2011					
RN-BS	4	2	50%	120	1%
BS	69	56	81%	189	29%
Spring 2012					
RN-BS	4	2	50%	65	3%
BS	69	56	81%	183	31%
Summer 2012					
RN-BS	2	2	100%	64	3%
BS	57	38	67%	124	31%

Master's and DNP Programs

Accomplishments

All master and DNP programs saw an increase in applicants for admission to the 2012-13 class over last year. Most programs have expanded to meet capacity at the current faculty and clinical placement sites.

The Teaching Nursing and Nursing Informatics Master's programs have begun curriculum revisions to be consistent with the AACN Master's Essentials. The current Psychiatric-Mental Health APRN program is planning curricular changes to offer to a DNP degree and a major revision of the DNP core courses is underway.

Work is ongoing on developing a BS-DNP program in Community and Organizational leadership. Meetings with community stakeholders took place throughout 2011-12 and will continue in the coming year. The MS to DNP Program admitted 9 non-APRN students for the 2012-13.

In response to employer and community stakeholder feedback, the Clinical Nurse Leader program did not accept any new students in 2012 pending re-organization focused on Care Management.

The College of Nursing began using Educational Benchmarking Inc (EBI) to survey exiting students and alumni to drive programmatic improvements and assure alignment with the Masters and DNP Essentials.

Table 7. Certification Exam Pass Rates 2007 – 2011

	2007	2008	2009	2010	2011
Family NP	100% (19/19)	100% (9/9)	100 % (21/21)	93% (14/15)	96% (25/26)
Acute Care NP	85.7% ** (6/7)	*	88%	83% (5/6)	100% (9/9)
Adult NP	*	100% (1/1)	100% (2/2)	*	100% (1/1)
Psychiatric/Mental Health	33.3% (1/3)	*	100% (9/9)	80% (4/5)	*
Pediatric NP	100% (1/1)	100% (4/4)	100% (2/2)	0% (0/1)	100% (2/2)
Neonatal NP	100% (5/5)	100% (4/4)	100% (3/3)	100% (1/1)	*
Nurse Midwives	100%	100%	100%	100% (4/4)	100% (5/5)
Women's Health NP	100%	100%	100%	80% (4/5)	100% (5/5)

* Insufficient number of candidates for data reporting

** One passed on second attempt

Table 8. Enrollment and Graduates by Specialty 2010-12

	Enrolled		Applicants		Admitted		Graduates	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
MS -DNP								
MS-DNP	33	33	31	34	23	26	7	14
BS/-DNP Programs								
Family NP	65	38	52	43	19	15	23	16
Pediatric NP	10	4	12	12	4	4	5	4
Adult – Geron NP	15	7	11	8	6	4	1	4
Acute Care NP	27		17	19	11	13	8	7
Nurse Midwifery-Womens' Health NP	20	19	16	18	12	14	6	2
MPH/ DNP	4	1	5	0	0	0	2	1
Neonatal NP	10	10	14	0	6	0	0	0
Master's Programs								
Clinical Nurse Leader	3	3	4	0	0	0	0	3
Nursing Informatics	13	13	15	11	11	11	4	8
Psychiatric/Mental Health NP	27	12	28	26	11	13	15	13
Teaching Nursing	21	12	14	10	10	10	6	10
Gerontology Interdisciplinary								
Gerontology Interdisciplinary	20	16	15	8	11	7	3	10

New and Revised Courses

NURS 7108 Simulation for Women's Health Care Providers was developed and approved.
 NURS 7975 and 7976 (formerly DNP Capstone) were re-named DNP Scholarly project, to more accurately reflect the course content.

Graduate Scholarships/Traineeships

Approximately \$1,203,078 in scholarships, fellowships, endowment funds, and traineeships were awarded to College of Nursing graduate students during the 2011-2012 academic year. Awards were distributed each semester with 118 awards to graduate students over the academic year.

Table 9. Funds Awarded 2011-2012

Semester	Amount
Fall 2011 CoN Funds	\$467,289
Fall 2011 External/Other Funds	\$146,500
Spring 2012 CoN Funds	\$460,789
Spring 2012 External/Other	\$128,500
Total	\$1,203,078

Table 10. Funding Percentage of MS and DNP Student Population 2011-2012

	Applicants	Funded	% Applicants Funded	Continuing Awards	External/ Other**	Students in Program*	% Students Funded
MS	34	19	56%	1	2	74	30%
DNP	82	44	54%	14	5	178	35%

* Fall 2011 Census Data

**Awards determined by other application mechanism. Includes ERDC, Hartford GIP, BAGNC, NRSA, Jonas Nurse Leaders Scholar Program, and American Cancer Society Predoctoral Scholarships

Trends in MS & DNP Course and Instructor Evaluations

Figure 5. Course Evaluations 2008-2012 (Scale 0-6)

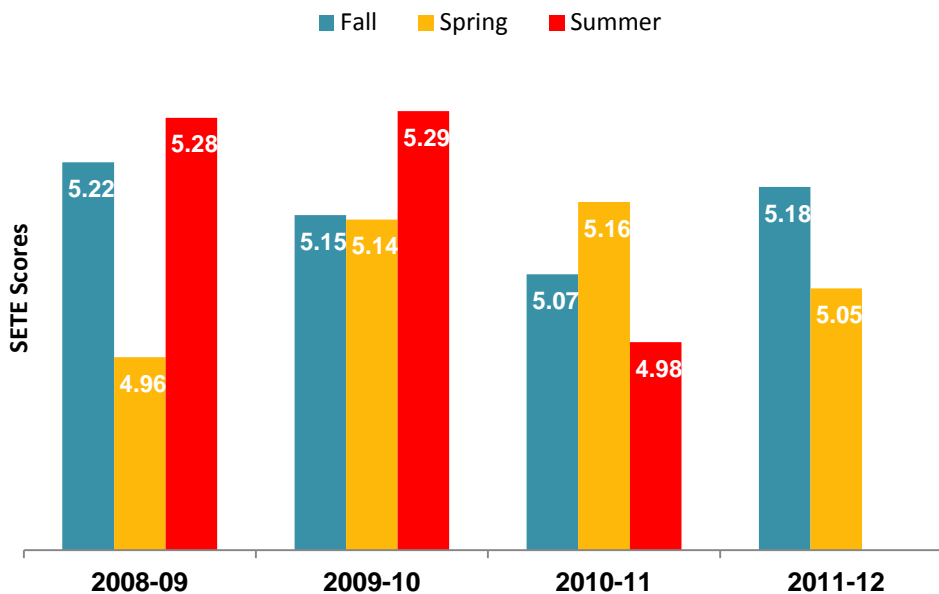
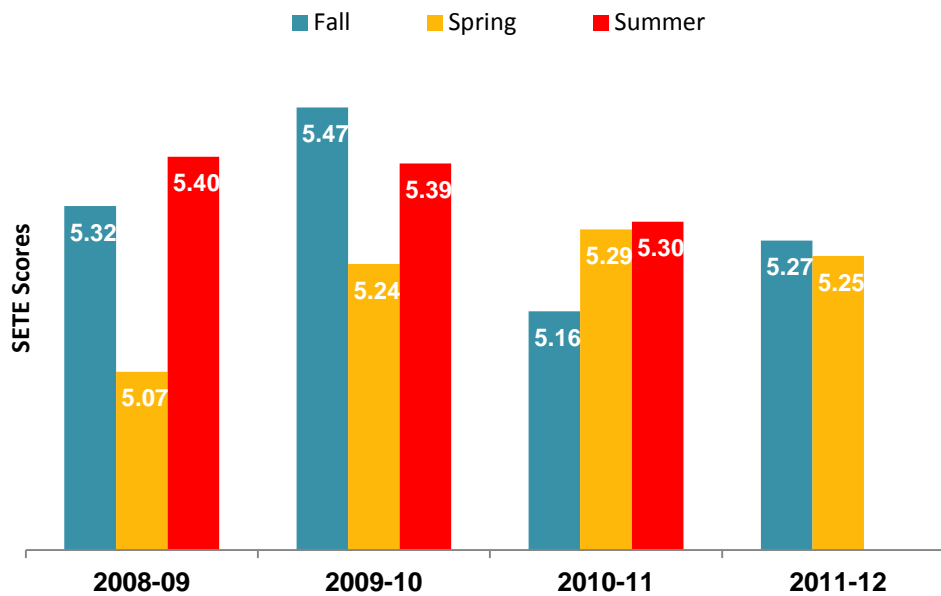


Figure 6. Instructor Evaluations 2008-2012 (Scale 0-6)



Gerontology Interdisciplinary Program

Accomplishments

- Task force convened to review curriculum, course offerings and specialty tracks in preparation for Graduate Council Review next year.
- Dr. Barbara Bowers gerontologist from University of Wisconsin was identified by AGHE and invited to come to campus to conduct a program review and curriculum consultation.
- Katarina Felsted was selected as the new Gerontology Interdisciplinary Program director following the departure of Julie Johnson in April, 2012.

Table 11. Gerontology Interdisciplinary Program Enrollment 2011-2012

	Applicants	Admits	Enrollment	Graduates
MS	15	12	18	11

Table 12. Gerontology Interdisciplinary Certificate Program 2011-2012

	Applicants	Admits	Enrollment	Graduates
Undergraduate	14	14	19	1
Graduate	9	9	17	13

New Course Approvals and Revisions

- GERON 5240 Aging and the Arts (new course)
- GERON 5604 Physiology and Psychology of Aging (credit hours changed from range 2-3 to 2 credits)
- GERON 6604 Physiology and Psychology of Aging (credit hours changed from range 2-3 to 2 credits)

Trends in Gerontology Course and Instructor Evaluations

Figure 7. Course Evaluations 2007-2012 (Scale 0-6)

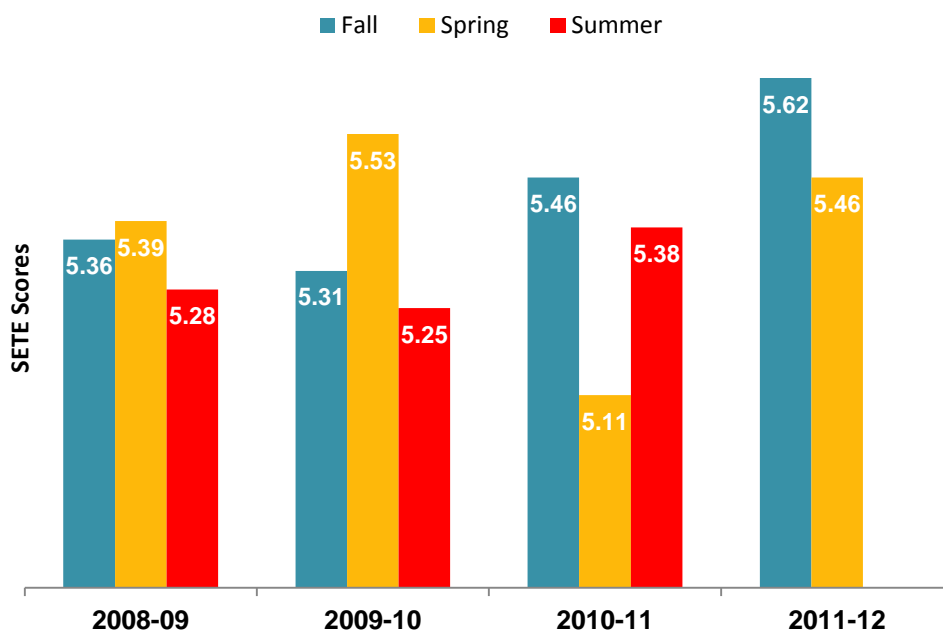


Figure 8. Instructor Evaluations 2008 – 2012 (Scale 0-6)

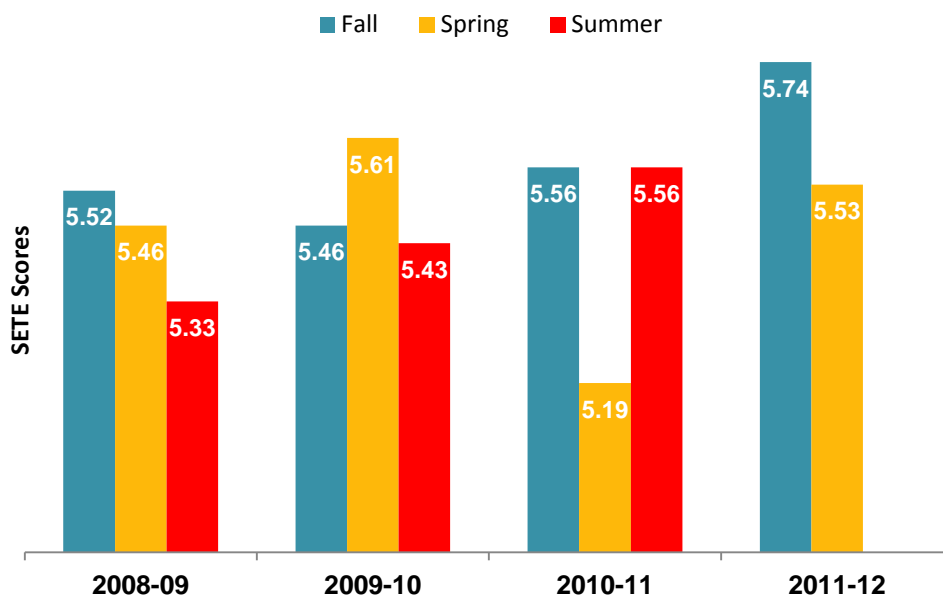


Table 13. Funding Percentage of Gerontology Student Population 2011-2012

	Applicants	Funded	Applicants Funded	Continuing Awards	External/ Other**	Students in Program*	Students Funded
GIP	8	7	88%	0	0	18	39%

* Fall 2011 Census Data

PhD Program

Accomplishments

- Completed transitions in distance teaching to Movi and CANVAS InStructure
- Implemented new process for determining electives
- Completed curricular revision and approvals
- Evaluated new workload allocation for dissertation chair.
- Resubmitted T32 on Cancer. Aging and End-of-life Care.

PhD Program Policy & Process Updates

- Converted to online centralized application and eFiles for admissions review
- Developed a procedure for considering previous ABD students who may want to reapply
- Revised policy on permission to waive a course.

PhD Coursework/Program of Study Updates

One new elective was approved and four new courses developed, reviewed and approved.

NURS 7420	Diseases of Lifestyle, Health Promotion, and Social Determinants of Health: Directions for Research
NURS 7780	Research Immersion
TBD	Principles of Qualitative Inquiry and Analysis I
TBD	Principles of Qualitative Inquiry and Analysis II
TBD	Applied Informatics for Health Sciences Research

PhD Student Admission and Progression

- Facilitated conference-based learning experiences at Gerontological Association of America (GSA) (Gerontology-focused cohort November 2011 2 cohorts); Society for Behavioral medicine (20 students and faculty (April 2012); and student presentations at WIN conference (April 2012).
- Recruited and admitted a blended cohort (n=5) to begin in Fall 2012; note that three students who were offered admission declined or deferred.

Table 14. PhD Applicant Profile 2011-2012

	Oncology 4
Number of Applicants	12
Number Offered Admission	6
Number Accepted Admission	6

Table 15. PhD Admission Profile 2011-2012

	Oncology 4
Gender	100% Female (6 F)
Mean Age	39.8
%Hispanic or non-white	17% (1)
Average GRE	V = 515 Q = 490 AW = 4.0
Average Grad GPA	3.69

Table 16. PhD Student Progression Data 2011-2012

	Oncology Cohorts 1-4	Hartford I & II	MS – PhD (Blended Interests)	BS – PhD (Blended Interests)	Total
Matriculated	15	18	24	7	64
Enrolled Fall Census Date 2011	14	16	23	6	59
Leave of Absence	0	2	1	1	4
Newly Admitted to Candidacy by end of 6/2012	0	3	3	0	6
Total Candidates by end of 6/2012	5	4	7	4	20
More than one year post-synthesis without advancing to candidacy by 6/20/12	0	5	2	2	9
0-5 years in program as of 6/12	6	18	20	5	49
6-10 years in program as of 6/12	8*	0	2	2	12*

*Includes 3 students who have defended but not graduated

Table 17. PhD Student Graduation Data 2011-2012

	Oncology Distance	Hartford	MS – PhD (Blended Interests)	BS – PhD (Blended Interests)	Total
Number of Graduates	3	N/A	1	2	6
Average Completion time (yrs)	5.2	N/A	9.0	6.0	N/A
Withdrew/Change of Classification	N/A	1	1	1	3

Table 18. PhD Student Program Accomplishments 2011-2012

Category	
Admitted to PhD Candidacy	6
Successful Dissertation Defenses	3
Thesis Release (Graduate)	6

We expanded our participation in the National Education Xchange (NEXus) program which is funded by HRSA.

Table 19. Summary of NEXus Participation 2010-2011

Semester	Courses at U of U taken by students from member schools			Courses taken by U of U students at member schools		
	Course slots	PhD	DNP	Course slots	PhD	DNP
Summer 2010	3	3	0	0	0	0
Fall 2010	8	8	0	1	0	1
Spring 2011	4	4	0	6	4	0
Summer 2011	5	2	3	1	0	1

Trends in PhD Course and Instructor Evaluations

Figure 9. Course Evaluations 2008-2012 (Scale 0-6)

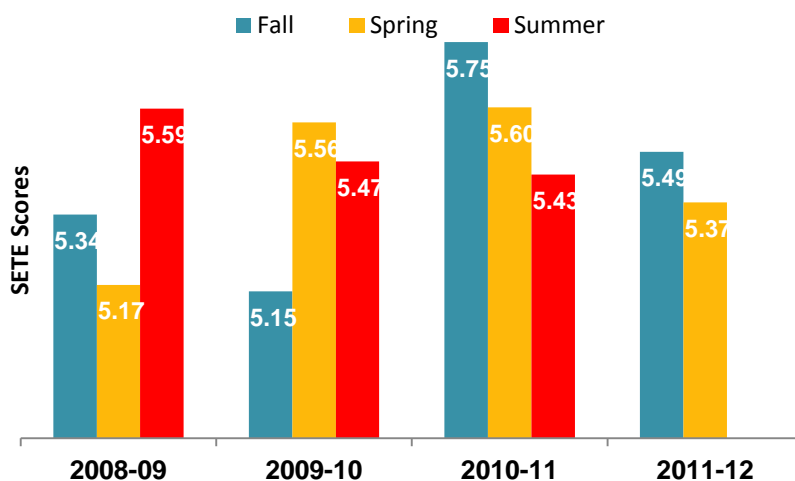
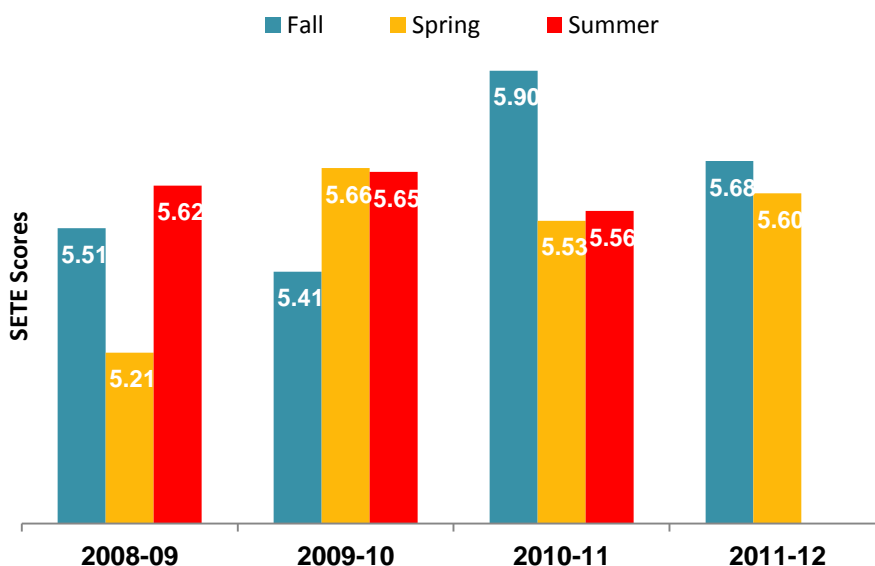


Figure 10. Instructor Evaluations 2008 – 2012 (Scale 0-6)



Student Financial Support and Awards

- Participated in national Jonas Predoctoral Fellowship Program and Veteran's Scholar Program. Developed and implemented a process for scholar selection. Three Jonas Scholar and Two Veteran scholar Awards were given for 2012-13.
- Received and implemented new HRSA grant for Nurse Faculty Loan Program
- Re-submitted T32 pre- and postdoctoral training in Cancer, Aging, and End-of-Life Care
- Supported students for national fellowships and awards (see Table 20)
- The Outstanding Doctoral Dissertation Award went to Lanell Bellury.

Table 20. Funded PhD Students 2011-2012

	Awarded
National	
American Cancer Society Predoctoral Scholarship	3
AAN/John A. Hartford Foundation Building Academic Geriatric Nursing Scholar Award (BAGNC)	2
Jonas Center for Nursing Excellence Nurse Leaders Scholar Program	1
SAMHSA Minority Fellowship Program	1
NRSA	1
University of Utah	
Graduate School Travel Assistance Award	7
College of Nursing	
George and Dolores Doré Eccles Fellows	5
Lawson Fellows	1
Hartford/Noorda Scholars Program	9
College of Nursing Graduate Scholarship	4
HRSA Advanced Education Nursing Traineeship (AENT)	1

Table 21. Funding Percentage of PhD Student Population 2011-2012

	Applicants	Funded	Applicants Funded	Continuing Awards	External/ Other**	Students in Program*	Students Funded
PhD	15	7	47%	12	62	62	47%

* Fall 2011 Census Data

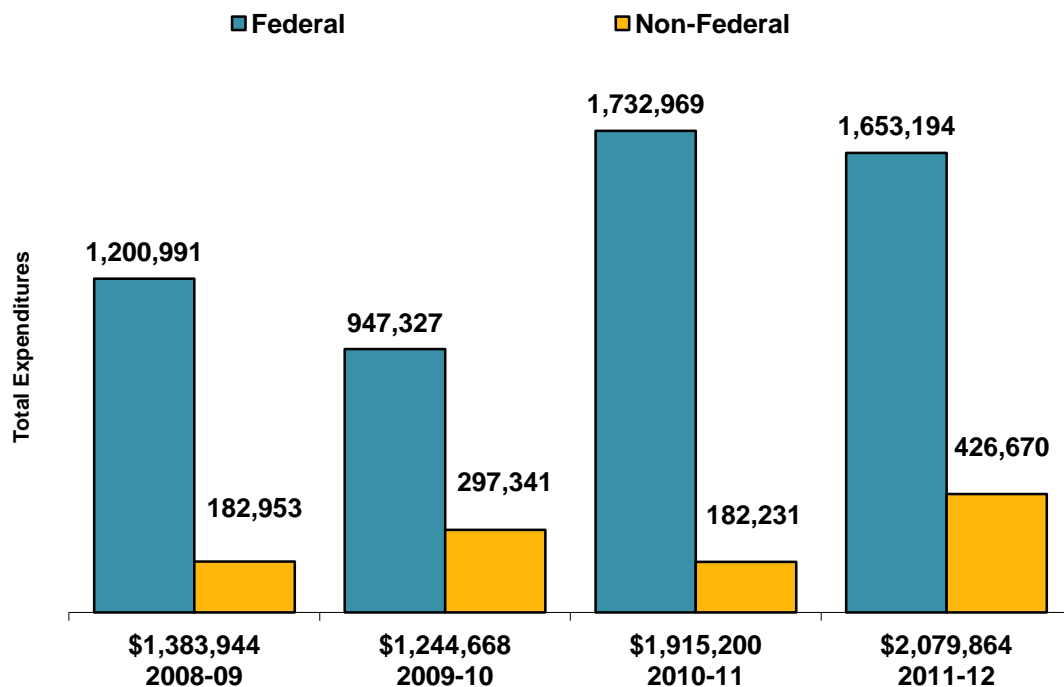
**Awards determined by other application mechanism. Includes ERDC, Hartford GIP, BAGNC, NRSA, Jonas Nurse Leaders Scholar Program, and American Cancer Society Predoctoral Scholarships

RESEARCH

Overview

During the 2011-2012 academic year there was an increased number of extramurally funded research grants to 13 (+15%; N=+2) and total amount of direct research expenditures (+8.6%; \$2,079,864) compared to the previous year for grants administered by the College of Nursing. This sustains a four year trend of increasing direct expenditures from extramural research (Figure 11). Non-federal funding increased substantially (+134%), more than offsetting a slight decline in federal direct research expenditures (-6.3%). With a slight increase in total National Institutes of Health (NIH) awards (+3.3%), the rank of the College among schools of nursing nationwide increased to 16 for the 2011 federal fiscal year (from 17 in 2010). Subcontracts from grants awarded to other units and institutions from NIH and the Agency for Healthcare Research and Quality (AHRQ), which funded the newest federally funded project this year, comprise the other sources of federal research funds. Non-federal funding came from diverse foundations (e.g., Robert Wood Johnson Foundation, John A. Hartford Foundation, St. Baldrick's Foundation) and societies (e.g., American Cancer Society). Mean funding increased slightly (+ 4%; \$71,720 per eligible faculty), while the fraction of eligible faculty with some portion of salary supported by extramural research funding was virtually unchanged (63%; N=17). Academic Analytics ranked the College among 110 schools of nursing at 28 for overall grant funding (includes NIH and training grants, but not AHRQ or foundations), 27 for number of faculty, 22 for number of citations, 8 for total number of publications, and 2 for publications per author. Among Colleges of Nursing we are ranked 16th in NIH funding.

Figure 11. Direct Research Expenditures 2008-2012



Active Funding

Faculty research funding administered by the college is reflected in Table 22. The NIH funds derive from the National Cancer Institute for the P01 award (PI: Mooney), consisting of three inter-related R01-level projects (Directors: Mooney; Caserta; Ellington) and an R01 (PI: Mooney). Other symptom and cancer-related funding is provided by the Robert Wood Johnson Foundation (Beck), American Cancer Society (Ellington), St Baldrick's Foundation (Linder), and Alex's Lemonade Stand Foundation (Linder). Another research focus of the College is aging and end-of-life which are a major components of the P01 award from NCI; other funding in this area includes extramural funding from the John A. Hartford Foundation (Edelman), AHRQ (Morse), National Center for Injury Prevention and Control subcontract (Clark), and an intramural award from the Center on Aging (Cloyes). Informatics research has earned funding support from AHRQ (Cummins) and a NICHD subcontract (Sward). College of Nursing research is consistent with the Health Sciences priority area in for the health services research including organizational approaches to improving pain management (Beck), community-based fall prevention (Clark), improved electronic communications (Cummins, Sward), hospital bed design (Morse), medication safety (Doig), novel symptom management intervention delivery (Mooney), and community-based falls and injury prevention (Edelman; Pepper). Projects in the College related the health sciences priority are of personalized medicine are in review (Latendresse; Mooney; Rothwell) and those administered from other departments but including CoN co-investigators (Rothwell; Wong; Rodway). *Note: active projects administered by other departments of the University are not reflected in Table 22 or this narrative.*

Table 22. Active Funded Research Awards FY12

Funding Period	PI and Title	Funding Agency	Direct Costs	
			Requested	Awarded
11/01/10-04/30/12	Beck: Improving Pain Care & Outcomes in Partnership with National Database of Nursing Quality Indicators	Robert Wood Johnson Foundation, 68223	\$272,046	\$272,046
08/01/10-07/31/11	Clark: Marketing Fall Prevention Classes to Older Adults in Faith-Based Congregations	University of Colorado Denver/Colorado State University Centers for Disease Control-National Center for Injury Prevention and Control	\$12,874	\$12,874
08/01/11-12/31/13	Cohen: Improving Maternal Health in Mesoamerica Through Task Shifting, Training, Implementation and Evaluation	University of Washington/Bill & Melinda Gates Foundation, 728692	\$65,154	\$65,154
03/01/10-02/28/12	Cummins: Supporting Continuity of Care for Poisonings with Electronic Information Exchange	Agency for Healthcare Research and Quality, R21HS018773	\$198,724	\$181,170

09/01/11-08/31/14	Doig: Simulation Training to Reduce the Negative Effects of Interruptions During Medication	Robert Wood Johnson Foundation, 69342	\$349,983	\$349,983
07/01/10 – 06/30/12	Edelman: Claire M. Fagin Fellow - Injuries Occurring to Older Adults Living in Rural Areas	John A. Hartford Foundation – Building Academic Geriatric Nursing Capacity	\$120,000	\$120,000
07/01/11-06/30/13	Ellington: Hospice Nurse-Caregiver Communication: A Foundation for Intervention	American Cancer Society, PEP1116501PCSM	\$120,000	\$120,000
01/03/11-12/31/12	Linder: Relationships Between Symptoms and the Hospital Environment in Children and Adolescents with Cancer	Alex's Lemonade Stand Foundation	\$100,000	\$100,000
07/01/11-06/30/12	Linder: A Computer-Based Tool to Explore Symptom Clusters in Adolescents with Cancer	St. Baldrick's Foundation, 208330	\$45,063	\$45,063
09/24/07-07/31/13	Mooney: Telephone Linked Care: An IT Enabled Integrated System for Cancer Symptom Relief	National Institutes of Health – National Cancer Institute, R01CA120558	\$3,548,949	\$4,062,766
05/19/10-04/30/15	Mooney: Enhancing End of Life and Bereavement Outcomes Among Cancer Caregivers	National Institutes of Health – National Cancer Institute, P01CA138317	\$5,988,828	\$5,271,888
09/29/11-09/28/14	Morse: Linkages Between the Safety of the Hospital Bed, Patient Falls and Immobility	Agency for Healthcare Research and Quality, R01HS018953	\$642,886	\$642,886
03/05/11 – 02/28/13	Sward (multiple PI): Translating an Adult Ventilator Computer Protocol to Pediatric Critical Care	Children's Hospital of Los Angeles/National Institutes of Health – Eunice Kennedy Shriver National Institute of Child Health and Human Development, R21HD061870	\$47,337	\$47,337

Semester Scholarship Institute

Seven dyads were selected for the Semester Scholarship Institute. Although two groups requested extensions from the Research Committee, four groups were awarded the SSI completion award. A total of five publications were submitted from the 2011-2012 SSI initiative.

Table 23. Semester Scholarship Institute Productivity 2011

Authors	Article Title
Summer Semester 2011	
Carolyn Scheese Katherine Supiano	Utilizing a Simulation Learning Center for Research on Grief Group Therapy
Madeline Lassche Sharifa Al-Qaaydeh	Exploratory Factor Analysis of the Pediatric Nursing Student Clinical Comfort and Worry Assessment Tool
Marge Pett Lauren Clark	Effecting Healthy Lifestyle Change
Pam Hardin Stephanie Richardson	Teaching the Concept Curricula: Theory and Method
Fall Semester 2011	
Lisa Kaloczi Ann Deneris	Rate of Low Vitamin D Levels in a Low-Risk Obstetric Population (no incentive awarded)

Grant Submission Activity and Funding Prospects

During the current academic year 17 applications have been submitted or are in preparation for submission by the College with faculty as Principal Investigators, a 30% increase over last year (Table 24). Compared to previous years, this appears to represent a growing trend toward nurse scientists taking the lead on research projects. Significantly, 7 of these applications were submitted to NIH, representing an increasing emphasis on this critical funding source. While many of these applications are in review and funding prospects are not known, the K23 resubmitted this year by Gwen Latendresse received a high priority score. While the T32 application initially submitted last spring was not funded, it was rated "Outstanding" by the review panel and the resubmission required minimal revision. Reblin received a strong score with favorable comments on her postdoctoral fellowship application to the American Cancer Society, but was below the pay line, so she turned it around rapidly to resubmit in the spring cycle.

Table 24. Research Grant Applications Submitted and Pending Review
July 1, 2011-June 30, 2012

Date	PI and Title	Funding Agency	Direct Costs Requested
05/25/12	Beck: Interdisciplinary Training in Cancer, Aging or End-of-Life Care (T32)	National Institutes of Health	\$2,090,954
06/25/12	Clark: Reducing Low SES Disability-Related Healthy Lifestyle Disparities (R24)	National Institutes of Health/National Institute on Minority Health and Health Disparities	\$750,000
03/22/12	Cloyes: Developing and Implementing A Community-Based Progressive and Integrative Peer-Care Model for Prisoners Living with HIV/AIDS (R21)	National Institutes of Health	\$275,000
*10/05/11	Cummins: Electronic Exchange of Poisoning Information (R01)	Agency for Healthcare Research and Quality	\$997,884

02/15/12	Edelman: Individual, System and Geographic Predictors of Trauma Referrals and Outcomes	University of Utah Research Foundation	\$32,192
*01/17/12	Ellington: Addressing Challenges in Rural Hospices: A Caregiver Communication Intervention	National Palliative Care Research Center	\$139,997
09/22/11	Groot: The Add.it Intervention: Innovation Technology to Improve Educational Outcomes for Children with Executive Functioning Deficits	U.S. Department of Education	\$512,314
09/22/11	Groot: Two Sides of the ADD.it Intervention Triangle: Supporting Student Success by Developing Pathways for Parent-Teacher Learning and Communications	U.S. Department of Education	\$476,568
11/12/11	Latendresse: Maternal Environmental Insult and Placental Epigenetic Gene Regulation (K23)	National Institutes of Health/NINR	\$342,540
04/12/12	Murphy: Small Research Grant	Society for Family Planning	\$13,636
04/02/12	Reblin: Caregiver Relationship Quality and Communication in Advanced Cancer Care	American Cancer Society	\$675,000
6/12/12	Reblin: Caregiver Relationship Quality and Communication in Advanced Cancer Care (K01)	National Institutes of Health	\$356,750
02/05/12	Rothwell: Newborn Screening: Communication and Healthcare Utilization of False Positives	National Institutes of Health	\$1,405,368
11/25/11	Tavernier: Clinical Utility of the Patient Generated Index	Patient-Centered Outcomes Research Institute	\$444,356

In addition, four applications were submitted by other departments with CoN faculty as principal investigator, co-principal investigator, or co-investigator (Table 25), with two of these targeting NIH. With the national emphasis on interdisciplinary research, increasing proportions of CoN faculty effort in recent years has been invested in collaborative applications, but the activity this year represents a balance of submissions.

**Table 25. Research Grant Applications Submitted Collaboratively and Pending Review
July 1, 2011-June 30, 2012**

Date	CoN Key Personnel and Title	Funding Agency	PI
02/15/12	Susan Beck: Dyadic Treatment Decision Making for Prostate Cancer in Couples	National Institutes of Health	Cynthia Berg Dept. of Psychology
01/05/12	Lee Ellington and Maija Reblin: Use of Large Clinical Data Repository to Support Shared Decision Making	National Institutes of Health	Qing Zeng Dept. of Biomedical Informatics
04/12/12	Patricia Murphy: Small Research Grant	Society for Family Planning	Patricia Murphy Obstetrics and Gynecology
01/06/12	Scott Wright: Badging System for Lifelong Digital Learning for Autism	John D. and Catherine T. MacArthur Foundation	Cheryl Wright Dept. of Family & Consumer Studies

Sustaining Activities

Other ongoing activities of the Emma Eccles Jones Center for Nursing Research (EEJNRC) and Grants Support Team include support for submission of practice and training grants (N=4); distribution of the Research Bulletin at least monthly summarizing conferences, grant opportunities, calls for abstracts, and other scholarly announcements; coordination of the College of Nursing Seminar Series (CONSS); and sponsorship of visiting faculty and scholars. Twelve issues of the Research Bulletin were distributed. CONSS was convened 25 times (11 research presentations) with a mean attendance of 15 participants; presentations are also archived on the CON webpage. EEJNRC sponsored six visiting scholars and faculty experts including two long term international visitors and one virtual visiting scholar. These included Elizabeth Cartwright (Idaho State University), Nancy Fugate Woods (University of Washington), Bonnie Gance-Cleveland (Arizona State University), John Lowe (Florida Atlantic University), Jacqueline Dunbar-Jacob (University of Pittsburgh; virtual consultant), Inhee Choi, (Gwang Health College, South Korea, January-July, 2012) and Rumei Yang (China; May-September, 2012).

New Research Initiatives

There have been four major research initiatives in the College of Nursing during the 2011-2012 academic year: 1) initiation of the Postdoctoral Program in *Cancer, Aging, and End-of-Life*; 2) reorganization of the Research Office, 3) mentoring and affinity group support, and 4) development of a research initiative to achieve top 10 in NIH funding, including formation of the Research Innovation Teams (RITE).

Postdoctoral Program. A long term goal of the College to take the research program to the next level of maturity has been to attain T32 program funding and initiate postdoctoral education. During the conceptualization of the T32 application, a plan was developed to test the feasibility of a pilot postdoctoral training program, using funding from the Huntsman Cancer Institute, donors, and grant positions. To capitalize on our research strengths, designation as a Hartford Center of Geriatric Nursing Excellence, and current funding specifically leveraging the P01, the theme of Cancer, Aging, and End-of-life was selected. In a short time with minimal advertizing, we received 24 expressions of interest in postdoctoral education from a diverse applicant pool. After initial screening, seven completed the application process, and two were initially offered positions in the pilot program. Due to a family crisis, the trainee selected for the Huntsman

position which focused on symptom management and genomics declined the offer. That position has been filled for the 2012-13 academic year. Dr. Susan Tavernier, a graduate of our PhD program at the University of Utah, accepted the first CoN postdoctoral fellowship and commenced training in September, 2011. She has been highly productive, submitting a federal grant to the Patient-Centered Outcomes Research Institute (PCORI). Two additional postdoctoral trainees were funded with a diversity grant from the Senior Vice President for Health Sciences. Drs. Guillermina Solis and Julius Kehinde commenced postdoctoral training in January 2012. All three current fellows selected the non-residential option. Experience gained from blending on site intensive residencies and communication technology greatly informed the revision of the T32 application, addressing reviewer concerns about the feasibility of a non-residential postdoctoral training. It has become evident that a one year postdoctoral program is insufficient to achieve the national competencies, and a major focus is to secure funding for each fellow to pursue a second year of training.

Research Office Reorganization. To improve support for pre-application and post-award periods, the staff and faculty of the Emma Eccles Jones Nursing Research Center conducted an evaluation of the match between the needs of faculty investigators and the resources of the Center, using input from evaluations and the Research Summit. The structure of the Statistics Team was judged to be effective in providing both pre-award and post-award support with a Director of Applied Statistics (Wong) as logistical coordinator for the statisticians and research assistants, with consultation from a Senior Strategic statistician (Donaldson). However, it became evident that faculty need both more support and a higher level of support in grant writing, collection of information, organization, time management and logistics, so the faculty could focus on the science, so a 0.5 grant writer was added to the research support team. A position description was developed for the research associates to be hired to support the RITe groups. The proposed electronic project planning form linked to a database in RedCap (data management program) was developed to facilitate coordination of a personnel and resources through the stages of application through initial award implementation. The Project Planning Form will be launched July 1, 2012.

Mentoring and Affinity Group Support. The MAAC (Moving Along in Your Academic Career) mentoring group for junior tenure track and research faculty continued to meet approximately monthly. Although effective for general skills development and peer support, this format did not meet the need for more individualized scientific mentoring, which persists due to the high ratio of junior faculty to active senior researchers and lack of a mentor match for some research areas. In addition to the RITe initiative, other potential strategies to address the mentoring gap are under consideration in the Academic Leadership Team (ALT).

TOP 10 and RITe Initiatives. The new Senior Vice President challenged the College of Nursing to move into the top 10 of NIH funding. This led to a series of meetings of the academic leadership groups and Research Committee. From these meetings, the discussions preliminary to the development of the new Strategic Plan finalized in 2011, and a Research Summit open to all faculty held in December, 2011, themes were identified related to barriers and facilitators for increased NIH funding. These included need for mentoring, culture, focus on innovation, teams and centers, faculty recruitment, lack of dedicated time, and need for support so the investigators focus on the science. In response, a call for proposals was promulgated for center development groups called Research Innovation Teams (for excellence) or RITe. Review criteria for proposals included a coherent, synergistic theme, composition of diverse investigators with a range of expertise to develop creative approaches to scientific problems in the discipline, plans for a minimum of one NIH submission in the next year, and plans to develop groundwork for subsequent submissions. Resources funded RITe groups include an assigned research coordinator to support grant applications (~ .3 FTE), an assigned statistician, 20% FTE salary support assigned by the team, \$10,000 in funding, and a designated project room. Four proposals were funded and two investigators (Dyer, Rothwell) received seed funding preparatory to future RITe proposals. Funded RITes (and leaders) include (1)

Communication, Decision Making and Informatics (CDMI; L. Ellington), (2) Developing Potential and Promoting Health Equity among Persons with Disabling Conditions (M. Pett), (3) Symptoms and Palliative Care (K. Mooney), and (4) Transitions and Health (M. Caserta). A Confederation of RITe leaders and the Associate Dean for Research was established to coordinate, share effective strategies, and develop synergies among the pre-centers. This group has launched a 10 session series during summer and fall titled *NIH Grantsmanship: Getting it RITe* for team members and investigators anticipating NIH submissions in the near future.

SIMULATION LEARNING CENTER

Simulation in the Baccalaureate Curriculum

The Intermountain Healthcare Simulation Learning Center (IHSLC) was heavily utilized by the baccalaureate undergraduate nursing program. Students in the first semester had 11,552 student contact hours in simulation. They utilized the Basic Preparation Studio for psychomotor skill practice, and the Advanced Preparation Studio for health promotion immersive simulation learning experiences. The 2nd semester utilized the basic prep side for semester orientation and skills verification and the advanced prep side for acute care focused immersive simulation experiences for a total of 6976 student contact hours. In both the 1st and 2nd semester, students alternated between the IHSLC and clinical practice sites.

Special population focused simulation experiences were piloted in the 3rd semester of the old curriculum in the fall of 2011, and fully rolled-out for the 3rd semester of the new concept based curriculum in the spring of 2012. Additionally, a full day of disaster preparedness simulation that encompassed geriatric, mental health and community health concepts was piloted in the spring of 2012. This simulation was conducted in partnership with Intermountain Healthcare and took place at the LDS Hospital Disaster Preparedness Simulation Unit, with both earthquake and viral outbreak simulations. Students in the 3rd semester experienced 1833 student contact hours in simulation.

A simulation experience focusing on advanced concepts of delegation, supervision, and prioritization of care was piloted with 4th semester students in the spring of 2012 in the basic prep side, in preparation for full implementation in the summer of 2012, providing 272 student contact hours in simulation. Finally, collaboration with campus Career Services resulted in a simulation job interviewing experience that all students will participate in near the end of their capstone experience beginning in summer of 2012.

To accommodate student requests for more convenient skills practice time, hours for the Teaching Lab were negotiated and the lab was staffed with teaching assistances 20 hours per week. Additionally, collaboration with course leads in both 1st and 2nd semester clinical course has resulted in required utilization of the Teaching Lab as part of student preparation for simulation experience in the advance prep side, or skill competence evaluation in the basic prep side in the SLC.

Simulation in the Graduate Curriculum and Additional Support

The graduate program has utilized the simulation center in a variety of ways and provided over 1200 student contact hours during this past year to these programs of study. Two intra-professional pilots were conducted that combined undergraduate and graduate students from the Acute Care Nurse Practitioner Program (ACNP), the Nurse Midwife (NMW) Program, and the Neonatal Nurse Practitioner (NNP) Program. A collaborative simulation experience was conducted with the ACNP's and laboratory science students.

The Nurse Midwifery program has well developed scenarios and utilizes simulation as an established part of their curricular program. A member of the NMW faculty, Susanna Cohen, is a skilled facilitator that oversees simulation experiences in the lab.

The Neonatal Nurse Practitioner Program utilizes the simulation center periodically for skill practice and immersive simulation experiences. The Acute Care Nurse Practitioner's Program continues to use the simulation center for skill instruction and two immersive scenarios with the undergraduate nursing students.

In addition to the support provided in the SLC, we provided 100 hours of support to faculty and class activities in the HSEB (Health Sciences Education Building) in the clinical suites area in B-Line (video capture system) support and supply and equipment set up and take down for specialty groups.

Simulation in Interprofessional Education and Staff Development

An interdisciplinary effort resulted in the writing and programming of an Interprofessional (IPE) patient care management scenario and implementing and evaluating pilot of the scenario with three IPE teams of students. Scenario development is continuing; IPE faculty facilitation is in development, and scheduling is being determined for planned implementation of additional IPE experiences in the simulation learning center.

Block scheduling was established along with prioritized scheduling guidelines to aid us as we increased the number of users to our center, without jeopardizing our primary mission of meeting the needs of the College of Nursing. We supported the following groups in simulation on campus: College of Pharmacy, School of Medicine (1st year Medical Students, Emergency Room and Pediatric Residency Programs, and filming); and the Occupational Therapy program. The University of Utah Hospital used the simulation center for NRP (Neonatal Resuscitation Program), U of U Air Med, OB Clinical Nurse Midwives and 3rd year Medical Students, and ventilator training. Intermountain Healthcare used the center for their Nurse Residency Program.

Curriculum Integration

In the fall of 2011, the request to attach simulation to clinical courses rather than didactic courses in third semester, was presented to and approved by the Baccalaureate Program Committee. Simulation is now attached to clinical courses only, in all four undergraduate semesters.

In December of 2012, the simulation scenario template was revised to integrate the new concept-based curriculum into the process of scenario development. The revised template design includes identification of concepts that are addressed in the scenario objectives and the scenario “case” as an exemplar of the concept. Expert review was identified as a key part of the scenario development and incorporated as a component of the template design.

To ensure reinforcement of concepts across semester, both didactic and clinical course leaders were consulted and course schedules were used to determine sequencing of simulation experiences. This process also helped to avoid redundancies in use of exemplars. On-going integration continues with the process of the simulation team (or designated representatives) meeting with semester course leaders to serve as a liaison between simulation experiences, and didactic, and clinical courses.

Evaluation of Simulation

SETE questions that evaluate student perceptions of learning from simulation, and satisfaction with the simulation learning experience in the undergraduate curriculum were developed and implemented with regular course evaluations in fall 2011. Generally, student evaluations indicate they perceive simulation to be valuable learning experiences and that they find it to be enjoyable.

Faculty Development

There are currently 7 trained faculty facilitators in the College of Nursing (CoN); Sue-Chase-Cantarini, Melody Krahulec, Monte Roberts and Maddie Lassche (faculty in the CoN); Joanne Tuero and Grace Gardner (VANA); and Rachelle Reid (30% assignment from Intermountain Healthcare to the IHSLC).

Intermountain Healthcare, in collaboration with IHSLC faculty developed a three day simulation facilitation workshop. The workshop has been conducted three times with 45 participants completing the training. Two nurse educators (Joanne Tuero, and Grace Gardner) joined the IHSLC facilitation team as part of the VANA program, and attended the facilitator workshop.

Three facilitators attended the Certificate in Simulation immersion course at Drexel University. Four facilitators attended the annual INACSL Simulation Conference, and presented at the pre-conference workshop. Carolyn Scheese, SLC Director Operations attended training in at the Center for Medical Simulation on Simulation and at Weiser for Operational Best Practices. As a component of program improvement, a faculty facilitator evaluation form was adapted from the Debriefing Assessment for Simulation in Healthcare (DASH). The tool is utilized for peer evaluation of simulation facilitator effectiveness. Faculty facilitators are currently being evaluated at least twice yearly; once by the director, and once by a faculty facilitator peer.

Staff Development

The Simulation Technology Specialists attended a simulations technicians conference in Las Vegas and networked with simulation technicians from across the nation. They increased their personal knowledge and brought back many ideas that we were able to use to improve our processes and efficiency. Additional trainings and educational offerings they took advantage of are: Laerdal and Gaumard Manikin repair, using a camera, software, editing video footage. Rebecca Craven, Manager, Simulation Learning Center, attended several one day course offerings on campus, and completed 3 certificates related to her management role.

Strategic Planning

The organizational chart was review and the strategic plan revisited. Connie accepted the newly created position of SLC Director of Programs which is lateral to the SLC Director of Operations. Both Director positions report directly to the Dean and will begin reporting to the new Associate Dean of Academic Programs, Barbara L. Wilson, PhD, in August 2012. During the fall of 2011, Mary Anne Berzins (Assistant Vice President of Workforce Planning for Human Resources, University of Utah) began working with the simulation faculty and operations staff to assist in the development of both process and content of strategic planning. As a result of this work, we identified what is currently in place and current expectations for: 1) Undergraduate curriculum, 2) Graduate curriculum, 3) Interdisciplinary curriculum, 4) External stakeholders, and 5) Research. We also identified strengths, contributions, and long-term and short term priorities. Outcomes of this work with Mary Ann have resulted in the establishment of a model of simulation delivery, and a timeline for requesting scenario development and scheduling or facilities. Continued work includes clarification and revision of the charter for the Simulation Learning Center Advisory Committee (SLC-AC) as well as work on SLC policies and procedures.

Research and Simulation

Katherine Supiano continued her research on Grief Group Therapy, completing 66 hours of counseling sessions in the simulation center with the video capture system using live coding. Data analysis has begun and a manuscript was submitted for publication. Alexa Doig has continued her research on Failure to Rescue, using the center for 15 hours; she is nearing completion of the required number of participants. Alexa has been appointed the liaison between the research committee and the SLC-AC.

Tours and Community Outreach

We conducted over 20 scheduled tours, as well as many unscheduled tours, for groups ranging from 1 to 60 with a high degree of diversity, including VIP's, College of Nursing Alumni, high school health professional groups, a tour with state legislators and their spouses, Young Presidents Club and the Hartford Foundation as well as the biweekly tours conducted by student services for interested potential nursing students.

INFORMATION & TECHNOLOGY

Goals for this area include: 1) enhancing education, research and program evaluation through the use of state-of-the-art information technology, 2) providing technical support and assistance for faculty and staff for desktop and mobile computing, software and distance learning delivery, and 3) providing administrative systems that improve service and efficiency of technology procurement and operations.

Student Computer Lab

The student computer lab is equipped with 12 computers and a student printer operated through Ucard. The lab is open access and is not staffed. The computers are 'frozen' using a program called Deep Freeze so that every night they return to their original state independent of what students may change on them during the day. This aids in the stability and functionality of the computer lab. Because the lab is not staffed, records are not kept to determine utilization. However, visual observation estimates the lab is in use 90% during business hours, and 50% after hours. Network utilization of the computers in the room places each individual system used 60%-70% of the time.

Teaching with Technology

The 2011-2012 academic year continued to see an increase in the use of synchronous education delivery through both videoconferencing and Wimba among graduate programs at the College: PhD, DNP, and Psych/Mental Health. The College of Nursing led the University in the process of migrating from Blackboard Vista (WebCT) to the new Canvas Learning Management System (LMS). Group training sessions were scheduled and held with TACC personnel, and regular users group sessions were held to aide faculty in migrating information and configuring their courses. All CoN courses were successfully migrated or built within the Canvas system by the June 1, 2012 deadline.

With the assistance of the Utah Telehealth Network (UTN) staff, the CoN also successfully transitioned from the Polycom PVX videoconferencing software to Tanberg's Movi client (now Cisco's Jabber client). This new client enabled the use of videoconferencing on a much wider range of computer platforms and operating systems, and also enabled faculty to begin teaching courses from their offices rather than relying solely on the dedicated Polycom classroom equipment. In conjunction with this, several faculty began using Skype's group product to run meetings, collaborate with other faculty and students, and teach classes. Looking forward, we continue to search for a single application that will offer high quality transmission of multiple video and audio feeds, as well as webconferencing features such as desktop sharing and PowerPoint presentations, as well as recording, and to find ways to reduce costs involved with synchronous distance education.

The CoN has maintained Polycom distance education equipment within the Health Sciences Education Building (HSEB) until this past academic year. Preparations were made and the equipment relocated from HSEB room 3580 to CoN 2510, and a pilot course is being taught from this new room during summer 2012 semester. In addition, the equipment which had previously been maintained within HSEB rooms 4100A and 4100D has also been relocated to the CoN in rooms 2505 and another to be determined on the 5th floor. The CoN still maintains individual user computer stations within HSEB in rooms 5515K and 5725 for student and traveling faculty use to access videoconferencing classes through the Movi (Jabber) system. IT department laptops are configured with distance connectivity hardware and software for lending purposes, and are used frequently. To better meet the synchronous education needs of our graduate programs, the two 75-person classrooms in the College of Nursing building were augmented to include distance education cameras, microphones and screens. These rooms are now accessible and have been used through the Utah Telehealth Network (UTN) bridge and

Wimba. Many faculty have also used external services such as Skype in these rooms for classes and meetings, although these services are not directly supported by the CoN IT office. At the request of our DNP program director, we installed additional equipment in CoN 2600 to have it mirror the functionality of the systems in HSEB 4100C and 5100C. This installation is now being finalized and will be tested for full use. We have a support agreement in place with the HSEB support staff to maintain the equipment in the CoN classrooms.

The CoN and UTN have entered in to an agreement for support and bridging services. UTN provides all initial testing of equipment, course connection monitoring, and initial troubleshooting of systems, with escalated support coming to the CoN IT Office. allowing the CoN to transition course monitoring, testing of student systems, and course management to UTN. UTN has also agreed to record all classes taught through the bridging service, convert and submit links for recordings to instructors for later access by students through Canvas.

The educational programs within the CoN continue to use different technologies and employ different distance education strategies ranging from entirely distant with each student attending from their own location, to a mixed distance delivery method with some students attending as a group, to a more hybrid course with a larger group of students attending on campus with a small number of students attending through the bridge service. During 2011, total port-hours used of UTN bridge time decreased overall in comparison from 11,055.5 in 2010 to 9,274 in 2011. We have not yet received data on spring 2012 utilization. This volume shows a 16.1% decrease over the 2010 calendar year. In addition, the UTN bridge service was used during the year for dissertation defenses, classroom breakout sessions, individual teacher-student mentoring, and student-student interactions. Other sources such as Skype Group and Wimba were increasingly used possibly leading to the reduction in bridge use.

IT/Computer Support

The IT Office continues to work with ITS within Health Sciences for centrally provided technology support services. Services include Help Desk, network management, phone systems, and data storage. Our dedicated desktop technician, Rebwar, continues to work directly with ITS to keep abreast of technology and support changes in the Health Sciences environment.

To improve services within the CoN, desktop management applications have been loaded on a server located within the CoN building, and linked to the ITS office. These applications support imaging PC's, trouble ticket management, and software update control. The CoN continues to acquire new computers through the ITS office, and ITS inventories and images these new systems. ITS also continues to deliver new systems to the CoN as well as pick up outdated systems and deliver to property redistribution.

The CoN IT office maintains an inventory of equipment within the CoN, and is working to associate all equipment with funding sources used for their acquisition.

Following the direction of the Chief IT Security Officer, the CoN is in the process of encrypting or freezing all portable computers. This process is being tracked by the CoN Business Office. Budget management, purchasing, inventory and software licensing has been transitioned to the CoN Business Office as well following the change to the IT Office staffing and the loss of our administrative assistant.

FACULTY PRACTICE

Overview

The College of Nursing's practice plan and practice sites are essential to its education and research missions. In addition, all of the College's practices exist to showcase excellence in advanced practice nursing and to maintaining financial viability. All of the College's faculty practice sites provide interdisciplinary practice experiences and educational opportunities. The College has 37 faculty practicing in 13 faculty practice arenas and 25 sites. A summary of the practice activities follows:

Utah Juvenile Justice

The College was awarded a three-year contract totaling \$2,729,668, from July 1, 2011 – June 30, 2014, to provide healthcare services for seven of the eleven Utah Juvenile Justice System facilities located on the Wasatch Front. Medical and nursing services are provided at the following six sites: Salt Lake Valley Detention Center, Genesis Youth Center, Wasatch Youth Center, Observation and Assessment, Decker Lake Youth Center, Slate Canyon Youth Center (consultation and call only) and Millcreek Youth Center in Ogden (psych only). Services are provided by Jennifer Clifton, DNP, FNP, Barbara Holstein, MS, FNP, Sam Vincent, MS Psych NP and Nikki Mihalopoulos, MD (Department of Pediatrics). Mr. Vincent provides psychiatric evaluations and medication management at Wasatch, Decker and Millcreek youth centers. These sites provide educational and clinical opportunities to College students and School of Medicine residents. Dr. Nikki Mihalopoulos participates in this contract at ten hours per week for medical care, consultation and resident education. This contract also employs 3.8 FTE of RN, 1.75 FTE of LPN and .8 FTE of secretarial time. We average a daily census of 225 residents in the 5 main facilities we serve. In FY 2011 we facilitated 3310 admissions, performed over 10,000 sick calls, 715 physical exams and had an emergency room admission rate of 0.007%. This contract is projected to bring in \$832,628 for FY 2011, \$934,503 for FY 2012 and \$962,537 for FY 2013.

Practice Contracts

The CoN had a total of ten contracts for clinical services which provide faculty practice opportunities and education sites for our students; two pediatric, three women's health, one acute care, one primary care (terminated) and three for psychiatric care.

- Julie Steele, DNP, FNP, provides services at the South Main Clinic at 80% time. Ms. Steele is contracted to the Department of Pediatrics to assist with the Foster Care Children's Program. This agreement includes all of Steele's salary and benefits. It is an important pediatric primary care education site for the College's students. Ms. Steele's Pediatric care services have expanded to include a ½ day per week at ARTEC and ½ day per week at Salt Lake Valley Detention Center to care for children who are in the custody of the Department of Family and Child Services (DCFS).
- Dianne Fuller, DNP, FNP, provides services at the Christmas Box House Clinic at 10% time. Fuller is contracted to the Department of Pediatrics to assist Julie Steele with the Foster Care Children's Program. It is an important pediatric primary care education site for the College's students.
- Katie Ward, DNP, WHNP, provides services for the Department of Obstetrics and Gynecology in the pelvic pain clinic at 10% time. This letter of agreement includes all of Ward's salary and benefits. This is an important woman's health education site for the College's students and provides for excellent collaboration with the Department of OB/GYN.
- Amanda Al-Khudairi, DNP, WHNP, provides services to Planned Parenthood of Utah at 20% time beginning July 1, 2011. The letter of agreement includes all but \$1500 of

Al-Khudaria's salary and benefits. This is an important education site for the Women's Health and Midwifery programs

- Susan Hall, DNP, WHNP, provides services for the Department of Obstetrics and Gynecology in the South Main outpatient clinics at 10% time. This letter of agreement includes all of Hall's salary and benefits. This is an important woman's health education site for the College's students and provides for excellent collaboration with the Department of OB/GYN. Dr. Hall provides prenatal care to women in conjunction with the Dept of OB/Gyn physicians and perinatologist.
- Blaine Winters, DNP, APRN provides services as an Acute Care Nurse Practitioner for the Trauma Service team at 25%, under the direction of Dr. Steve Morris. Winters is contracted to the Department of Surgery, Trauma Team to provide care and coordination services for inpatient traumas and outpatient follow-up. The letter of agreement includes all of Winter's salary and benefits plus a \$1,000 CEU benefit. This is an education site for the Adult and Critical Care Nurse-Practitioner students. Dr. Winters resigned his position with the CoN as of June 30, 2012.
- Michael Johnson, MS, Psych Nurse Practitioner provides services for the Child and Adolescent Behavioral Health clinic at 75% time. Mr. Johnson's specialty is Tourette's syndrome and he is considered one of the state's leading experts in the field. Johnson's letters of agreement include salary and benefits. This is an important psychiatric nurse practitioner clinical education site for the College's students and provides for excellent collaboration with the Department of Psychiatry and UNI.
- Jodi Groot, PhD, Psychiatric APRN, provides medication management and therapy services to West Ridge Academy, a Utah Licensed Adolescent Residential Treatment Center at 40% time. This is a "for profit contract" at \$95 per hour with an automatic 4% increase for the next FY. This is an important education site for the Psychiatric Nurse Practitioner Program. Students will learn the fine art of psychiatric medication management and also be able to participate in individual and group counseling.
- Sam Vincent, MS, Psychiatric APRN provides services at the Wasatch Homeless Health Care (4th Street Clinic) at 80% time. This contract began March 16, 2012 and is a fixed price contract that covers salary and benefits. This is an important education site for the Psychiatric Nurse Practitioner Program. Students learn about psychiatric disease in the homeless and the challenges of managing homeless and uninsured individuals.
- Paul Olvason, MS, Psychiatric APRN provides services at the new South Jordan Clinic. This service will begin July 1, 2012 and will provide consultation services at 60% time for therapy and medication management to the primary care providers serving patients in the South Jordan clinic. The letter of agreement includes all of Olvason's salary and benefits. This will become an important education site for the Psychiatric Nurse Practitioner Program and provide an excellent opportunity for collaboration with the University Community Clinics.

Psych / Mental Health

Ann Hutton, PhD, APRN, MS, Psychiatric/Mental Health Nursing faculty member, practices 30%. She provides individual and family counseling services. Her practice office is located inside the College of Nursing. The practice provides learning experiences for second-year psychiatric nurse practitioner master's students.

Katherine Supiano, MS, LCSW practices 10% and provides private counseling for those patients who are unable to resolve their grief in group settings. Her practice office is located inside the College of Nursing.

Caring Connections

Katherine Supiano, MS, LCSW, FT, directs Caring Connections: A Hope and Comfort in Grief Program that was established in 1997 sponsored by the College of Nursing. Every family of a patient who dies in University Hospital receives a bereavement care call from Caring Connections staff. In each of these 480 calls per year, condolences are offered, guidance is given and referral information is provided as needed. Our quarterly newsletter is distributed to 600 mailing and 3200 electronic addresses per issue. Caring Connections has over 6,000 personal contacts per year and serves nearly 380 group participants yearly. The cost of an 8 week grief support group is \$50, a scholarship is offered to those who cannot afford this cost. Scholarships are provided to 60% of our support group participants.

Caring Connections provides training for graduate students in nursing, social work and counseling, preparing students to serve as group co-facilitators, and provides education in the medical school.

Caring Connections is sponsored by sustaining partner Larkin Mortuary. Program support for our suicide support initiative in Layton comes from Lindquist Mortuary, and additional programs are supported by the Clark L. Tanner Family Foundation in memory of Sarah Hogle and Bio-Clean of Utah.

Utah Navajo Health Systems, Inc.

The College of Nursing Primary Care Nurse Practitioners traveled to southern Utah to provide preventive health care, physical exams, urgent care and support services for a summer camp serving at risk youth. The Venture Utah Youth Summer Camp served over 60 underserved and at risk youth between the ages of 13-18. We provided physical exams and urgent care for 14 days in a remote location. This opportunity provided six Nurse Practitioner students with an amazing opportunity to set up a remote clinic and provide health care in a mash like setting. Our faculty and students both reported this learning opportunity was remarkable and they can't wait to do it again.

Student Health Center

Four faculty providers practice at the University of Utah Student Health Center. Salary support is provided by transfer of funds from the Vice President for Student Affairs. The College provides 30% FTE support for Tek Kilgore. Direct salary support provided by the Vice President for Student Affairs for the four nurse practitioner providers 3.0 FTE, is \$322,483.

Sutter Health Graduate Assistant (SHGA) Program

The Sutter Health Graduate Assistant Program is a partnership between the College of Nursing and Sutter Health, a large health care corporation based in Northern California, allows the College of Nursing to hire RN-licensed graduate students to work in an after-hours call center based at 392 East Winchester Street, Murray, UT. This call center utilizes standardized guidelines and procedures and electronic medical record (EMR) documentation. Students receive training on Sutter Health guidelines and Epic EMR documentation. This program allows students to work and make \$20 -24 per hour in addition to obtaining eligibility for graduate tuition benefits. Sixteen graduate students participated in this program this year. We anticipate over 40 students participating next year. The program employs 2 faculty liaisons who work with the Advanced Practice Nursing (APN) students in reviewing care and documentation for the promotion and development of critical thinking skills. The primary care triage program averages 3300 nurse calls each month with a rapid upward trend. Each call is recorded for quality purposes and 2% of the phone calls are scored for the quality of the call and decision making. In evaluating three months of data regarding the final disposition of the call more than 55% of the patients are advised to remain at home and home care advice is provided. Thirteen percent of the patients are advised to see their Primary Care Provider (PCP) in the next 24-48

hours and appointments are provided. The PCP is paged for about 13% of the calls and 7.5% of patients are advised to report to urgent care. This program billed \$415,180 and generated a profit of \$121,000.

BirthCare HealthCare (BCHC)

The College Nurse-Midwifery (CNM) and Women's Health Nurse Practitioner (WHNP) faculty continue to provide obstetrical and women's health care services at the Ellis R. Shipp Clinic, Teen Mother and Child Program, Clinic 4 and the Madsen Clinic. BirthCare HealthCare represents and fulfills all missions of the College. These clinics generate about 8000 visits per year with 75% of the visits pertaining to obstetrics and 25% of the business being gynecology or primary care. All babies are delivered at University Hospital. In FY 11 we delivered 509 babies. This year we delivered 524 babies. Our birth statistics indicate we had an 88.5% vaginal birth rate, a 6.7% primary c-section, 2.5% repeat section and a 2.3% instrumented birth rate. An analysis of 10 years of data and 4300 births reflect the quality indicators of 9.4% primary c-section, 3% repeat section, 3% instrumented birth and a steady 85% vaginal birth rate each year.

Woman and Children's Health Care Consortium

A team from OB/GYN, Pediatrics and the College has been meeting one - two times per month since May 2005. This multidisciplinary consortium has stabilized into an efficient workgroup representing each of the three entities and provides an interface between the University and the Salt Lake Valley Health Department. In 2009 we invited the College of Social Work into our collaboration to establish a clinical educational site for bachelors and masters social work students. This collaboration has been very successful and now includes both the Ellis R. Shipp and South Main clinics. Both sites care for a large obstetric population and having an EMR system ensures seamless medical records between the hospital and the sites. Both serve large self pay and Medicaid populations and will serve a role in EMR payback.

Ellis R. Shipp Clinic

The contract with the Salt Lake Valley Health Department (SLVHD) to provide women's health services at the Ellis R. Shipp (ERS) Clinic was extended to a three-year renewable agreement. The current contract was re-negotiated in Feb 2010 and will run for three years beginning July 1, 2010. Secondary to budgetary issues within the SLVHD we were forced to accept a rent clause in our new contract. Years one through three will levy a \$5,000, \$7,500 and \$10,000 space charge respectively. The population the College serves at the ERS clinic provides cultural and ethnic diversity experiences for College students that are not available at other sites. The College provides services for ERS patients in a fee for service model with a sliding scale fee. The College did not receive anticipated funding of \$32,800 from the Utah State Health Department grant to assist with the salary of a bilingual receptionist and billing clerk. We are not eligible to re-apply for this grant.

Teen Mother and Child Program (TMC)

The College provides services for TMC prenatal patients in a fee for service model. The arrangement with the Department of Pediatrics provides for an interdisciplinary model of service where the Department of Pediatrics provides all pediatric care to the Children of TMC patients and the College provides all antepartum, intrapartum, postpartum, family planning and gynecologic care for the TMC population. TMC creates a challenging and unique learning environment, giving students the opportunity to work in an interdisciplinary setting. A group prenatal care model continues to be a successful and popular at Teen Mom. Previously the Department of Pediatrics with hospital assistance has supplied staff for the program. We will be responsible for \$33,670 in Teen Mom staffing cost for the next fiscal year.

Clinic 4 and Madsen Clinic

Clinic 4 and the Madsen Clinic serve an insured and Medicaid population that represents about 52% of the College's outpatient business and 48% of the inpatient business. This is an increase from a steady 38% for the last 5 years. MGMA patient satisfaction benchmarking data from Madsen clinics which consistently ranked BCHC providers in the 90%-100% range-indicating an "excellent" rating are no longer available. None of our providers perform over 500 outpatient visits per year so data is no longer captured on our services.

Operational indicators for BCHC reflect charges of \$1,956,749 through June 2012. This represents a 3% positive variance in charges. Net Payments through June 2012 are \$1,061,243 representing a 14% positive variance. Financial statements indicate 51% of our business is commercial, 28% is Medicaid and 19% is self pay. The remaining 2% is a combination of Medicare, Government and Workman's Comp. Our practice has been steadily increasing its commercial payer business.

Table 26. Faculty Practice Projected Revenue/FTE FY12

	FTE	Projected Revenue
OB/Gyn (Hall, Ward)	0.20	\$21,648
Pediatrics (Steele, Fuller)	0.80	\$ 87,075
Psychiatry (Johnson)	0.75	\$ 94,838
Student Health (Cutting, Kilgore, Kirby, Martin)	3.00	\$322,483
BCHC Ellis Shipp Clinic	2.15	\$251,296
BCHC Madsen	1.55	\$362,470
BCHC Clinic 4	1.70	\$225,660
BCHC South Main	1.80	\$164,464
Mental Health NP (Hutton)	0.30	\$44,921
Mental Health NP (Groot)	0.40	\$82,202
Mental Health NP (Supiano)	0.10	\$11,207
Mental Health NP (Olvason) x 1 month only	0.60	\$7,083
PPAU (Al-Khudairi)	.20	\$16,500
Mental Health NP (Vincent)	.80	\$84,864
Juvenile Justice System Healthcare (Clifton, Vincent, Holstein, Mihalopoulos)	1.5	\$934,503
Utah Navajo Health Systems, Inc	.1	\$21,500
Sutter Health	.5	\$415,180
Total	16.45	\$3,147,894

Figure 12. Clinical Practice Revenue Growth 2007 – 2012

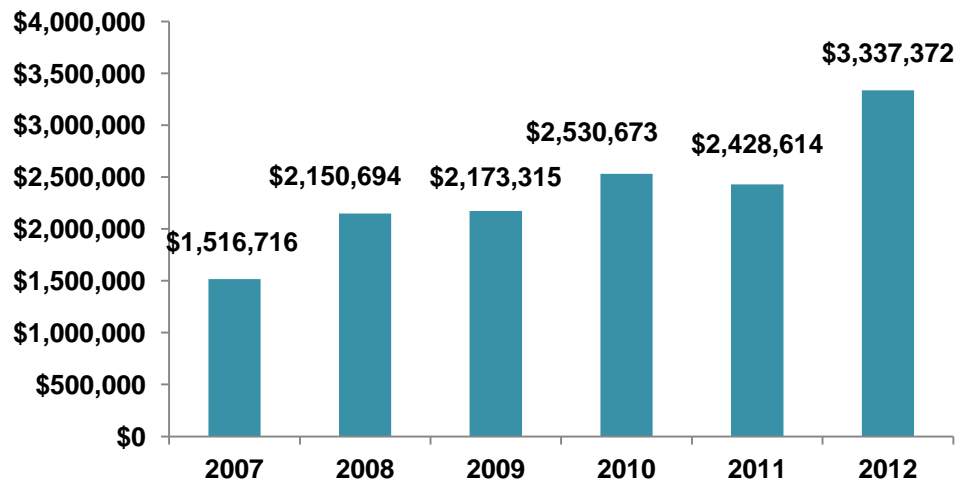


Table 27. Practice Grants & Contracts 2010-2012

Funding Period	PI and Title	Funding Agency	Direct Costs	
			Requested	Awarded
07/01/11-06/30/14	Roberts: Juvenile Justice Contracts	Utah Dept. of Human Services	\$2,729,668	\$2,729,668
01/01/12-12/30/12	Roberts: Pregnancy Centering at Ellis R. Shipp and Teen Mom	Episcopal Diocese of Utah, Gift	\$10,000	\$10,000
07/01/11-06/30/12	Thomas: Teen Mother and Child Program	Marriner S. Eccles Foundation	\$10,000	\$10,000
07/01/11-06/30/12	Supiano: Caring Connections Scholarships	Castle Foundation	\$2,000	\$2,000
07/01/11-06/30/12	Supiano: Sudden Death Book printing.	Bio-Clean of Utah	\$1,000	\$1,000
07/01/11-06/30/12	Faculty Practice health care delivery to low-income	Herbert I. & Elsa B. Michael Foundation	\$5,000	\$5,000
01/01/11-12/30/11	Roberts: Pregnancy Centering at Ellis R. Shipp and Teen Mom	Episcopal Diocese of Utah, Gift	\$15,000	\$15,000
01/01/11-12/30/11	Roberts: Pregnancy Centering at Ellis R. Shipp and Teen Mom	Enid Greene Foundation. Gift	\$5,000	\$5,000
08/01/10-05/30/13	Supiano: Caring Connections	Larkin Mortuary	\$93,000	\$93,000
01/01/11-12/31/11	Caring Connections Hospice Foundation Conference	MediConnect Global	\$5,000	\$5,000
01/01/11-12/31/11	Caring Connections Seed of Remembrance	Clark L. Tanner Family Foundation	\$2,500	\$2,500

OUTREACH

Outreach Committee

The Outreach Committee organized several events to build and maintain partnerships with community stakeholders with a focus on generating interest and providing information about nursing education and the nursing profession. College of Nursing faculty participated in the Health Professions Academy, a joint university and community venture that exposes high school students to careers in the health sciences. Approximately 80 high school students from the Salt Lake City School District attended a 3 hour education session about the nursing program, nursing profession, adolescent health, and first aid. College of Nursing graduate and undergraduate students participated in an outreach event with the University of Utah Bennion Center in which 140 middle school students learned about the careers in nursing, hand washing, and auscultation.

Table 28. Academic Service Learning Scholars 2011-12

Site/Organization(s)	Students	Average hours/student	Total hours
Brighton Gardens	1	78	78
Care Source Home Health and Hospice	3	52.25	156.75
Catholic Community Services	1	30	30
DDI Vantage	2	40.5	81
Emeritus at Salt Lake City	1	30	30
Family Support Center	4	77.50	310
Homeless Teen Shelter	4	62	248
Intermountain Therapy Animals	1	52.25	52.25
National Abilities Center	1	25	25
Salt Lake County Health Department, Teen Mom Program	1	30	30
TRAILS, U of U Rehabilitation Center	5	53.5	267.5
Utah AIDS Foundation	1	90.5	90.5
Utah State Veterans Nursing Home	3	25	75
TOTAL			1474

College of Nursing's My University Signature Experience (MUSE) Project

By systematically enriching the educational culture of the University of Utah, The MUSE Project builds opportunities for students to have signature learning experiences: moments in their education that have a defining and empowering effect on their intellectual growth, their professional development, and their path in life. The CoN MUSE project provides opportunities for students to engage in undergraduate research, global health study abroad and community engaged learning.

Undergraduate Research

Undergraduate students gain clinical research skills and exposure to careers involving nursing research while helping to advance the state of science and knowledge in healthcare. Students work to earn the designation 'Undergraduate Research Scholar' on their transcript by collaborating on research teams with College of Nursing faculty.

In 2011-2012 15 Undergraduate Research Scholars collaborated with CoN faculty on research in the areas of cancer symptom management, clinical genetics, health disparities and birth outcomes, injury prevention, and preventing medication errors and hospital acquired infections. This group of students included 10 UROP students, two LEAP students, and one ACCESS student. Two undergraduates graduated in May 2012 with the Undergraduate Research Scholars Designation (USRD).

The CoN MUSE Project and the Office of Research funded travel for four undergraduate nursing students to present 2 posters at the National Association of Gerontological Nursing in Louisville, Kentucky in October 2011. The CoN obtained a \$5000 grant from the Education Resource Development Council to support student travel to NCUR in 2013.

Global Health Study Abroad

The CoN collaborates with the Division of Public Health in an interprofessional global health program in which students engage in community-based global health research in a study abroad setting. The goal is to create sustainable health improvements through local partnerships focused on the exchange of education and advancing the science of global health practice. In 2011, two students participated in a 2 week experience in Peru and 8 students participated in a 4-week program in Ghana. In summer 2012, five nursing students participated in a 4-week experience in Ghana and one student participated in a 3-week experience in Peru. In 2011, the CoN obtained a \$5000 grant from the Education Resource Development Council and a \$3000 grant from the Herbert I. and Elisa B. Michael Foundation to support Global Health student scholarships. These grants were used to fund 6 global health scholarships.

Community Engaged Learning

The University of Utah was designated as a Community Engaged Institution by the Carnegie Foundation in 2011. Through the Community Engaged Learning program at the University's Bennion Center, CoN students have the opportunity to apply their academic knowledge to community issues while developing leadership skills necessary for future civic involvement.

DEVELOPMENT / PUBLIC RELATIONS / ALUMNI

The College of Nursing Office of Development consists of Dinny Trabert, Development Director, Katie Schrier, Public Affairs Manager, and Sue Onwuegbu, Program Manager. The main focus of the Development Office over the next year will be completing the \$25 million campaign. Phase I – The building campaign, *Building for the Future of Nursing Education* included renovation of the College of Nursing building and creation of the Intermountain Healthcare Simulation Learning Center. With the generous gift from Reverend Rick Lawson we were able to launch the *Last Aid Campaign* which has helped us raise the final \$1 million to complete funding for Phase I. As we look to next year we can now focus on Phase II – the campaign for programmatic support, *The Caring Continuum*. This will be a concerted effort to increase funding for scholarships, fellowships, endowed chairs and support for all programs. The CoN Development Office works directly with the University Central Development Office and the Health Sciences Development Office on campaign strategy.

Alumni Board Activities

The 18th Annual Honors for Nursing Recognition Dinner and Program

The 18th Annual Honors for Nursing was held May 8, 2012 at Little America Hotel in downtown Salt Lake City. Once again the College of Nursing clinical preceptors were honored and thanked for the contributions of their time and expertise to the College's undergraduate and graduate programs. More than 400 nurses and supporters of nursing were nominated and 400 plus nominees and guests attended the recognition dinner. This year's Dare to Care Award recipient was Jan Jones-Schenk, Chief Nursing Officer for Western Governors University. Proceeds this year exceeded \$21,000. Honors for Nursing Sponsors:

Champions of Nursing-\$5,000 Intermountain Healthcare, University of Utah Health Care
Friends of Nursing-\$3,000 Cowboy Partners, Kimberly-Clark, Merrill Lynch Wealth Management in partnership with Carl and Vanessa Laurella, MountainStar, University Hospital Maternal Newborn Unit, Western Governors University, Zions Bank
Supporters of Nursing-\$1,500 – Tim and Candace Dee, Professional Hospital Supply, Promise Hospital of Salt Lake City, O.C. Tanner

(Additional in-kind contributions included – Wells Fargo, Digital Bytes and TLC Impressions)

Phonathon

The total number of dollars pledged was \$15,050.

Distinguished Alumni

This year's Distinguished Alumni was presented to Jill Fuller, Ph.D. Dr. Fuller received her Ph.D. from the University of Utah in 1991. She is currently Chief Executive Officer of the Prairie Lakes Healthcare System in South Dakota. She also held the position of Chief Nursing Officer in that same system for nine years. The award was presented at the 2012 College of Nursing Convocation held on May 3, 2012.

Public Relations

College of Nursing magazine – 1x year

College of Nursing magazine focused on the theme of the Institute of Medicine's (IOM) Future of Nursing Report: Leading Change, Advancing Health. The Dean's Note and feature articles highlighted the College of Nursing's work to implement the recommendations of the IOM report.

Excellence newsletter – 3x year

Caring Connections newsletter – 4x year

Caring Connections grief group fliers – 3 sets, 4 x year

Caring Connections event fliers – 2x year

Caring Connections newsletters and grief group fliers re-branded to co-brand College of Nursing with the program. Previously, the program logo had been co-branding University of Utah Health Care based on recommendations that Caring Connections fell under the umbrella of 'public-facing' programs offered through University of Utah Health Sciences. This led to confusion about the program being an entity of the College of Nursing. The new logo identity better reflects the program as a faculty practice of the College of Nursing.

Donor Recognition Plaques

Katie interviewed individual donors and donor representatives in order to write 22 unique donor tributes to be placed in the Annette Poulson Cumming Building.

Development Board Major Accomplishments

The goal of Phase I, *Building for the Future of Nursing Education*, is to raise funds for the renovation of the building and the creation of the Simulation Center. The goal of Phase II, *The Caring Continuum*, is to raise funds for scholarships and programs in the College of Nursing. The campaign began in July 2005 and will continue until June 2013 in conjunction with the overall University campaign, *Together, We Reach*.

The main objective for the Development Board during the academic year 2011-2012 was to complete the funding of the Annette Poulson Cumming Building. This was done by approaching several donors about giving a \$500,000 gift to launch a matching gift campaign to raise the remaining \$1 million.

In December 2011, long-time supporter Reverend Rick Lawson pledged \$500,000 to be paid over three years from three Foundations: The Frederick Q. Lawson Foundation, The Janet Quinney Lawson Foundation and the Emma Eccles Jones Foundation. With this donation, Rick has chosen to name the west half of the fourth floor in memory of his mother *The Janet Quinney Lawson Administrative Suite*. His gift made it possible for us to launch our matching gift challenge – The Last Aid Campaign.

The Last Aid Campaign

1. One-on-one meetings with donors requesting funding to name areas and take advantage of the matching gift challenge. Donors to name specific areas are:
 - Val Antczak gave the lead matching gift of \$100,000 in honor of his wife Barbara and her sisters to name the *Barbara Polich, Jayne Servais and Mary Coppersmith Dean's Suite*
 - Dan Lofgren pledged \$25,000 to name the third floor medium conference room in honor of his wife Deena Lofgren
 - Leonard Russon pledged \$15,000 to name the Student Work Station in the Student Services Areas in honor of his wife Alene Russon
 - The Robert S. and Beth M. Carter Foundation pledged \$15,000 to name the Carter Endowed Chair holder's office
 - The College of Nursing faculty and staff gave over \$300 to name the third floor kitchenette and custodial closet for Carl Archuletta who had worked as a janitor at the college for many years and passed away this year
2. The matching gift challenge helped us leverage gifts through all written proposals to foundations and corporations. Two foundations that contributed to the Last Aid Campaign by giving to the building are:

- The George S. and Dolores Doré Eccles Foundation gave \$250,000 to name the auditorium on the main floor
 - The Katherine and Ezekiel Dumke Foundation gave \$75,000 to purchase Noelle, the simulated birthing mother and baby
3. A direct mail piece was sent to 450 current donors asking them as the College of Nursing's "First Responders" to give the "Last Aid" to close our building campaign. This piece consisted of a box resembling a first aid kit showing how far we had come in raising the \$24 million for the building and that only \$1 million remained. Approximately \$15,000 was collected from this appeal.

Development Events

Coordinating events is a major component of raising funds for and awareness of the College of Nursing. Through events we are able to educate community leaders and top donors who might not otherwise know much about the College or the nursing profession. In 2011 – 2012, each event was designed to meet the needs of a specific audience and develop relationships with: alumni, faculty and staff; nursing professionals and other health care delivery systems; individuals, foundations and corporations in the community, and donors to the University and College of Nursing. Events that were held this year included:

Health Sciences Council – On September 25, 2011, the College of Nursing hosted the Health Sciences Council with a hand-on tour of the Simulation Center with a reception following.

Emeritus Faculty Breakfast and Alumni Day – On October 21, 2011, Maureen hosted a breakfast for all Emeritus and Past Faculty. Following the breakfast was an open house for all alumni which included a taco cart lunch and tours of the building with class photos and old uniforms and syringes displayed. The highlight of the event was the alumni panel made up of an alum from each decade starting in 1940 up to 2010 talking about his/her experience as a student and young nurse. It was touching to hear what some of the nurses went through and amazing to see how nursing education has changed through the years, but more than anything, it gave everyone in attendance a sense of pride in the College of Nursing and the nursing profession.

Honors for Nursing – the 18th Annual Honor for Nursing event was held on May 8, 2012 in the Little America Ballroom. Over 400 people attended and we were able to honor over 400 nurses. We raised more in sponsorships than ever before making it possible to award more scholarships. Ruth Todd was the emcee and Jan Jones Schenk was honored with the Dare to Care Award.

Caring Connections Events: November 8, 2011 – *Grief and the Holiday: Finding Light in Darkness* featured speaker Margie Wahlstrom whose mother and sister died in the September 11 attacks on the World Trade Center, and May 15, 2012 – *Seeds of Remembrance: Take your Grief and Run with It* featured speakers Denny and Alyce Gross, Lora Erikson, Carri and Edwin Lyons telling about how exercise helped them through the grieving process.

Hartford Center of Geriatric Nursing Excellence – On June 6, 2012, the College of Nursing hosted the John A. Hartford Foundation Board of Trustees for their bi-annual meeting. Never has a college of nursing been chosen before to host their board meeting. Since Ian and Annette are friends with a couple of the board members from back east, they offered to host a dinner at their home at Snowbird. Hartford Board of Trustees, Hartford Center Director and faculty members, and friends of the Cummings numbering 50 people enjoyed the amazing setting in Little Cottonwood Canyon. The Trustees enjoyed it so much that the Hartford Foundation donated \$10,000 in Annette's honor for student scholarships to the Hartford Center of Geriatric Nursing Excellence.

Terry Tempest Williams' Public Reading– On June 12, 2012 Terry Tempest Williams is a good friend of Annette Cumming's and has agreed to come speak each year at the College. This

year she has a new book *When Women Were Birds* and asked if she could hold her only Salt Lake reading at the College of Nursing. We hired Media Solutions to videotape the reading in the auditorium and stream it live into the two lecture halls. It was a very touching event and approximately 250 people attended. King's English came to sell books and Terry signed very graciously for about 2 hours. We now have the link on our website and a DVD for those interested.

Women Interested in Nursing (WIN) Seminars – With the help of an Executive Committee consisting of: Kathie Miller, Carol Firmage, Lisa Adams, Carol Benjamin, and Marion Mahas, we decided to charge a membership fee of \$100 to join WIN. This fee would be tax deductible and would include parking, two seminars and lunch. Our first seminar was lunch and an exclusive reading by Terry Tempest Williams. We had 26 women join, 15 of whom came to the lunch and were thrilled to meet Terry and have her sign their books. The fall seminar is *Connecting Women to Wellness in Midlife and Beyond* and will include a panel of women from our Midlife Assessment Clinic.

FACULTY AND STAFF

Overview

We continue to have a critical need to increase the number of tenure track faculty in the College of Nursing. We will maintain our targeted recruitment efforts in the coming year with a focus on individuals that align with our research agendas and those from diverse backgrounds.

Table 29. College of Nursing Faculty Profile 2007-2012

	2007-08	2008-09	2009-10	2010-11	2011-12
Tenure Track (T/TT)	30	30	28	29	27
Full Time Clinical & Research Tracks	57	61	56	50	49
Part Time Clinical & Research	26	27	25	24	27
Total	113	118	109	103	103

*As of June 1, 2012 – 67% of full-time faculty are doctorally prepared

Targeted search efforts and a joint search with the Huntsman Cancer Institute resulted in the addition of three tenure track and four clinical faculty to the ranks. Six faculty retired at the end of this year: (McCance, Pulsipher, Zsohar, Gibson, Brown and Kaufman). In addition, one faculty resigned (Winters) to take a new position. Hutton continues on phased retirement as a part-time faculty.

Table 30. New Faculty Hires for 2012 -2013

Name	Rank	Track	Role
Birkhead, Ana	Associate Professor	Tenure	
Felsted, Katarina	Instructor (Clinical)	Clinical	GIP Program Director
Kepka, Deanna	Assistant Professor	Tenure	HCI/CoN – Joint Appointment
Olavson, Paul	Instructor (Clinical)	Clinical	
Phares, Pamela	Assistant Professor	Clinical	
Ward, Denise	Assistant Professor	Clinical	Acute Care NP Program Director
Wilson, Barbara	Associate Professor	Tenure	Associate Dean Academic Programs

New Appointments, Tenure Track (0)

New Appointments, Clinical & Research Faculty (5)

Nanci McLeskey	Instructor (Clinical)	HSCBC
Tamara Melville	Assistant Professor (Clinical)	ACC
Amy Nelson	Instructor (Clinical)	HSCBC
Jessica Nelson	Instructor (Clinical)	HSCBC
Paul Olavson	Instructor (Clinical)	ACC
Maija Reblin	Research Assistant Professor	ACC
Margo Stevens	Assistant Professor (Clinical)	ACC

Resignations, Faculty (8)

Marguerite Brown	Instructor (Clinical)	ACC
Allen Hanberg	Assistant Professor	ACC
Julie Johnson	Professor	HSCBC
Jeannine Jones	Assistant Professor (Clinical)	ACC
George Rodway	Assistant Professor	ACC
Sandra Smith	Associate Professor	ACC
Juanita Takeno	Instructor (Clinical)	ACC

Blaine Winters	Assistant Professor (Clinical)	ACC
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Retirements, Faculty (6)

Mary Gibson	Instructor (Clinical)	HSCBC
Kathleen Kaufman	Associate Professor (Clinical)	ACC
Kathleen McCance	Professor	ACC
Nancy Pulsipher	Assistant Professor (Clinical)	ACC
Claudia Trayner	Assistant Professor (Clinical)	ACC
Helen Zsohar	Professor (Clinical)	HSCBC

Clinical Promotion Reviews (3)

Pamela Hardin	Associate Professor (Clinical)	ACC
Lisa Kaloczi	Assistant Professor (Clinical)	HSCBC
Carolyn Scheese	Assistant Professor (Clinical)	ACC

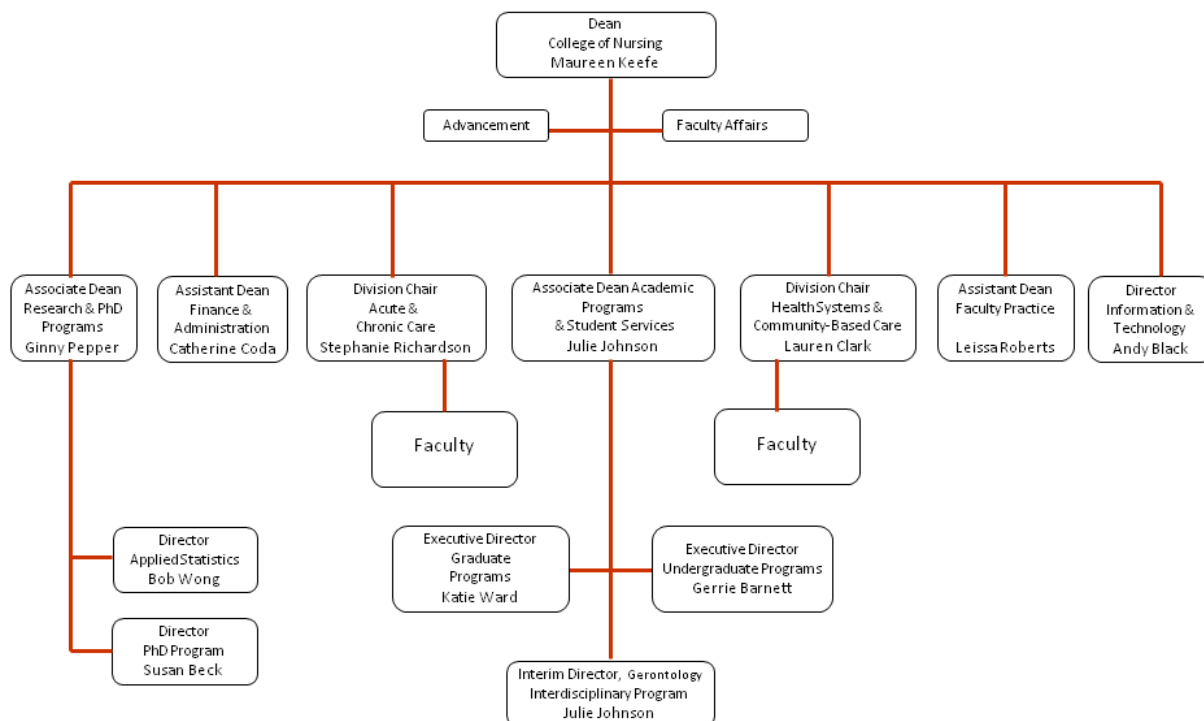
Tenure & Promotion (3)

Kristin Cloyes	Associate Professor	ACC
Margaret Clayton	Associate Professor	ACC
Mollie Cummins	Associate Professor	HSCBC

Post-Tenure Reviews (1)

Mike Caserta	Professor	HSBBC
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Figure 13. College of Nursing Organizational Chart 2011-12



DIVISION OF ACUTE AND CHRONIC CARE

Overview and Actions

Division Chair: Stephanie Richardson, PhD, RN, Associate Professor

At the beginning of the 2011-2012 academic year, the ACC Division was comprised of 50 faculty:

Full Time: 32 – Tenured: 8, Tenure Track: 6, Clinical Track: 16, Research: 2

Part Time: 18 – Tenured: 2, Clinical: 15, Research: 1

Division faculty retirements and resignations:

- Peg Brown, MS, RN, Instructor (Clinical), resignation
- Kathleen Kaufman, MS, RN, Associate Professor (Clinical), retirement
- Kathy McCance, PhD, RN, Professor, retirement
- Allen Hanberg, PhD, RN, Assistant Professor, resignation
- Sandy Smith, PhD, APRN, Associate Professor, resignation
- Nancy Pulsipher, MS, RN, Assistant Professor (Clinical), retirement

Division faculty changes in appointment:

- None

Division faculty changes in rank or status:

- Mardie Clayton, promoted to Associate Professor and awarded tenure
- Kristin Cloyes, promoted to Associate Professor and awarded tenure
- Carolyn Scheese, promoted to Assistant Professor (Clinical)
- Pam Hardin, promoted to Associate Professor (Clinical)
- Gail Towsley, returned from post-doc at rank of Assistant Professor, transferred from HSCBC to ACC division

Division faculty new hires:

- Margo Stevens, MS, APRN, Assistant Professor (Clinical)
- Marilyn Rigby, MS, APRN, Assistant Professor (Clinical)
- Julianne Schiefelbein, MS, APRN, Assistant Professor (Clinical)
- Maija Reblin, PhD, Assistant Professor (Research)
- Tami Melville, DNP, APRN, Assistant Professor (Clinical)

Table 31. Activities in Research, Teaching, Community Service, and Awards FY 2011

ACC Division Faculty	2010	2011
Faculty authorship/co-authorship on publications	47	54
Faculty authorship/co-authorship on presentations or posters	69	118
Faculty supported by extramural funds, either research or teaching	10	14
Faculty receiving awards	14	20

Research and Scholarship: According to travel fund disbursement, 13 requests were filled for travel to professional meetings for scholarly presentations, a decrease from last year when 17 requests were filled. Grant-supported activity and scholarly output increased (Table 31). Two faculty graduated from DNP programs, one matriculated into the College's DNP program, and three remained enrolled in the College's PhD program. One division member was inducted into her specialty organization as a fellow while another received her specialty organization's highest award for a research achievement.

Teaching: Three division members were active on extramurally funded teaching projects. Two ACC members were Banner Carriers at Convocation and Commencement. One Division member received the University's Mentoring award.

Faculty Mentorship: Pre-tenured and research-track faculty participated in the Moving Along in your Academic Career (MAAC) group, meeting monthly with the Associate Dean for Research. Division members with DNP preparation participated in the Succeeding in your Nursing Academic Program (SNAP), meeting monthly for a group curriculum-based seminar discussion under the leadership of both division chairs. The ACC division chair met twice with new hires, to orient them to their new roles.

Faculty Development: Eight ACC division members presented topics at the CoN Seminar Series throughout the academic year, an increase from last year when six presented. Individual faculty annual goals were written according to the College's criteria for rank and percent assignment. All but four division members met with the chair for an annual performance review. A new policy was created by division members for disbursement of division funds for development needs. Division goals were created, modified as a group, and posted on a shared drive. Goals were reviewed at each division meeting, held via distance technology. Goal 1, *Determine the level of leadership positions held by division members, by the end of the academic year*, is still in progress. Goal 2, *Increase the level of scholarly written output by division members during 2011-2012* was met, and a proposal to instigate a formal writing group was initiated and forwarded to ALT. Goal 3, *Caps on travel funds will be raised* was met, with the amendment of the travel fund policy by division members.

Administrative Assistant Support: The division continues to provide all exam/ test preparation services and book orders for both divisions and all baccalaureate programs excepting Gerontology. The division transitioned support for the Outreach and Academic Service Learning (ASL) programs during 2011 as planned, and now provides support for Baccalaureate Program Committee and its subcommittees, including Baccalaureate Admission and Advancement, Curriculum, and Evaluation.

DIVISION OF HEALTH SYSTEMS & COMMUNITY BASED CARE

Overview and Actions

Division Chair: Lauren Clark, PhD, RN, FAAN, Professor

At the beginning of the 2011-2012 academic year, the HSCBC Division was comprised of 50 faculty:

Full Time: 41 – Tenured: 6, Tenure Track: 6, Clinical Track: 29, Research: 0

Part Time: 9 – Tenured: 0, Clinical: 7, Research: 2

Division faculty retirements and resignations:

- Mary Gibson, Instructor (Clinical), resignation
- Julie Johnson, Professor, resignation
- Claudia Trayner, Assistant Professor (Clinical), retirement
- Helen Zsohar, PhD, RN, Professor, (Clinical), retirement

Division faculty changes in appointment:

- None

Division faculty changes in rank or status:

- Mollie Cummins, promoted to Associate Professor with Tenure
- Lisa Kaloczi, promoted to Assistant Professor (Clinical)

Division faculty new hires:

- Amy Nelson, Instructor (Clinical)
- Jessica Nelson, Instructor (Clinical)
- Sara Hart, Assistant Professor (Clinical)
- Leah Mitchell, Instructor (Clinical)

Table 32. Activities in Research, Teaching, Community Service, and Awards FY2011

HSCBC faculty activities and productivity	2010	2011
Faculty represented as authors/co-authors on publications	44	77
Faculty represented as authors/co-authors on presentations or posters	91	119
Faculty active on extramurally funded projects, either research or teaching	7	9
Faculty receiving awards	10	20

Research and Scholarship: According to travel fund disbursement, 12 requests were filled for travel to professional meetings for scholarly presentations, approximately the same number as last year. Grant-supported activity and scholarly output increased (Table 32). One graduated from the College's DNP program, two matriculated into the College's DNP program, and one remained enrolled in the College's DNP program while two continued in the PhD program. One division member was awarded a career achievement award in her specialty organization.

Teaching: Nine division members were active on extramurally funded teaching projects.

Faculty Mentorship: Pre-tenured and research-track faculty participated in the Moving Along in your Academic Career (MAAC) group, meeting monthly with the Associate Dean for Research. Division members with DNP preparation participated in the Succeeding in your Nursing Academic Program (SNAP), meeting monthly for a group curriculum-based seminar discussion under the leadership of both division chairs.

Faculty Development: Individual faculty annual goals were written according to the College's criteria for rank and percent assignment. All but five division members met with the chair for an annual performance review. A new policy was created by division members for disbursement of division funds for development needs. Division goals were created, modified as a group, and posted on a shared drive. Goals were reviewed at each division meeting, held in person or via distance technology. Goal 1, *Nurture a culture supportive of work-life balance by streamlining meetings and building in health opportunities*, was met with interest in furthering our reach in this area. Goal 2, *Striving for teaching excellence by completing our transition to a new course delivery platform and seeking annual peer teaching evaluations* was met. Goal 3, *Increasing national and international scholarly presentations and publications* was met. Goal 4, *Participating in service to the students, college, and community through existing service outlets* was met.

Administrative Assistant Support: The division provided assistance to the Director of the Gerontology Interdisciplinary Program and program directors in Primary Care, Women's Health and Midwifery, and Informatics. Support services for the Teaching Nursing program were transferred to the ACC division staff. A valued long-term staff member was reassigned, and a search was undertaken for an administrative support person.