

University of Utah College of Nursing

2013 - 2014



UNIVERSITY OF UTAH
COLLEGE OF NURSING

Annual Report

College of Nursing
Annette Poulson Cumming Building

TABLE OF CONTENTS

INTRODUCTION AND OVERVIEW	2
Major Accomplishments	3
EDUCATIONAL PROGRAMS / ACADEMIC AFFAIRS	6
Overview	6
Baccalaureate Program	13
Nursing Master's (MS) and Doctor of Nursing Practice (DNP) Programs	19
Gerontology Interdisciplinary Program (GIP)	23
PhD Program	26
Intermountain Healthcare Simulation Learning Center	31
RESEARCH	33
INFORMATION AND TECHNOLOGY	43
FACULTY PRACTICE	46
OFFICE OF ADVANCEMENT	51
DIVISION OF ACUTE AND CHRONIC CARE	54
DIVISION OF HEALTH SYSTEMS AND COMMUNITY-BASED CARE	56
STAFF	58
BUDGET	59

INTRODUCTION AND OVERVIEW

Annual Report 2013-2014

Dear Friends and Colleagues of the College of Nursing:

It is my privilege to share an overview of how we have advanced the mission of the College of Nursing 2013-2014. Preparing this report has given me the opportunity to reflect on our educational programs, student enrollment, research endeavors, program advancements, community engagement, and faculty and staff accomplishments.

In the teaching arena, accreditation standards continue to be a high priority with the development of an evaluation plan and a doctor of nursing practice interim report for the Commission on College Nursing Accreditation (CCNE). In addition, the university recognized the college for our community-engaged learning activities. Significant strides have been made in inter-professional education at the college's widely recognized Intermountain Healthcare Simulation Learning Center.

Research proposal submissions and awards increased significantly during the year. Grant submission increased by 50 percent over the past two years and there was an increase of 137 percent in the number of grant awards. Nurse researchers reached out to interdisciplinary partners on campus to increase National Institutes of Health funding and submitted a collaborative proposal with the Center for Clinical and Transitional Science to the Centers for Disease Control.

In 2013-2014 a new interdisciplinary Care Management program was launched to educate students in leading patient navigation and care coordination efforts for populations with multiple chronic conditions and episodic and long term care management of individual clients.

Faculty and staff advancements included establishing a formal mentoring program for junior career-line and tenure-line faculty, launching a staff leadership team, and revising the faculty workload policy. The faculty in the College of Nursing's Teaching Academy have joined with the Academy of Health Science Educators with seven faculty members inducted as Health Sciences fellows. Two faculty members were selected as Quality Scholars to enhance the quality and safety mission of University of Utah Health Care.

The College of Nursing continued to work on financial sustainability by increasing faculty practice sites and expanding services in community clinics. Key to our efforts has been working with interdisciplinary partners to increase research and funding mechanisms along with extending outreach and relationship building with external donors and alumni.

I am pleased to share this annual report with you and look forward to a bright future for the College of Nursing.

Sincerely,



Patricia G. Morton, PhD, RN, ACNP-BC, FAAN,
Dean and Professor
Louis H. Peery Presidential Endowed Chair
Robert Wood Johnson Executive Nurse Fellow Alumna

Major Accomplishments

The following summary highlights some of the activities and outcomes achieved over the past year:

Education:

- A master plan for evaluation of the College of Nursing (CON) has been refined and enhanced in compliance with the accreditation standards of the Commission on Collegiate Nursing Education (CCNE) Accreditation.
- Our database administrator developed an integrated data management system for the college. This information allows us to make data driven decisions and collect the outcomes data required by the CCNE.
- An interim report was submitted June 1, 2014 to the CCNE as required for the accreditation of the Doctor of Nursing Practice Program.
- Doctor of Nursing Practice students are required to complete a final project and many have completed a quality improvement project at the University of Utah Hospitals and Clinics, Intermountain Healthcare facilities, and other community settings.
- The Bennion Center Community Engaged Scholars program was rolled out to students in the summer of 2013, with the first six students receiving recognition at the University of Utah commencement ceremony in May 2014 and the Bennion Center Community Engaged Scholars banquet in April 2014. The College of Nursing earned the university-wide award for our community engaged learning activities.
- College of Nursing students continue to participate in inter-professional educational activities conducted in the Intermountain Healthcare Simulation Learning Center.
- To accommodate RN to BS students who want to continue uninterrupted into the master's program, a RN to MS option was initiated with 16 students admitted into the first cohort summer semester 2013.
- The Teaching Academy in the College of Nursing was disbanded and faculty joined the advisory committee of the Health Sciences Academy of Health Science Educators. Seven faculty members were inducted as fellows in the Academy of Health Science Educators.
- The college has three federally-funded Health Resources and Human Services Administration (HRSA) grants which have a major focus on fostering rural nursing education and include:
 - Enhancing content on aging for nurse practitioner students practicing in rural Utah (Project Director: Dr. Dianne Fuller).
 - Training health care providers to using telehealth technology to improve access of rural residents to consultation by urban specialists. (Project Director: Dr. Pamela Phares).
 - Educational program to fast track registered nurses with the associate degrees to a master's degree in geriatric care management or teaching nursing. (Project Director: Dr. Patricia Berry).
- Responding to critical healthcare needs, the College of Nursing partnered with leaders from healthcare organizations and academia through the Utah Cluster Acceleration Partnership (UCAP) to develop a certificate program in Care Management. Credits earned can be applied to the master's degree in care management nursing, the first such degree in Utah, recently launched by the College of Nursing.

Research:

- Two faculty members are participating in the Senior Vice President's Clinical and Translational (VPCAT) program.
- Increased grant submissions by 50% over the past two years through our Research Innovation Teams (RITe) program.

- Increased number of grant awards by 137% over the past two years.
- A fifth Research Innovation Team (RITE) was implemented in women, infants, and newborn science; all research active faculty have a RITE affiliation for research support and mentorship.
- Submitted a center grant proposal to the Centers for Disease Control and Prevention (CDC) collaboratively with the Center for Clinical and Translational Science (CCTS).
- Met with university faculty from several campus disciplines as potential interdisciplinary research partners for future funding mechanism type P and U grant submissions to National Institutes of Health (NIH).

Practice:

- The college faculty participate in the Women and Children's service line committee meetings.
- Two faculty members have been funded as Quality Scholars and are carrying out projects that contribute to the quality and safety mission of University of Utah Hospitals and Clinics (UUHC).
- Dr. Leissa Roberts is chairing the Advanced Practice Clinician Council that is assessing the practice model of the advanced practice clinicians at UUHC, determining their compliance with regulations, and investigating ways to improve delivery of care by advanced practice clinicians in the future.
- Expanded faculty practice services from five to six sites as part of the Juvenile Justice Services contract.
- Expanded faculty practice services in the community clinics to South Jordan Health Center.

Faculty and Staff:

- A formal mentoring program has been established for junior career line faculty and for junior faculty on the tenure line.
- The LEAN process was used to revise the faculty workload policy.
- A staff leadership team has been formed to discuss issues and provide a mechanism for a voice in the organization.

Financial and Administrative Sustainability:

- Increased external donor sources through outreach and relationship building, especially with alumni living outside of Utah.
- Obtained a one-time legislative funding from the state of Utah to support the hiring of clinical faculty.
- Continue to receive generous support from the University of Utah Hospitals and Clinics to support educational initiatives.
- Received equity adjustment funds for staff and faculty from the Senior Vice-President's office.

Service

- Dean Emerita Maureen Keefe has been active leading the Utah Action Coalition for Health (UACH) in the state of Utah. This regional action coalition is an initiative based on the Institute of Medicine's report titled the *Future of Nursing*. Dean Trish Morton has also joined the group. The initiatives of UACH are designed to meet the recommendations from the Institute of Medicine's report and include:
 - Developing a statewide Nurse Residency Program for new graduates of nursing programs to help them transition into practice.
 - Initiatives to increase the number of registered nurses with a baccalaureate degree (national goal is that 80% of nurses will hold a minimum of a baccalaureate degree by 2020).

- Initiatives for advanced practice nurses (such as nurse practitioners) including strategies to be sure they are practicing to the full scope of their education and license.
- Caring Connections - A Hope and Comfort in Grief program: This program, directed by the College of Nursing, provides grief counseling to members of the community. Support groups are offered in English and Spanish. The program is partially supported by a gift from the Larkin Mortuary.

EDUCATIONAL PROGRAMS / ACADEMIC AFFAIRS

Overview

Enrollment in the baccalaureate program experienced a slight decline while the PhD program noted a slight increase in enrollment. The decrease in enrollment noted in the baccalaureate program was specifically related to fewer students enrolled in the RN to BS program during the 2013-2014 academic year, as the number of students in the accelerated and traditional baccalaureate programs remained stable at 64 students per cohort admitted each year. We anticipate growth in the academic year 2014-2015 in both the RN to BS and RN to MS tract. This expected enrollment increase is a result of cultivating strong and productive relationships with Utah's four main healthcare systems who are integral partners in increasing the educational preparation of their workforces consistent with the Institute of Medicine's vision of having 80 percent of the workforce educated with a minimum of a baccalaureate degree by 2020 (the 80 by 20 initiative). Figure 1 shows enrollment trends for the past four years.

There is an upward trend in enrollment in the Care Management (CM) master's specialty. The University of Utah College of Nursing (CON) developed and instituted the only CM master's specialty in the state in fall 2013 and will be graduating seven expert care managers who will serve as preceptors for the upcoming cohorts. There are 12-14 CM master of nursing students entering fall 2014 along with ten certificate students, with state industry partners noting an ongoing and increasing need for care managers. We also anticipate growth in the Gerontology Interdisciplinary Program (GIP) as all gerontology courses will be offered in a fully online distance-learning format beginning fall 2014. Masters of Science GIP students will also have the option of a one year full-time program of study or a two year part-time program of study.

All CON Doctor of Nursing Practice (DNP) specialties have transitioned from a master's to a DNP degree, with the University of Utah Academic Senate giving final approval to the psychiatric mental health specialty, the last specialty to convert to the DNP. The CON has fully implemented a revised Master's to DNP curriculum which increased the program of study from four to five semesters and total credits from 33 to 37.

The newly-created Academy of Health Science Educators is responsible for the functions of the CON Teaching Academy, developed to support and amplify creative and effective teaching in the CON with seven faculty inducted as fellows this past academic year (Drs. Susan Chase-Cantarini, Margaret Clayton, Alexa Doig, Pam Hardin, Pat Murphy, Donna Richards, and Stephanie Richardson). The specific aims of the academy are to enhance and advocate for quality academic programs, inspire teaching innovations, foster educational scholarship, provide superior educational faculty development services, and honor and promote exceptional teachers.

Funding was secured from the National Institutes of Health (NIH) for a T32 grant that fosters interdisciplinary post-doctoral training in cancer, aging, and end-of-life care. In addition, the CON was awarded a grant from Health Resources and Services Administration (HRSA) to develop an inter-professional education model for tele-health management of multiple chronic health conditions in rural populations. Work supporting that grant is well underway with active engagement from CON, School of Medicine, College of Pharmacy, College of Social Work, and College of Health.

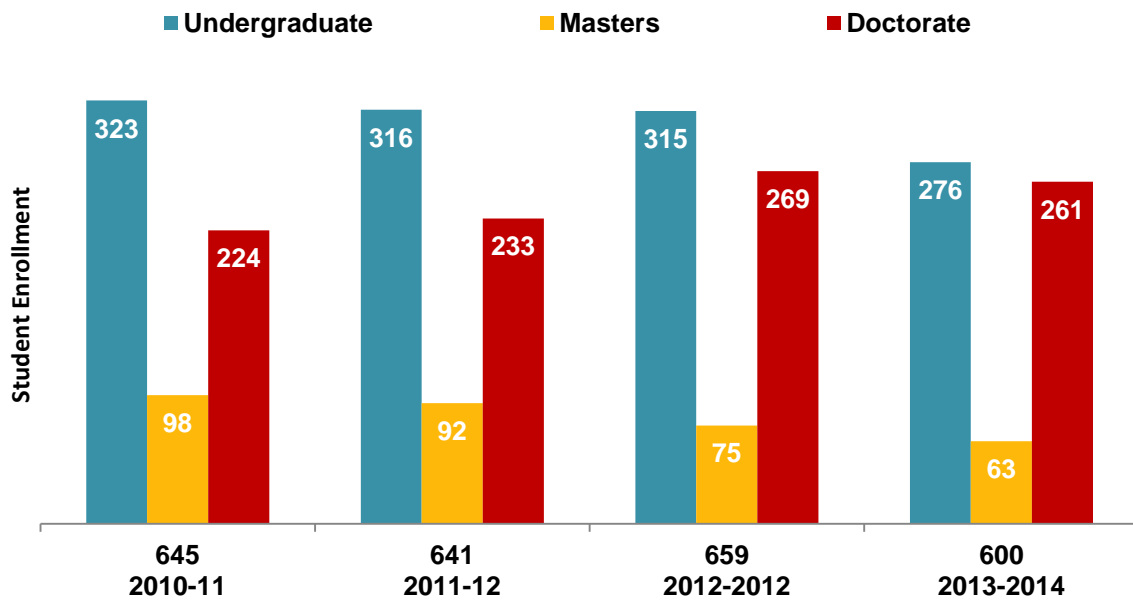


Figure 1: Student Enrollment 2010-2014 (Office of Budget and Institutional Analysis (OBIA))

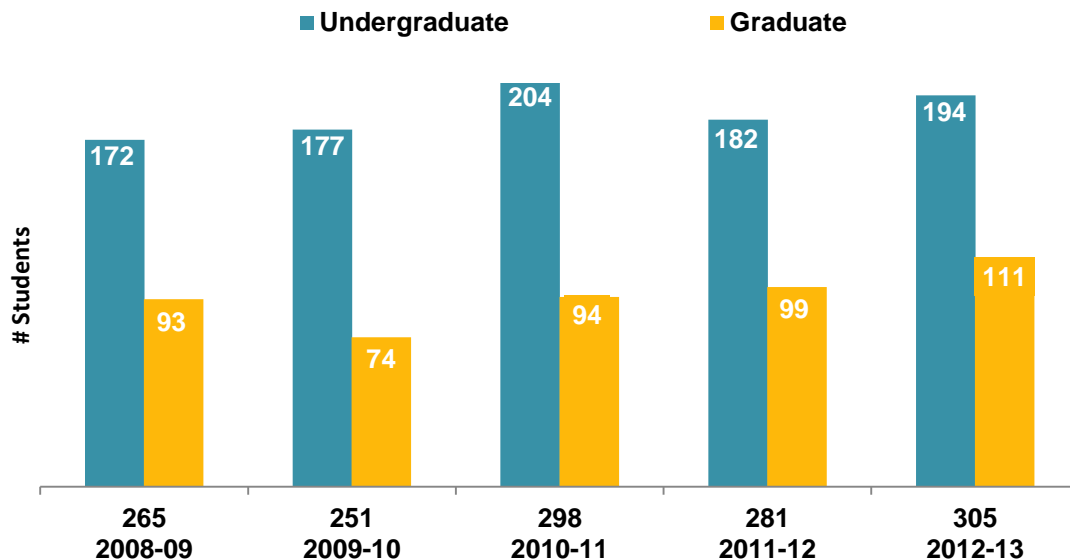


Figure 2: Number of Graduates 2008 – 2013 (OBIA).

The total number of graduates completing the upper division baccalaureate and RN to BS baccalaureate programs is depicted in blue in Figure 2. The gold columns indicate the graduates from the MS, DNP and PhD programs combined. The overall retention rate for baccalaureate students is > 98% and the retention rate for graduate students is > 90%. Refer to program-specific data for pass rates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) for traditional and accelerated baccalaureate graduates and national certification examinations for graduate students.

Table 1 summarizes the profile of all students for the 2012-13 and 2013-14 academic years. The average ages of the students has remained relatively constant over the two years except for an increase in age for the GIP specialty. The percentage of males in the GIP specialty dropped significantly over the two year period.

Table 1. Demographic Characteristics and Grade Point Averages (GPA) of Students: 2012-13 and 2013-14. All data from the College of Nursing Student Services database as of summer 2014.

	BS in Nursing		MS in Nursing		MS in Gerontology		DNP		PhD in Nursing	
Indicator	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Students	315	276	64	48	12	15	207	201	58	52
Average Age	28.9	29.26	36	36.29	38.6	44.67	36.88	36.51	45.5	44.58
Average GPA	3.58	3.55	3.83	3.83	3.66	3.68	3.81	3.84	3.84	3.85
Male	21%	23%	23%	27%	33%	13%	12%	12%	7%	8%
Ethnic Minority	15%	15%	14%	23%	22%	27%	10%	14%	14%	17%

The University of Utah Hartford Center of Geriatric Nursing Excellence

The primary purpose of the University of Utah Hartford Center of Geriatric Nursing Excellence (HCGNE) is to increase the number of highly qualified geriatric nursing faculty prepared to teach in all levels of nursing programs across academic settings both in the Intermountain West and the United States. Other goals are to build the science of gerontological nursing, promote innovations in health care that support older patients, and foster the preparation of clinical nurses and advanced practice nurses who can provide leadership in gerontological nursing care. The University of Utah HCGNE is one of eight HCGNE nationally funded by the John A. Hartford Foundation.

The University of Utah HCGNE received an additional generous gift of \$100,000 from the Ray and Tye Noorda Family Foundation for scholarships to prepare students and fellows for leadership roles in geriatric nursing. Through this gift, the University of Utah HCGNE during the academic year 2013-2014, supported new Noorda fellows who are current students in the PhD program, with multi-year fellowships. Of the 21 original Noorda fellows (18 PhD, three DNP), six have graduated and ten have achieved candidate status with many anticipating dissertation defenses in 2014.

Over 40 MS and DNP students were financially supported by the University of Utah HCGNE to achieve sub-specialization in geriatric nursing, earn the graduate certificate from the GIP, and were prepared for faculty positions. Seven students in the RN to BS program earned the Geriatric Nurse Leader transcripted emphasis designation. Awards and recognition earned by HCGNE-affiliated students included the nationally competitive Patricia G. Archbold scholarship, the Jonas Scholarship, an Atlantic Philanthropies policy fellowship, the Gardner Prize for Outstanding Health Sciences student, the University of Utah College of Nursing Outstanding PhD student award, and a National Research Service Award fellowship from the institutional T32 grant.

The Comprehensive Geriatric Education Program (CGEP) grant from HRSA (Principal Investigator: P. Berry) supported seven DNP scholarships for advanced practice nurses with a geriatric sub-specialty and the development of the geriatric population track in the Care Management master's degree specialty, which earned approval from the University this year. The first cohort of seven

students in the RN to MS option will complete the baccalaureate degree requirements and begin care management courses in 2014.

Over this past year, the University of Utah HCGNE has collaborated with other HCGNEs to develop the National Hartford Centers of Geriatric Nursing Excellence, a membership organization that now has more than 30 member organizations with the mission to improve the health of all older adults. The HCGNE Director (Dr. Ginette Pepper) was elected the first president of the organization and other faculty (Drs. Edelman and Berry) are active in the National Hartford Center of Gerontological Nursing Excellence, based at the Gerontological Society of America (NHCGNE).

George E. Wahlen Department of Veterans Affairs Nursing Academy Program

The University of Utah became one of the first of five Veterans Affairs (VA) Nursing Academies in the nation in 2007. The goals of the program were to increase the number of nursing students, increase the number of nursing faculty, increase the professional development of staff nurses at the VA, and increase the number of funded research projects at the VA. Originally, the Office of Academic Affiliations of the VA provided grant funding to pay the salaries of both VA-based and University-based faculty. This allowed the CON to increase enrollment by an additional eight students per year. After the funding ended in 2012, the George E. Wahlen Department of Veterans Affairs Medical Center continued to support the VA-based faculty salaries. Additionally, the VA supports a 50% Full-Time Equivalent (FTE) for the program director at the CON. The CON provides continued faculty development to the VA-based faculty and through regular faculty seminars on a variety of educational and research topics. The partnership has produced a number of national presentations on the education of students about veterans' issues and the development of VA-based faculty. The CON has helped the VA launch its post baccalaureate residency, assisting with the residency curriculum and program evaluation. The CON provides program evaluation of the post-baccalaureate residency program at the VA and provides faculty experts to conduct classes for the VA post baccalaureate nursing residents. Over the years, the VA Nursing Academy Program (VANAP) has changed from ensuring all students a clinical rotation at the VA, to admitting a select group of eight students from each cohort of accelerated and traditional students who complete their first two semesters of study with VANAP faculty and are placed at the VA for their second semester medical/surgical clinical rotations. These students have the option of completing their capstone clinical rotation at the VA. Students in the VANAP cohorts also provide 100 hours of service to the VA and the veteran population during their program of study.

Inter-Professional Education

Inter-professional Education (IPE) at the University of Utah brings together students from across the Health Sciences to build collaborative competencies (Table 2). The program outcomes are based on the Inter-professional Education Collaborative competencies developed in 2011 that focus on values and ethics for inter-professional practice, roles and responsibilities, inter-professional communication, and teams and teamwork.

There are currently six 0.5 credit inter-professional education courses. All courses incorporate simulation-based experiential learning where students from at least three different professions collaborate around a particular patient care problem. Each course includes assignments to prepare students for the simulation experience; a three hour simulation experience interacting with actors as patients followed by a debriefing with faculty facilitators, and a post-simulation self-reflection based on the course objectives. The courses focus on contemporary issues in patient care including 1) patient non-adherence to their care plan, 2) neurologic rehabilitation and safety within the home, 3) transition from acute care to home with concerns about caregiver presence and ability to assist, 4)

team disclosure of medical error, 5) disaster response, and 6) the use of technology in caring for patients in rural areas (Telehealth).

All inter-professional education occurs in small groups of four to six students facilitated by faculty from across the Health Sciences. The CON faculty facilitated a total of 57 groups, providing approximately 30% of all facilitation for the program.

The health sciences deans provide oversight of the inter-professional initiatives. The program is coordinated by the Director of Inter-professional Education, Dr. Rebecca Wilson, who was hired in January, 2014. The role of the director is to be faculty of record for the inter-professional education courses and provide leadership for advancing inter-professional education in health sciences. The IPE program's committee structure includes a core working group that provides overall direction for the program and three subcommittees:

1. Curriculum/Scenario: responsible for course content and implementation.
2. Scholarship: responsible for coordination of scholarly works produced from inter-professional education efforts.
3. Faculty development: responsible for initial and ongoing education of faculty facilitators.

The committee is currently working on establishing a clinical inter-professional curriculum to be implemented in the Midvale Student-Run Clinic as well as broader curriculum revisions. Future directions include further integration of inter-professional education and inter-professional collaborative practice and joint accreditation of continuing education.

IPE classes have been included in the baccalaureate traditional and accelerated programs of study, and in all MS and DNP programs of study. All students are required to take two courses during their program. Of the 1,081 students who participated between summer 2013 semester thru spring 2014 semester, 221 were nursing students (186 baccalaureate and 35 graduate students).

Table 2 provides information on the number of students enrolled in IPE classes during the 2013-14 academic year at the University of Utah Health Sciences. The CON places fourth for number of enrolled students.

Table 2: Inter-professional Education Total Student Enrollment 2013 - 2014

College/School	Program	Number Enrolled
College of Nursing	BS/MS/DNP	221
School of Dentistry	Dentistry	22
College of Pharmacy	PharmD	238
School of Medicine	Medical Student/PA Program	378
College of Health	Audiology/Nutrition/Occupational Therapy/Physical Therapy/Speech-Language Pathology/	222

Education Grant Funding

Table 3 summarizes the active grants and awards to support the CON's educational mission. These federal awards and private foundation funds are critical to providing program support, innovation and evaluation.

Table 3: Active Funded Education and Training Awards 2013 -14

Funding Period	Principal Investigator and Title	Funding Agency	Direct Costs	
			Requested	Awarded
08/01/12-07/31/14	Wilson: Jonas Nurse Leaders Scholar Program	Jonas Center for Nursing Excellence	\$20,000	\$20,000
08/01/12-07/31/14	Wilson: Jonas Veterans Healthcare Program	Jonas Center for Nursing Excellence	\$20,000	\$20,000
08/01/12-07/31/14	Wilson: Jonas Nurse Leaders Scholar Program	Jonas Center for Nursing Excellence	\$10,000	\$10,000
09/01/07-08/31/13	Barnett and Stovall: Veteran's Affair Nursing Academy	Department of Veterans Affairs	\$3,500,000	\$3,500,000
07/01/12-06/30/15	Pepper: Retooling Education in Geriatric Nursing	HRSA, Grant # D62HP24193	\$686,070	\$686,070
07/01/11-06/30/14	Fuller: Educating Primary Care Nurse Practitioners with an Emphasis on Underserved and Aging for the Intermountain West	Health Resources Service Administration (HRSA), Grant # D09HP22613	\$893,877	\$889,794
01/01/13-12/31/15	Pepper: University of Utah Hartford Center for Geriatric Nursing Excellence	John A. Hartford Foundation, Grant # 2012-0061	\$272,727	\$272,727
09/30/10-09/29/15	Ward: Advanced Education Nursing Traineeship	HRSA, Grant # T57HP20586	\$6,292,000	\$1,320,000
07/08/14-06/30/15	Ward: Advanced Nursing Education Expansion	HRSA, Grant# A10HP27177	\$683,100	\$683,100
07/01/13-06/30/16	Cantarini: Advanced Nursing Education Grant Program	HRSA, Grant # D09HP25927	\$1,124,521	\$1,124,521
07/01/13-06/30/18	Pepper: University of Utah Hartford Center for Geriatric Nursing Excellence	National Institutes of Health – National Institute of Nursing Research, T32NR013456	\$1,737,993	\$1,737,993

Student and Community Engagement (SACE) Program

The purpose of the SACE program is to engage baccalaureate and graduate students in projects with the local, state, national and global communities. The SACE website states that it, "is a "Portal of Opportunity" connecting students with great learning experiences across campus. Looking for an internship or a leadership opportunity? Want to join a cohort of students with similar academic interests, find a research position with a U professor, or get involved in an innovative project? Interested in learning abroad or being engaged with the local community? The U offers opportunities

in all fields!" The purpose of the SACE program in the College of Nursing is to coordinate student opportunities including Community Engaged Learning, Undergraduate Research, Global Health, Health Policy, etc.

While SACE is not a required experience, students do receive credit for Community Engaged Learning classes in which they participate. Students attending the Hinckley Institute of Politics Capital Encounter Program or the Global Health trips must enroll in specified courses to attend.

The CON branch of the SACE project brings all of the student engagement opportunities under the administration of the project Director, Dr. Linda Edelman, and individual program coordinators. The CON SACE website showcases the available programs. Currently the CON has formal programs in Community Engaged Learning, Undergraduate Research, and Global Health Learning Abroad, a Health Internship, and also features university programs such as the Undergraduate Student Expert in Teaching (USET). The SACE Advisory Committee worked on strategic planning to maintain and expand current programs, and to explore new programs. Table 4 outlines the number of students involved in the SACE various programs.

Table 4: SACE Students 2013-2014

Program	Students
Community Engaged Learning Coordinator: Lynn Hollister	62
Undergraduate Research Coordinator: Dr. Linda Edelman	35
Global Health Learning Abroad Coordinator: Amy Cutting	12
Health Policy Internship in Washington DC (Hinckley Institute for Politics collaboration) Coordinator: Dr. Sara Hart	4

Community Engaged Learning

The CON currently has a Service Learning (SL)/Community Engaged Learning (CEL) designation assigned to one course per semester in the baccalaureate nursing program. Between five -20 students (out of a class of 64) participate in SL/CEL each semester. The CON has a strong relationship with the Lowell Bennion Community Service Center at the University of Utah. The Center engages students and community in projects that promote lifelong service and civic participation. Community Engaged Learning courses and designations are coordinated through the Center. Several graduate students serve as Service Learning coordinators each year. The CON has sponsored several community engagement activities in 2013/2014 and faculty development in the area of Community Engaged Learning.

Undergraduate Research

CON faculty often engage undergraduate students (pre-nursing, nursing, other programs) as student research assistants who may be paid (via grants or development funds), volunteer, or serve as Undergraduate Research Opportunities Program (UROP) fellows. UROP is housed in the Office of Undergraduate Research at the University of Utah. Students work with faculty to develop research protocols which are submitted for funding each semester. If awarded, UROP fellows work with faculty on research projects, attend seminars (with faculty or through UROP) and present their findings at the annual UROP symposium. Fellows receive \$1200/semester, work ten hours per week and are allowed to re-apply for funding continuation one additional time.

In the 2013-2014 academic year, over 30 undergraduate students participated in research with College of Nursing faculty. CON faculty involved in mentoring undergraduate research scholars

included Drs. Linda Edelman, Kathleen Mooney, Susan Beck, Gwen Latendresse, Lee Ellington, Maija Reblin, Mollie Cummins, Ana Sanchez-Birkhead, Nancy Allen Alexa Doig and Sharifa Al-Qaaydeh. In addition to students who obtained stipend funding through the UROP program, there were four Health Sciences Learning Experience Action Progress (LEAP) students, and nearly 20 undergraduate and graduate student volunteers.

The CON SACE Project and the Office of Research funded travel for undergraduate nursing students to present posters at the National Council on Undergraduate Research (NCUR) in Louisville, Kentucky April 2014. The CON obtained a \$5000 grant from the Education Resource Development Council to support student travel to NCUR in both 2013 and 2014. Two undergraduate students submitted abstracts to the Utah Nurses Association in June 2014; if accepted, they will present in October 2014.

Global Health Study Abroad

In 2013 the CON launched an Inter-professional Global Health Study Abroad program in Ghana that is aligned with the principles of the Global Health Initiative. Nursing and medical students engaged in clinical observation, health teaching, and community-based research. In 2013, seven students traveled to Ghana. The program grew in 2014, when 12 students traveled to Ghana. All students received support for the trip from either the Learning Abroad Center or funds secured by the CON Advancement office.

Health Policy Internship

Four undergraduate students traveled to Washington, DC to participate in the Hinckley Institute of Politics Capital Encounter Experience for one week in May 2014. In addition, faculty worked with CON alumni in Washington, D.C. to organize, for the second year, a Health Policy Day prior to the Capital Encounter week where CON students met with policy makers on Capitol Hill and at Washington, D.C. healthcare institutions. Dr. Sara Hart from the CON attended the Capital Encounter Experience and organized the first health policy activity for all Capital Encounter students. In conjunction with funding from alumni and other donors, the CON SACE Project sponsored students and faculty travel and expenses for the trip to Washington, D.C.

Baccalaureate Program

Continued Refinement of Conceptual Based Curriculum

In 2008, The American Association of Colleges of Nursing (AACN) published a revision of the *Essentials of Baccalaureate Nursing Education for Professional Nursing Practice*. The Commission on Collegiate Nursing Education (CCNE) requires that programs accredited by CCNE use the *Essentials* as the basis for the program's curriculum. This modification of the baccalaureate curriculum essentials prompted a revision of the baccalaureate curriculum. After research into best practices in nursing education, the curriculum committee decided to move to a conceptual-based model. Concepts were selected from the *Essentials*, Quality and Safety Education for Nurses, Agency for Healthcare Research and Quality, selected textbooks, assorted syllabi, and those concepts currently used by faculty. The concepts were condensed and grouped with the help of a facilitator from the University of Utah Center for Teaching and Learning Excellence (CTLE). The concepts were then defined by multiple faculty experts. Concepts were leveled and placed into the new courses. Concept leveling and curriculum refinement continued as the courses were implemented. Meetings were held in order for semester faculty to ensure coherence and continuance of the concepts. This process continues. The Baccalaureate Curriculum Sub-committee spent much of the year working on refinement of the curricular concepts in the baccalaureate BS in nursing curriculum.

The following is a list of approved new and revised courses for the baccalaureate program:

Approved New Courses:

NURS 5550 Practical Statistics (new Summer 2014)

Approved Revised Courses:

NURS 4215 Community Health and Home Care Theory (revised Fall 2014)

NURS 4225 Community Health Clinical (revised Fall 2014)

NURS 4315 Psychiatric Nursing (revised Fall 2014)

NURS 4325 Psychiatric Nursing Clinical (revised Fall 2014)

NURS 4515 Maternity Nursing (revised Fall 2014)

NURS 4525 Maternity Nursing Clinical (revised Fall 2014)

NURS 4615 Pediatric Nursing (revised Fall 2014)

NURS 4625 Pediatric Nursing Clinical (revised Fall 2014)

RN to BS Track

Individualized programs of study have been developed for each student in the program. A list of preapproved prerequisite courses was developed to decrease the amount of time students, their advisor, and the director jointly would need to spend related to approving each student's elective course. This list has been very effective in decreasing the amount of communication required around the elective course requirement.

Conversations with our clinical partners to help them reach their goal of increasing the number of BS-prepared nurses have resulted in several changes. We worked closely with nursing leadership in the University of Utah Healthcare System in recruiting nurses into the RN to BS program for summer 2014, receiving over 75 inquiries. Because of the recent program start changes from fall to summer semester, students start the four semester part-time program in summer and complete it 15 months later, at the end of the following summer semester. These students may then begin a master's program the following semester (fall) without a break in their educational progression.

RN to MS Track

To accommodate RN to BS students who want to continue into the Master's Program (with three emphases in Nursing Education, Nursing Informatics, and Care Management), a revision of admit date and course schedule was implemented. Sixteen students were admitted in the summer semester of 2013. Ten of these students are expected to continue into the graduate program in fall 2014. The first RN to MS program cohort successfully completed the program in August 2014 and progressed to the master's degree with an emphasis in either Care Management or Nursing Education.

The Nursing Early Assurance Program (NEAP)

The CON offers an early assurance program for eligible high school students interested in earning a Bachelor of Science in Nursing at the University of Utah. Students in NEAP must complete their pre-nursing course work, including prerequisite and general education requirements, in the two academic years following acceptance into the program. As long as the student maintains all requirements, they are automatically admitted into the nursing program, thereby eliminating the uncertainty associated with undergoing a competitive application process. There are currently six NEAP students who have successfully completed the NEAP program and entered the traditional BS nursing program in fall semester of 2013 (out of the seven students originally enrolled in the NEAP program). For the fall semester 2012 Cohort, five will start the nursing upper division courses for the BS program in the fall 2014.

Pre-Nursing Learning Experience Action Progress (LEAP) Program

LEAP is a campus-wide program offered at the University of Utah. The purpose of LEAP is to provide a first year-long learning community that allows new students to transition more confidently to college and play an active role in their own education. There are over 34 sections of LEAP, with the College of Nursing offering one of these sections. This program is designed to assist and engage first generation college students and others from educationally disadvantaged backgrounds.

Advantages of pre-nursing LEAP are that it provides the following:

- Preparation for application to the baccalaureate nursing program
- Opportunities to learn about the nursing profession
- Small student group cohort
- Priority registration for classes
- Experience in community engagement and service learning
- Peer advisor and professor accessibility

Twenty-eight pre-nursing students entered the LEAP program in the fall semester of 2013. These students will begin the application process for the CON in January of 2015. 15 students from the fall 2012 semester will enter the program fall semester 2014.

Electronic Health Record and Standardized Testing

The Simulation Learning Advisory Committee recommended a change in the electronic health record (EHR) used in the Intermountain Healthcare Simulation Learning Center. This resulted in a change from Cerner Academic Solutions to NEERH Perfect.™ The cost for the students with this change was offset by a change in the standardized testing package. The program moved away from giving Assessment Technologies Institute (ATI) examinations in specific content areas (e.g., OB, Pediatrics, Community Health, etc.) but kept the Pharmacology and RN Comprehensive Predictor tests. Students now use PrepU™ (Lippincott) exams in several courses. This change kept student fees at their current level. The first group to use PrepU will take the NCLEX-RN® exam fall 2014. Effectiveness of this change will be analyzed when pass rates are received.

Although NEERH Perfect appeared to be a viable alternative to Cerner Academic Solutions, this product has not met our needs this past year and we are now adopting SimMan (Elsevier) as our EHR in the upcoming academic year.

Nursing Track in the Honors College

The CON Honors Advisor and Dean of the Honors College have worked together to create a formal nursing track in the Honors Program. This proposal will be submitted to the Honors Program Advisory Committee for review in spring 2015.

Baccalaureate Student Data

Table 5 shows data over a two year time period for baccalaureate students. The number of applicants to the baccalaureate program continues to exceed the enrollment capacity. Students enter the nursing upper division courses with excellent GPAs and have excellent graduation rates.

Table 5: Baccalaureate Student Data including Number of Applicants, Number Enrolled, and Number Graduating 2012 - 2014

	Enrolled*		Applicants		Admitted		Graduates	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Traditional	128	128	177	186	64	64	64	64
Accelerated	64	64	166	148	64	64	64	64
RN to BS	125	93	82	55	58	49	61	60

*As of fall 2014 census date

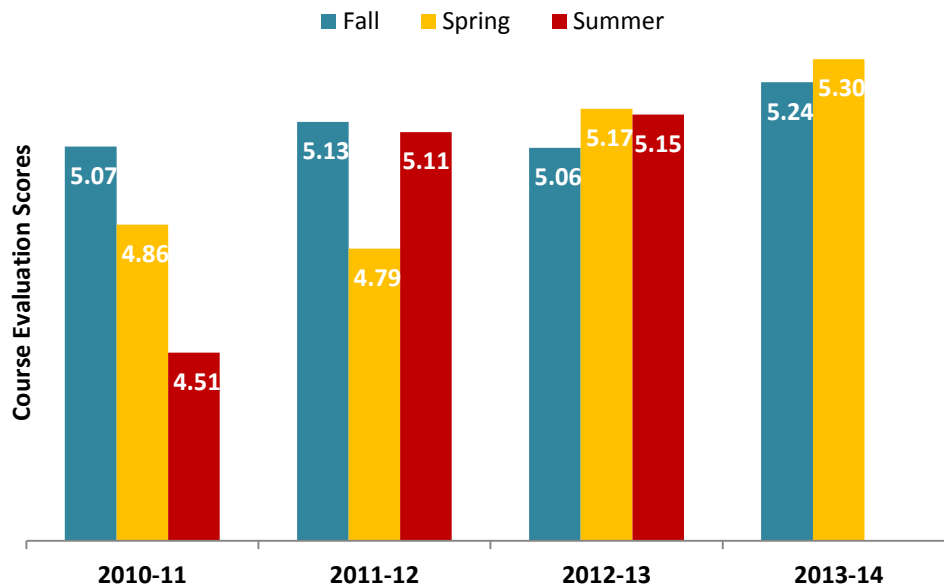


Figure 3: Average Course Evaluation Scores 2010 – 2014 (Scale 0-6)

Figure 3 shows average course evaluation scores for each semester from fall of 2010 through spring of 2014. Evaluation scores are on a 0 to 6 scale, with higher scores reflecting more positive evaluations. The data indicate a trend toward improvement in average scores of the courses.

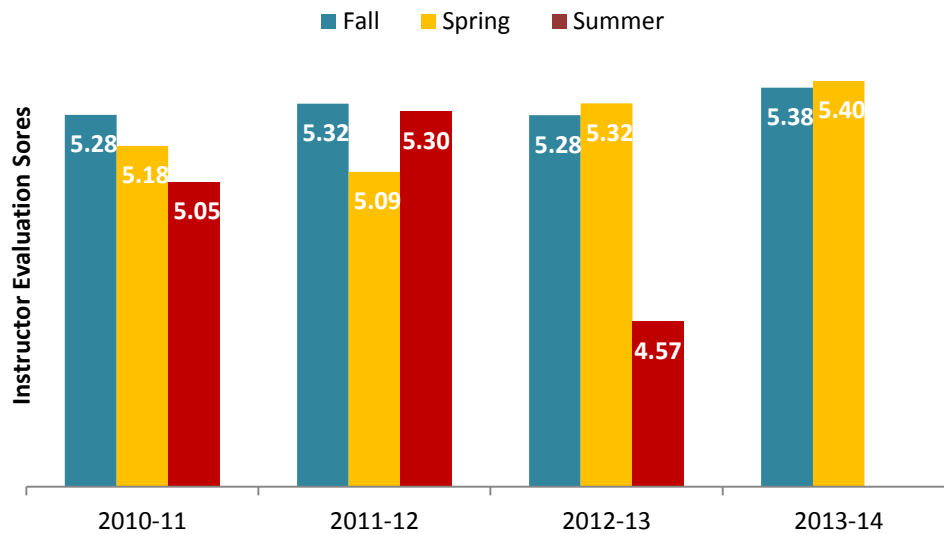


Figure 4: Average Instructor Evaluation Scores 2010 – 2014 (Scale 0-6).

Evaluation scores are on a 0 to 6 scale, with higher scores reflecting more positive evaluation. During only one semester were the average scores less than 5 on a scale of 6.

NCLEX-RN®

Table 6 contains NCLEX-RN® first time pass rates from 2009 through 2014. The CON pass rate declined over the past year compared to the previous year but remained above both jurisdictional and national pass rates. This change may be due to the change in the test pattern of the NCLEX-RN®.

Table 6. NCLEX-RN® Pass Rates on First Attempt 2009 – 2014

	Apr 2009- Mar 2010	Apr 2010- Mar 2011	Apr 2011- Mar 2012	Apr 2012- Mar 2013	Apr 2013- Mar 2014
Graduates Tested	131	138	136	123	128
Graduates Passing	120	132	128	120	113
CoN Passing Rate	92%	96%	94%	98%	89%
Jurisdiction Passing Rate	87%	86%	91%	91%	82%
National Passing Rate	89%	87%	89%	90%	82%

Educational Benchmarking Incorporated (EBI) Data

The EBI survey tool can be used to measure the inclusion of the American Association of Colleges of Nursing's baccalaureate essentials in the curriculum. The questions used to measure the factors are answered using a Likert scale with seven being excellent or very satisfied and one being very poor or dissatisfied. In other words, a score of seven indicates a high level of inclusion and a score of one indicates a low level of inclusion. This tool was instituted at the CON in the spring of 2012 to measure program outcomes and measured 11 factors in 2012 and 13 factors in 2013. Although the numbers seems very positive, poor response rates give reason to question the validity of the results. The 2011-12 data were gathered in May of 2012 while the traditional students were in the fourth semester and the accelerated cohort students were in their third semester. The response rate was poor with 30 of 64 traditional students and 25 of 64 accelerated students responding. The 2012-13 data were also based on a very poor response rate. Only eight of 63 accelerated students, 16 of 48 RN to BS students and 0 of 64 traditional students responded to the survey. This was a 20.5% response rate and not representative of the traditional students at all. As a result, students were told about the upcoming EBI survey on the last day of class and were given a written reminder notice at graduation in 2014. Table 7 shows the results of the survey data for 2011 to 2013.

Table 7: EBI Baccalaureate Program Exit Survey Results, 2011-13

Factor	Mean Score 2011-12	Mean Score 2012-13	Performance 2011-12	Performance 2012-13
Professional Values	6.0	5.50	83.3%	75%
Classmates	5.88	5.71	81.3%	78.5%
Technical Skills	5.65	4.98	77.5%	66.3%
Core Competencies	5.46	5.38	77.2%	73%
Course Lecture and Interaction	5.55	5.58	75.8%	76.3%
Core Knowledge	5.46	5.26	74.3%	71%
Role Development	5.35	5.12	72.5%	68.7%
Facilities and Administration	5.25	5.23	70.8%	70.5%
Work and Class Size	5.24	5.45	70.7%	74.2%
Quality of Nursing Instruction	5.19	5.32	69.8%	72%
Overall Program Effectiveness	4.86	5.18	64.3%	69.7%
Overall Program Satisfaction	N/A	5.78	N/A	79.7%
Overall Learning	N/A	5.11	N/A	68.5%

Table 8: EBI Baccalaureate Program Exit Survey Results for the Inclusion of the AACN Baccalaureate Essentials in the Curriculum, 2011-13

Essential	Scores 2011-12	Scores 2012-13
I. Liberal Education for Generalist Practice	4.93	5.03
II. Organization and Systems Leadership for Quality and Safety	5.35	5.23
III. Scholarship for Evidence-Based Practice	5.43	5.51
IV. Information Management and Technology	4.88	5.50
V. Healthcare Policy, Finance, and Regulation	5.29	5.35
VI. Inter-professional Communication/Collaboration	5.19	5.53
VII. Clinical Prevention and Population Health	5.40	5.71
VII. Professionalism and Professional Values	5.51	6.00
IX. Generalist Nursing Practice	5.12	5.63

Baccalaureate Scholarships

The CON awarded approximately \$240,500 in scholarships for academic year 2013-2014 to baccalaureate students from donations and endowment. These funds provided 156 scholarship awards. Table 9 displays the amount awarded for each semester. As shown in Table 10, about one fourth to one third of the traditional and accelerated baccalaureate students were funded during academic year 2013-2014 whereas only a very small percentage of RN to BS students were funded. RN to BS students often are able to receive tuition remission from their employer which may account for the low percentage of funding for that group.

Table 9: Funds Awarded by the Scholarship Committee 2013 - 2014

Semester	Amount
Fall Semester 2013	\$97,000
Spring Semester 2014	\$90,000
Summer Semester 2014	\$53,500
Total	\$240,500

Table 10: Funding Percentage of Baccalaureate Student Population 2013 - 2014

	Applicants Funded	Students in Program	% Students Funded
Fall 2013			
RN-BS	4	107	4%
BS	64	192	33%
Spring 2014			
RN-BS	3	49	6%
BS	55	192	29%
Summer 2014			
RN-BS	2	118	2%
BS	33	128	26%

Nursing Master's (MS) and Doctor of Nursing Practice (DNP) Programs

Accomplishments

As shown in Table 11, the primary care, psychiatric mental health and nurse midwifery/women's health nurse practitioner specialties have all remained at enrollment capacity given current clinical placement sites. The adult-gerontology acute care nurse practitioner specialty experienced an increase in enrollment due to the targeted recruitment efforts by Student Services and specialty directors. Work is ongoing to expand clinical placement sites. An innovative model was developed by the midwifery-women's health faculty whereby students in their final year of training mentor first-year students in their clinical rotations with faculty supervision, thus allowing two students to share the same clinical site. This model was evaluated by students and preceptors and demonstrated high satisfaction by both parties. Midwifery specialty faculty also presented this model at the annual American College of Nurse Midwifery annual meeting in May 2014. In addition, the primary care specialty faculty uses a model of clinical supervision where faculty members are placed in a practice site and students rotate through this site for faculty evaluation. For all DNP specialties, faculty members are moving into an inter-professional model of clinical rotations.

The psychiatric mental health specialty has completed a transition from a Master's to a DNP degree fully approved by the Academic Senate. Both the nurse midwifery/women's health nurse practitioner specialty and the primary care nurse practitioner specialty are in the process of hiring new specialty directors. Recruitment and orientation for these leadership positions has been a major emphasis within academic programs this year.

The Master's to DNP track has implemented a revised curriculum, increasing the program length from four to five semesters and total credits from 33 to 37. This revised program of study incorporates a newly developed course exploring healthcare delivery in the United States. It also creates new opportunities for leadership and advocacy while providing students with more time to plan, implement, and evaluate their scholarly project. Enrollment in the MS to DNP track has been declining. In response, the MS to DNP track now offers both an executive format (a series of Friday and Saturday day-long classes throughout the semester) and an online format for students who prefer a distance-education option. The faculty continues to evaluate the market including expansion to RNs who hold a master's degree in an area other than nursing. However, those students would have to enroll in a special program of study that allows them to meet all of the curriculum essentials for a master's in nursing in addition to those of the DNP.

The Care Management master's specialty and certificate option began in the 2012-2013 academic year and has been a tremendous success. The first cohort of seven care management certificate students is on track to graduate in August 2014. Five of those initial students have chosen to return to complete the master's portion of the program and will graduate in May 2015 marking our first master's graduates in Care Management. Three certificate students and 12 BS to master's students entered in 2014. The care management specialty received a Center for Teaching and Learning Excellence (CTLE) grant which allowed for the development of five new and revised courses and a fully online program of study. The care management specialty was the recipient of development funds which allowed for two all day networking conference sessions that attracted more than 120 attendees from the community and CON. This development grant also funded a program evaluation by Dr. Heather Young, a nationally recognized expert in care management.

Table 11: Enrollment and Graduates by Specialty 2012 - 2014

	Enrolled		Applicants		Admitted		Graduates	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
MS to DNP								
MS to DNP	46	37	27	21	26	15	15	21
BS-DNP Programs								
Primary Care*	86	81	83	68	36	31	28	21
Adult - Geron Acute Care NP	32	35	29	30	12	14	10	12
Nurse Midwifery- WHNP	31	33	19	18	10	13	9	8
Neonatal NP	15	6	9	2	0	0	7	1
Psychiatric/ Mental Health NP	n/a	8	n/a	10	n/a	8	0	0
Master's Programs								
Nursing Informatics	24	19	11	11	10	6	11	9
Psychiatric/ Mental Health NP	19	13	13	7	10	4	8	7
Teaching Nursing	20	16	15	8	12	5	7	8
Gerontology Interdisciplinary Program (GIP)								
GIP	12	15	8	15	5	11	5	2

*Primary Care includes Family NP, Pediatric NP, and Adult Gerontology NP.

Nurse practitioner and nurse midwife board certification has remained high over the past three years. See Table 12 for data for each specialty.

Table 12: Certification Exam Pass Rates 2011 – 2013

Specialty	2011	2012	2013	
			First time	Overall
Family Nurse Practitioner	96% (25/26)	93% (14/15)	96% (25/26)	100% (25/25)
Adult/Gerontology Acute Care Nurse Practitioner	100% (9/9)	100% (7/7)	100% (6/6)	100% (6/6)
Adult/Gerontology Primary Care Nurse Practitioner	100% (1/1)	100% (3/3)	96% (24/25)	100% (25/25)
Neonatal Nurse Practitioner	NS	0	+	100% (8/8)
Certified Nurse Midwife	100% (5/5)	100% (1/1)	55% (5/9)	89% (8/9)
Women's Health Nurse Practitioner	100% (5/5)	50% (1/2) Student passed in 2013	+	89% (8/9)
Pediatric Nurse Practitioner	100% (2/2)	75% (3/4)	NS	NS

NS= not enough students took the boards to collect data and/or students not available for query.

+= first-time versus repeat not reported or differentiated by National Certification Corporation.

Curriculum

During the past year, one new course was approved, 16 courses were revised, and six courses were inactivated. The courses included in the inactivated list were inactivated because their content was combined with other courses. Below is a listing of the courses.

New Courses:

NURS 6472 Care Management Practicum for Populations (Fall '13)

Revised Courses:

NURS 6772 Quality Improvement (Fall '13)
 NURS 7601 PCNP Practicum I (Fall '13)
 NURS 7602 PCNP Practicum II (Fall '13)
 NURS 7603 PCNP Practicum III (Fall '13)
 NURS 7604 PCNP Residency (Fall '13)
 NURS 7610 NMW/WHNP Practicum I (Fall '13)
 NURS 7611 NMW/WHNP Practicum I (Fall '13)
 NURS 7612 NMW/WHNP Practicum II (Fall '13)
 NURS 7613 NMW/WHNP Practicum II (Fall '13)
 NURS 7614 NMW Practicum III (Fall '13)
 NURS 7615 WHNP Practicum III (Fall '13)
 NURS 7616 NMW Practicum IV (Fall '13)
 NURS 7617 WHNP Practicum IV (Fall '13)
 NURS 7618 NMW Residency (Fall '13)
 NURS 7619 WHNP Residency (Fall '13)
 NURS 7652 Adult Acute Care Residency (Summer '13)

Inactivated Courses:

NURS 6002 Health Care Delivery (Spring '14)
 NURS 6003 Program Planning and Development (Spring '14)
 NURS 6005 Program Management Evaluation (Spring '14)
 NURS 6009 Intro to Epidemiology and Population Science (Fall '13)
 NURS 6100 Intro to Management of Childbearing and GYN (Spring '14)
 NURS 7515 Issues in Health Care of Frontier, Rural and Urban Underserved Populations (Spring '14)

Graduate Scholarships/Traineeships

Table 13 shows that \$956,899 in scholarships, fellowships, endowment funds, and traineeships were awarded to 109 CON graduate students during the 2013-2014 academic year.

Table 13: Funds Awarded 2013 - 2014

Semester	Amount
Fall 2013 CON Funds	\$ 285,700
Fall 2013 External/Other Funds	\$ 172,407
Spring 2014 CON Funds	\$ 317,635
Spring 2014 External/Other	\$ 172,407
Summer 2014	\$8,750
Total	\$956,899

Table 14 indicates the funding percentage for the master's and DNP students. Data show that about half of the master's students and about one third of the DNP students who apply for funding receive an award.

Table 14: Funding Percentage of MS and DNP Student Population 2013 - 2014

	Applicants	Funded	Applicants Funded	Continuing Awards	External/ Other**	Students in Program*	Students Funded
MS	15	7	47%	2	0	48	15%
DNP	112	37	33%	14	2	201	18%

*All figures from College of Nursing Student Services data as of summer 2014.

**Awards determined by other application mechanism. Includes Educational Resource Development Council, Hartford Gerontology Interdisciplinary Program, Building Academic Geriatric Nursing Capacity, National Research Service Award, Jonas Nurse Leaders Scholar Program, and American Cancer Society Predoctoral Scholarships.

Trends in MS and DNP Course and Instructor Evaluations

In addition to course and instructor evaluations, the MS and DNP programs have added new evaluation measures consistent with the 2012 CCNE revised accreditation standards. Baseline data collected from the 2013-14 graduates show 85.7% are employed in their specialty area, 19.2% practice in a provider shortage area, 57% graduate with student loan debt, 85.2% plan to serve as a preceptor, and 77.8% would recommend this institution for a friend.

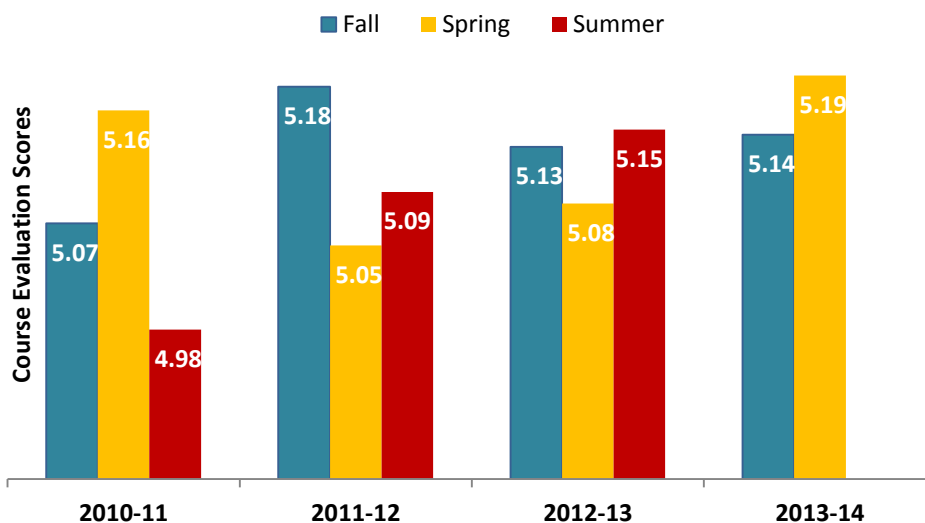


Figure 5. Course Evaluations 2010-2014 (Scale 0-6)

Figures 5 and 6 present course and instructor evaluations for each semester from fall of 2010 through spring of 2014. Evaluations are on a 0 to 6 scale, with higher scores reflecting more positive evaluations. Course and instructor evaluations are consistently very positive.

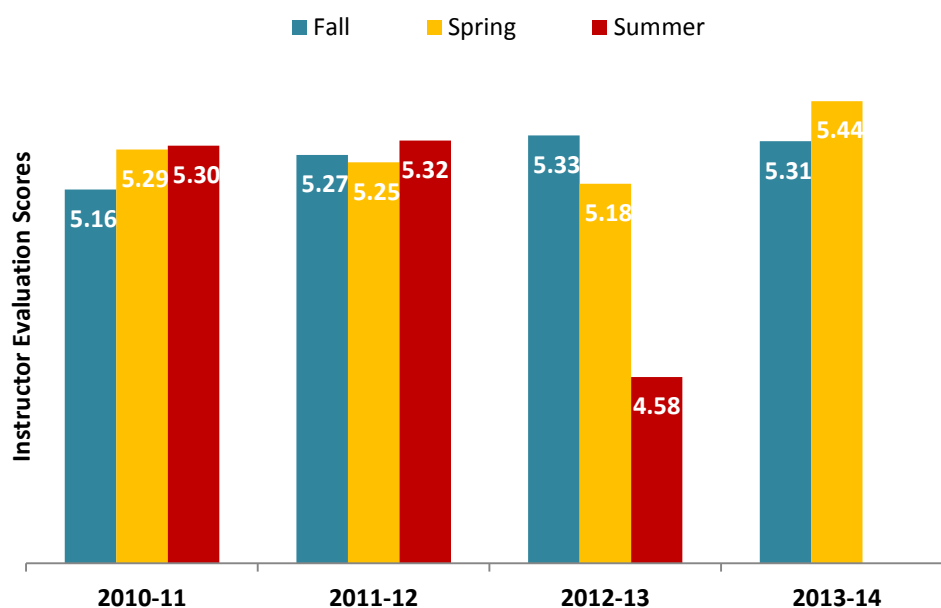


Figure 6. Instructor Evaluations 2010-2014 (Scale 0-6)

Gerontology Interdisciplinary Program (GIP)

Accomplishments

The GIP has created a stronger sense of community for master's students by hosting student/faculty events (i.e., ice cream social, holiday party, Careers in Aging Week, Sundance movie screening, Sigma Phi Omega honors society induction ceremony), creating a GIP newsletter which spotlights both faculty and students are included, and assigning each master's student a faculty advisor to help guide him/her through the program. Additionally, an orientation handbook has been created to provide more detailed program information to certificate students.

With the assistance of Academic Programs staff, a GIP student survey was created that will be completed upon entry into the program, at graduation, and then one year following graduation. The GIP has compiled a contact list of all certificate recipients and master's degree graduates so that current employment information can be obtained from all alumni. Additionally, in order to focus on student abilities and mapping them to programmatic objectives, a new special topics course was created, "Leadership and Communication Skills," in which gerontology students can choose modules in professional skills such as professional writing, project management and evaluation, career development, care coordination across transitions, and leadership skills. These courses will serve a nice complement to the scholarly component included in the gerontology core courses and will increase marketability in the workplace for gerontology graduates.

The GIP faculty have focused on teambuilding and cohesion through a variety of social activities including monthly faculty social events hosted in a faculty member's home, group volunteer activities (e.g., serving Thanksgiving meal at local senior center), and participation in group fundraising activities (e.g., Alzheimer's Association walk). In efforts to increase communication between GIP faculty members, the GIP Director has been sending out weekly program updates with pertinent announcements, points of discussion, and informational items. We held a fall faculty retreat and will be hosting another retreat in the summer of 2014.

Enrollment

Tables 15 and 16 indicate numbers of applicants, admitted students, and enrolled students in the GIP master's and certificate programs for 2013-2014.

Table 15. Gerontology Interdisciplinary Program Enrollment 2013-2014

	Applicants		Admits		Total Enrollment		Graduates	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
MS	8	15	5	11	12	15	5	2
Minor	n/a*	3	n/a*	3	n/a*	3	n/a*	0

*Minor was not available in 2012-13 academic year.

Table 16. Gerontology Interdisciplinary Certificate Program 2013-2014

	Applicants		Admits		Total Enrollment		Graduates	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Undergraduate	14	2	11	2	19	2	4	3
Graduate	21	8	14	8	20	4	7	15

Curriculum

Several significant changes have been made to GIP curriculum:

- All gerontology courses will be offered in a fully online distance-learning format beginning fall 2014
- Masters of Science students will have the option of a one year full-time program of study or two year part-time program of study
- Plan of study for the master's degree has been revised to increase the core credit requirements from 15 to 21 credits with a more defined plan to help facilitate the movement of master's cohorts through the program on a standardized timeline
- Five areas of emphasis have been temporarily suspended in order to increase enrollment in gerontology courses and to allow time to conduct market research on desirable areas of emphasis with subsequent curricular refinement of these specialized areas of study
- GIP program has reduced the number of adjunct faculty (from five to one) in order to focus course content and equalize quality of offerings
- Three subcommittees have been developed including a subcommittee on curriculum development. This committee is currently reviewing all core and elective gerontology course syllabi to look for consistency in policy, redundancy in content and the sequential development of writing and analysis skills.

New Courses:

GERON 6100 Application of Research in Aging (Summer '13)

Revised Courses:

GERON 5390/6390 Care Management: Clinical Issues (Spring '14)
 GERON 5392/6392 Geriatric Care Management: Legal, Financial and Business Issues (Fall '14)
 GERON 5604/6604 Physiology and Psychology of Aging (Fall '14)

Inactivated Courses:

GERON 5250/6250 Women and Aging (Spring '14)

Scholarships

Due to the efforts of the GIP faculty and the Office of Advancement, the GIP was able to double the student scholarship funds from \$13,000 in the 2012-2013 academic year to \$27,000 in 2014-2015. The GIP faculty had the opportunity to discuss research and increase exposure of the program at the Women Interested in Nursing (WIN) event and Educational Resource Development Council event in spring 2014. Table 17 shows that 77% of applicants were funded in the academic year.

Table 17. Funding Percentage of Gerontology Students 2013 - 2014

	Applicants	Funded	Applicants Funded %	Continuing Awards	External/ Other	Students in Program	Students Funded %
GIP	6	4	77%	0	0	15	27%

Trends in Evaluations of Gerontology Courses and Instructors

Figures 7 and 8 present course and instructor evaluations for each semester from fall of 2010 through spring of 2014. Evaluations are on a 0 to 6 scale, with higher scores reflecting more positive evaluations. Course and instructor evaluations are consistently very positive with all means exceeding 5.0.

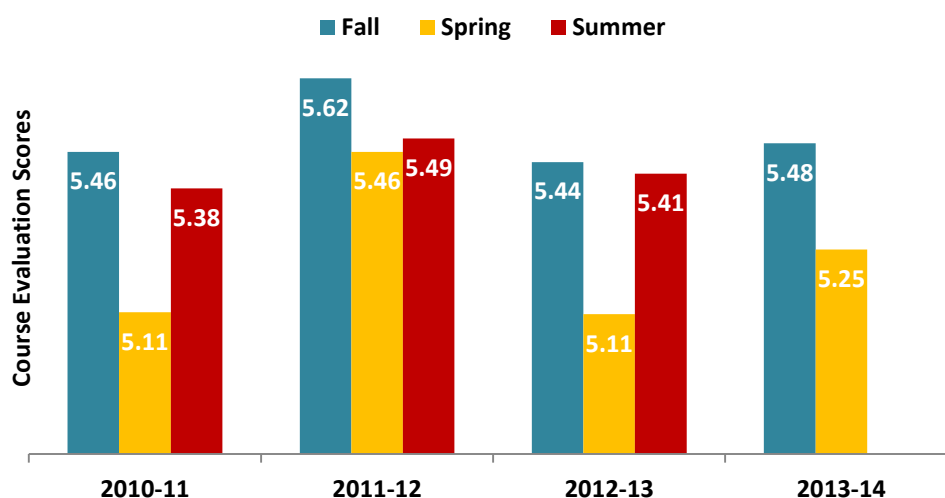


Figure 7. Course Evaluations 2010 – 2014 (Scale 0-6)

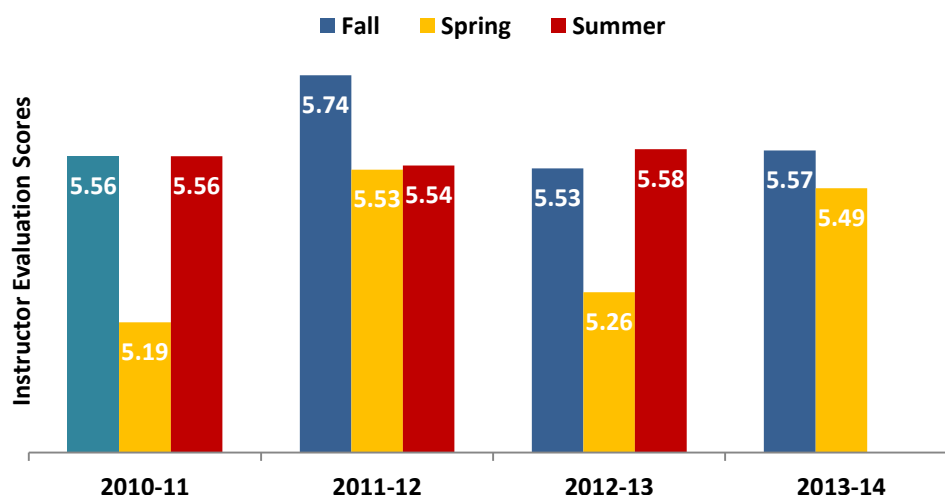


Figure 8. Instructor Evaluations 2010 – 2014 (Scale 0-6)

PhD Program

Accomplishments

The impressive list of PhD Program accomplishments includes being awarded a Nurse Faculty Loan grant in June 2013 and Dr. Margaret F. Clayton assuming responsibility as PhD Program Director, successfully transitioning from Dr. Susan Beck's leadership. The PhD program is offered through synchronous distance education technologies for all students, allowing those living outside of Salt Lake City, Utah to participate and complete the program without the difficulty of relocating to Utah.

Recruitment, Enrollment, Progression, and Graduation

A cohort of six students enrolled in the PhD Program in the fall of 2013. In the fall of 2014, there were 22 new applicants. Of those applicants, 13 were offered admission and seven accepted. An additional student was accepted after an earlier withdrawal and rejoined the program for a total of 14 acceptance offers. The Program faculty, aided by the Student Services Department and alumni, enhanced a focus on recruitment activities through conferences, word of mouth, phone calls, website and advertisements. The PhD Program faculty revised and piloted a new procedure to evaluate all applicant materials that included updated interview and rating forms. Two T-32 pre-doctoral and two post-doctoral fellows were selected. The fellows participated in a variety of College of Nursing activities including Research Innovation Teams, mentor research, a journal club, and a seminar in Cancer, Aging, and End of Life. A total of 11 additional students participated in the new seminar as an elective.

Table 18 compares the number of PhD Program applicants, number of those offered admittance and number of accepted admissions from the 2013-2014 academic year with the number from the 2012-2013 academic year. The results for the most recent year exceed those from the previous year in all categories.

Table 18: PhD Applicants 2012-2014

	2012-13	2013-14
Number of Applicants	11	22
Number Offered Admitted	8	13
Number Accepted Admission	4	8*

*Includes one readmitted student.

Table 19 compares the characteristics of PhD Program students in the 2013-2014 academic year with the 2012-2013 academic year. The PhD students have remained 100% female and the average age has not varied, while the average graduate GPA has declined slightly.

Table 19: PhD Admission Profile 2012-2014

	2012-13	2013-14
Gender	100% Female	100% Female
Mean Age	38.5	39
%Hispanic or non-white	2	2 Asian (33%)
Average GRE	V – 528 Q – 510 AW – 3.9	V – 156.3 (possible range 130-170) Q – 151.5 (possible range 130-170) AW- 3.75 (possible range 0-6 in half point increments)
Average Grad GPA	3.8	3.622

Table 20 compares the student progression data in the 2013-2014 academic year with data from the 2012-2013 academic year. Although most figures are down from the previous year, the program directors are working hard to improve these results in the next academic year.

Table 20: PhD Student Progression Data 2012-2014

	Oncology Cohorts 1-4		Hartford I and II		MS – PhD (Blended Interests)		BS – PhD (Blended Interests)		Total	
Indicator	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
# Matriculated in Fall	13	9	18	16	24	21	8	6	63	53
# Enrolled in Fall	12	9	16	15	23	21	8	6	59	52
# Leave of Absence	0	0	2	1	1	0	0	0	3	1
Newly Admitted to Candidacy by end of June	0	1	3	4	3	1	0	0	6	6
Total Candidates by end of June	3	4	6	8	11	10	5	4	25	26
0-5 years in program as of June	8	6	18	15	22	10	6	3	54	34
6-10 years in program as of June	5	3	0	0	2	13	2	3	9	19

Table 21 compares the student graduation data in the 2013-2014 academic year with data in the 2012-2013 academic year.

Table 21: PhD Student Graduation Data 2012-2014

	Oncology Cohorts 1-4		Hartford I and II		MS – PhD (Blended Interests)		BS – PhD (Blended Interests)		Total	
Indicator	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
Number of Graduates	4	3	0	1	1	0	0	0	5	4
Average Time to Completion (years)	6.55	4.72	4.2	4.3	5.6	4.29	7	6.38	5.84	5.36*
Withdrew or Change of Classification	0	0	0	0	1	0	0	0	1	0

* Cumulative mean since 2005 is 5.36 years

Table 22 compares the PhD student progression in the 2013-2014 academic year with those in the 2012-2013 academic year. The results for the most recent year exceed those from the previous year in all categories, showing improvement.

Table 22: PhD Student Progression 2012-2014

Category	2012-13	2013-14
Admitted to PhD Candidacy	11	16
Successful Dissertation Defenses	8	11
Thesis Release (Graduate)	5	7*

*2 students defended last year, but obtained thesis release this year.

Curriculum

The first year of the revised curriculum was successful. Regular curricular updates were instituted at the monthly faculty PhD committee meetings to evaluate new courses. Initial discussions were held concerning a Memorandum of Understanding between GIP and the PhD program so some of the PhD courses taken by PhD students would count toward the Graduate Certificate in Gerontology. The statistics task force designed a basic refresher course (NURS 5550, Practical Statistics) that will be offered to DNP and PhD students beginning summer 2014. A task force was appointed to address responsible conduct of research and how this is integrated across courses in our new curriculum.

PhD students attended conferences sponsored by the Society of Behavioral Medicine in April 2014, and the Oncology Nursing Society in November 2013. One cohort of students participated in an on-campus intensive week of orientation in August of 2013 and two cohorts participate in an on-campus week of instruction in October, 2013.

PhD Course Approvals and Revisions

NURS 7350 Discovery and Innovation in Science (inactivated due to there being a duplicate course)

College of Nursing NEXus Participation

The College of Nursing continues to expand participation in the Nursing Education Xchange (NEXus) Program. The NEXus Program was founded by the Western Institute of Nursing and funded by Health Resources and Services Administration (federal agency) for the first few years. Due to the success, NEXus is currently a self-supporting organization.

NEXus is an organization that enables member institutions to expand the capacity of doctoral programs in nursing in the United States by offering courses through collaborative efforts with other institutions, and thereby give doctoral students greater access to high quality education. Students from the University of Utah College of Nursing can take NEXus courses offered by other NEXus approved universities and students in other universities are eligible to take courses at the CON.

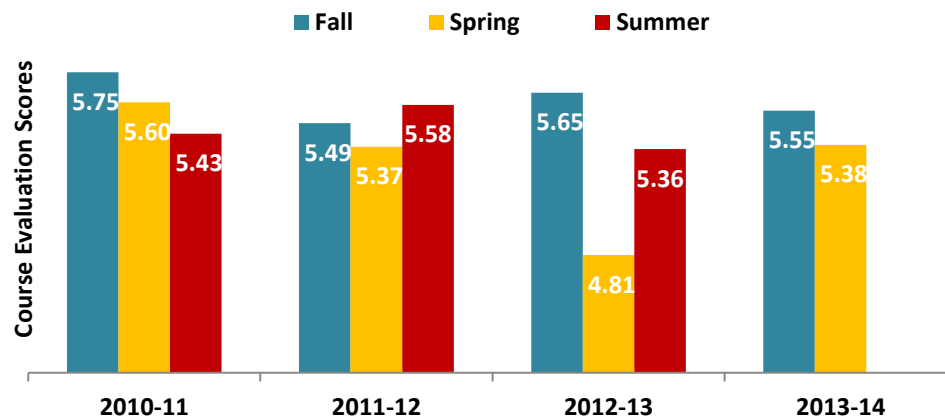
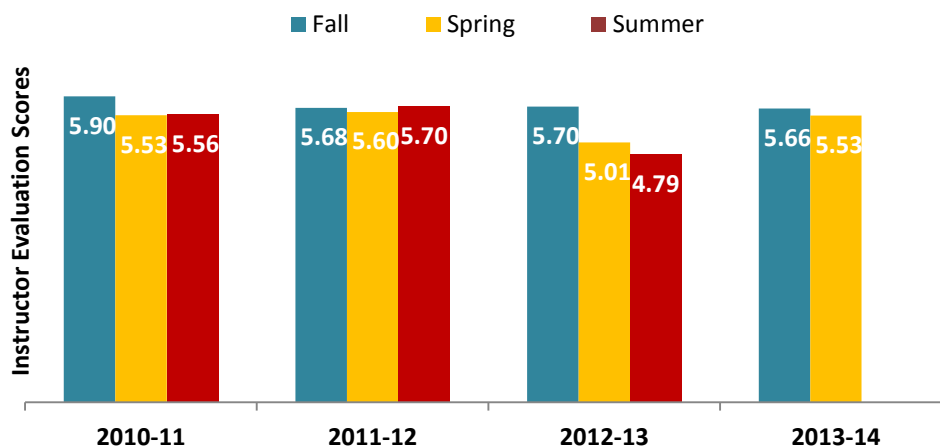
Table 23 shows NEXus enrollment data for academic year 2013-2014. A total of 30 students from other universities have taken courses from the CON.

Table 23: NEXus Enrollment 2013-2014

Semester	Courses at U of U taken by students from member schools			Courses taken by U of U students at member schools		
	Number of Course Enrollments	PhD Students	DNP Students	Number of Course Enrollments	PhD Students	DNP Students
Summer 2013	8	5	3	2	2	0
Fall 2013	5	3	2	0	0	0
Spring 2014	6	6	0	0	0	0
Summer 2014	11	8	3	3	1	2

Trends in PhD Course and Instructor Evaluations

Figures 9 and 10 present course and instructor evaluations for each semester from fall of 2010 through spring of 2014. Evaluations are on a 0 to 6 scale, with higher scores reflecting more positive evaluations. Course and instructor evaluations are consistently very positive.

**Figure 9: Course Evaluations 2010-2014 (Scale 0-6)****Figure 10: Instructor Evaluations 2010 – 2014 (Scale 0-6)**

Student Financial Support and Awards

The College of Nursing participated in the national Jonas Predoctoral Fellowship Program and Veteran's Scholar Program. Four Jonas Scholars and two Veteran Jonas Scholar Awards commenced in July 2014. Much support was given to students for national fellowships and awards (refer to Table 9). The Outstanding Doctoral Student Award went to Jackie Eaton. The Elizabeth Fuhrman Gardner Prize honors an outstanding woman student in the Health Sciences. This year it was awarded to PhD candidate Maureen Henry.

Tables 24 and 25 compare the funded PhD students and funding percentage of the PhD student population in the 2013-2014 academic year with those in the 2012-2013 academic year. The results for the most recent year exceed those from the previous year in all categories, showing improvement.

Table 24: Funded PhD Students 2012-2014

	Awarded 2012-13	Awarded 2013-14
National		
American Cancer Society Predoctoral Scholarship	2	2
AAN/John A. Hartford Foundation Building Academic Geriatric Nursing Scholar Award (BAGNC)	1	1
Jonas Center for Nursing Excellence Nurse Leaders Scholar Program	3	3
SAMHSA Minority Fellowship Program	1	0
National Research Service Award	1	1
Agency for Healthcare Research and Quality	1	0
University of Utah		
Graduate School Travel Assistance Award	5	3
College of Nursing		
George and Dolores Doré Eccles Fellows	1	0
Lawson Fellows	4	6
Hartford/Noorda Scholars Program	0	4
College of Nursing Graduate Scholarship	3	0
HRSA Advanced Education Nursing Traineeship (AENT)	0	0
Nurse Faculty Loan Program	6	8
Travel Awards	5	3

Table 25: Funding Percentage of PhD Student Population 2012-2014

	2012-13	2013-14
Applicants	22	24
Funded	7	9
Applicants Funded	31%	38%
Continuing Awards	7	7
External/Other*	19	12
Students in Program	64	52
Students Funded	38%	54%

*Awards determined by other application mechanism. Includes Educational Resource Development Council, Hartford Gerontology Interdisciplinary Program, John A. Hartford Foundation Building Academic Geriatric Nursing Scholar Award, National Research Service Award, Jonas Nurse Leaders Scholar Program, and American Cancer Society Predoctoral Scholarships.

INTERMOUNTAIN HEALTHCARE SIMULATION LEARNING CENTER AND SPENCER F. AND CLEONE P. ECCLES HEALTH SCIENCES EDUCATION BUILDING CLINICAL SUITES

The Intermountain Healthcare Simulation Learning Center (IHSLC) is a state-of-the-art, virtual hospital and training center located on the first floor of the College of Nursing Annette Poulson Cumming Building. This 12,600 square-foot center is now in its fourth year of operation and is principally employed for educating the next generation of nurses and other health care professionals for Utah and the intermountain region. The IHSLC's mission not only encompasses learning and sharpening basic skills while promoting effective, evidence-based practice; but also facilitates realistic opportunities to deliver patient care, *in a safe environment*, for students/ learners, faculty, clinical staff, and community partners through innovative simulation based learning and research. Although the facilities boast very costly high-tech equipment, and top notch educational programs, the vision is to continuously pursue improvement and remain a state-of-the-art learning center via innovations, designs, structural configuration, and advanced technologies. Furthermore, the goal is to attain national and international recognition and/or certification for excellence in simulation teaching, programs, learning methodologies, practice, and research.

It has been just over two years since the merger of the Health Sciences Simulation Centers; the College of Nursing's Intermountain Healthcare Simulation Learning Center and the Spencer F. and Cleone P. Eccles Health Sciences Education Building Clinical Suites, operationally under common leadership. This merger has increased efficiencies and collaboration among all of Health Sciences users which include the School of Medicine, School of Dentistry, College of Nursing, College of Pharmacy, College of Health, and the University of Utah Hospitals and Clinics (UUHC) including specific departments such as AirMed, Emergency Department and Clinical Staff Education for hospital employees. Distinct advantages of this new relationship are the sharing of personnel and resources, and increased efficiency from redistribution of workload between managers. Furthermore, standardized patients (SPs, patient actors/confederates) are now hired and coordinated under one system. Supplies, equipment and maintenance issues are centrally coordinated as well. Moreover, all simulation technology specialists have received special training and help run the majority of the simulation events in the Spencer F. and Cleone P. Eccles Health Sciences Education Building.

Accomplishments:

Staff Development and Training

- Integrated residency simulation training for all 4th year medical students.
- Conducted EPIC software training with University Hospital employees.
- Supported a facilitator training course with Intermountain Health Care.
- Hired and trained a simulation technician.

Research Activities

- Supported Robert Wood Johnson Foundation grant research with Dr. Alexa Doig.
- Aided in grief group therapy research with Dr. Katherine Supiano.

Policies, Procedures, and Process Improvements

- Compiled past three years of utilization records for both facilities.
- Developed a centralized, real time scheduling system for both centers.
- Compiled an inventory list and organized both facilities. Cataloged all equipment and supplies and calculated corresponding depreciation rates.

- Implemented stock tracking procedures by courses that utilize the centers.
- Completed an online deployment scheduling request process and posted it on the CON webpage.
- Mapped out a five and ten year plan for sustainability for both centers.

Facility and Equipment Upgrades

- Installed new in-house clothing/bedding cleaning facilities including adding a washer and dryer.
- Updated and replaced over 60 computers throughout the Spencer F. and Cleone P. Eccles Health Sciences Education Building and the Intermountain Healthcare Simulation Learning Center.
- Maintained, repaired and cleaned all equipment throughout both centers.

Budget

- Clarified usage statistics and budgetary information for all users of the centers, including for those involved in inter-professional education.
- Supported the staff in activities such as continued education and training in schooling/higher degrees, human resources courses.
- Met with Health Sciences Deans regarding use of the facilities and the distribution of costs for maintenance and ideas for sustainability.

RESEARCH

General Benchmarks

Figure 11 shows that the Emma Eccles Jones Nursing Research Center realized significant increases in the number of both research grant submissions and awards during academic year 2013-14. The number of research grant applications submitted by faculty increased by 60% over last year (48 applications in FY14; 30 applications in FY13) and by 92% over FY12 (25 applications).

In Figure 12, the number of research grant awards received by faculty increased 650% over last year (13 awards with start dates during FY14; 2 awards with start dates during FY13) and by 117% over FY12 (6 awards with start dates during FY12).

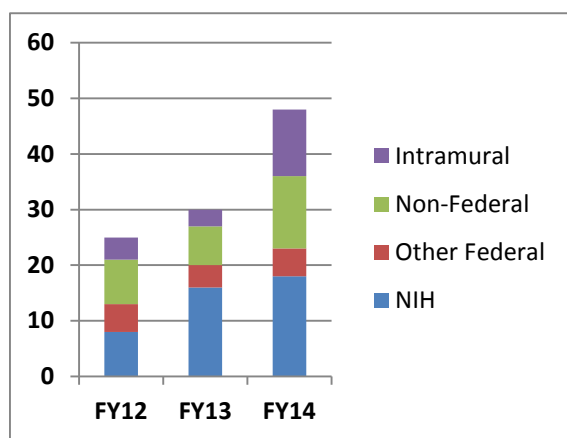


Figure 11: Number of Research Grant Applications FY12-FY14

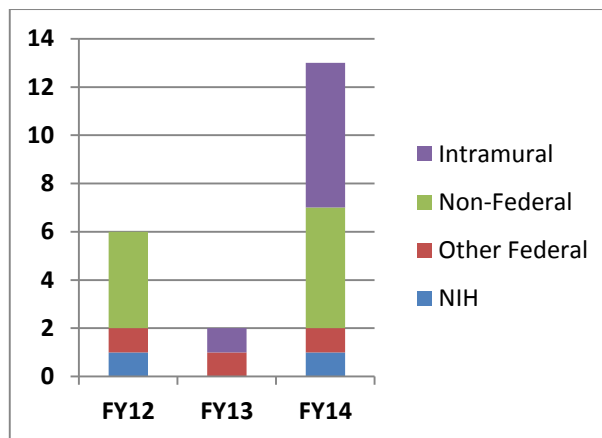


Figure 12: Number of Research Grant Awards FY12-FY14

Figure 13 illustrates direct costs on research expenditures rose by 12% during academic year 2013-2014 (increase of \$242,057 from FY13 to FY14). This sustains a four year trend of increasing federal direct expenditures from extramural research.

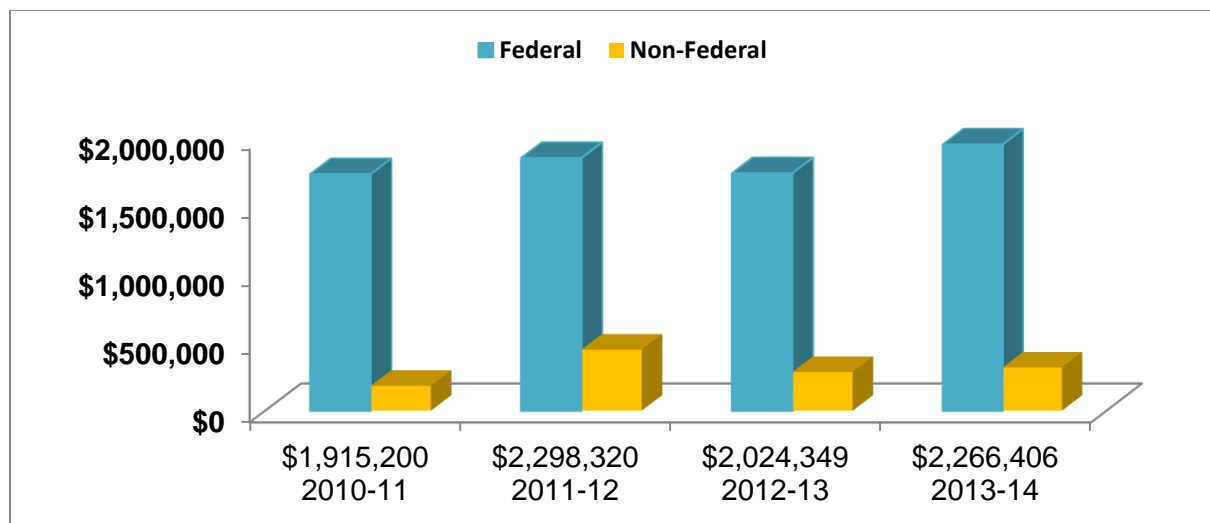


Figure 13. Direct Research Expenditures FY11-FY14

The National Institutes of Health (NIH) rank among schools of nursing nationwide for the CON is 38 for the 2013 federal fiscal year (from 36 in 2012). Awards from the Agency for Healthcare Research and Quality (AHRQ) and subcontracts for collaborative efforts with other institutions comprise the other sources of federal research funds. Non-federal funding came from diverse foundations (e.g., Robert Wood Johnson Foundation, Fahs-Beck Fund, Oncology Nursing Society Foundation, Alzheimer's' Association) and societies (e.g., American Cancer Society). Figure 12 shows the sources of funding.

The percentage of tenure and research line faculty with some portion of salary supported by extramural research funding was 52% (17 of 33 faculty) and several are also funded on training grants.

As with most colleges of nursing today, a major barrier to attracting additional tenure line faculty is the national shortage of nurse scientists. During FY14, the CON had 30 tenured and tenure line faculty (three of whom are on a phased retirement plan) and three research faculty (one of whom is part-time). Forty-three percent of the tenure line faculty, who have the primary responsibility to implement the research mission, are pre-tenure. Additionally, 20% are interdisciplinary faculty without a nursing background, consistent with national trends toward an increasing portion of scientists in schools of nursing representing diverse multidisciplinary backgrounds and smaller portions with nursing backgrounds, although this does restrict access to some forms of funding limited to nurses and other health care practitioners.

Among 111 PhD-granting schools of nursing, Academic Analytics ranked the scholarly accomplishments of CON faculty above the median in all areas except awards, including grants, articles, citations and books. Ranked 44th (61st percentile) in number of tenure line and research faculty, the CON was ranked in the top 30 in percentage of authors with a citation (1st), dollars per grant (17th), percentage of faculty cited (23rd), percentage of faculty with an article (26th), total articles (28th), total number of books (29th), number of faculty with a grant (29th), and total grant dollars (29th). Proportional to number of faculty, the CON has notable levels of academic achievement in the indicators of research productivity, quality, and dissemination.

As shown in Table 26, CON faculty have 28 actively funded research awards. During fiscal year 2014, 48 research applications have been submitted with CON faculty as principal investigator (Table 27). Sixteen of these applications were submitted to the National Institutes of Health. Applications submitted between July 1 and January 31 have been reviewed and were funded at a 40% success rate. As shown in Table 28, faculty reported twelve additional collaborative submissions where they are participating as key personal on research projects.

Table 26. FY14 Active Funded Research Awards.

Funding Period	Principle Investigator	Agency and Award Number	Title	Funds Awarded
07/01/2013-06/30/2018	Beck/Pepper	National Institutes of Health – National Institute of Nursing Research, T32NR013456	Interdisciplinary Training in Cancer, Aging and End-of-Life Care	\$1,737,993
02/01/2013-04/30/2014	Blaz	Agency for Healthcare Research and Quality, R36HS022183	Exploring the Creation of Nurses' Informal Documentation and Use in Clinical Work	\$41,061
09/01/2013-08/31/2014	Clark	University of Utah Research Committee, Community Based Research	Assessing Health-Related Quality of Life for Persons with Intellectual Disabilities	\$10,000
8/01/2011-04/30/2014	Cohen	University of Washington/Bill and Melinda Gates Foundation, 728692	Improving Maternal Health in Mesoamerica Through Task Shifting, Training, Implementation and Evaluation	\$62,710
09/30/2013-09/29/2018	Cummins	Agency for Healthcare Research and Quality, R01HS021472	Electronic Exchange of Poisoning Information	\$1,249,994
01/01/2013-09/30/2015	Cummins	Department of Veterans' Affairs	PROWATCH Inter-Personnel Agreement	\$39,611
10/01/2013-09/30/2016	Cummins	Department of Veterans' Affairs	Current Evidence and Early Warning Indicators of Homelessness Risk Among Veterans – Inter-Personnel Agreement	\$122,794
09/01/2011-08/31/2014	Doig	Robert Wood Johnson Foundation, 69342	Simulation Training to Reduce the Negative Effects of Interruptions During Medication	\$349,983
02/01/2014-01/31/2015	Edelman	University of Utah Center on Aging	Utilizing Space-Time Paths to Study Triage Patterns of Older Adult Trauma Care	\$20,000
07/01/2011-06/30/2014	Ellington	American Cancer Society, PEP1116501PCSM	Hospice Nurse-Caregiver Communication: A Foundation for Intervention	\$144,000
08/15/2013-06/30/2014	Ellington	Department of Veterans' Affairs	Veterans Like Me – Inter-Personnel Agreement	\$6,761
09/15/2013-09/25/2014	Guo	Oncology Nursing Society Foundation	Translation and Development of E-versions of Chinese Pain Care Quality Surveys	\$20,000
07/15/2011-07/14/2013	Iribarren	National Institutes of Health – National Institute of Nursing Research, F31NR012614	Text Messaging Intervention to Improve Adherence for Tuberculosis Patients in Argentina	\$71,614
07/01/2013-06/30/2015	Kepka	Primary Children's Hospital Foundation	Patient, Parent, and Health Care Factors Related to Human Papilloma Virus (HPV) Vaccination in Utah	\$50,000
07/01/2013-06/30/2014	Kepka	Utah Department of Health, 140047	Prevention Care Managers for Hotel and Cleaning Workers	\$10,000

Funding Period	Principle Investigator	Agency and Award Number	Title	Funds Awarded
10/01/2013-09/30/2015	Kepka	Utah Center for Clinical and Translational Science, KL2TR00165	Assessment of Parent and Health Care System Factors Related to Low HPV Vaccine Uptake in Utah	\$225,000
04/01/2014-03/31/2015	Latendresse	Utah Center for Clinical and Translational Science, 1ULTR001067	The Impact of Maternal Selective Serotonin Reuptake Inhibitor Use on Serotonin Synthesis and Protein Transporters in the Placenta, and Newborn Serotonin Levels	\$34,995
01/03/2011-12/31/2013	Linder	Alex's Lemonade Stand Foundation	Relationships Between Symptoms and the Hospital Environment in Children and Adolescents with Cancer	\$100,000
07/01/2011-10/31/2013	Linder	St. Baldrick's Foundation, 208330	A Computer-Based Tool to Explore Symptom Clusters in Adolescents with Cancer	\$45,063
03/01/2014-03/16/2015	Linder	Seattle Children's Research Institute	A Computer-Based Tool to Explore Symptom Clusters in Adolescents and Young Adults with Cancer	\$6,500
09/24/2007-07/31/2014	Mooney	National Institutes of Health – National Cancer Institute, R01CA120558	Telephone Linked Care: An IT Enabled Integrated System for Cancer Symptom Relief	\$5,181,969
05/19/2010-04/30/2016	Mooney	National Institutes of Health – National Cancer Institute, P01CA138317	Enhancing End of Life and Bereavement Outcomes Among Cancer Caregivers	\$6,961,671
09/30/2011-09/29/2014	Morse	Agency for Healthcare Research and Quality, R01HS018953	Linkages Between the Safety of the Hospital Bed, Patient Falls and Immobility	\$944,014
03/01/2012-12/31/2013	Morstein	ADD.IT, LLC (Name of company)	Usability of ADD.IT	\$15,733
07/01/2013-06/30/2018	Reblin	American Cancer Society, 124661-MRSG-13-234-01-PCSM	Caregiver Relationship Quality and Communication in Advanced Cancer Care	\$729,000
07/01/2013-06/30/2015	Supiano	Fahs-Beck Fund for Research and Experimentation	Complicated Grief in Suicide Survivors: A Randomized Controlled Trial of Complicated Grief Group Therapy	\$20,000
03/01/2014-02/28/2016	Supiano	Alzheimer's Association, 2014NIRG305569	Complicated Grief Group Therapy for Bereaved Dementia Caregivers	\$99,999
04/10/2014-04/09/2015	Supiano	American Group Therapy Association	Complicated Grief Group in Survivors of Suicide: An Evaluation of the Treatment Effectiveness of Complicated Grief Group Therapy	\$15,520

Table 27. Research Grant Applications Submitted July 1, 2013 - June 30, 2014

Date	Principle Investigator	Agency	Title	Funds Requested
2/18/2014	Allen	University of Utah Research Foundation	The Development and Evaluation of a Novel Avatar-Based Video Game for Adults with Type 2 Diabetes	\$35,000
3/17/2014	Beck	Idaho State University	The Patient Voice in Cancer Care	\$157,061
8/13/2013	Carpenter	National Institutes of Health	Follow-through of Palliative Care after Nursing Home Admission	\$121,350
5/17/2014	Carpenter	Gerontological Advanced Practice Nurses Association (GAPNA)	Follow-Through of Palliative Care after Nursing Home Admission	\$2,000
2/5/2014	Caserta	Cal State San Bernardino	Enhancing the Effectiveness of Respite Services for Family Caregivers	\$1,770,906
10/5/2013	Clark	National Institutes of Health	Social Network Obesity Intervention for Youth with Intellectual Disabilities	\$3,411,263
6/10/2014	Clark	Brigham Young University/United State Department of Agriculture	CHANGE: Childhood Health Advocacy for Nutrition, Growth, and Education	\$209,594
3/5/2014	Clayton	National Institutes of Health	Preparing breast cancer survivors to discuss symptoms and issues: An RCT of MAP	\$3,738,191
1/13/2014	Cloyes	Gerontological Society of America	Mental Health, Chronic Illness, Minority-Specific Stress and Health Care Experiences for Older Adults with Chronic Illness and Their Close Caregivers	\$120,000
6/23/2014	Cloyes	The Mayday Fund	Interactions among Mental Health, Quality of Life and Minority-Specific Stress for Older Adults with Chronic and Life-Limiting Illness	\$5,000
11/4/2013	Cummins	Centers for Disease Control (CDC)	University of Utah Poisoning Research Center	\$2,250,000
2/17/2014	Dyer	University of Utah Research Foundation	Evaluation of Knowledge Acquired and Behavior Change from a Community Based Pre-conception Education Program	\$20,000
3/31/2014	Dyer	Spafford Foundation	Belle S. Spafford Endowed Chair - Perinatal Community Health Workers to Support African Refugee Women and Families	\$90,000
6/25/2014	Dyer	National Institutes of Health	Improving Perinatal Outcomes for African-born Refugee Women: An Opportunity for Student Research	\$446,999
8/19/2013	Edelman	University of Utah Center on Aging	Space-time paths of older adult trauma referrals	\$20,000
2/28/2014	Edelman	Sigma Theta Tau Gamma Rho	Health Related Quality of Life of the Frail Older Adult	\$1,000
1/15/2014	Ellington	National Palliative Care Research Center	Does Hospice Team Coordination, Collaboration, and Communication Affect Family Caregiver Outcomes?	\$153,999
3/17/2014	Ellington	National Institutes of Health	Activation Intervention for Hospice Family Caregivers	\$409,750

Date	Principle Investigator	Agency	Title	Funds Requested
7/1/2013	Guo	Oncology Nursing Society Foundation	Translation and Development of eVersions of Chinese Pain Care Quality Surveys	\$20,000
1/17/2014	Guo	University of Utah Research Foundation	Animation-based Depression Evaluation (AIDE) Application on Touch Screen Devices: An instrument to evaluate depressive symptoms in persons with intellectual disability	\$35,000
2/28/2014	Guo	Sigma Theta Tau Gamma Rho	Cognitive Testing of the Translated Chinese Version of Pain Care Quality (Pain CQ) Surveys	\$1,000
2/27/2014	Kepka	National Institutes of Health	Multi-level HPV Vaccination Assessment, Collaborative Methods to Improve Uptake	\$693,581
4/22/2014	Kepka	American Cancer Society	Multi-level HPV Vaccine Assessment, Collaborative Methods to Improve Uptake	\$729,000
5/16/2014	Kepka	Primary Children's Hospital Foundation	Patient, Parent, and Health Care Factors Related to HPV Vaccination in Utah	\$25,000
8/30/2013	Latendresse	International Society of Nurses in Genetics	The Impact of Maternal SSRI Use on Placental Serotonin Synthesis and Protein Transporters, and Newborn Serotonin Levels	\$2,000
9/3/2013	Latendresse	University of Utah Research Foundation	The Impact of Maternal SSRI Use on Serotonin Synthesis and Protein Transporters in the Placenta, and Newborn Serotonin Levels	\$34,995
6/5/2014	Latendresse	National Institutes of Health	Evaluation of UPLIFT program for the prevention of perinatal depression	\$1,117,500
10/15/2013	Linder	American Cancer Society	Engaging School-Age Children with Cancer in Designing a Symptom Assessment App	\$436,792
3/12/2014	Linder	National Institutes of Health	Engaging school-age children with cancer in designing a symptom assessment app	\$391,161
01/01/2014	Linder	Seattle Children's Research Institute	A Computer-Based Tool to Explore Symptom Clusters in Adolescents and Young Adults with Cancer	\$6,500
5/1/2014	Linder	American Nurses Foundation	Adolescents and Young Adult Medication Adherence Smartphone Application	\$36,044
8/15/2013	Morse	Patient Centered Outcomes Research Institute	Design Solutions for Patient-Centered Outcomes Mixed-Method Research	\$1,050,000
2/18/2014	Reblin	University of Utah Research Foundation	Design and Development of an Electronic Social Network Assessment Program (SNAP)	\$35,000
8/12/2013	Rothwell	National Institutes of Health	Improving Parental Education about Prenatal Testing	\$2,718,816
2/5/2014	Rothwell	National Institutes of Health	The Effect of Video Informed Consent Information (VICI) on Residual Newborn Specimen Research	\$2,196,513
6/5/2014	Rothwell	National Institutes of Health	Improving Parental Education about Prenatal Testing	\$2,688,129
6/16/2014	Rothwell	National Institutes of Health	Improved Prenatal Genetic Screening Decision Making through Game Technology	\$409,750
10/25/2013	Supiano	National Institutes of Health	Complicated Grief Group Therapy for Bereaved Dementia Caregivers	\$447,000
10/30/2013	Supiano	Alzheimer's Association	Complicated Grief Group Therapy for Bereaved Dementia Caregivers	\$100,000

Date	Principle Investigator	Agency	Title	Funds Requested
11/1/2013	Supiano	American Group Therapy Association	Complicated Grief in Survivors of Suicide: An Evaluation of the Treatment Effectiveness of Complicated Grief Group Therapy	\$15,520
3/31/2014	Supiano	Spafford Foundation	Belle S. Spafford Endowed Chair - Translating Treatment to Prevention of Complicated Grief in Dementia Caregivers	\$90,000
2/18/2014	Sward	National Institutes of Health	Pediatric Ventilator Strategy Guided by Esophageal Manometry and Transpulmonary Pressure (PTP)	\$131,750
8/19/2013	Towsley	University of Utah Center on Aging	Evaluating Method and Use of Communication to Develop Me and My Wishes	\$20,000
06/09/2014	Towsley	National Institutes of Health	Me and My Wishes: Long Term Care Resident Videos to Communicate Care Preferences	\$409,750
1/21/2014	Wilson	Patient Centered Outcomes Research Institute	Implementing a remote electronic Labor and Delivery (eL&D) monitoring system	\$1,887,056
2/18/2014	Wilson	University of Utah Research Foundation	Evaluation of Perinatal Staffing on Birth Outcomes	\$34,999
10/15/2013	Wright	United States Department of Defense	Tapping into Tech Talent: Using Technology to Facilitate Creative, Social and Computer Skills in Youth with Autism Spectrum Disorder (ASD)	\$521,500
2/17/2014	Wright	National Institutes of Health	3DTechnology to Promote Personal, Social, and Voc-Tech Skills in Youth with ASD	\$670,500

Table 28. Research Grant Applications Submitted Collaboratively July 1, 2013 - June 30, 2014

Date	CON Key Personnel	Agency	Title	Primary Investigator
11/08/2013	Clark	Tourette Syndrome Agency	Divining and Explaining Tic Remission in Tourette Syndrome	David Shprecher Dept. of Neurology
11/16/2013	Clark	National Institutes of Health	Effects of a Walking Intervention in Older Patients with CKD: Feasibility Study	Patricia Painter Dept. of Physical Therapy
01/21/2014	Clayton	Patient Centered Outcomes Research Institute	Application of Discrete Event Simulation to Design a Patient Personalized Decision Aid for the Treatment of Early Stage Breast Cancer	Diana Brixner Pharmacotherapy Outcomes Research Center
01/01/2014	Doig	Department of Defense	Contextualized Delivery of Medical Alarms (CDMA)	James Agutter School of Architecture
06/27/2014	Ellington	National Institutes of Health	Social Support and Cancer Patients	Jude Mikal Dept. of Psychology
07/01/2013	Hart	State of Utah	Redesign and Testing of the Needs Assessment Tool for DSPD	Sara McCormick Center for Public Policy and Administration
06/03/2014	Pepper	Department of Veterans Affairs	Assessing Nurse's Medication Information Needs	Charlene Weir Dept. of Biomedical Informatics Research
10/25/2013	Reblin	Brigham Young University	An Examination of Relationship Processes on Cancer Screening Decisions in Married Couples Following Direct-to-Consumer Genomic Testing	Wendy Birmingham Dept. of Psychology at Brigham Young University
10/16/2013	Sward	National Institutes of Health	Two-Way Text Messaging Adoption in a Rural Underserved Population with Diabetes	Carrie McAdams-Marx Pharmacotherapy Outcomes Research Center
12/10/2013	Sward	National Science Foundation	Overcoming Contextual Search Barriers in Personal Healthcare Planning	Gang Luo Dept. of Biomedical Informatics Research
02/05/2014	Sward	National Institutes of Health	Decision Making for Asthma Self Care for Hispanic Children in Community Clinics	Flory Nkoy Dept. of Pediatric Inpatient Medicine
06/02/2014	Sward	National Institutes of Health	Data Coordinating Center for the Collaborative Pediatric Critical Care Research Network	J. Michael Dean Dept. of Pediatrics

Intramural Funding and Support

The Research Committee awarded funds to faculty for pilot projects and other small projects as shown in Table 29. These awards span two years. There are five ongoing projects from the previous funding cycle.

Table 29. Intramural Research Funding Awards 2013 – 2014

Award Date	Primary Investigator	Title	Amount
06/23/2014	Edelman	Building Reserve: A Pilot Study of Physical Activity and Exercise in Frail Older Adults	\$10,000
05/21/2014	Kepka	An Evaluation of the Prevention Care Management Program to Increase Breast, Cervical, and Colorectal Screening Among Latinas in Salt Lake City	\$2,997
12/20/2013	Reblin	Stakeholder Opinions of a Clinical Caregiver Social Network Tool	\$4,948
01/22/2014	Supiano	Transforming Care Transitions: An Investigation of Interdisciplinary Team Process	\$1,985
Total			\$19,930

Research Initiatives

The two major research initiatives in the College of Nursing during the 2013-2014 academic year were: 1) establishment of the NIH funded Pre- and Post-doctoral Program in *Cancer, Aging, and End-of-Life*; and 2) continuation of the Research Innovation Teams (RITe).

Postdoctoral Program

The CON initiated in academic year 2013-2014 a funded T32 pre- and post-doctoral training program with a focus in cancer, aging, and end-of-life care. The CON is one of 11 nursing schools nationwide with a T32 training grant. During year one of this five year program, two pre-doctoral students and two post-doctoral trainees began their two year commitments. Drs. Ginette A. Pepper and Susan L. Beck advise and lead this program. Both of the postdoctoral fellows, Dr. Catherine Dingley (Colorado) and Dr. Sarah Llanque (Oregon), elected the distance option for their training.

Research Innovation Team (RITe) Initiative

Four Research Innovation Teams (RITe) were originally chartered in spring 2012 and a fifth team was chartered in fall 2013. Investment this year included 0.10 Full-Time Equivalent (FTE) for each RITe leader, \$5,000 per team discretionary funds (\$10,000 for first year team), 0.33 FTE research associate support, and designated workspace if elected. FTE approximating 0.4 FTE scholarship assignment was designated in collaboration with division chairs for individuals who had indicated they would submit NIH grants during the academic year. Sustained levels of NIH applications this year is attributed to the RITe initiative and particularly the support of the Research Associates. The unifying themes of the four RITe pre-centers are summarized in Table 30.

Overall, RITe investigators exceeded 2014 grant submission goals; of 18 RITe faculty who committed to federal research grant submissions for the academic year, 15 fulfilled and most exceeded commitments for submissions. Based on evaluation of the second year of the RITe initiative, goals for 2015 are to increase competitiveness of grant submissions, offering an educational series on tailoring a research idea to target several funding sources, and strategies for revision and resubmission of grant applications that are not funded.

Table 30: Names and Foci of Research Innovation Teams

RITe Name	Conceptually coherent, innovative purpose	Grant Applications	
		NIH	Other
Communication, Decision-Making, and Informatics (CDMI) Leader: Lee Ellington Chartered 5/2012	Approaching health care from a systems perspective, the interaction and collective forces of communication, decision making and informatics on health outcomes are elucidated.	1	8
Developing Potential and Promoting Health Equity among Persons with Disabling Conditions Leader: Marge Pett Chartered 5/2012	Investigation of factors that enhance quality of life and daily functioning for those with [or at risk of] disabling conditions.	2	2
Transitions and Health (Delta) Leader: Mike Caserta Chartered 5/2102	Examination and facilitation of health and quality of life outcomes associated with transitions over the life span.	2	3
Symptoms and Palliative Care: Mechanisms, Models, Interventions, and Analytic Innovations Leader: Susie Beck Chartered: 5/2012	Research to alleviate human suffering across the life continuum who are, or have a family member who is experiencing the effects of serious illness and/or insufficiently relieved symptoms that impair quality of life	5	9
Women, Infants, and Newborns (WINRITe) Leader: Ginny Pepper/Patricia Murphy Chartered: 10/2013	Women, Infants, and Newborns (WINRITe) research is focused on improving the health of women, infants, and newborns. The purpose of WINRITe is to provide infrastructure, support, and mentorship to maximize members research productivity.	7	8

Other Research Activities

The Emma Eccles Jones Nursing Research Center supported activities to enhance the scholarly environment and communication about research in the college. The center co-sponsored the College of Nursing Seminar Series (CONSS) which hosted 25 sessions (12 research focused); and published 12 *Research Bulletins*, an internal newsletter that contains calls for abstracts, funding opportunities, educational offerings, and summarizes changes in research policy at the national, university, and college level. In addition the CON hosted Dr. Colleen Keller from Arizona State University, as Visiting Faculty Scholar and site visitor/evaluator of the T32 grant. A Visiting Scholar from Jiangsu province, China, Ms. Meihong Ding, studied at the college for one year. The monthly pre-tenure peer mentoring group, *Moving Along in Your Academic Career* (MAAC) was also facilitated through the Research Center under the leadership of Drs. Lee Ellington and Ginette Pepper. Two faculty (Drs. Jane Dyer and Gail Towsley) were selected for the two year Vice President's Career Advancement Training (VPCAT) program and Dr. Janice Morse served as a mentor for this interdisciplinary research career development program.

INFORMATION AND TECHNOLOGY

Information and Technology (IT) are threaded throughout the CON's vision and strategic plan. The CON's IT team supports education, research, practice, and college administration/operations through state-of-the-art information and communications technology; technical support and assistance to faculty, staff, and students; information management to support data-driven decisions; and systems that improve service and efficiency of technology procurement and IT operations. The IT team collaborates with Academic Programs to support distance education and teaching with technology. Technical support and logistics are provided by the IT team; pedagogy, teaching "best practices" and multimedia creation are supported through Academic Programs. Major activities for 2013-2014 are outlined below.

Videoconference Enabled Classrooms

CON IT maintains five video conference classrooms and one face-to-face George S. and Dolores Doré Eccles Auditorium in the Annette Poulson Cumming Building (CNB). Stephen Ryberg and Claire Dumke Ryberg Lecture Hall (CNB 2400) and The Katherine W. Dumke and Ezekiel R. Dumke, Jr. Foundation Lecture Hall (CNB 2600) were upgraded with power plates in the floors to provide better access to electricity for student laptops. CNB 2400 also had a full overhaul of the backend technology to move the room from analog to digital. CNB 2400 now mirrors the capabilities of CNB 2600 with distance education technology and projector screens. We have continued our agreement with the Eccles Library support staff to collaboratively provide faculty with immediate assistance and support with classroom technology in CNB and Health Sciences Education Building (HSEB) classrooms.

Videoconferencing (Telemedicine/Bridge) Infrastructure

The CON has been recognized as a leader in teaching with technology; our method of providing synchronous online courses has become nationally known as "The Utah Model" for doctoral nursing education. Over the past year most of the PhD and DNP distance education programs continued to use the Utah Telehealth Network (UTN) for paid video conference bridge services. This included user technical support and software licenses for Jabber. In spring 2014 CON IT began talks with the Utah Education Network (UEN) on transitioning our synchronous distance education programs to UEN, in keeping with parallel efforts throughout the University of Utah. UEN receives its funding through state and grant funds; it has begun providing video conferencing infrastructure that replicates the UTN services, but at low or no cost to Utah academic organizations. During summer semester 2014, CON IT moved the PhD program to UEN's bridge, user support, and Jabber software services as a pilot. In mid-June, CON IT met with PhD, DNP, and Academic Program directors and decided to move all synchronous distance education to UEN for the following academic year. This move will significantly reduce the overall cost of the distance education programs. The Inter-professional Education (IPE) Telemed program will still be utilizing UTN paid services for the next academic year. The IPE Telemed grant will cover the costs of services used through UTN.

Other Technologies for Teaching and Research

The CON faculty continues to use other technologies supported by CON IT to meet the needs of academic and research programs. CON IT renewed Adobe Connect licenses for two more years of web conferencing services. The CON has also started using Lync Conferencing services to meet the growing need of ad hoc conferencing between students and faculty. Other services such as Canvas (Learning Management Service) are supported through our collaboration with the main campus Teaching and Learning Technologies (TLT) department.

Student Computer Lab

The open access student computer lab located next to the Student Services Department is equipped with 12 computers and a printer. The printer was moved from UCard to CON servers to increase availability. The computer lab is accessible to students at all times that the building is open, i.e., from 7:00am to 6:00pm Monday through Friday. This lab continues to be well used, and availability of the lab appears sufficient to support the students currently; during a typical day, the peak usage is about 60% capacity for four to five hours. All the systems in the lab are frozen for security reasons (meaning that students cannot install additional software); and computers are connected to Altiris and DeepFreeze servers for efficient update and maintenance.

Intermountain Healthcare Simulation Learning Center

The Intermountain Healthcare Simulation Learning Center on the first floor of the CON has computers at every bedside, in debriefing rooms, at the “nurses’ stations,” and as infrastructure to support simulation. The IT office plans to upgrade the Student Computer Lab and Intermountain Simulation Learning Center’s bedside computers by deploying computer virtualization technology. Virtualization will drive down the cost on utility bills and future upgrades significantly and also makes it easier to manage the environment.

IT/Computer Equipment and Support

Support Services

The CON IT office continues to work with Health Sciences Information Technology Services (HSITS) and University of Utah Information and Technology Department for centrally provided technology support services including Help Desk, network management, phone systems, and data storage. The CON’s IT Manager works directly with HSITS to keep abreast of changes in the Health Sciences environment and to ensure we remain in compliance with health sciences and university IT policies.

Equipment

To improve services within the CON, during the past 12 months, 80 desktop workstations were upgraded to the highest computer models available. The CON IT department has also upgraded all the simulation control and debriefing room computers in the Intermountain Healthcare Simulation Learning Center.

Software

The CON IT office designed and has started implementing a package to update all CON computers to Microsoft Office 2013. University’s Office of Software Licensing signed a licensing agreement with Adobe Systems Inc. and Adobe Creative Cloud products are now available to all employees and students at no cost.

Adobe Campus Agreement: <http://software.utah.edu/news/adb/etla/adobe-software.php>

Supported Products: <https://software-store.utah.edu/uofu/misc/osl/index.shop?vendorId=121>

CON IT Efficiency

Several innovations were adopted to help improve the efficiency of services provided by the CON IT department. The computer client management servers within the CON have been upgraded to support this new technology and continue to support imaging PCs, operating system patching, and software update control. The CON IT department has obtained a trial license to evaluate the potential of a more robust client management solution. Historically, the IT group has only provided support for Windows computers. The new software will allow the CON to provide support and management for Windows, Mac, and mobile clients from a single server. Mobile device management will be one of the new information security regulations in the coming years. This will help the CON to plan ahead and be prepared.

The CON IT department maintains an inventory of equipment within the CON, and has developed a database to associate all equipment with funding sources used for their acquisition. The CON IT department is now looking into changing our standard computer make and/or model to achieve higher computing power at similar cost to current hardware.

Information Security

In order to increase availability and to stay in compliance with new university information security regulations, some of the CON servers were moved to the Health Sciences new Downtown Data Center (DDC). The DDC environment is operated by university IT. The rest of the servers are still being housed in CON.

In compliance with directives from the University Information Security Office, the CON continues the encrypting of all portable computers and portable data storage devices. The CON IT department distributed an encrypted USB drive to all faculty and staff to encourage the use of secure Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) compliant portable data storage units. The CON IT department continues scanning and searching the CON network environment to address any potential HIPAA and FERPA compliance issues.

The CON IT team is in the process of testing next generation computing devices such as tablets, with an eye toward trends in computer usage, and the impact of regulations on use of such devices. The CON IT team completed the deployment of an in-house file sync solution (CON Cloud) to replace DropBox, to support information security policies. This service is now being offered to all CON staff and faculty.

Information Management

The CON IT team has been supporting information management in the CON; based on a semi-federated model. The CON IT team collaborates with administrative information coordinators for the *Dashboard* (workload and course management database). Development of Dashboard's web interface was cancelled because of security issues that were identified with the web interface. The academic programs office has added a data manager to assist with extracting reports for training grants and administrative reporting needs.

The Faculty Annual Report (FAR), Mission Based Management (MBM), and faculty web pages (*faculty profile*) are managed in collaboration with division support staff. The faculty annual review is implemented via a web-based system developed by health sciences human resources information technology team.

The CON IT information coordinator continues to collaborate with the development office and identified CON web team members for maintenance and updating of the CON's website. Inaugural efforts to launch a CON presence on the Health Sciences intranet (*Intercomm*) continue, as well, and the CON anticipates having a significant presence on the intranet within the next year.

Research data management is primarily provided by the statistics core faculty. Much of the CON's research data are managed in RedCap, housed and supported by the Center for Clinical and Translational Science. The CON IT department generally supports equipment purchases and infrastructure, but not content management, for research data. However, the CON IT department is collaborating with the research support team to digitize and encrypt a large volume of pre-existing research data files, in keeping with support of new information security office requirements.

FACULTY PRACTICE

Overview

The CON's practice plan and practice sites are essential to its academic, clinical and research missions, and exist to showcase excellence in advanced practice nursing and to support financial viability. In FY14, the faculty practice provided revenue totaling \$4,186,921 to the CON.

Faculty Practice Summary

Utah Department of Human Service Division of Juvenile Justice Services

From the year 2000 on, the CON has maintained a contract to provide healthcare services for five Utah juvenile justice facilities located in Salt Lake County along the Wasatch Front. In January 2014 a sixth facility, Farmington Bay Youth Center, was added. As of September 1, 2013 the CON's contract for the evaluation of six rural Juvenile Justice Services (JJS) facilities was not renewed secondary to inadequate funding of the Utah Department of Human Service (UDOH)/Division of Juvenile Justice Services (DJJS) budget. Over the past four years, CON/JJS faculty and staff have managed an increasing number of medically complex youth who are more often presenting with diagnoses such as diabetes, hypertension, and severe mental illnesses. This increased complexity was particularly apparent over the past fiscal year which saw a more than doubling of the emergency room visits without a significant increase in the average number of residents. Table 31 presents data from the juvenile justice system practice.

In July 2014 the CON will add four additional JJS facilities to the program and will negotiate a new contract inclusive of all ten facilities.

Table 31: Juvenile Justice System Statistics 2011 - 2013

	FY11	FY12	FY13	FY14
Average Residents per day	219	215	195	227
New Admissions	3,310	3,144	2,950	3,482
Sick Calls	10,138	9,984	10,507	10,688
Physical Exams	715	697	694	886
Patients sent to the Emergency Department	22	20	20	41

Contracted Positions

For FY14, the College of Nursing faculty practice has a total of twelve contracted positions which provide faculty practice opportunities and education sites for students in University of Utah outpatient clinics, Intermountain Healthcare clinical sites and independent clinics throughout the valley. Contracts are written to cover faculty salary and benefits, administrative and overhead costs, and for clinical incentive pay (CIP) to the faculty. Faculty practice clinical contracts are shown in Table 32.

Table 32: FY14 Clinical Contracts

Agency	Current Terms
Intermountain Healthcare Holladay Pediatrics – Psychiatric Nurse Practitioner	0.125 FTE
West Ridge Academy - Psychiatric Nurse Practitioner	0.4 FTE
Department of Pediatrics - Family Nurse Practitioner South Main Clinic and Christmas Box House	0.7 FTE
University Neuropsychiatric Institute and USTAR research project - Psychiatric Nurse Practitioner	0.75 FTE
Primary Children's Medical Center – PhD in Pediatrics	0.2 FTE
Planned Parenthood of Utah - Women's Health Nurse Practitioner	0.2 FTE
University of Utah Community Clinics - Psychiatric Nurse Practitioners	2.2 FTE
Wasatch Homeless Health Care, Inc, dba 4th St. Clinic - Psychiatric Nurse Practitioners	0.8 FTE
University of Utah Department of Obstetrics and Gynecology - Women's Health Nurse Practitioners	0.2 FTE
University of Utah Department of Internal Medicine, Division of Endocrinology at the Utah Diabetes and Endocrinology Center - Family Nurse Practitioners, Diabetes Researchers	0.4 FTE

Caring Connections

Katherine Supiano, PhD, LCSW, directs the Caring Connections: A Hope and Comfort in Grief program. Caring Connections is supported by Larkin Mortuary with a gift of \$25,000. The Larkin Charity Golf Classis also provided an additional \$9,000 in support. Caring Connections holds eight week grief groups three times per year with about 350 participants. Spanish groups were added this year. Training is provided for graduate students in nursing, social work and counseling, preparing students to serve as group co-facilitators. The cost of an eight week grief support group is \$50 with scholarships being offered to those who cannot afford this cost. About 60% of the participants are assisted with a scholarship.

Two new psychotherapy research studies were launched in fiscal year 2014 – one evaluating Complicated Grief Group Therapy in survivors of suicide (funded by The Group's Foundation for Advancing Mental Health and The Fahs-Beck Commonwealth Fund), and one evaluating Complicated Grief Group Therapy in bereaved dementia caregivers (funded by the National Alzheimer's Association).

Sudden and Unexpected Death books were printed and mailed to every elementary, secondary, and high school in the state of Utah, a total of about 1,300. This distribution was funded by the Cambia Foundation and the Clark L. Tanner Foundation. A program titled "Grief and the Holidays" was held in November with about 120 attending and was supported by the sponsor, Larkin Mortuary. A program titled "Seeds of Remembrance" was held in May with 100 people attending. Money from the Clark L. Tanner Foundation helped to support this event. Each issue of the Caring Connections quarterly newsletter is distributed to 500 through the mail and to over 3,500 electronically. Caring Connections has over 6,000 personal contacts per year.

Psychiatric / Mental Health

Ann Hutton, PhD, APRN, maintains a psychiatric/mental health nursing practice. She provides individual and family counseling services, and learning experiences for second and third year

psychiatric nurse practitioner doctor of nursing practice students. Katherine Supiano, PhD, LCSW maintains a counseling practice for those patients experiencing grief and loss.

Student Health Center

Four faculty practice at the University of Utah Student Health Center with direct salary support provided by the Vice President for Student Affairs. The Student Health Center is funded in part by student fees. This allows the center to provide specialized care and to charge less for services. Fees are charged for most of our medical care services, however many health promotion services are free. The center provides many services including acute and chronic care, sexually transmitted disease screening, immunizations for foreign travel, TB testing and screens for depression with referrals for low cost counseling as needed. The advanced practice nursing faculty at the student health center provide high quality care for students and their family members.

Sutter Health Graduate Assistant (SHGA) Program

The Sutter Health Graduate Assistant Program is a partnership between the CON and Sutter Physician Services a branch of Sutter Health, a large health care corporation based in Northern California. The CON hires registered nurse graduate students to work in a call center based in West Valley, UT. This call center utilizes standardized guidelines and procedures and Epic electronic medical record documentation. There are a variety of business lines serving multiple medical foundations within the Sutter Health network. There are day time and after hours lines which triage all types of patient phone calls and provide nurse advice, the provision of emergency room and hospital discharge call backs, and a hospice care line of business. The call center launched an obstetrics and gynecology (OB/Gyn) call line this year. The CON developed a training manual with six modules and provided two days of intensive training for the OB/Gyn business line. The program employs one faculty liaison who works with the advanced practice registered nurse (APRN) students in reviewing care and documentation for the promotion and development of critical thinking skills. The CON also employs a program director who manages the graduate assistants, orientation, scheduling and payroll as well as a nursing supervisor who works at Sutter and is in their organizational matrix.

BirthCare HealthCare (BCHC)

The CON's Certified Nurse-Midwifery (CNM) and Women's Health Nurse Practitioner (WHNP) faculty provide obstetrical and women's health care services at five University and University partner clinics. The midwifery specialty in the Doctor of Nursing Practice program affiliated with the BCHC faculty practice is ranked 8th in the nation. The BCHC faculty pride themselves on practicing and promoting evidence-based models of health care. The quality of care is enhanced by midwife led continuity of care, minimal interventions, and integration within the health system which provides collegial relationships enhancing shared respect and trust with the faculty members in the Department of Obstetrics and Gynecology.

All pregnant patients who receive care through BCHC deliver at University of Utah Hospital. In FY13 BCHC delivered 432 babies. In FY14, members of the faculty practice delivered 379 babies. See Table 33. The decrease can be attributed to: (1) the loss of CNM FTE (2) the relocation of the Ellis R. Shipp practice, which resulted in a reduction from three examination rooms operating five days per week to one examination room operating three days per week, and a decrease in births from 116 in FY13 to 74 in FY14 and (3) a decrease in teen pregnancy rates for the state of Utah. Our Teen Mom Clinic has sustained a continual decrease in teen deliveries from 123 births in FY11 to only 59 births in FY14. This is in line with statewide decrease over the past three years in teen birth rates and rapid repeat teen pregnancies. Quality metrics for BCHC can be seen in Table 34.

Table 33: BCHC Births FY 12 – FY 14

Clinic	FY12	FY13	FY 12-13 Difference	FY14	FY 13-14 Difference
Ellis R. Shipp and Hartland	180	116	-64	74	-42
Teen Mom Clinic	93	80	-13	59	-21
Madsen and Clinic 4	251	236	-15	212	-24
South Jordan Health Clinic	0	0	N/A	34	34
Total Births	524	432	-92	379	-53

Table 34: BCHC Quality Metrics

Metric Rates	United States	Utah	University Hospital	BCHC Midwives
Primary C-section	21.5%	14.1%	14.4%	7.4%
Neonatal Intensive Care Admission	14.4%	14%	Unknown	1%
Preterm Birth rate	11.5%	10.2%	Unknown	4.1%

Source: 2012 National and State Sources: March of Dimes PeriStats and Childbirth Connection, University of Utah statistics are from 2013 internal quality measures.

Ellis R. Shipp (ERS) Clinic / University Neighborhood Partners (Hartland)

The contract with the Salt Lake Valley Health Department (SLVHD) to provide women's health services at the Ellis R. Shipp (ERS) Clinic was terminated July 31, 2013 due to the county's continued efforts to raise the rent and allocate additional costs to the BCHC practice. The ERS patients were transitioned to the new University Neighborhood Partners "Hartland" clinic, a hospital clinic for Ob/Gyn Care called, "Clinic 4", Madsen Clinic, South Jordan Health Center or to a provider of their choice. The current one room Hartland clinic represented 19% of the total BCHC revenue collected in FY14.

Teen Mother and Child Program (TMC)

The CON provides services for TMC prenatal patients in a fee for service model. In this interdisciplinary model of service, the Department of Pediatrics provides all pediatric care to the children of TMC patients and the BCHC faculty practice provides all peri-partum, family planning and gynecologic care for the TMC population. Teen Mom clinic represented 13% of the total BCHC revenue collected in FY14. Salt Lake Valley Health Department (SLVHD) has terminated the contract with the South Main University providers as of December 31, 2014. The CON is partnering with the University of Utah Department of Pediatrics to negotiate with SLVHD for a renewal of this contract.

Clinic 4, Madsen Clinic and South Jordan Clinic

BCHC opened a 5th clinical site in mid-September 2014 at the new South Jordan Health clinic. South Jordan, Clinic 4, and the Madsen Clinic primarily serve a commercially insured and Medicaid population. These three clinics represent approximately 68% of the total BCHC revenue collected in FY14. The transition from Ellis R. Shipp Clinic to Hartland and the opening of the South Jordan clinic site have resulted in a 20% increase for commercial payment over the last two years. Figure 14 displays the BCHC payer mix for fiscal year 2014.

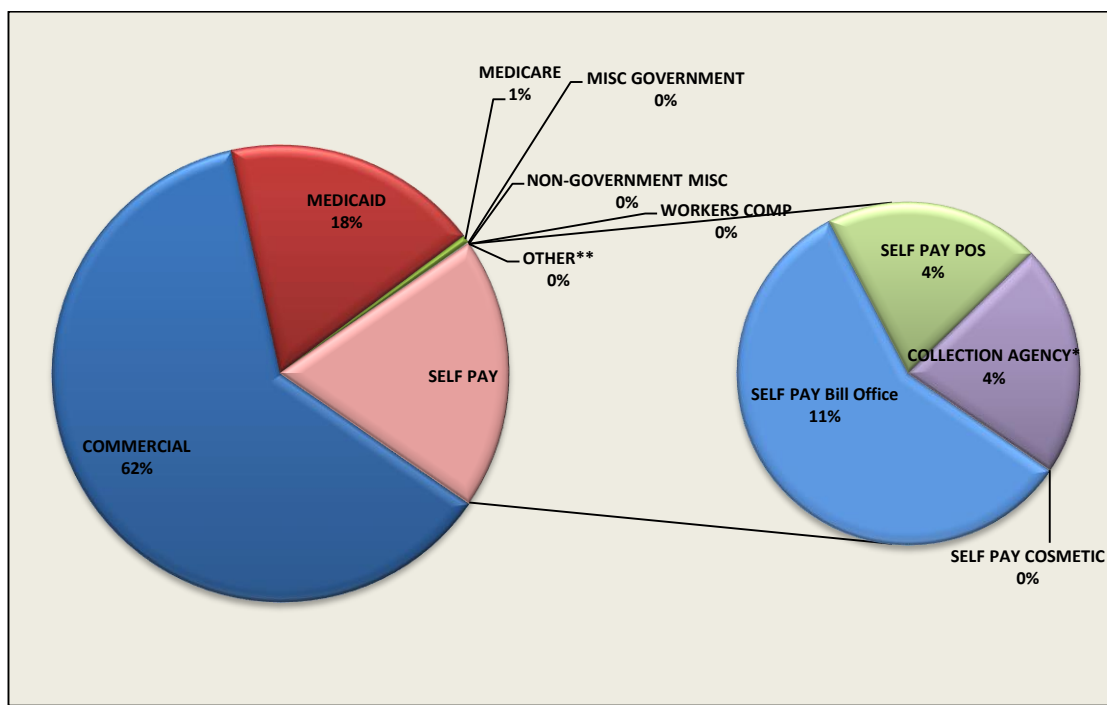


Figure 14: BCHC Payer Mix: FY 2014

OFFICE OF ADVANCEMENT

The Office of Advancement is charged with creating understanding and seeking support from various constituencies in order to secure resources and to advance the mission of the CON. This is accomplished through fund-raising activities, stewardship, communications, and forming partnerships with alumni and friends of the CON.

Alumni Association Activities

In the fiscal year 2014, the number of members serving on the CON's Alumni Association Board of Directors expanded to include six new members. The total membership is now ten alumni (Jody Osteyee, Ben Becker, Deena Lofgren, Antonio Bucio, Annette Crowley, Amy Dellenbach, Lynn Elstein, Katrina Jensen, Vanessa Laurella, and Robin Phillips); two community representatives Chris Johnson (IASIS Healthcare) and Gail McGuill (Shriner's Hospital); two faculty representatives (Lynn Hollister and Brenda Luther), and one student representative from the Student Advisory Committee (SAC), co-president Zack Huston. With the expanded board, four committees were formed to better enhance the initiatives and to further advance the mission of the Association. The committees are the Executive Committee, Alumni and Community Engagement Committee, Student Programs Committee, and Honors for Nursing Committee.

Alumni Events

- **Alumni Board Pancake Breakfast for Graduating Students.** In July, December, and April volunteer board members prepared pancakes or served pies for the graduating students.
- **Alumni and Healthcare Providers 'Meet the Dean' Event.** On October 10, 2013 Dean Morton was able to meet with alumni and nurses working throughout the Salt Lake Valley to introduce herself, share her national experience, and describe her vision for the college.
- **Honors for Nursing Annual Recognition Event.** The annual Honors for Nursing event was held May 12, 2014 at Little America Hotel. More than 300 attended the event, and more than 700 individual recognitions were awarded. University of Utah Healthcare and Intermountain Healthcare were presenting sponsors at the \$10,000 level. This year, two additional Presenting Sponsors provided support at the \$10,000 level – MountainStar Healthcare and IASIS Healthcare. The event raised \$33,000 in proceeds which will go toward undergraduate scholarships.
- **Dare to Care Award.** Dianne Fuller, DNP, APRN, FNP-C, founding director of Salt Lake Sexual Assault Nurse Examiners (SLSANE), received this year's Dare to Care Award.

Alumni Programs and Initiatives

- **Mock Interviews.** A collaborative effort between experts at the University of Utah Career Services, College of Nursing Alumni and Faculty teaching (Lynn Hollister, Connie Madden and Carolyn Scheese) in NURS 4155- Clinical Capstone course, led to an innovative Job Simulation activity for all students in their final semester. Career services staff provided study materials and presented two course lectures to prepare the students. After training, alumni conducted individual behavioral interviews with capstone students, followed by feedback on their performance. The interviews took place in the Career Services office and students were expected to demonstrate professional behaviors just as they would during an actual interview. Students rated this simulation activity as very helpful in preparing them as they neared graduation.
- **Mentor Program.** The Alumni Engagement Committee created a new mentoring program for alumni who are interested in networking and advancing their careers.
- **Student Emergency Fund.** The Student Programs Committee created a student emergency fund to provide assistance to nursing students who find themselves in unforeseen circumstances that impede their education.

- **Alumni Notes e-Communication.** The new *Alumni Notes* e-communication, highlighting the activities of the Alumni Association and the CON, was developed and is delivered quarterly to more than 4,000 alumni and friends of the college.
- **News/blog Feature on Website.** A blog/news feature was created this past year to highlight key CON news features and announcements.
- **Annual Phonathon.** The phonathon dollars raised for the fiscal year 2014 was \$17,348.

Development and Fundraising

Specific Activities/Major Accomplishments of Development Board and Advisory Council

During 2013-2014, the CON held the first Joint Advisory Council and Development Board meeting at the Alta Club where all members came together for a reception and presentation by Dean Trish Morton. As chairs of each board, Tim Dee and Jane Coats led the meeting and Carl Laurella hosted a dinner following the meeting for Trish and her spouse John to meet key members of each board.

Two new members joined the Development Board: Liz Warner, community volunteer and foundation owner, and Mary Wilkes Short, RN specialized in Care Management and owner of a healthcare consulting company. All members gave an annual gift of \$1,000.

Development Events

This year in order to raise funds for the College of Nursing, it was vital that the dean be introduced to the major stakeholders and make them aware of the college's needs as well as the dean's initiatives. In 2013 – 2014, each event was designed to meet the needs of a specific audience, to capitalize on the opportunity of welcoming a new dean, and to 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 CON. Events that were held this year included:

- Student Meet the Dean Event - Lunch and an informal but energetic interaction with students and the dean was held on September 5, 2013.
- Joint Advisory Council and Development Board – On September 11, 2013 Dean Morton talked about “Why Utah” and her vision for the CON.
- Faculty and Staff Family BBQ – On September 12, 2013 the faculty and staff invited their families to visit the CON and meet the new dean.
- Film and Discussion on Healthcare Reform – On September 17, the CON hosted the premier of the film *Escape Fire* and Dean Morton was a part of a panel with Dr. Mike McGill to answer questions about where Utah is positioned in Healthcare Reform.
- Presentation to the Health Sciences Joint Councils – Another film, *Crash Reel*, was shown at the college on September 26, 2013 featuring Kevin Pearce a professional snowboarder who survived a brain injury with the help of a U of Utah brain surgeon.
- Lawson Fellows Lunch – The CON hosted an annual luncheon on October 1, 2013 with Father Rick Lawson and the students he has supported throughout the year with scholarship funds.
- Thanksgiving Open House – As the final “Meet the Dean” event of the year, Dean Trish Morton was able to meet donors and community leaders who she had not yet met at an open house on November 21.
- Alumni Breakfast in Washington, D.C. – While at the American Association of Colleges of Nursing Conference in March in Washington D.C., Dean Trish Morton was able to meet alumni who have been instrumental in implementing our student Washington, D.C. Policy Experience.
- Individual Donor Meetings – The first half of the year, the Office of Advancement focused on having Dean Morton meet as many of the CON's constituents as possible. The second half of the year focused more on one-on-one meetings with key donors including: Annette Cumming,

Rick Lawson, Tim Dee, Judy Wolfe – who established a scholarship, and Dick and Timmy Burton – who gave \$40,000 to support the Care Management Program.

Women Interested in Nursing (WIN) Seminars

The WIN Fall Seminar on October 22 was titled *Nourishing the Roots of Positive Physical and Mental Health*. EILois Bailey, MSN, PMHNP-BC talked about how stress, nutritional patterns, and inflammation affect a person's mood and how supplements can help or hurt mind-body health. On March 17, 2013, the WIN Spring Seminar - *Silver Tsunami: Baby Boomers Redefining Aging*. Panel included: Drs. Ginette Pepper, Patricia Berry, Kara Dassel and Mike Caserta, all leaders in Gerontology and Geriatric Nursing.

Caring Connections Events

- The 2013 Larkin Charity Golf Classic was held on August 28, 2013.
- On November 18, 2013 - *Grief and the Holidays: Just Like a Snowflake, Each Grief Journey is Unique* featuring Peggy Fletcher Stack with music by the Pike family.
- On May 14, 2013 – *Seeds of Remembrance: Grieving Toward a Hopeful Tomorrow* featured Reverends Eunsang Lee and Yvonne Lee, music by D.J. Jones/Sonja Sperling.

Foundation Giving - Proposals Funded

- George S. and Dolores Doré Eccles Foundation: \$390,000 to fund fellowships (over three years).
- C. Scott and Dorothy E. Watkins Foundation: \$65,000 to fund CON Scholarships.
- Dick and Timmy Burton Foundation: \$30,000 to fund Care Management Master's specialty.
- Dick and Timmy Burton Foundation: \$10,000 to fund clinical faculty.
- Marriner S. Eccles Foundation: \$15,000 for one fellowship.
- R. Harold Burton Foundation: \$15,000 for one fellowship.
- The Castle Foundation: \$4,000 for Gerontology Scholarships.
- Henry W. and Leslie M. Eskuche Foundation: \$2,500 for Care Management Scholarships.
- Educational Resource Development Council: \$5,000 for Ghana Global Health Scholarships.
- Jonas Center for Nursing Excellence: \$50,000 for Jonas Nurse Leaders Scholar Program.

Proposals Pending

- Sorenson Foundation: \$10,000 to fund Health Education.
- Dee Foundation: \$10,000 - 30,000 to fund one to three clinical faculty members.

Communications and Public Relations

Communications for the Office of Advancement and CON was managed by Katie Schrier until her resignation effective March 2014. Below are a few key communications:

- Excellence Newsletter: Summer and fall editions.
- Advanced Practice Clinician Council Newsletter: Summer and fall editions.
- Caring Connections Newsletter: Produced four times a year, group fliers, and event mailers.
- Annual Magazine featured a welcome from the dean, the care management master's specialty, a DNP student, and Utah's Medicaid program, Dr. Lauri Linder and her research on the use of technology, the Washington, D.C. Student Policy Experience, and Alumni Board activities.
- Additional general communications and public relations initiatives included an announcement about Dean Trish Morton joining the college, Dr. Ginette Pepper's Lifetime Achievement Award, Dr. Kathleen Mooney's Distinguished Professorship, Dr. Mike Caserta's Pioneer Award, and the T32 Training Grant.

DIVISION OF ACUTE AND CHRONIC CARE

Overview and Actions

Division Chair: Alexa Doig, PhD, RN, Associate Professor

As of July 2013, the Division of Acute and Chronic Care (ACC) has 46 faculty.

Full Time: 31 – Tenured: 7, Tenure Track: 6, Career Line: 18 (Clinical Track: 16, Research Track: 2)

Part Time: 15 – Tenured: 1, Clinical: 13, Research: 1

Division faculty retirements and resignations:

- Dr. Patricia Berry, Associate Professor, resignation
- Shannon Burton, Assistant Professor (Career Line), retirement
- Jacqueline Hardy, Instructor (Career Line), resignation
- Dr. Donna Richards, Associate Professor (Career Line), resignation
- Tamara Melville, Assistant Professor (Career Line) resignation

Division faculty phased retirements:

- Dr. Ann Hutton, Assistant Professor (phased retirement ends June 2015)
- Dr. Thomas Mansen, Associate Professor (phased retirement ends June 2015)

Division faculty changes in rank or status:

- Sharifa Al Qaaydeh - promoted to Assistant Professor (Career Line)
- Katie Baraki - promoted to Assistant Professor (Career Line)
- Dr. Melody Krahulec - promoted to Assistant Professor (Career Line)
- Madeline Lassche - promoted to Assistant Professor (Career Line)
- Dr. Kathleen Mooney promoted to the rank of Distinguished Professor at the University of Utah

Division faculty new hires:

- ElLois Bailey, Instructor (Career Line)
- Dr. Sheila Deyette, Assistant Professor (Career Line)
- Dr. Beverly Patchell, Assistant Professor
- Dr. Denise Reeves, Assistant Professor (Career Line)

Research and Scholarship

According to division travel fund disbursement, 16 requests were filled for travel to professional meetings to present their scholarly work. Dr. Ginette Pepper received a lifetime achievement award from the University of Colorado Alumni Association and was inducted as a fellow to the Gerontological Society of America in recognition of her distinguished research career in geriatric nursing. Dr. Lee Ellington and Dr. Alexa Doig were newly appointed as NIH research grant reviewers. The local chapter of Sigma Theta Tau recognized Katie Baraki and Sharifa Al Qaaydeh with the 'Rising Star' research award for new researchers. At the health sciences level, Dr. Deanna Kepka was awarded a KL2 research development award. Two faculty members received intramural funding for teaching grants. Four members remain enrolled in the college's PhD program, and one enrolled in the college's MS-DNP program. Table 35 shows the number of faculty scholarship activities in academic years 2011 through 2013. As shown, the 2013-14 academic year shows slight improvement in the number of scholarship activities for faculty represented as authors/co-authors on books or book chapters.

Table 35: Faculty Scholarship Activities in Academic Years 2011 through 2014

ACC Faculty Scholarship Activities	2011-2012	2012-2013	2013-2014
Faculty represented as authors/co-authors on journal publications	53	72	56
Faculty represented as authors/co-authors on presentations or posters	118	118	118
Faculty represented as authors/co-authors on books or book chapters	0	0	7

Teaching

Division members continue teaching across academic programs and in clinical, simulation, laboratory, and didactic settings. The local chapter of Sigma Theta Tau recognized faculty excellence in education to Dr. Katherine Sward. The University of Utah recognized Lynn Hollister Sherry Evershed, Diane Kiuahara, and Sara Hart for their contributions to community-engaged learning and Lynn Hollister of these faculty was honored with a regional philanthropy award. Dr. Alexa Doig received a teaching award from the School of Medicine. Three division faculty, Drs. Donna Richards, Pamela Hardin and Alexa Doig, were appointed to the University of Utah Academy of Health Sciences Educators.

Faculty Mentorship and Development

The Succeeding in your Nursing Academic Program (SNAP) formalized group mentoring effort continued in its third year and became a more formalized cross-division collaborative effort. Division members new to the career-line and those who had yet to benefit from formal mentoring were included. Informal evaluations suggest SNAP benefitted faculty participants by increasing their understanding of criteria for effectiveness and excellence at rank and their access to resources to improve scholarship and teaching performance.

Enhanced mentoring for adjunct faculty and Veterans Affairs Nursing Academy Program faculty was implemented through individual and group mentoring with the Division Chair.

Recommendations

- Division chairs provide input to faculty engagement/satisfaction surveys at the Health Sciences or University level.
- Continue ongoing development and mentoring programs.
- Strengthen policies and procedures that identify divisions as the faculty center for development, career planning, and resource management.

DIVISION OF HEALTH SYSTEMS AND COMMUNITY-BASED CARE

Overview and Actions

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

As of July 2013, the Health Systems and Community-based Care (HSCBC) Division was comprised of 50 faculty.

Full Time: 40 – Tenured: 5, Tenure Track: 5, Career Line: 30, Research: 0

Part Time: 10 – Tenured: 0, Tenure Track: 0, Career Line: 8, Research: 2

Division faculty retirements and resignations:

- Tiffany Lundeen, Instructor (Career Line), resignation
- Jennifer Rolley, Instructor (Career Line), resignation

Division faculty changes in rank or status:

- Dr. Amanda Al-Khudairi - promoted to Assistant Professor (Career Line)

Division faculty new hires:

- Lisa Barnes, Instructor (Career Line)
- Dr. Kara Dassel, Assistant Professor (Career Line)
- Julie King, Instructor (Career Line)
- Dr. Nancy Allen, Assistant Professor

Research and Scholarship

According to travel fund disbursement, 19 requests were filled for travel to professional meetings for scholarly presentations. Dr. Michael Caserta received the Pioneer Award from the Utah Aging Alliance. Faculty receiving national awards included two awards to Dr. Jia-Wen Guo: a Research Career Development Award from the Oncology Nursing Society Foundation, and the Theresa S. LaPlante Research Award from Sigma Theta Tau International. Recognition for Individual Contributions to Maternal Child Health was awarded to Dr. Leissa Roberts by the National Perinatal Association. Dr. Gwen Latendresse was inducted as a Fellow in the Association of Certified Nurse Midwives. One faculty member received national recognition for teaching: Jessica Nelson was awarded the Association of Certified Nurse Midwives Foundation Excellence in Teaching Excellence in Teaching Award. Two faculty were honored as Alumni Legacy Leaders by Indiana University School of Nursing: Drs. Jennifer Clifton and Mollie Cummins.

Dr. Jane Dyer was awarded the Belle Spafford Endowed Chair in Social Work at the University of Utah. A state-level award was given to Dr. Pamela Phares for Leadership in Research Excellence by the Utah Nurse Practitioners. The local chapter of Sigma Theta Tau recognized faculty excellence in mentorship with an award to Dr. Katherine Sward, excellence in research with an award to Dr. Mollie Cummins, and excellence in leadership with an award to Dr. Barbara Wilson. The University of Utah awarded Dr. Sara Hart the Bennion Center Community Engaged Learning Faculty Fellow Award in recognition of her contributions to community-engaged learning.

At the health sciences level, Dr. Jane Dyer was awarded a competitive Vice President's Clinical and Translational Research Scholar Award. Dr. Linda Edelman was awarded a Health Sciences Quality Improvement Scholar Program opportunity. At the college level, the following faculty received peer recognition in the 2013 awards ceremony: Dr. Stephanie Richardson, Excellence in Teaching, Dr. Janice Morse, Excellence in Research and Scholarship, Dr. Jackie Smith, Faculty Spirit Award, and Dr. Sue Chase-Cantarini, Excellence in Service. Two division members graduated from the DNP

program, and one remained enrolled in the program. Table 36 summarizes the scholarship activities of the division faculty.

Table 36: Faculty Scholarship Activities in Academic Years 2011 through 2014

HSCBC Faculty Scholarship Activities	2011-2012	2012-2013	2013-2014
Faculty represented as authors/co-authors on journal publications	70	42	42
Faculty represented as authors/co-authors on posters, presentations or panels	82	67	99
Faculty represented as authors/co-authors on books or book chapters			10

Teaching

Five division members were active on extramurally funded teaching projects. Division members continue to teaching across academic programs and in clinical, simulation, laboratory, and didactic settings. Two faculty members were appointed to the University of Utah Academy of Health Science Educators, Drs. Stephanie Richardson, Susan Chase-Cantarini. Dr. Patricia Murphy was appointed to the Academy of Health Science Educators as a Distinguished Fellow. Dr. Stephanie Richardson was awarded the Higher Education Teaching Specialist designation by the University of Utah Center for Teaching and Excellence.

Faculty Mentorship and Development

The Succeeding in your Nursing Academic Program (SNAP) formalized group mentoring effort continued in its third year and became a more formalized cross-division collaborative effort. Division members new to the career-line and those who had yet to benefit from formal mentoring were included. Informal evaluations suggest SNAP benefitted faculty participants by increasing their understanding of criteria for effectiveness and excellence at rank and their access to resources to improve scholarship and teaching performance.

STAFF

New Staff (20)

Eden Bennett	Associate Director of Development	Advancement
Nicole Brant	Academic Advisor	Student Services
Susie Christiansen	Program Manager	Faculty Affairs
Karen Dalpias	Clinical Nurse	Faculty Affairs
Susan Dalton	Administrative Assistant	ACC
Shannon Effler	Study Coordinator	Research
Joni Hamblin	Clinical Nurse	Faculty Practice
Juliette Herrera	Information Coordinator	Faculty Practice
Josephine Ishaya	Manager, Outpatient Clinic	Faculty Practice
Sonja Jensen	Program Manager	Student Affairs
Sheri Kerr	Executive Assistant	Academic Programs
Althea Martinez	Clinical Nurse	Faculty Practice
Jennie Noren	Director, Healthcare Clinical	Faculty Practice
Kevin Runolfson	Assistant Dean	Finance
Deidre Schoenfeld	Project Administrator/Scholarships & Funding	Student Services
Michelle Seegmiller	Administrative Assistant	HSCBC
Courtney Smith	Clinical Nurse	Faculty Practice
Stephanie Wallace	Coordinator, Patient Services	Faculty Practice
Megan Warren	Program Manager	Research

BUDGET

Revenue

Figure 15 shows that fiscal year (FY) 2014 was a strong financial year for the College of Nursing. Overall, the college saw a 9.7% growth in revenue from fiscal year 2013. The majority of the revenue increases occurred in state allocated funds (including tuition) (11.2% increase over FY 2013), operations/practice (6.0% increase over FY 2013), grants and contracts (13.1% over FY 2013), and gifts (16.7% over FY 2013).

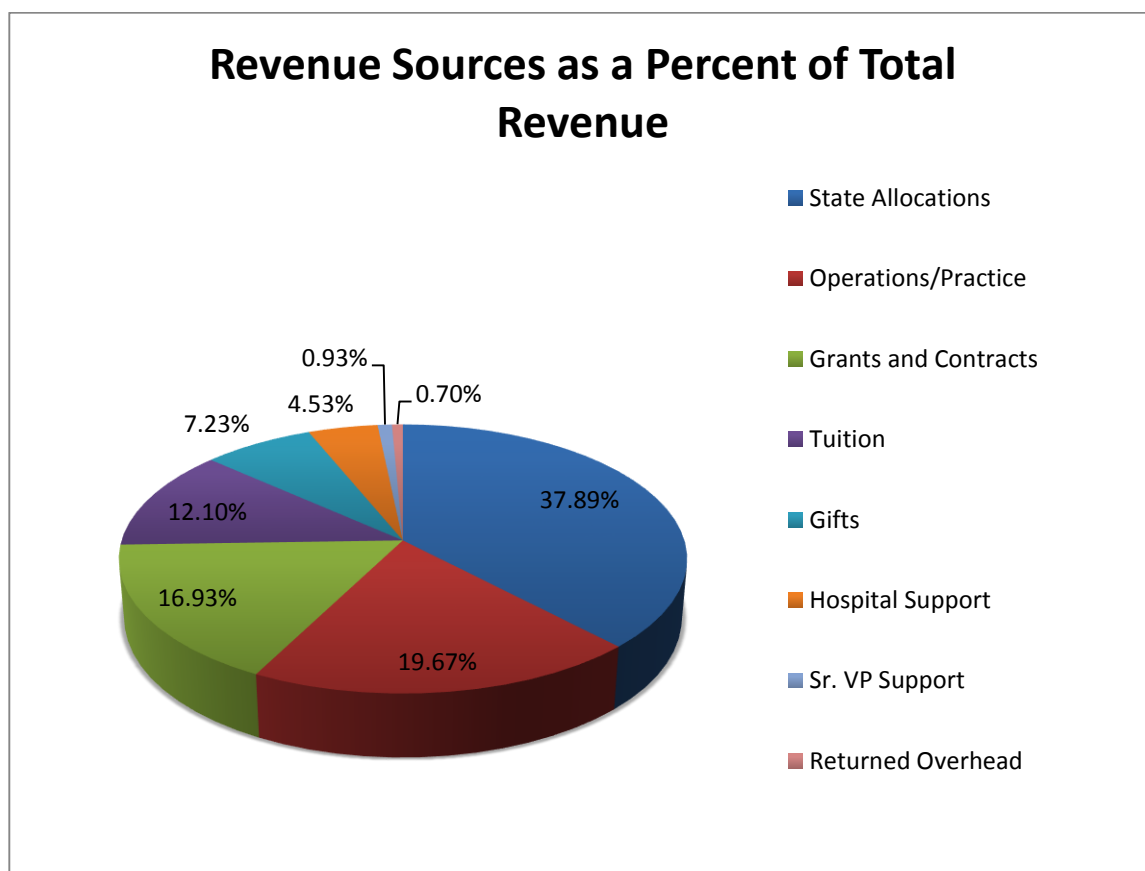


Figure 15: CON Revenue Sources for 2014 Fiscal Year

Expenditures

Figure 16 shows that fiscal year 2014 saw an overall expense increase of 7.8% with salaries and benefits increasing 7.3% over FY 2013. Because of the significant growth in gifts, the College of Nursing was able to award \$160,150 more in scholarships than in FY 2013.

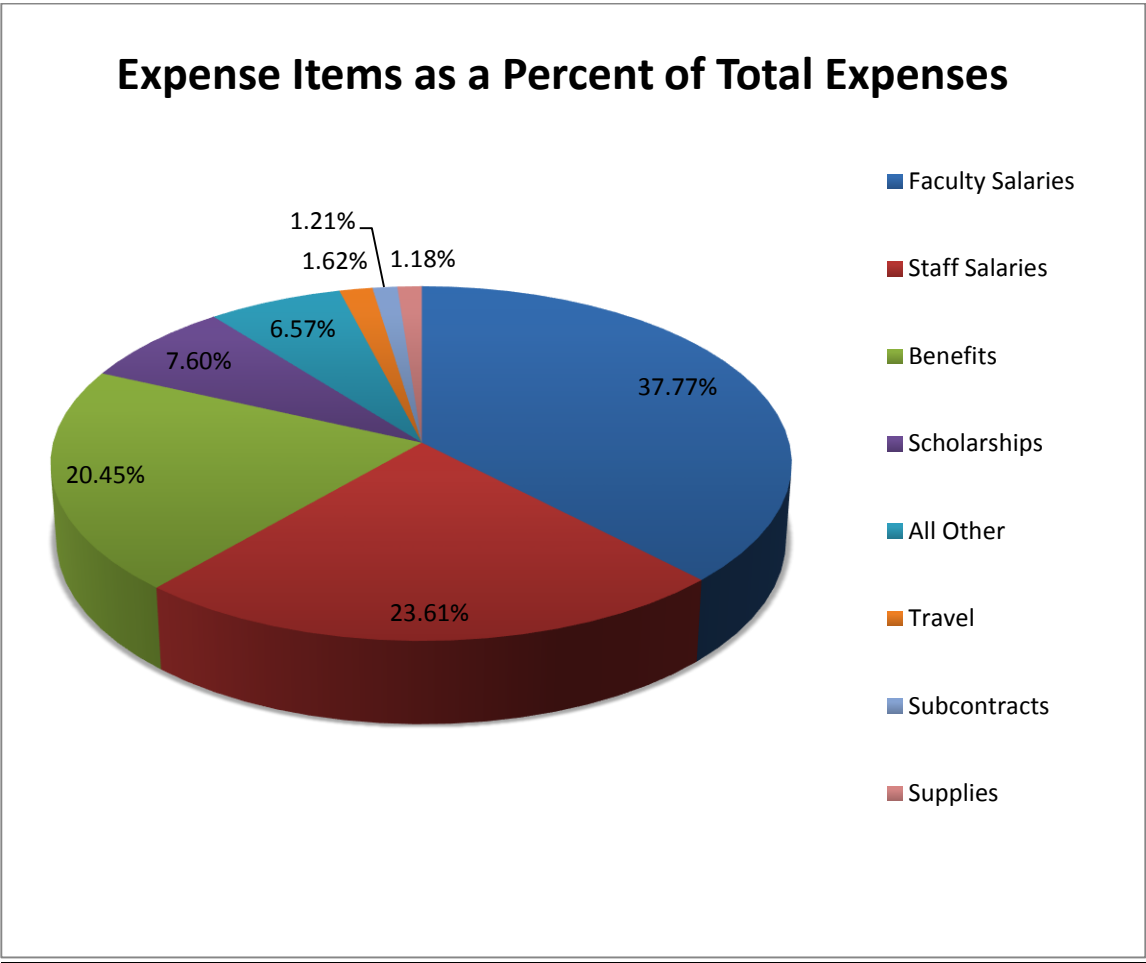


Figure 16: CON Expenditure Items for 2014 Fiscal Year