UNIVERSITY OF UTAH COLLEGE OF NURSING

2014 - 2015
Annual Report

UNIVERSITY OF UTAH
COLLEGE OF NURSING

TABLE OF CONTENTS

Annual Report 2014 – 2015

Dear Friends and Colleagues of the College of Nursing:

I am honored to share a review of how we have advanced the mission of the College of Nursing in 2014 – 2015. Preparing this report has given me the opportunity to reflect on our accomplishments in education, student enrollment, faculty practice, research, community outreach and individual faculty and staff achievements.

This year, we have expanded our student enrollment, reached out to other disciplines and the larger community around us, increased flexible learning opportunities for graduate students and boosted research prospects for our nurse scientists.

For our undergraduate students, we have restructured the undergraduate nursing curriculum, with expanded clinical rotations in pediatrics, obstetrics, adult health, community, and mental/behavioral health nursing. Faculty implemented a full-time option for RN to BS students, allowing students to complete their degrees in two semesters. And with the help of our colleagues at University of Utah Health Care, we have expanded enrollment in the baccalaureate program in a step toward meeting the Institute of Medicine's recommendations to combat the nationwide nursing shortage.

We continued to reach out to the community around us. Gerontology faculty visited several main campus classes to introduce the option of a gerontology minor to undergraduate students. And we expanded our Juvenile Justice Services contract to provide nurses at 10 sites, added a psychiatric nurse practitioner practice at the South Jordan Center and added teaching opportunities for Veterans Affairs staff as part of a Veterans Administration Nursing Academic Partnerships in Graduate Education (VANAP-GE) grant to increase recruitment and retention of Psychiatric Mental Health Nurse Practitioners. We have several inter-professional research teams working on projects ranging from studying adverse health impacts on cancer caregivers to developing distance learning programs for PhD students. And four of our faculty members are participating in the Senior Vice President's Clinical and Translational (VPCAT) research mentoring program.

Finally, we increased grant submissions by 48 percent between 2012 and 2015, and boosted the number of grants awarded by 220 percent over the same period – from five to 16.

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

Sincerely,

Patricia Gonce Morton

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 in the College of Nursing (CON) achieved during the 2014-2015 academic year:

Education:
- The University of Utah's Teaching & Learning Technologies (TLT) for UOnline programs awarded teaching grants to the Gerontology Interdisciplinary Program (GIP) and the RN to BS specialty track in the undergraduate program.
- The Health Resources and Services Administration (HRSA) awarded an Advanced Education Nursing Traineeship (AENT) to provide funding for Primary Care Advanced practice students -- including Family Nurse Practitioner (NP), Adult/Gerontology NP, Women's Health NP, Nurse Midwifery, and Psychiatric Mental Health NP students. A total of 23 NP students each received $27,500 over a two-year period to offset educational expenses.
- The U.S. Veterans Administration provided a Veterans Administration (VA) Nursing Academic Partnerships in Graduate Education (VANAP-GE) grant to increase VA recruitment and retention of high-quality Psychiatric Mental Health Nurse Practitioners (PMHNPs) through enhanced clinical experiences for College of Nursing (CON) students, expanded teaching opportunities for VA staff, and the development of a post-graduate residency program.
- Faculty finalized and approved a revised undergraduate nursing curriculum in 2014-2015, with full implementation to start in fall 2015, including restructuring clinical rotations in pediatrics, obstetrics, adult health, community, and mental/behavioral health nursing.
- Faculty combined previously separate cohorts of 'traditional' undergraduate students and 'accelerated' undergraduate students (those with a previous bachelor's degree) to create two blended cohorts. Each cohort will have four sequential semesters (no summers off) and two start times (fall and spring) beginning in fall 2015.
- The CON expanded the Nursing Early Assurance Program (NEAP) to include freshmen honors students who declare nursing as their major, and freshmen students from the NEAP program. The new cohort – Freshmen Admission Nursing Students (FANS) – includes 25 students provisionally admitted in fall 2015. Pending their ability to maintain admission requirements, they will enter as juniors in the baccalaureate program in fall 2017 or spring 2018.
- The RN to BS specialty track in the undergraduate program added an additional cohort, with admissions now in both summer and fall semesters, and implemented a full-time option, where students can complete their bachelor of science in two semesters. Plans are underway to add a spring semester cohort in 2016, so admission to the RN to BS program can occur each semester.
- The CON developed and approved five new transcripted certificates, including: Nurse Midwifery, Women's Health NP, Family NP, Adult/Gerontology Acute Care NP, and Nursing Education.
- The Gerontology Interdisciplinary Program hosted the first alumni/Sigma Phi Omega (the national academic honor and professional society in gerontology) event at the CON.

3

- Faculty developed and implemented new graduate preceptor orientation materials including: a video on successful tips for becoming an effective preceptor; standardized preceptor and clinical site evaluation forms; automated electronic preceptor forms to ensure preceptors are experientially and academically qualified for their role; and clearly defined expectations of the preceptor, faculty, and student during clinical placement experiences.
- Faculty reviewed and revised program completion outcomes for the Doctor of Nursing Practice (DNP), Master of Science in Nursing, and Bachelor of Science programs.
- Faculty mapped essentials from the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF) to each specialty track program of study in the DNP program.
- GIP faculty visited several beginning-level courses at the University of Utah main campus to introduce the option of a gerontology minor to undergraduate students.
- Four undergraduate nursing students attended the Hinckley Institute of Politics' Capital Encounter in Washington, D.C, including a health policy-intensive experience with U.S. Sen. Orrin Hatch's policy staff and an open forum led by Dr. Maureen Henry, CON PhD alumna and research scientist at the National Committee for Quality Assurance (NCQA).
- Alumni completed new surveys for all academic programs, including: traditional undergraduate, RN to BS, Master of Science in Nursing, GIP, DNP, and PhD.
- The CON hosted the first *Preceptor Recognition Event* at the University of Utah Officers Club, where graduate and community preceptors for all academic programs were recognized for their service to students.
- The University of Utah Diversity Advisory Council provided a grant in April 2015 to bring in Dr. Mary Lou de Leon Siantz, PhD, RN, FAAN, professor at the Betty Irene Moore School of Nursing, for two special presentations. Dr. De Leon Siantz discussed social determinants of health and transformational research, which engages interdisciplinary teams and community partners. More than 100 students, faculty and community partners representing multiple disciplines and agencies attended her presentations.
- Over 50 health sciences high school career counselors from all nine school districts along the Wasatch Front attended the first "Educate the Educators" event, where counselors were given information on nursing programs and educational requirements, a chance to participate in simulation drills in the Intermountain Simulation Learning Center, and hear from a pre-professional career advisor (for high school students seeking health-related majors in a field other than nursing).
- The following CON faculty received new administrative appointments:
  - Dr. Pamela Hardin, Assistant Dean for the Master of Science in Nursing and Doctor of Nursing Practice Programs
  - Dr. Connie Madden, Assistant Dean for the Baccalaureate Program
  - Dr. Julie Balk, Executive Director for Nurse Practitioner Education
  - Maddie Lassche, Executive Director of Simulation
  - Dr. ElLois Bailey, Specialty Director of Psychiatric Mental Health NP
  - Dr. Gwen Latendresse, Specialty Director of Nurse Midwifery
  - Dr. Rebecca Wilson, Specialty Director of Nursing Education, Master of Science Program
  - Dr. Margaret Clayton, Assistant Dean for the PhD Program

Research:
- Four faculty members are participating in the Senior Vice President's Clinical and Translational (VPCAT) research mentoring program.
- Faculty increased grant submissions by 48% between Fiscal Year 2012 and Fiscal Year 2015 – from 25 to 37.
- The CON's number of grant awards increased by 220% between Fiscal Year 2012 and Fiscal Year 2015 – from 5 to 16.
- Grant submission funding success rates grew from 12% in Fiscal Year 2012 to 33% in Fiscal Year 2014.
- Faculty submitted two center grant proposals (type U) to the National Institutes of Health's National Institute of Biomedical Imaging and Bioengineering (NIBIB) collaboratively with the University of Utah's Departments of Biomedical Informatics, Pediatrics, Electrical & Computer Engineering, Chemical Engineering, Atmospheric Sciences, and the Scientific Imaging & Computer Institute.
- Faculty submitted one center grant proposal (type P) to the National Institutes of Health's National Institute of Child Health & Human Development (NICHD) collaboratively with the University of Utah Departments of Obstetrics and Gynecology and Family and Preventive Medicine.

Practice:
- Faculty practice for the Juvenile Justice Services contract expanded from six to 10 sites.
- The CON expanded faculty practice sites to include three departments/divisions within the School of Medicine as a mechanism to increase revenue, expand student placement opportunities, and provide professional development and mentoring.
- Dr. Pamela Phares was named the Program Director for the Utah Diabetes and Endocrinology Center's Diabetes and Heart Disease Prevention Program.
- The CON developed a Nurse Midwifery Fellowship program to fund two certified nurse midwifery fellows in Fiscal Year 2016.
- Faculty initiated a new contract with Cornerstone Programs to provide a Psychiatric Advanced Practice Nurse (APRN) at the Farmington Bay Youth Center.
- The CON successfully negotiated the development of a Psychiatric APRN practice at the South Jordan Center to begin July 1, 2015.
- Dr. Jennifer Clifton partnered with staff at the Utah Department of Health to successfully lobby the Utah State Legislature for an $80,000 budget line item to support an expanded sexually transmitted infections (STI) testing program in Juvenile Justice Services' facilities in Fiscal Year 2016. The program will be used to document the need for STI testing within juvenile detention centers in the hope of securing permanent funding for testing.
- Dr. Suzanne Martin and her team led the quality improvement program at the University's Student Health Center, including four projects this academic year:
    - Monitoring staff perceptions and expectations before and after electronic medical record (EMR) implementation
    - Improving workflow to reduce patient visit lengths by modifying the center's approach to scheduling outside tests
    - Adhering to attention deficit disorder/attention deficit hyperactivity disorder follow-up policy before and after EMR implementation

- Tracking median registration times before and after Electronic Patient Medical Chart (EPIC) training
- Documenting staff satisfaction levels before and after EMR
- Dr. Samuel Vincent, a Psych/Mental Health APRN working at the Fourth Street Clinic, advanced health care for the clinic's homeless patients, including:
  - Developing low-cost, wearable electronic reminders to help alert homeless patients about upcoming appointments.
  - Organizing and directing the opening of a new, grant-funded behavioral health department – including five clinicians and two support staff members -- at the Fourth Street Clinic.
  - Assisting in securing new licensure for the Fourth Street Clinic as a substance use disorder treatment provider for Salt Lake County, Utah.
- Associate Dean of Faculty Practice, Dr. Leissa Roberts, worked to bring Advanced Practice Clinician (APC) quality metric-tracking into compliance with Det Norske Veritas (DNV) accreditation standards for hospitals, including:
  - Chairing the Interdisciplinary Credentials Council (ICC)
  - Chairing the Advanced Practice Council (APC) and obtained a 54 percent response rate of all APCs of an 82-question survey, identifying and profiling nearly 400 APCs working at the University of Utah Hospitals and Clinics.

Overview

Overall enrollment in the programs of study at the College of Nursing (CON) held constant, with a slight increase from 2013-2014. The total number of enrolled students at the CON now exceeds 600 (n=609) among five programs -- including Bachelor of Science in nursing, Master of Science in nursing, Doctor of Nursing Practice (DNP), Doctor of Philosophy (PhD) in nursing, and the Gerontology Interdisciplinary Program (GIP) (see Figure 1). Graduation totals by degree and various student demographics including grade point average, ethnicity, gender, and age also are provided (Figures 2 through 6).

Enrollment in the baccalaureate program held steady during this past year. While we continue to admit two traditional undergraduate cohorts each year, at 64 students per cohort, we are currently expanding enrollment in the RN to BS program based on two major factors. One factor is the CON's partnership with several clinical agencies and health care systems, who are now seeking to increase the number of baccalaureate-prepared nurses consistent with the Institute of Medicine's recommendation that 80% of the nursing workforce be educated at the bachelor's level by 2020. The second factor is an education grant the CON received from Teaching and Learning Technologies (TLT) at the University of Utah, which will help fund additional faculty, student services advising and online program management, as the RN to BS track is refined and expanded.

The three specialty tracks in the master of science in nursing program (Nursing Informatics, Nursing, Education and Care Management) have tallied relatively steady enrollment overall. But while enrollment in Care Management has grown, enrollment in Nursing Informatics has declined (from 25 students in 2012-2013 to 12 in 2014-2015). The master of science gerontology, with the Gerontology Interdisciplinary Program (GIP), has continued a slight upward trend, increasing from 10 students in 2012-2013 to 16 students during the 2014-2015 academic year.

In the doctoral programs, enrollment in the DNP continues an upward trend. Currently over 200 students are enrolled in DNP specialty tracks, including: Adult/Gerontology Acute Care Nurse Practitioner (NP), Adult/Gerontology Primary Care NP, Neonatal NP, Nurse Midwifery, Women's Health NP, Family NP, Psychiatric/Mental Health NP, and the post-MS to DNP. While the CON previously offered the option for a combined public health/practice doctorate, the program is no longer offered and the last graduates from that dual program were in Academic Year 2013-2014. In the PhD program, the CON had a particularly robust year, with 20 successful dissertation defenses and 17 PhD graduates in Academic Year 2014-2015 (see or graduates by degree). The CON continues active participation in the Nursing Education Xchange ( ) collaboration, where both DNP and PhD students can take doctoral-level courses offered by other universities, and students from other universities are eligible to take courses offered at the CON. From May 2014 through August 2015, 30

doctoral students from member schools took courses from the University of Utah, and three CON students took courses from NEXus member universities.

The Academy of Health Science Educators is an important resource, responsible for supporting and amplifying creative and effective teaching. CON faculty inducted as academy fellows include Drs. Susan Chase-Cantarini, Margaret Clayton, Alexa Doig, Jane Dyer, Pam Hardin, Janice Morse, Patricia Murphy, Stephanie Richardson and Katherine Supiano. The academy aims to enhance and advocate for quality academic programs, inspire teaching innovations, foster education scholarship, provide superior faculty development services, and honor exceptional teachers. In addition to academy participation, Dr. Andy Black, Executive Director of Educational Technologies, who conducts individual and group faculty-training and mentoring sessions, assists faculty with online course layout and structure, and oversees the Multimedia Creation Station, which helps faculty develop multimedia content to enhance course delivery.
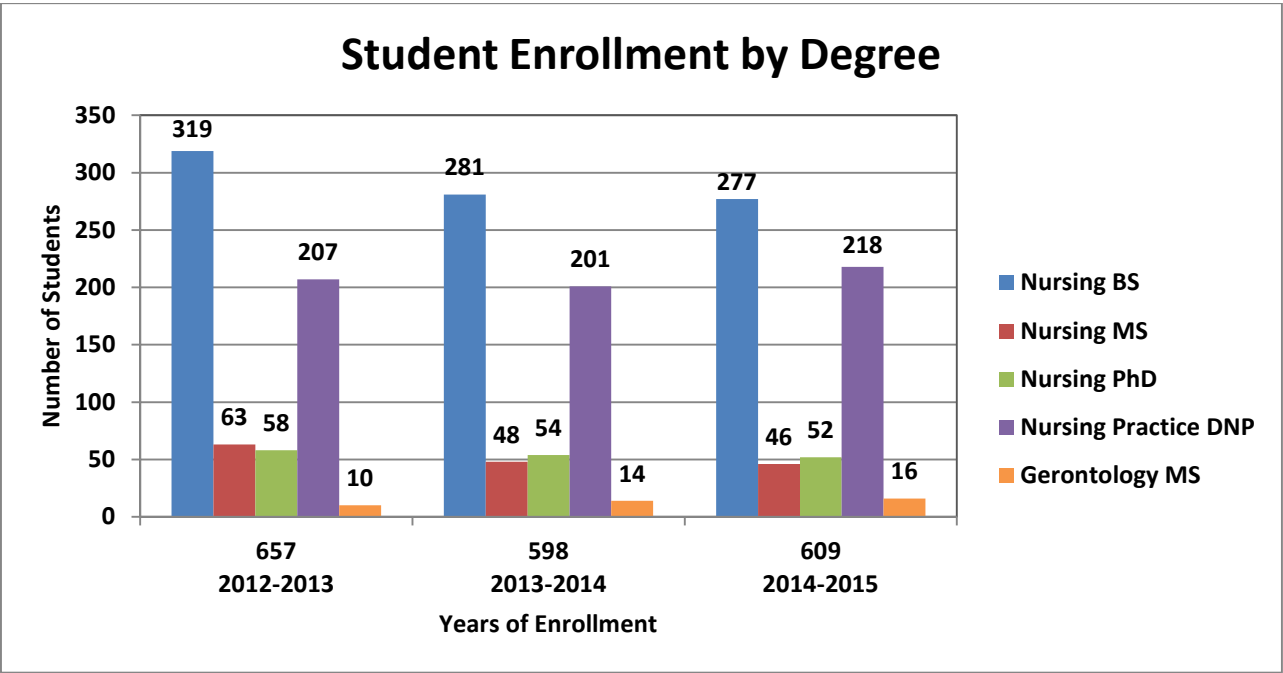

Figure 1: Student Enrollment 2012-2015 (Office of Budget and Institutional Analysis, OBIA)
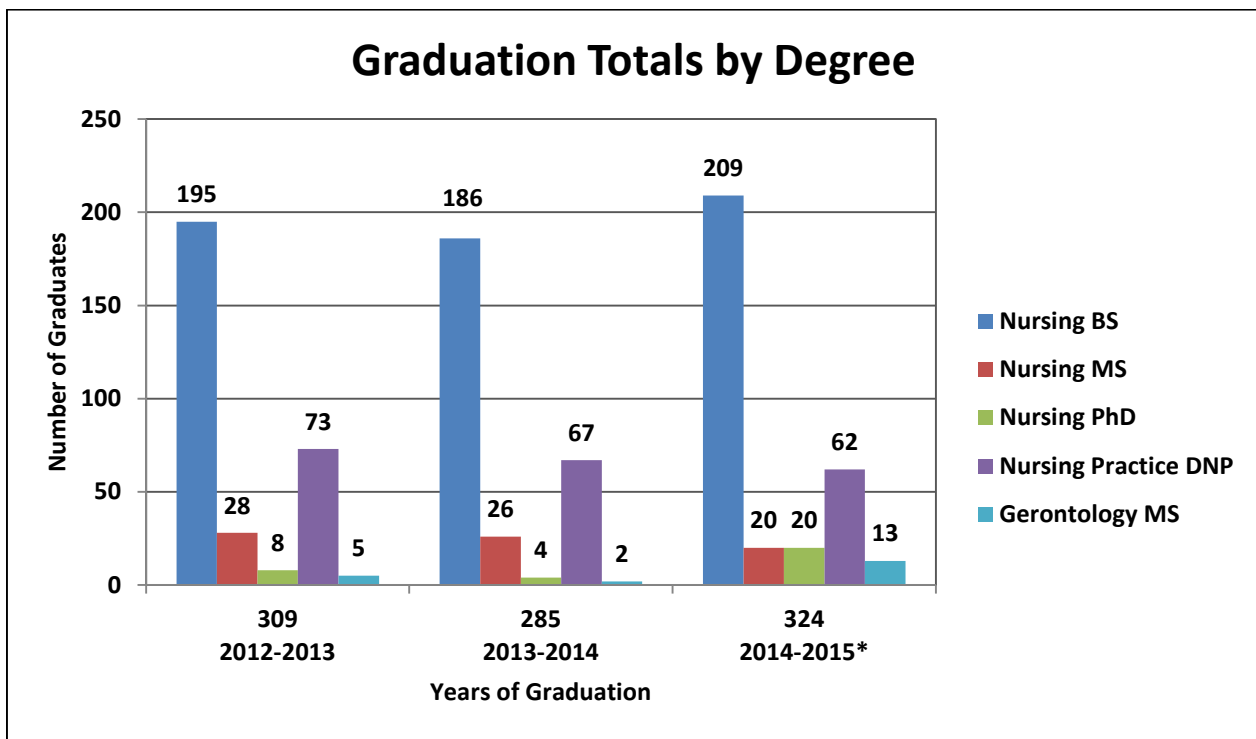
Figure 2: Number of Graduates by Degree 2012 – 2015 (OBIA)
*Summer 2015 graduation data not available at time of report. Numbers include anticipated number of graduates based on graduation application data.

Figure 3: Grade Point Averages (GPA) of Enrolled CON Students: 2012-2015
(All data from the College of Nursing Student Services database as of summer 2015).

Figure 4: Percent Ethnic Minority: 2012-2015
(All data from the College of Nursing Student Services database as of summer 2015).

Figure 5: Percent Male Students: 2012-2015
(All data from the College of Nursing Student Services database as of summer 2015).

Figure 6: Average Age of Enrolled Students: 2012-2015
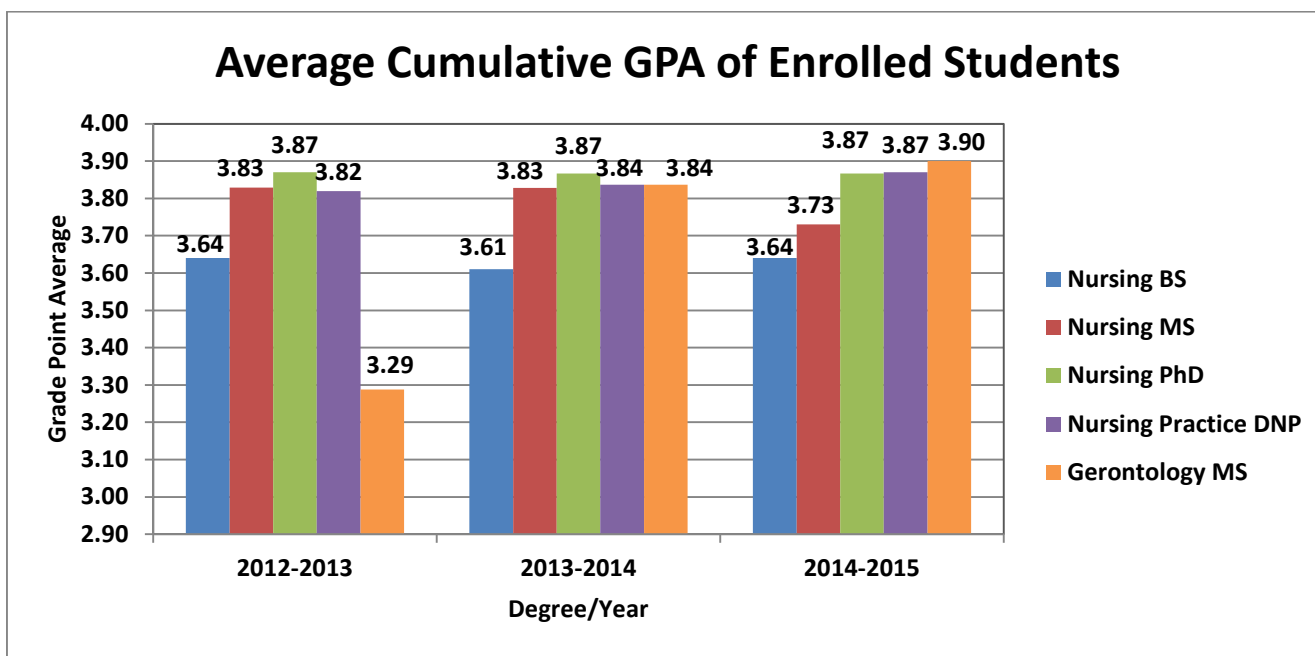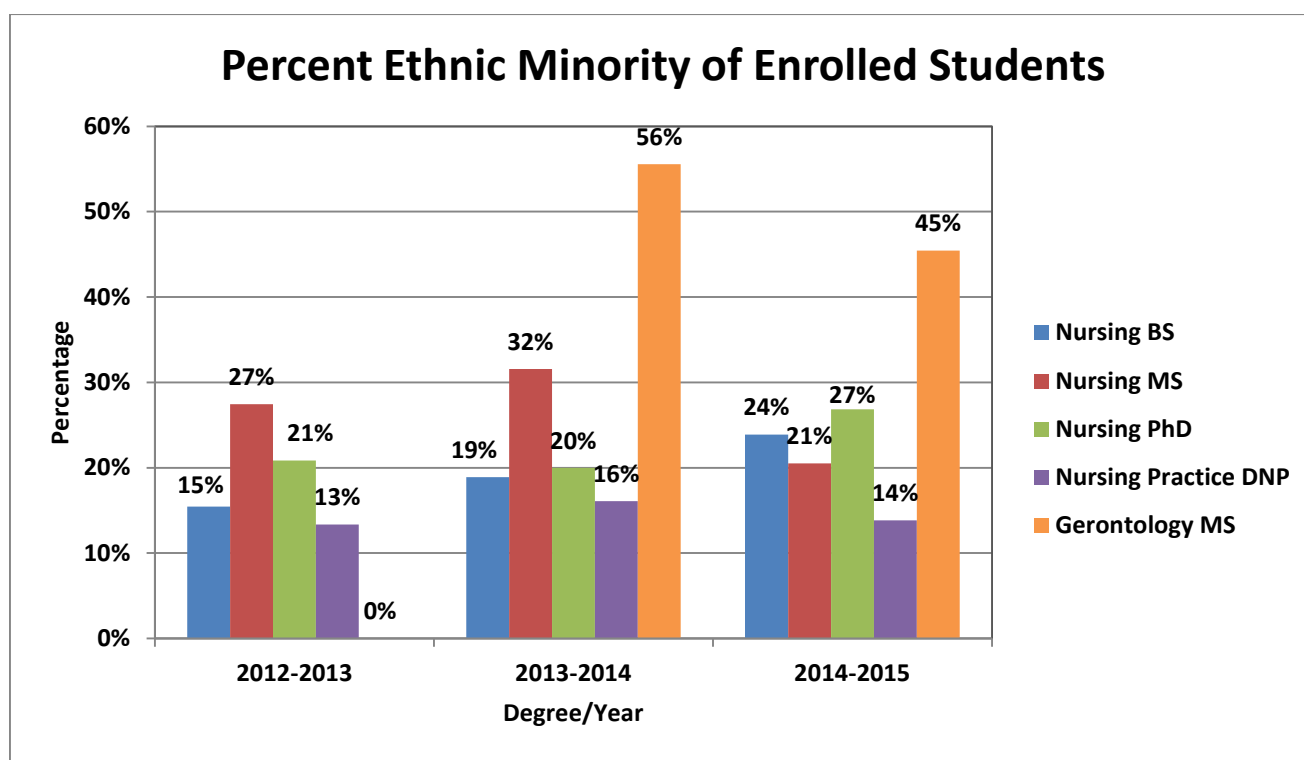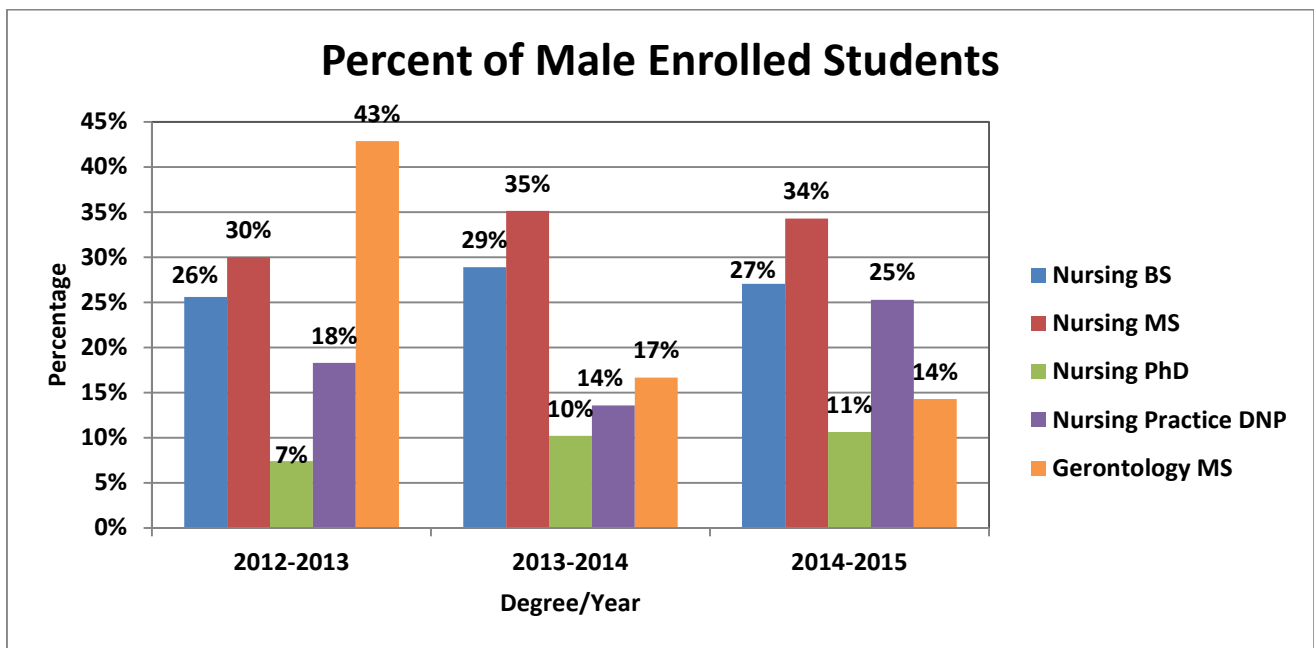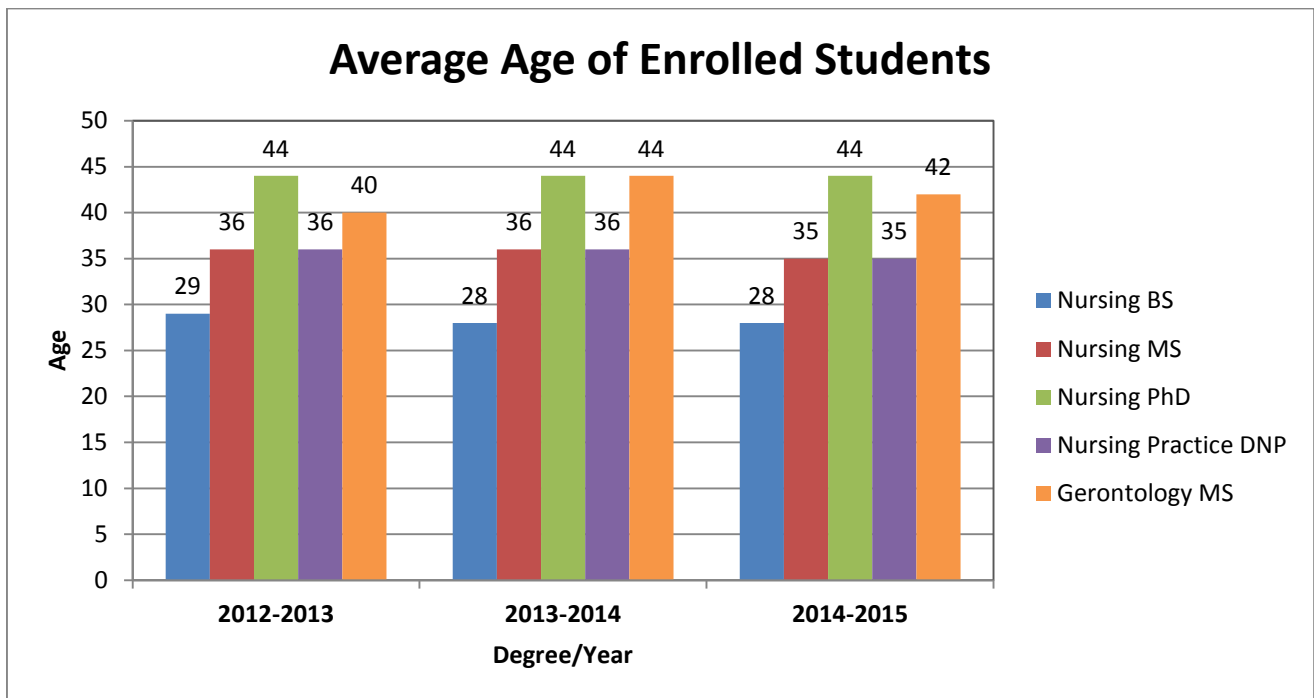(All data from the College of Nursing Student Services database as of summer 2015).

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 at all levels in nursing programs across the Intermountain West and the United States. Other goals include building the science of gerontological nursing, promoting innovations in health care that support older patients, and fostering 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 nine centers across the country that are 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 2014-2015 academic year supported three new Noorda fellows, current PhD students, with multi-year fellowships. Of the 21 original Noorda fellows (18 PhD, three Doctor of Nursing Practice), eight have graduated and six have achieved candidate status. Seven fellows were supported during the 2014-2015 academic year.

Since the center was established, master of science in nursing and Doctor of Nursing Practice (DNP) students also have received financial support through the University of Utah HCGNE to achieve specialization in geriatric nursing, earn the graduate certificate from the Gerontology Interdisciplinary Program, and prepare for faculty positions. Ten students in the RN to BS specialty track earned the Geriatric Nurse Leader transcripted designation in spring of 2015. Awards and recognition earned by current HCGNE-affiliated students and faculty include the National Institute of Nursing Research F31, Patricia G. Archbold scholarship, Clair M. Fagin Fellowship, Jonas Scholarship, and a National Research Service Award fellowship from the institutional T32 grant.

The Comprehensive Geriatric Education Program (CGEP) grant from the Health Resource Services Administration (HRSA) supported six DNP scholarships for advanced practice nurses with a geriatric sub-specialty and the development of the geriatric population track in the Care Management master of science in nursing degree specialty. Seventeen students began this specialty in the fall of 2014, with three graduating in spring of 2015 and two earning the graduate certificate in gerontology in addition to their program of study. The center led the development of an interdisciplinary training grant application to HRSA by Principal Investigator Dr. Ginette Pepper to increase workforce capacity to provide bidirectional integration of primary care and geriatric care, as well as improved care for Alzheimer's disease, dementia and related disorders in older adults residing in nursing homes.

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 nearly 50 member organizations with the mission of improving the health of all older adults. HCGNE Director, Dr. Ginette Pepper, was elected the first president of the organization and other faculty -- Drs. Linda Edelman and Kristin Cloyes -- are active in the National Hartford Center of Gerontological Nursing Excellence, based at the Gerontological Society of America (NHCGNE). Utah's HCGNE also is active in the

Hartford Change AGEnts initiative, which accelerates sustained practice change to improve the health of older Americans. Drs. Pepper and Jackie Eaton attended the first annual conference and Dr. Eaton received a Change AGEnt Action Award.

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. 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 about the education of students on 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. The VANAP co-director at the CON (Dr. Gerrie Barnett) has been working with the VANAP co-director at the VA (Dr. Donna Richards) on the VA's upcoming Commission on Collegiate Nursing Education (CCNE) accreditation self-study and visit. 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. In response to student feedback, students placed at the VA are no longer required to commit to community-engaged learning activities with the Veterans. While this is encouraged, it is optional.

Inter-professional Education

Inter-professional Education (IPE) at the University of Utah brings together students from across the Health Sciences to build collaborative competencies. 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/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/family members; 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:

    a) patient non-adherence to their care plan
    b) neurologic rehabilitation and safety within the home
    c) transition from acute care to home with concerns about caregiver presence in the home and their ability to assist
    d) team disclosure of medical error
    e) disaster response
    f) the use of technology in caring for patients in rural areas, or telehealth

All inter-professional education occurs in small groups of four to 10 students facilitated by faculty from across the Health Sciences. The CON faculty facilitated a total of 92 groups, providing approximately 37% of all facilitation for the courses.

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 to lead the inter-professional initiatives. The IPE program's committee structure includes an advisory committee that provides overall direction for the program and three subcommittees, including:

1. Curriculum -- responsible for curriculum design, implementation strategies, and evaluation
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 to establish a clinical inter-professional curriculum to be implemented in the student-run Midvale Clinic, as well as broader curriculum revisions. Future directions include: further integration of inter-professional education (IPE), inter-professional collaborative practice, and joint accreditation of continuing education.

IPE classes have been included in the baccalaureate program and in all MS and DNP programs of study. All students are required to take two courses during their program. Of the 1,492 students who participated between fall semester 2014 thru summer semester 2015, 444 were nursing students (256 baccalaureate and 188 graduate students) -- approximately 30% of student attendees.

Table 1 provides information on the number of students enrolled in IPE classes during the 2014-15 academic year at the University of Utah Health Sciences. The CON places second for the number of enrolled students.

Table 1. Inter-professional Education, Total Student Enrollment, 2014 – 2015

College/School	Program	Number Enrolled
College of Nursing	BS/MS/DNP	444
School of Dentistry	Dentistry	61
College of Pharmacy	PharmD	236
School of Medicine	Medical Student /Physician's Assistant (PA)	503
College of Health	Audiology Nutrition Occupational Therapy Physical Therapy Speech-Language Pathology	 241
College of Social Work	Masters of Social Work (MSW)	20

Education Grant Funding

Table 2 summarizes the active grants and awards to support the CON's education mission. These federal awards and private foundation funds are critical to providing program support, innovation and evaluation.

Table 2. Active Funded Education and Training Awards, 2014 -15

Funding Period	PI	Funding Agency / Award Number	Title	Funds Awarded
7/01/2013-6/30/2015	Alderden	Gerontological Society of America, 13101	Patricia G. Archbold Predoctoral Scholarship Award: Pressure Ulcers Among Adult ICU Patients	$90,000
10/1/2007-9/30/2014	Barnett, Stovall	Department of Veterans' Affairs	Veterans' Affairs Nursing Academy	$3,500,000
7/01/2013-6/30/2015	Bloom	American Cancer Society, DSCN1326601SCN	Cancer Patients' and Caregivers' Experience Expressed on Social Media	$30,000
7/01/2013-6/30/2016	Chase-Cantarini	Health Resources Service Administration, D09HP25927	Advanced Nursing Education	$1,124,521
7/01/2012-6/30/2015	Pepper	Health Resources Service Administration, D62HP24193	Comprehensive Geriatric Education Program	$709,964
1/01/2013-12/31/2015	Pepper	John A. Hartford Foundation, 20120061	University of Utah Hartford Center for Geriatric Nursing Excellence	$300,000

Funding Period	PI	Funding Agency / Award Number	Title	Funds Awarded
7/01/2013-6/30/2015	Walton	American Cancer Society, DSCNR1327603SCN	Leukemia Among Latino Farm Workers in North Carolina	$30,000
8/01/2014-6/01/2015	Walton	North Carolina Foundation for Nursing	Mary Lewis Wyche Fellowship	$5,000
9/30/2010-9/29/2015	Ward	Health Resources Service Administration T57HP20586	Advanced Nursing Education Expansion	$1,425,600
7/01/2014-6/30/2016	Ward	Health Resources Service Administration A10HP27177	Advanced Education Nursing Traineeship	$683,100
8/01/2012-7/31/2014	Wilson	Jonas Center for Nursing Excellence	Jonas Nurse Leaders Scholar Program	$10,000
8/01/2012-7/31/2014	Wilson	Jonas Center for Nursing Excellence	Jonas Nurse Leaders Scholar Program	$20,000
8/01/2012-7/31/2014	Wilson	Jonas Center for Nursing Excellence	Jonas Veterans Healthcare Program	$20,000
8/01/2014-7/31/2016	Wilson	Jonas Center for Nursing Excellence	Jonas Nurse Leaders and Veteran Healthcare Scholar Program	$60,000

Student and Community Engagement (SACE) Program

The University of Utah College of Nursing Student and Community Engagement (SACE) Program provides opportunities for pre-nursing, undergraduate, and graduate nursing students and Gerontology Interdisciplinary Program students to engage in signature learning experiences with the university, local, state, national and global communities. The purpose of the SACE program is to encourage students to participate in opportunities inside and outside the classroom that foster the development of life-long learning and community-engagement principals. In addition, SACE programs encourage students to embrace professional roles as health care providers empowered to improve the health of individuals and communities through research, community engagement and health policy.

While SACE is not a required experience, students do receive credit for Community Engaged Learning (CEL) 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 brings all of the student engagement opportunities under the administration of project director, Dr. Linda Edelman, and individual program coordinators. The CON SACE website showcases the available SACE programs, which currently include formal programs in Community Engaged Learning, undergraduate research, Global Health Learning Abroad and health policy. In addition, students are provided access to university programs such as the Undergraduate Student Expert in Teaching (USET) and Alternative Spring Break. The SACE Advisory Committee works on strategic planning to maintain and

expand current programs, and to explore student engagement opportunities at the university and local level. Table 3 outlines the number of students involved in the SACE programs.

Table 3: SACE Students, academic year 2014-2015

Program	Students
Community Engaged Learning Coordinators: Dr. Sara Hart, Diane Kiuhara	92 Undergraduate 63 Graduate
Undergraduate Research Opportunities Program (UROP) Coordinator: Dr. Linda Edelman	13 UROP ~30 Other
Global Health Learning Abroad Coordinator: Amy Cutting	12
Health Policy Internship in Washington DC (Hinckley Institute of Politics collaboration) Coordinator: Dr. Linda Edelman	4

Community Engaged Learning (CEL)
For more than three decades, the College of Nursing has been active in the University's service learning and Community Engaged Learning programs through 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.

Community Engaged Learning in the CON continues to grow as more faculty discover and commit to the CEL pedagogical model. The undergraduate pre-licensure nursing program leads this effort with a unique, four-semester curriculum allowing select students to partner with a single community organization for their entire nursing education. Ten to 20 students in each cohort currently participate in this competitive CEL program, with partnerships in organizations such as The Hope Clinic, Family Support Center and Brain Injury Alliance of Utah. In addition, CEL-designated courses are offered within the Doctor of Nursing Practice program and the Gerontology Interdisciplinary Program.

During the 2014-2015 Academic Year:
1. The CON partnered with 19 community organizations to provide services that aligned with student learning objectives.
2. Thirteen nursing and Gerontology Interdisciplinary Program classes have CEL designation.
3. Seventy-nine nursing and 13 Gerontology Interdisciplinary Program undergraduate students enrolled in CEL courses during 2014-2015.
4. Sixty-one nursing and 2 Gerontology Interdisciplinary Program graduate students enrolled in CEL courses during 2014-2015.
5. For 2015-2016, two new CEL courses (G5320/6320 Death, Dying and Bereavement and G5050/6050, N5050/6050 Best Practices of Geriatric Nursing) were approved.

Undergraduate Research
CON faculty often engage undergraduate students (pre-nursing, nursing, and 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. In the 2014-2015 academic year, over 30 undergraduate students participated in research with CON faculty.

UROP is housed in the Office of Undergraduate Research at the University of Utah. Undergraduates 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 $1,200 a semester, work 10 hours per week and are allowed to re-apply for one additional semester of funding continuation. During the 2014-2015 academic year, 13 UROP fellowships were awarded to students who conducted research with seven CON faculty mentors

All research students, whether UROP fellows or volunteer or paid research assistants, are required to complete university training programs in research ethics and patient privacy. Students work with faculty mentors to develop a variety of research skills including Institutional Review Board applications; participant recruitment; data transcription; data coding; library searches; and presentation of results with posters, oral presentations and written manuscripts.

Undergraduate students are encouraged to present their research at regional and national meetings. CON undergraduate research students presented their work at the 2015 UROP symposium and the University of Utah Center on Aging 2015 retreat. The CON SACE Project, through support from Senior Vice-President Vivian Lee and the CON Development Office, was able to fund travel for three undergraduate students to present research results at national (two students) and international (one student) professional meetings.

Global Health Learning Abroad
In 2013, the CON launched an inter-professional global health learning abroad program in Ghana that is aligned with the principles of the Global Health Initiative. In 2014, 12 nursing and other Health Sciences Center students spent two weeks participating in clinical observation, health teaching, and community-based research under the mentorship of Amy Cutting RN, MS. Two students then sought UROP funding in spring 2015 to analyze the results of the community-based research study of dermatological conditions in Ghanaian children. This research was presented at a national global health conference. All students received support for the trip from either Learning Abroad or funds secured by the CON Advancement Office.

Health Policy Internship
Four undergraduate students -- one pre-nursing student and three nursing students -- traveled to Washington, D.C. to participate in the one-week, intensive Hinckley Institute of Politics Capital Encounter Experience in May 2015. In order to expose students to health policy, faculty worked with CON alumni in Washington, D.C. to organize the 3rd annual Health Policy Day. At the end of the Capital Encounter Experience, CON students met with policy makers at the Children's National Medical Center and health policy staff and interns

from Utah Senator Orrin Hatch's office. In addition, Dr. Linda Edelman from the CON attended the Capital Encounter Experience and organized a health policy activity for all Capital Encounter students. The speaker for this activity was Dr. Maureen Henry, a CON alumna, and past Health and Aging Policy Fellow. Dr. Henry spoke about building a career in health policy. 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

Traditional Track Curriculum
The 2008 revision of the American Association of Colleges of Nursing (AACN) of the *Essentials of Baccalaureate Nursing Education for Professional Nursing Practice* prompted the 2009-2010 revision of the baccalaureate program. Based on best practices in nursing education, a concept-based curriculum was developed and implemented. In 2014, the program was revised to include the addition of clinical courses that ensured all students the opportunity for clinical experience in caring for specialty populations; maternity, pediatrics, mental health, and community. A subsequent curriculum needs assessment conducted by the Baccalaureate Curriculum Committee (BCC) in early 2014 identified the following areas where the curriculum could be improved and strengthened:
1. reduction of curriculum content overlap
2. leveling of clinical hours through the program
3. integration of transitional care content and experiences to address projected health care needs
4. closer alignment of program outcomes with the Institute of Medicine (IOM) recommendations for nursing

As a result, intense curriculum revision started in the spring of 2014 by a baccalaureate faculty task force. Revision was guided by five principles: (1) reflect community health needs and be future-oriented; (2) socialize students early and frequently to the nursing profession; (3) produce graduates who are valued for their professionalism and knowledge; (4) reflect the population that we serve; and (5) connect the undergraduate and graduate programs. The work of the curriculum committee revision task force was directed by several documents that included the AACN Baccalaureate Essentials, American Nurses Association (ANA) Foundation of Nursing Documents, Healthy People 2020, Quality and Safety Nursing Education, and IOM Future of Nursing Report. The inter-professional education core competencies concepts in use were evaluated for relevance and definition and revised to include 50 sub-concepts that are organized in a framework of 10 meta-concepts. Five concepts were identified as curricular threads -- health, safety and quality; communication and collaboration; person-centered care; and evidence-based practice -- to be included in every course. Following approval of the concepts by the curriculum committee, the task-force developed new courses that included the appropriate placement and leveling of concepts within each course. Concurrently, the task force developed new semester and program outcomes that reflect the AACN Essentials of Baccalaureate Nursing and the CON's guiding principles. The result is a revised, concept-based baccalaureate curriculum that begins with foundational nursing care experience and content across the lifespan and health-illness continuum, and builds throughout four semesters toward professional nursing practice. With the implementation of the new curriculum beginning in fall 2015, on-going

work of the baccalaureate faculty focuses on leveling content and concepts within courses and mapping courses to semester and program outcomes.

Approved New Courses:
NURS 3300 Professional Roles I: Foundations of Professionalism
NURS 3305 Foundations of Clinical Nursing Care
NURS 3310 Promoting Health in Individuals and Families
NURS 3315 Maternal/Infant Health Nursing
NURS 3350 Principles of Clinical Management I
NURS 3400 Professional Roles II: Policy, Advocacy & Collaboration in Healthcare
NURS 3410 Acute Care Nursing Practicum
NURS 3450 Principles of Clinical Management II
NURS 4500 Professional Roles III: Care Transitions Across the Lifespan
NURS 4550 Principles of Clinical Management III
NURS 4555 Mental & Behavioral Health Nursing
NURS 4600 Professional Roles IV: Leadership and Management
NURS 4605 Evidence-based Practice
NURS 4650 Clinical Capstone
NURS 5260 IPE Inpatient Care (summer 2015)
NURS 5265 IPE Ambulatory Care (summer 2015)
NURS 5270 IPE Telemedicine (summer 2015)
NURS 5275 IPE Disaster Preparedness & Response (summer 2015)

Approved Revised Courses:
NURS 5050 Best Practices in Geriatric Care (spring 2015)

Inactivated Courses:
NURS 3100 Intro to Professional Nursing (spring 2015)
NURS 3105 Foundations of Clinical Care (spring 2015)
NURS 3261 Nursing Management of Drug Therapy (spring 2015)
NURS 4050 Nursing Health Policy Past/Present (spring 2015)
NURS 4100 Nursing Research (spring 2015)
NURS 4117 Developing Family Systems (spring 2015)
NURS 4118 Population Health & Science (spring 2015)
NURS 4119 Clinical Care of Vulnerable Populations (spring 2015)
NURS 3110 Nursing Across Systems & Populations (summer 2015)
NURS 3115 Clinical Care of Individuals & Families (summer 2015)
NURS 3117 Response to Illness Across the Lifespan (summer 2015)

Program Implementation
As part of the overall curriculum revision, the revision task force also evaluated the current practice of separating traditional undergraduate students and second-degree students into distinct cohorts. Based on student outcomes (course statistics, NCLEX pass rates), faculty feedback, and current literature, the decision was made to admit students into "blended" cohorts regardless of their degree status. In addition, the admission cycle was changed from fall and summer semester admission to fall and spring semester admission. The rationale for this change is to avoid occurrence in the shortened summer semester of the first

semester, where students learn intense fundamental content and skills, and fourth semester, when students spend a significant time in a precepted, clinical capstone experience. Finally, because there will no longer be a distinction between the cohorts in relation to educational experience, the decision was made to offer the program of study, regardless of the admission cycle start date, in four consecutive semesters.

The applicant evaluation rubric was revised by the Baccalaureate Admissions and Advancement Committee (BAAC) in an effort to streamline the process and to ensure applicants are evaluated equitably, regardless of past educational, work, or life experience.

RN to BS Track Curriculum

A Teaching and Learning Technology (TLT) grant application submitted by Dr. Gerrie Barnett, Dr. Barbara Wilson, and Carolyn Scheese for improvement of online capability and expansion of the RN-BS program was awarded for approximately $230,000 in September 2014. The grant provided an increase in administrative time for the program director, funding for a teaching assistant, and student services support. Four courses were revised with the help of instructional designers in the TLT center, and reviewed by educational experts from the Center for Teaching and Learning Excellence (CTLE). As part of the revision process, content and concepts were mapped to the AACN Baccalaureate Essentials of Nursing Education. A complete programmatic review will be completed in December/January 2015-2016 as the remaining courses are evaluated and revised. Additionally, the online orientation Canvas course was revised to include tutorials and activities designed to help new students navigate the fully online educational environment.

Program Implementation

The TLT grant supported increased program marketing and recruitment. In collaboration with Intermountain Healthcare regional offices, program information sessions were held at Intermountain facilities in St. George, Payson and Park City. Program information materials were distributed through the Intermountain central office. Collaboration with University of Utah Hospitals and Clinics resulted in providing program information in the electronic newsletter, receiving a contact list of potential students, and staffing information tables at key times, e.g., during National Nurses Week.

Enhanced marketing and recruitment efforts and the subsequent increase in enrollment prompted the addition of a second yearly admission cycle (summer and fall semesters) and a full-time option (two semesters) that will begin in fall 2015. Additionally, BAAC approved a rolling admission process that enables review of applicants on a monthly basis in order to manage faculty workload associated with applicant file review. An applicant evaluation rubric was developed specifically for the RN-BS applicant and approved by the Baccalaureate Admissions and Advancement Committee (BAAC). The rubric emphasizes applicant readiness (GPA, completion of general education courses and prerequisites), leadership and work history.

RN to MS Track

The RN to MS track was developed in 2013 to accommodate RN to BS students who want to continue directly into a master's program with one of three emphases: nursing education, nursing informatics, and care management. Sixteen students started in summer 2013 and

14 completed their RN to BS degree, with 7 continuing on to get their master of science in nursing degree. All will have an emphasis in gerontology. Five of the students are on track to graduate on time in spring 2016, and two of the students have slowed down their program of study, but are continuing to progress through their various programs. Table 4 marks their progress.

The CON admitted one student into the RN to MS program for care management in summer 2014. Administrators also boosted marketing strategies and the visibility of the MS program on the CON website. The CON admitted four students for this coming year into the RN to MS nursing education program; two are expected to enroll in the summer and two in the fall.

This track has been renamed RN to BS with early MS admission to better reflect the actual two-step process. Students who are admitted join the RN to BS cohort, and if they continue to meet the condition of GPA and completion of prerequisites, they continue directly on to get their MS degree. Students who are denied admission are encouraged to consider applying to the MS degree of their choice as part of the regular admission pool and cycle. Access to student advising remains the same.

Table 4: Summary Information on RN to MS Cohorts – by admission date.

Cohort	Summer 2013	Summer 2014	Summer 2015	Fall 2015
Applicants	16	2	3	2
Admitted	16	1	2	2
Earned BS	14	1	In Progress	In Progress
Continued to MS	7	1		
Currently Enrolled	7	1		
Graduated with MS	*Spring 2016 Expected Graduation	*Spring 2017 Expected Graduation		
Area of Focus	Care Management: 6 Nurs. Informatics: 1	Care Management: 1	Nursing Education: 2	Nursing Education: 2

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. In fall 2014, six students successfully completed the NEAP program and entered the traditional BS nursing program. In fall 2015, five NEAP students will enter the BS nursing program.

The BAAC expanded the NEAP program to admit an increased number of students. This expansion included admitting a greater number of qualified NEAP applicants, and incoming Honors Program students who declared nursing as their major also were invited to early admissions in the CON. The combined NEAP/Honors Admission Program was renamed to Freshman Admission Nursing Students (FANS) to reflect all early admission students. In total, 14 freshmen will start the NEAP program, and an additional 13 will begin the joint NEAP-Honors program, bringing the total number of admitted FANS to 27 for fall 2015.

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 CON offering one. This program is designed to assist and engage first-generation college students and others from educationally disadvantaged backgrounds. Advantages of pre-nursing LEAP provide 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. Fifteen students from the fall 2012 semester entered the program fall semester 2014.

Baccalaureate Student Data
Figure 7 shows data over a three-year time period for baccalaureate applicants and admitted students, and Figure 8 shows overall enrollment in the baccalaureate program. The number of applicants to the baccalaureate program continues to exceed the enrollment capacity. Students enter the nursing upper-division courses with strong GPAs and have excellent graduation rates.
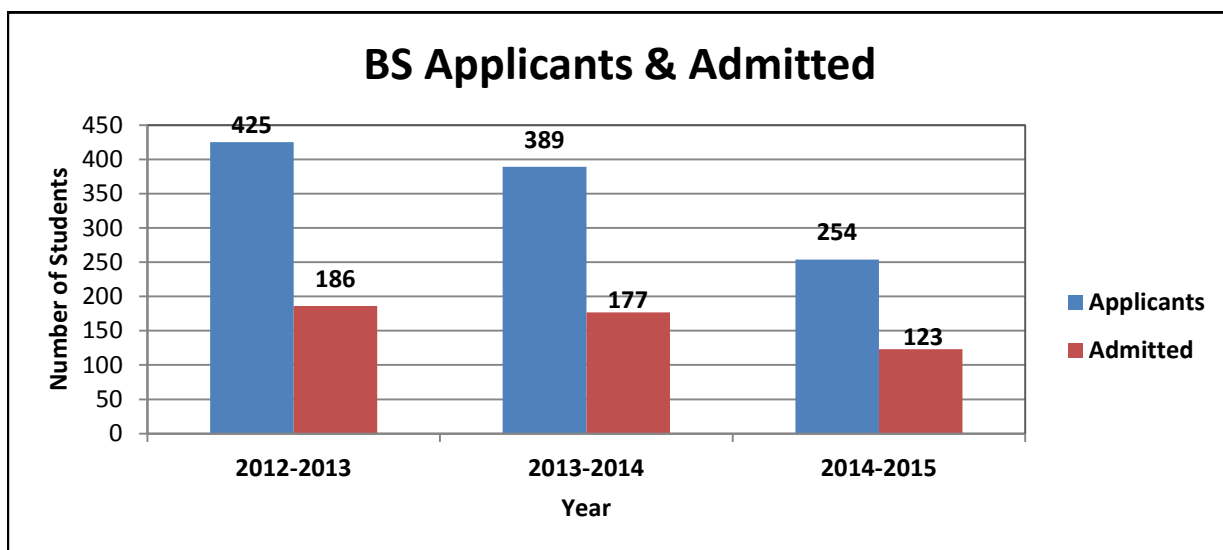
Figure 7: Baccalaureate Student Data including Number of Applicants and Number Admitted, Academic Years 2012 – 2015
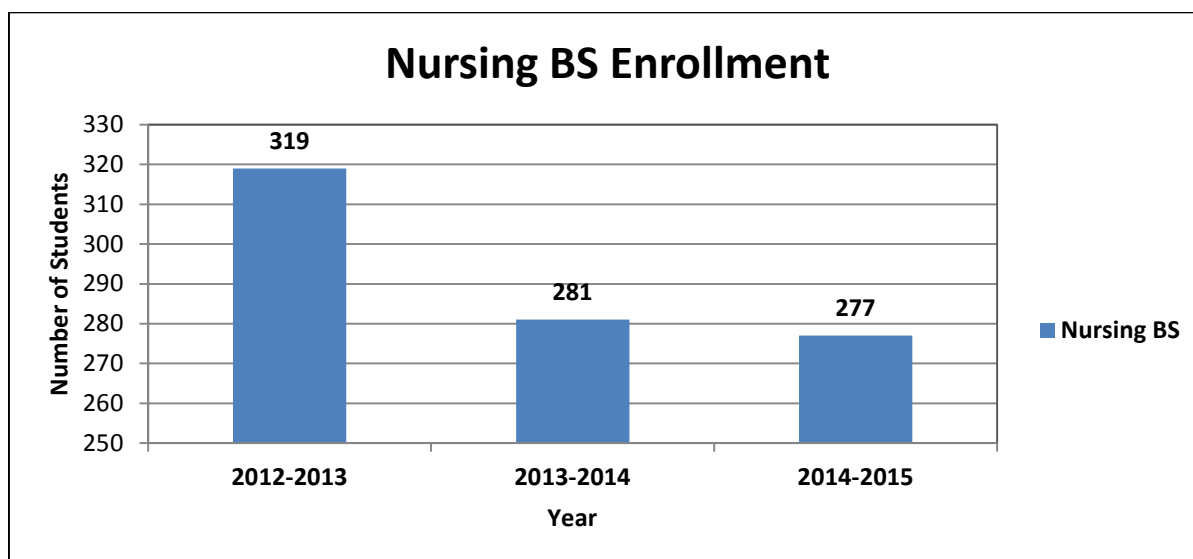
Figure 8: Baccalaureate Student Data including BS Enrollment, Academic Years 2012 – 2015

Figures 9 and 10 show the average instructor and course evaluation scores for each semester, from fall of 2012 through spring of 2015. Evaluation scores are on a 0-to-6 scale, with higher scores reflecting more positive evaluations.
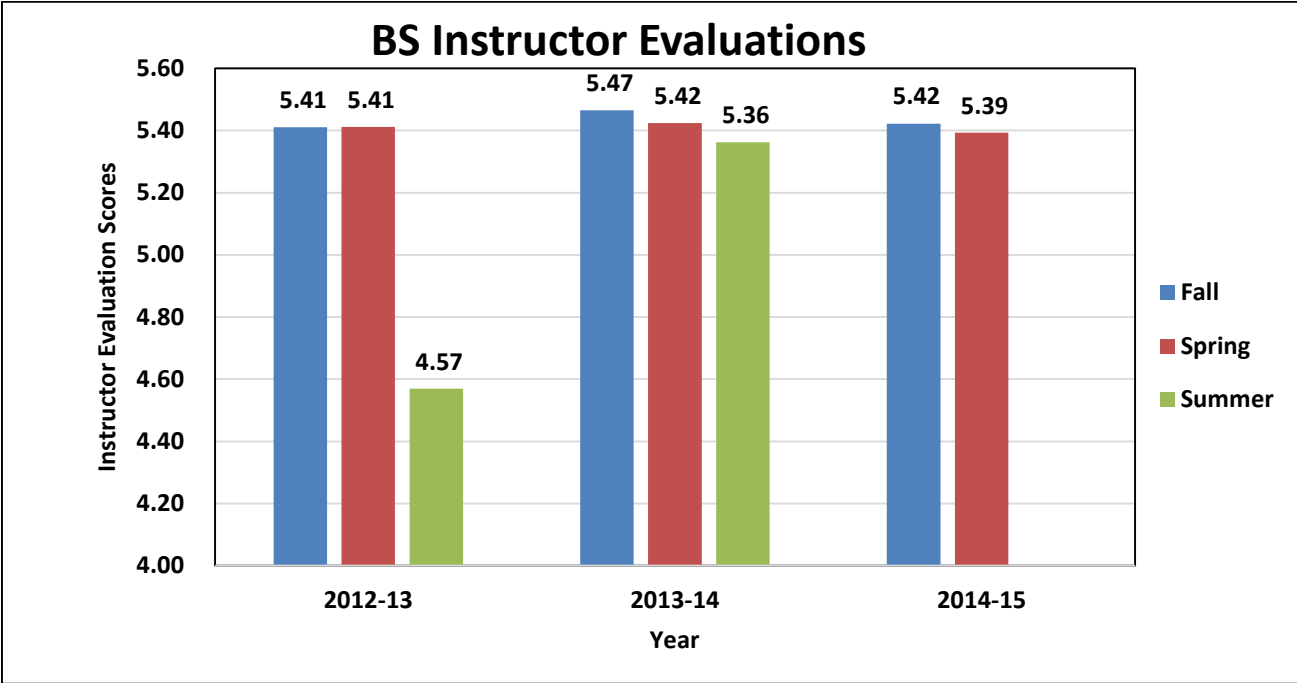
Figure 9: Average BS Instructor Evaluation Scores, 2012-2015 (Scale 0-6)
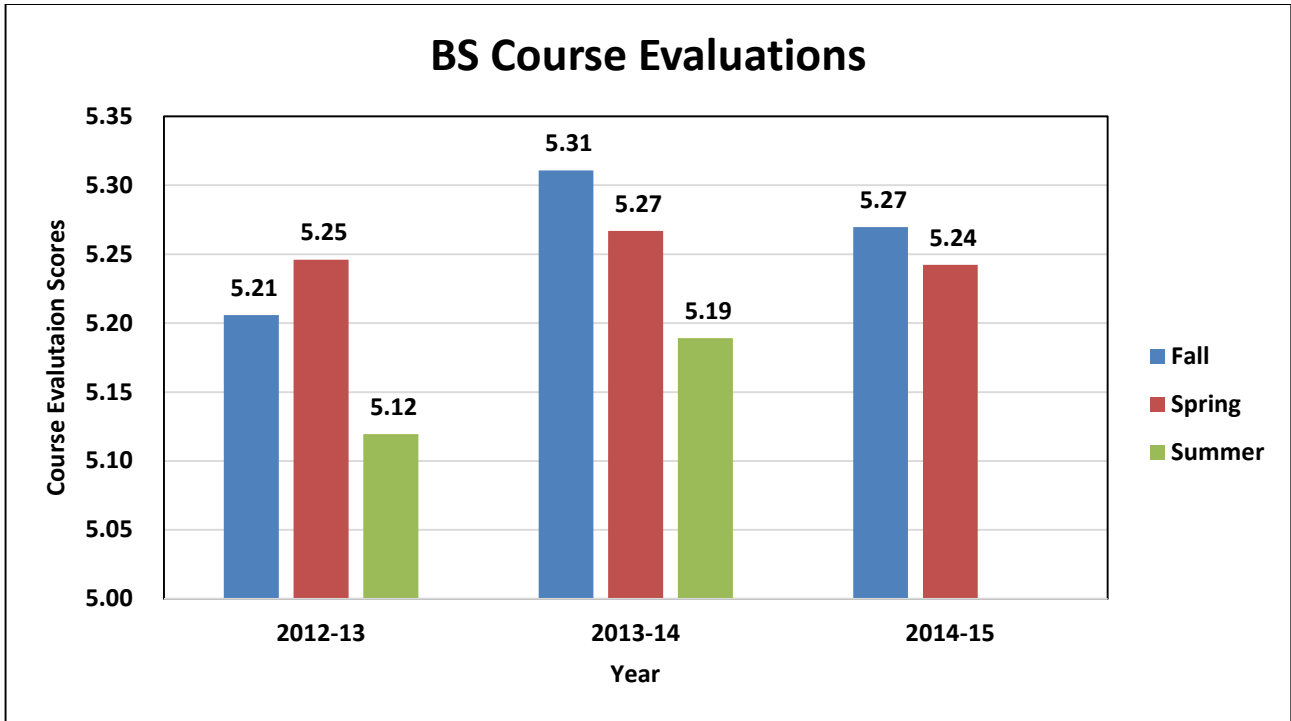
Figure 10: Average BS Course Evaluation Scores, 2012-2015 (Scale 0-6).

NCLEX-RN®   Table 5 contains NCLEX-RN® first-time pass rates, from April 2012 through March 2015. The CON pass rate increased over the past year compared to the previous year. The CON pass rate remained above both jurisdictional and national pass rates, which also increased over the past year compared to the previous year.

Table 5: NCLEX-RN® Pass Rates on First Attempt, Academic Years 2012 – 2015

|	Apr 2012-Mar 2013	Apr 2013-Mar 2014	April 2014-Mar 2015
Graduates Tested	123	128	123
Graduates Passing	120	113	115
CON Passing Rate	98%	89%	93.5%
Jurisdiction Passing Rate	91%	82%	84.3%
National Passing Rate	90%	82%	88.5%

Development of Alumni Surveys:
For several years, the CON used Educational Benchmarking Incorporated (EBI) to measure the inclusion of the American Association of Colleges of Nursing's (AACN) baccalaureate, master of science in nursing, and doctor of nursing practice (DNP) essentials in the CON curricula. One advantage of EBI was that it allowed participating universities to be measured against one another, where each participating institution could identify both aspiring and peer universities for outcome measurement purposes. However, few of the CONs identified aspiring or peer institutions participated in EBI, which affected which schools the college was able to compare against. With that major limitation and an ongoing poor response rate from students, administrators decided to develop an internal survey tool with the help of Data and Information Management Administrator, Brent Vawdrey.

Using the online survey software Qualtrics, the surveys provided better data about the CON's ability to meet program completion outcomes and helped identify the students' overall satisfaction in a variety of areas, including faculty support, student services advising, the admissions process, program orientation, and whether they would recommend the program to a friend. Managers customized questions to assist in initiatives including grant applications (e.g., whether the student plans to work in a rural or underserved area following graduation), which can be changed periodically as program needs evolve. In addition, the survey was expanded to all academic programs, providing rich outcomes data on the GIP, baccalaureate, master of science in nursing, DNP, and PhD programs.

In the first year of administering an internal survey, results exceeded expectations. For example, in the 2013 EBI survey, only 24 of 281 eligible baccalaureate graduates responded. But in March of 2015, 176 responded to the undergraduate survey alone, with equally impressive response rates from other academic programs. This extensive information will allow faculty to implement more meaningful program changes in response to student feedback. Table 6 includes feedback on the baccalaureate surveys from 2011-2014.

Table 6: Baccalaureate Alumni Survey (n-176), 2011-2014

FACTOR:*	2011-2012	2012-2013	2013-2014
Integrate knowledge from both the arts and sciences in your practice	4.02	3.93	4.04
Value lifelong learning to support your nursing practice	4.35	4.31	4.39
Apply knowledge of social and cultural factors to the care of diverse populations	4.25	4.24	4.28
Understand how health care systems are organized	3.86	4.07	4.16
Participate in quality improvement processes	3.95	4.1	4.19
Promote a culture of safety and practice safe patient care	4.4	4.36	4.42
Apply leadership skills to optimize patient outcomes	4.23	4.12	4.32
Apply evidence-based knowledge as a basis for your practice	4.35	4.29	4.35
Use a systematic approach to solve nursing problems	4.2	4.19	4.3
Effectively use appropriate technologies in the assessment and care of patients	4.13	4.03	4.22
Incorporate health policy and cost awareness into nursing practice	3.8	3.74	3.95
Use an ethical framework in clinical decision making	4.41	4.16	4.43
Integrate issues of access, equity, affordability, and social justice in healthcare delivery	4.19	4.12	4.15
Communicate effectively with other healthcare professionals to deliver high quality care	4.08	4.28	4.39
Function as a collaborative member of inter-professional teams	4.17	4.32	4.38
Promote healthy communities by providing prevention and health promotion interventions	4.11	4.21	4.38
Assess factors that influence the health of patients	4.3	4.35	4.47
Advocate for the welfare of patients, other nurses, and healthcare providers	4.38	4.35	4.5
Value the rights of patients to make decisions about their health care	4.43	4.37	4.53
Assist patients in understanding the meaning of their health information	4.21	4.18	4.35
Coordinate care across settings	3.85	3.98	4.19
Revise the plan of care based on an ongoing evaluation of patient outcomes	4.17	4.29	4.3

(Continued) FACTOR:*	2011-2012	2012-2013	2013-2014
Complete a comprehensive and focused assessment	4.21	4.27	4.49
Delegate to and supervise the nursing care of others while retaining accountability	4.19	4.05	4.3
Provide physical support for therapeutic procedures	3.68	4.08	4.1
Provide emotional support for therapeutic procedures	3.91	4.08	4.2
Evaluate a patient's ability to assume responsibility for self-care	4.03	4	4.06
Assist patients to achieve a peaceful end of life	3.71	3.92	4.02

*Respondents rated how well the program prepared them in each area above, where "1" indicated 'very ineffective' and "5" indicated 'very effective.'

Baccalaureate Scholarships

The CON awarded over $245,000 in scholarships for the year 2014-2015 to baccalaureate students. These funds provided 80 scholarships to 60 students over the academic year. Table 7 displays the distribution of funding types. Table 8 lists the distribution of college-owned scholarships by RN to BS or traditional undergraduate students.

Table 7: Total Undergraduate Funds Awarded, Academic Year 2014-2015

Funding Type	Amount
College Development Funds	$203,000
External Scholarships/Fellowships*	$42,603
TOTAL	**$245,603**

*CON either manages funds and recipients are selected by outside entities, or CON is given awarding authority but funds are managed outside of CON.

Table 8: Undergraduate Awards – College Development Funds, Academic Year 2014-2015

	Students Awarded	% of Total Cohort	Amount
RN-BS	3	4%	$7,500
BS	47	24%	$195,500

Master of Science in Nursing (MS) and Doctor of Nursing Practice (DNP) Program

Accomplishments

Five academic areas received University of Utah designation as graduate certificate programs. In addition to their designated degree, graduate certificates allow students to specialize in another content or clinical area. For example, a nurse practitioner student receiving a graduate certificate in nursing education will be prepared for clinical practice in

addition to having the academic preparation to teach in an academic setting. The following certificate programs were approved in the past year:

- Adult/Gerontology Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Nurse Midwifery
- Women's Health Nurse Practitioner
- Nursing Education

Preceptors in clinical and educational sites are the backbone of the Doctor of Nursing Practice (DNP) and Master of Science in Nursing programs (MS). Because of their vital role in each program, faculty and staff developed a systematic model to communicate with each preceptor. For each DNP and MS track utilizing preceptors for clinical experiences, a system for orientating, tracking, and educating preceptors has been developed. This system is fully online and accessible to all preceptors. The online program will centralize data collection and storage and includes the educational background and certification status of each preceptor. A professionally developed video featuring a faculty member from the College of Nursing orients preceptors to their role. There is additional information on the site for preceptors who want to learn more about the preceptor role. In addition to their own role, each preceptor is provided information about expectations and responsibilities of the student and faculty member. Finally, preceptors are provided specific information about the objectives of courses their student is taking.

During the past year, faculty specialty directors began the process of providing in-depth reviews of each track in the DNP and MS programs. This year the directors evaluated the following tracks: Women's Health NP, Midwifery, the Neonatal NP, and the Adult Gerontology Acute Care NP. The remaining DNP and the master's program tracks will be reviewed in the 2015-2016 academic year. For each review, the MS and DNP track directors systematically review social trends, market demands, enrollment, faculty productivity, completion rates and certification rates. Outstanding aspects of each track are assessed in addition to new or ongoing challenges. Each review includes a focus on finding solutions to identified challenges in addition to celebrating each success. As part of a systematic review, the directors are standardizing clinical evaluation forms across tracks. The forms include evaluation of each site, student, and preceptor.

To remain current with national accreditor standards, the DNP specialty directors revised program outcomes for the DNP program. The revised program outcomes were aligned to the American Association of Colleges of Nursing (AACN) essentials for DNP programs. The AACN essentials were then mapped to the National Organization of Nurse Practitioner Faculties (NONPF) core competencies. Each DNP track director documented the AACN essentials and NONPF criteria for evaluation were covered in their track. Evidence was gathered in the form of faculty assignments and student work to support claims that the CCNE essentials and NONPF competencies are met in every track.

The care management master of science in nursing and certificate options that began in the 2012-2013 academic year continue to be a tremendous success. The first cohort of four master's students graduated in spring 2015. The care management program has expanded in the past year to include student practicum hours in outpatient settings in addition to placements with Intermountain Healthcare. Faculty in the care management track secured

grant funding from the Utah Cluster Acceleration Partnership (UCAP). This funding will assist in expanding care management education to be offered to students in the College of Health and the College of Social Work at the University of Utah.

Other significant information in the master of science in nursing program includes enrollment by specialty shown in Figure 11, graduation totals by specialty in Figure 12, and applicants and admissions by specialty in Table 9 since the 2012-2013 academic year. Additionally, alumni graduates from all master of science in nursing specialty tracks were surveyed to determine how well the CON met program completion outcomes. Respondents were asked to rate how well the program prepared them in a variety of areas, where "1" indicated 'very ineffective' and "5" indicated 'very effective,' shown in Table 10.

In the DNP program, additional data includes enrollment by specialty, shown in Figure 13, DNP graduation totals by specialty in Figure 14, applications and admissions by specialty in Table 11, and certification examination pass rates by specialty outlined in Table 12. DNP alumni graduates were likewise surveyed and asked to rate how well the program prepared them to meet program completion outcomes, results are shown in Table 13. Respondents (n=94) included DNP graduates from 2012-2014.

Figure 11: Master's Enrollment by Specialty, Academic Years 2012 – 2015

Figure 12: Master's Graduation Totals by Specialty, Academic Years 2012 – 2015

Table 9: Master's Applicants and Admissions by Specialty, Academic Years 2012 – 2015

Major Specialty	Applicants			Admitted		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Care Management RN-MS[1]			4			4
Care Management MS[1]			10			7
Nursing Education RN-MS[1]			3			0
Nursing Education MS	15	8	11	12	5	6
Nursing Informatics RN-MS[1]			2			1
Nursing Informatics MS	11	11	4	10	6	4
Psych/Mental Health MS[2]	13	7		10	4	

[1]Program did not admit students until the 2014-2015 year.

[2]Program changed to DNP beginning with the 2014-2015 year.

Table 10: Master's in Nursing Alumni Survey (n=53)

FACTOR*	2011-12	2012-13	2013-14
Expand the knowledge of science and humanities you gained in your undergraduate program by integrating and applying scientific findings from a broad range of disciplines to practice.	4.21	4.5	4.21
Work with individuals, families, and populations in diverse settings and health care systems to develop and lead initiatives promoting safe, high quality, culturally sensitive, and cost-effective patient care.	3.74	4.21	4.14
Integrate advanced knowledge and skills to assure high quality outcomes for individuals, families, population groups and systems.	4.21	4.14	4.14
Translate and apply evidence-based research outcomes to improve practice and associated health outcomes for patient aggregates.	4.21	4.43	4.14
Deliver ethical health care using information and communication technologies to integrate and coordinate care.	4.16	4.36	4.07
Exercise leadership and advocacy to positively shape the development, implementation, and evaluation of health policy and healthcare delivery.	4.16	4.29	4.0
Lead and participate in interdisciplinary collaborations aimed at improving healthcare delivery and care coordination.	4.11	4.36	4.14
Apply principles of social determinates of health to plan, deliver, manage and evaluate preventative care to diverse settings, individuals and populations.	3.68	4.21	4.07
Demonstrate professionalism, value lifelong learning, and recognize the need to adapt practice to changing social, political and global healthcare environments.	4.42	4.43	4.5

*Respondents rated how well the program prepared them in each area above, where "1" indicated 'very ineffective' and "5" indicated 'very effective.'
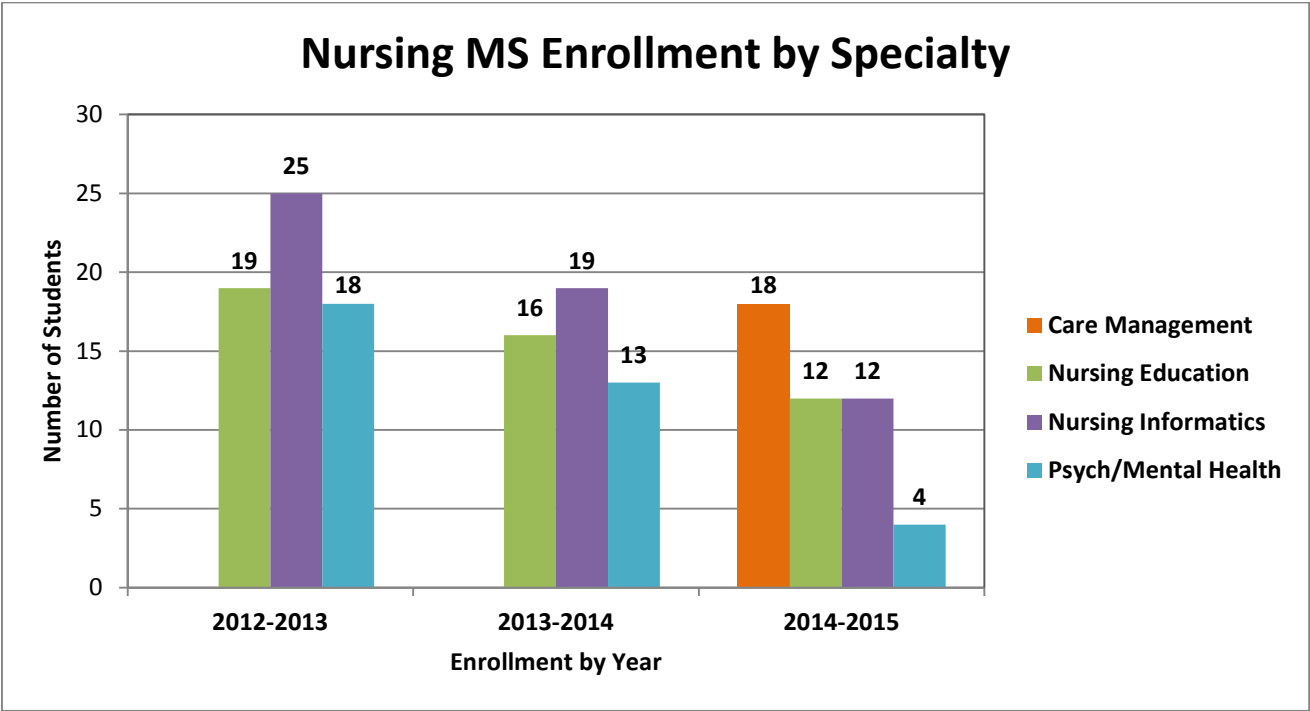
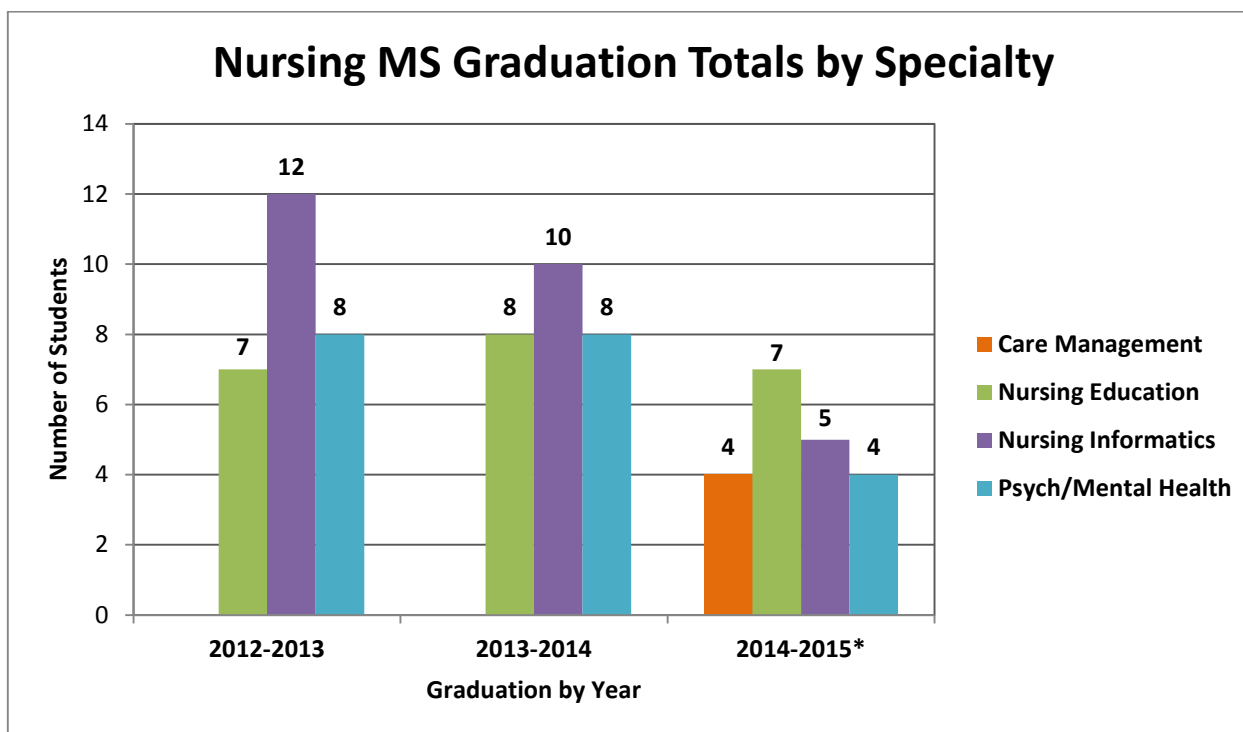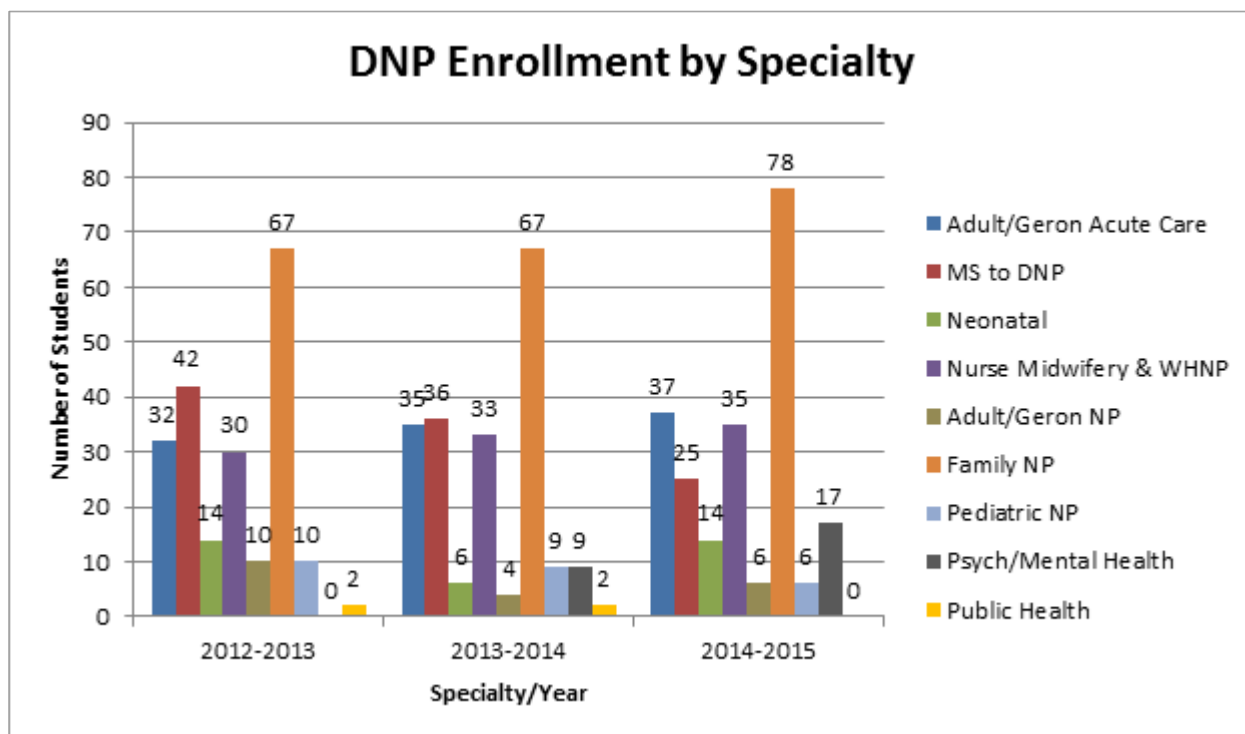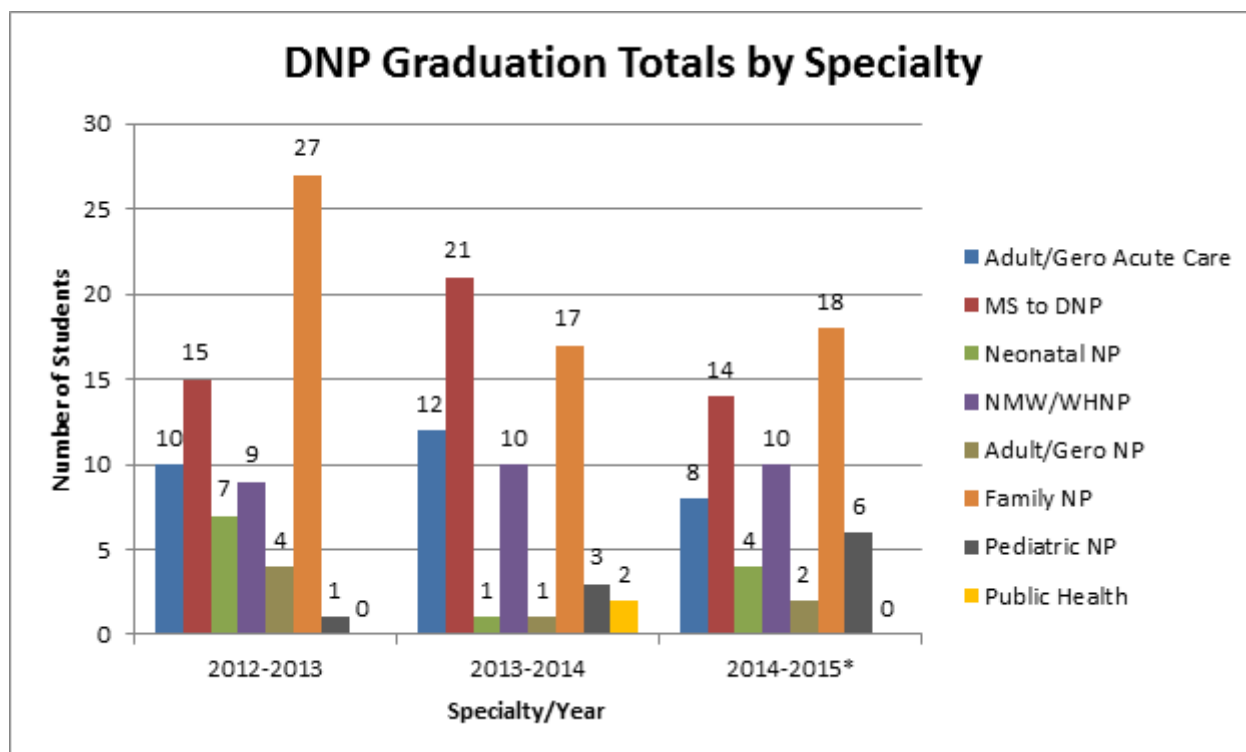**Figure 13:** DNP Enrollment by Specialty, Academic Years 2012 – 2015

Figure 14: DNP Graduation Totals by Specialty, Academic Years 2012 – 2015

33

Table 11: DNP Applicants and Admissions by Specialty, Academic Years 2012 – 2015

Major Specialty	Applicants			Admitted		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Adult/Gerontology Acute Care NP	29	30	24	12	14	14
MS to DNP	27	21	13	26	15	9
Neonatal NP	9	2	11	0	0	10
Nurse Midwifery & Women's Health NP	19	18	25	10	13	12
Adult/Gerontology Primary Care NP	12	5	5	6	3	2
Family NP	60	54	95	22	27	29
Pediatric NP	11	9	8	8	1	0
Psychiatric/Mental Health NP[1]		10	18		8	11

[1]This specialty converted to a DNP option in the 2013 –2014 Academic Year

Table 12: Certification Exam Pass Rates, Academic Years 2012 – 2014

Specialty	2012	2013	2014	
			First time	Overall
Family Nurse Practitioner	93% (14/15)	100% (25/25)	94% (17/18)	94% (17/18)
Adult/Gerontology Acute Care Nurse Practitioner	100% (7/7)	100% (6/6)	100% (12/12)	100% (12/12)
Adult/Gerontology Primary Care Nurse Practitioner	100% (3/3)	100% (6/6)	NS	NS
Neonatal Nurse Practitioner	0	100% (8/8)	+	100% (1/1)
Nurse Midwifery	100% (1/1)	89%(8/9)	100% (5/5)	100% (5/5)
Women's Health Nurse Practitioner	50% (1/2)	89% (8/9)	+	100% (6/6)
Pediatric Nurse Practitioner	75% (3/4)	NS	80% (4/5)	80% (4/5)
Psychiatric/Mental Health Nurse Practitioner	NS	NS	83% (5/6)	83% (5/6)

NS= not enough students took the boards to collect data and/or students were 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 6025 Physical Assessment (spring 2015)
NURS 6260 IPE Inpatient Care (summer 2015)
NURS 6265 IPE Ambulatory Care (summer 2015)
NURS 6270 IPE Telemedicine (summer 2015)
NURS 6275 IPE Disaster Preparedness & Response (summer 20150
NURS 7109 Ambulatory Care & Impatient SIM for Women's Health (spring 2015)
NURS 7110 Advanced SIM Women's Health (summer 2015)
NURS 7340 Group & Family Therapy (fall 2014)
NURS 7623 Neonatal Nurse Practitioner Practicum (fall 2014)
NURS 7402 Dissertation Proposal Development (spring 2015)

Revised Courses:
NURS 7108 Introduction to Women's Health (fall 2014)
NURS 7620 Neonatal Nurse Practitioner Practicum (fall 2014)
NURS 7652 Adult Acute Care Residency (fall 2014)
NURS 6011 Curriculum & Classroom Instruction in Nursing Education (spring 2015)
NURS 6390 Care Management: Clinical Issues (spring 2015)
NURS 6601 Management of Episodic Problems (spring 2015)
NURS 6604 Physiology & Psychology of Aging (spring 2015)

Inactivated Courses:
NURS 6341 Group Therapy (fall 2014)
NURS 6342 Family Therapy (fall 2014)

Table 13: DNP Alumni Survey (n=94)

FACTOR:*	2011-12	2012-13	2013-14
Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences to provide the basis for advanced nursing practice.	4.43	4.17	3.7
Provide, manage and evaluate care of individuals and populations using evidence-based concepts related to physiology, pathophysiology, pharmacology, as well as community, environmental, cultural and socioeconomic dimensions of health.	4.14	4.17	3.41
Demonstrate advanced levels of clinical judgment and decision-making, systems thinking and accountability in designing, delivering and evaluating evidence-based care.	4.48	4.13	3.64
Develop and implement effective plans for initiatives that will improve the quality of care delivery.	4.29	4.08	3.61
Demonstrate essential informatics knowledge and skills through the use and evaluation of information management resources in patient care, healthcare systems and/or academic settings.	4.1	4.17	3.5
Demonstrate leadership in the analysis, development, and implementation of just and equitable institutional, local, state, federal, and/or international health policy.	3.81	4.08	3.78
Employ leadership skills in inter-professional teams and organizations to provide and improve health care and health care delivery systems.	4	4.17	3.85
Demonstrate commitment to professionalism as evidenced by participation and leadership in practice, life-long learning, mentoring, professional organizational activity, community service and policy.	4.29	4.33	3.75

*Respondents rated how well the program prepared them in each area above, where "1" indicated 'very ineffective' and "5" indicated 'very effective.'

Graduate Scholarships/Traineeships
The CON awarded over $1,000,000 in funding for the year 2014-2015 to MS and DNP students. These funds provided 112 awards to 85 students over the academic year. Table 14 displays the breakdown of funding types. Table 15 breaks down the awarding of college-owned scholarships by program.

Table 14: Total MS and DNP Funds Awarded, 2014 – 2015

Funding Type	Amount
College of Nursing Development Funds	$459,088
Traineeships (HRSA: AENT, CGEP, ANE)*	$571,652
External Scholarships/Fellowships*	$16,000
TOTAL	**$1,046,740**

*U.S. Health Resources and Services Administration (HRSA): Advanced Education Nursing Traineeship (AENT); Comprehensive Geriatric Education Program (CGEP); Advanced Nursing Education (ANE).
**CON either manages funds and recipients selected by outside entities OR the CON is given awarding authority but funds are managed outside of CON.

Table 15: MS and DNP Awards – Development Funds

	Students Awarded	% of Total Cohort	Amount
MS	10	21%	$70,212
DNP	42	19%	$388,876

Trends in MS and DNP Course and Instructor Evaluations
Figures 15 and 16 show the average instructor and course evaluation scores for each semester from fall of 2012 through spring of 2015. Evaluation scores are on a 0 to 6 scale, with higher scores reflecting more positive evaluations.
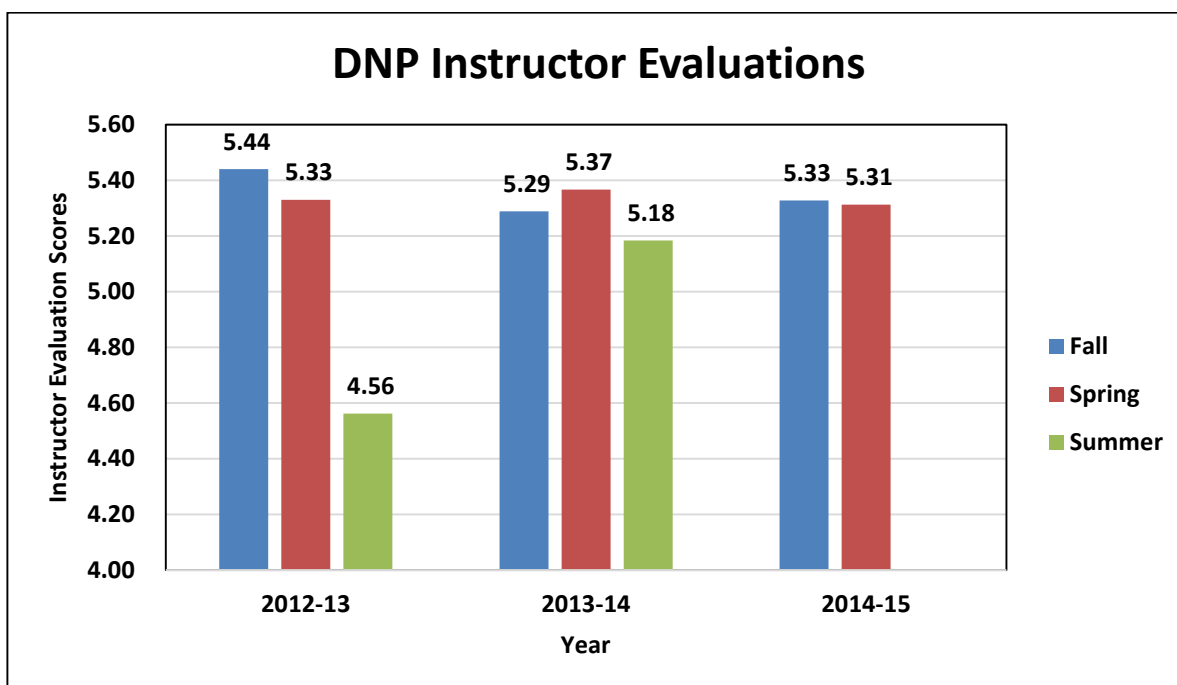

Figure 15: DNP Instructor Evaluations, Academic Years 2012 – 2015 (Scale 0-6)
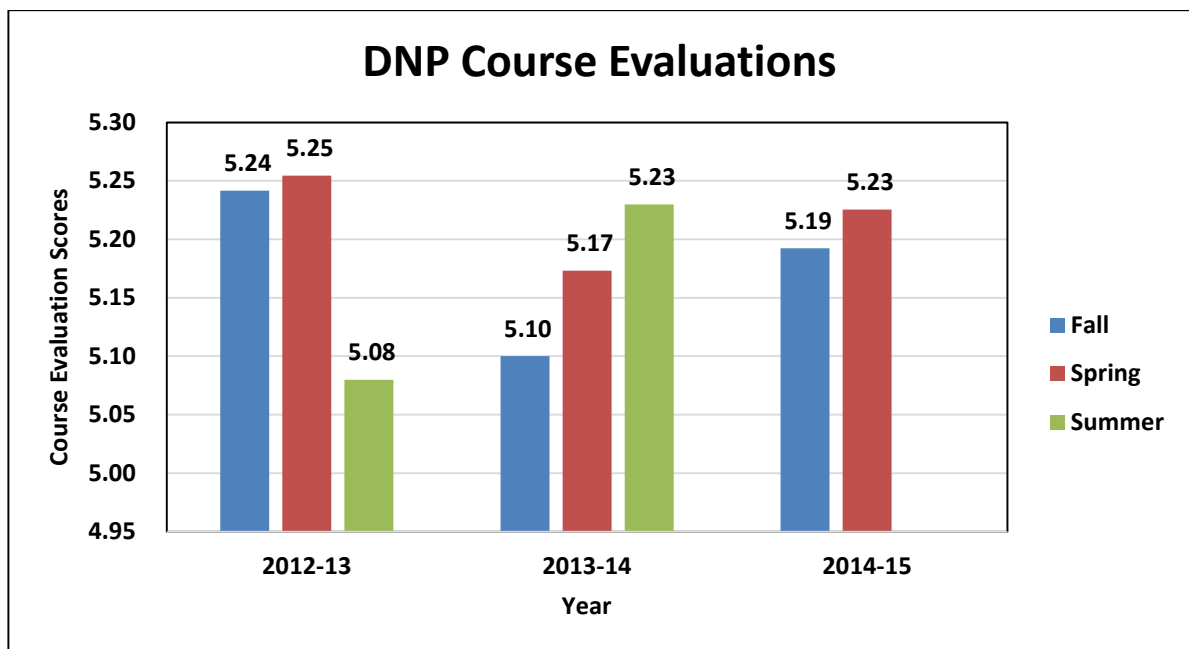
Figure 16: DNP Course Evaluations, Academic Years 2012 – 2015 (Scale 0-6)

Gerontology Interdisciplinary Program (GIP)

Accomplishments

The Gerontology Interdisciplinary Program (GIP) has had a transformative year, starting with the creation of a one-year full-time and two-year, part-time Master of Science program. In addition, now all gerontology courses are offered in an online format. The GIP was awarded $145,000 from Teaching and Learning Technologies (TLT) to transform the program into an official UOnline program by reviewing all required courses for the master's program in addition to all elective courses. The program is scheduled to have completed revision and to become an official UOnline program as of the fall semester of 2017. In addition, the GIP has been working with leaders from the Center for Teaching and Learning Excellence (CTLE) in completing a full curriculum mapping of all master of science core courses against the newly released competency guidelines provided by the Association for Gerontology in Higher Education.

With the assistance of academic programs staff, a GIP alumni list-serve was developed and an alumni survey was created and distributed to all graduates from the certificate, minor or master's program since 1985 (Table 17). We had a response rate of 30 percent (n=89). This survey provides important information regarding graduate employment opportunities as well as feedback regarding program outcomes. The alumni list-serve has been used to distribute bi-annual GIP newsletters and to inform alumni of GIP events and job opportunities. This spring, the GIP hosted a well-attended alumni, honor society and graduate reception that fostered integration of faculty, students, and alumni.

The GIP faculty have focused on team building and cohesion through a variety of activities, including monthly social events, group fundraising activities, and an annual retreat. Community building with students has been fostered through a fall kick-off party, a winter holiday party, and a spring social at the program director's home.

Enrollment

Figure 17 indicates the numbers of students enrolled in the GIP master's, minor and certificate program (undergraduate and graduate). Table 16 lists applicants and admitted students in the certificate program for 2012 – 2015. Table 17 shows alumni feedback about the program.
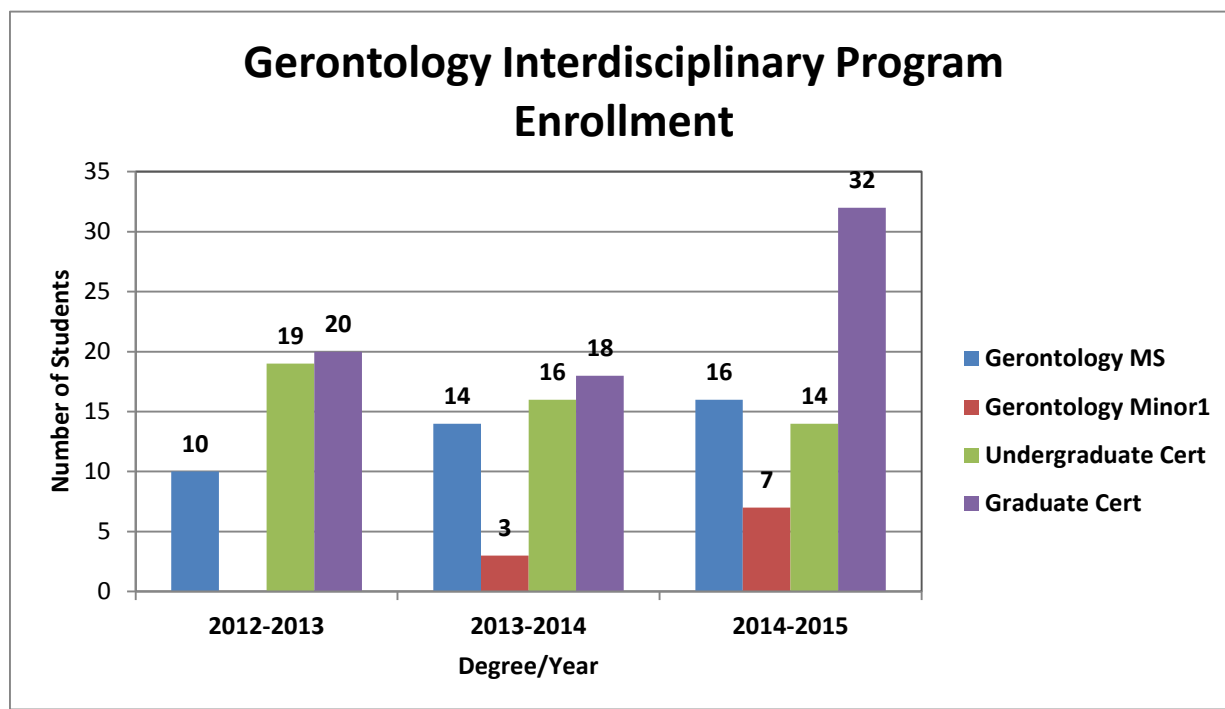
Figure 17: Gerontology Interdisciplinary Program Enrollment, Academic Years 2012 – 2015

Table 16: Gerontology Interdisciplinary Certificate Program, Academic Years 2012 – 2015

Major Specialty	Applicants			Admitted		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
MS	8	15	13	5	11	5
Undergraduate Minor[1]		5	4		5	4
Undergraduate Certificate	14	2	2	11	2	2
Graduate Certificate	21	9	24	14	8	24

[1]This program began admitting students during the 2013 – 2014 academic year

source: Apply Yourself (applicants); SDW, Dashboard (Admitted); Student Services (Certificates and Minor)

Curriculum

Several significant changes have been made to GIP curriculum:

- Beginning in 2014, all GIP courses were offered in an online format. For the first time, a one-year full-time and two-year part-time program of study were offered.
- The Association for Gerontology in Higher Education (AGHE) created a set of national competencies for baccalaureate and master-level gerontology programs that was approved in the fall of 2014. Working under the direction of Dr. Pam Hardin from CTLE, the gerontology faculty completed a full curriculum mapping of the MS core courses using these new competencies as a guideline.
- The GIP was awarded a $145,000 grant through Teaching and Learning Technologies ("UOnline Program Investment Preparation") to revise all gerontology courses (seven core courses and 11 elective courses). The full revision is expected to take two years with an official UOnline program launch in the fall of 2017.

New Courses:

GERON 5006 Honors Diversity in Aging (summer 2015)
GERON 5500/6500 Social & Public Policy in Aging

Revised Courses:

GERON 5392/6392 Care Management: Legal, Financial & Business Issues (fall 2014)
GERON 5604/6604 Physical & Psychology of Aging (fall 2014)
GERON 5960/6960 Special Topics (spring 2015)

Inactivated Courses:

GERON 2050 Aging: Concepts & Controversies

Table 17: Gerontology Interdisciplinary Program Master's Alumni Survey (n=89)

FACTOR: *	2011-12	2012-13	2013-14
Overall, how satisfied were you with the Gerontology MS program?	4.5	4.75	4
Faculty advising	5	4.5	3
Student services advising	3	2.75	2.5
The length of the program	4	4.75	4
The core courses	5	4.75	5
The practicum experience	5	4.5	4.5
The elective courses	4.5	4	4.5

*Respondents rated how well the program prepared them in each area above, where "1" indicated 'very ineffective' and "5" indicated 'very effective.'

Scholarships

The CON awarded over $40,000 in funding for the year 2014-2015 to gerontology students. These funds provided 10 awards to eight students over the academic year. Table 18 breaks down the awarding of CON-owned scholarships.

Table 18: Gerontology Interdisciplinary Program: Development Funds

	Students Awarded	% of Total Cohort	Amount
Gerontology	8	50%	$40,321

Trends in Evaluations of Gerontology Courses and Instructors

Figures 18 and 19 present instructor and course evaluations for each semester from fall of 2012 through spring of 2015. 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.
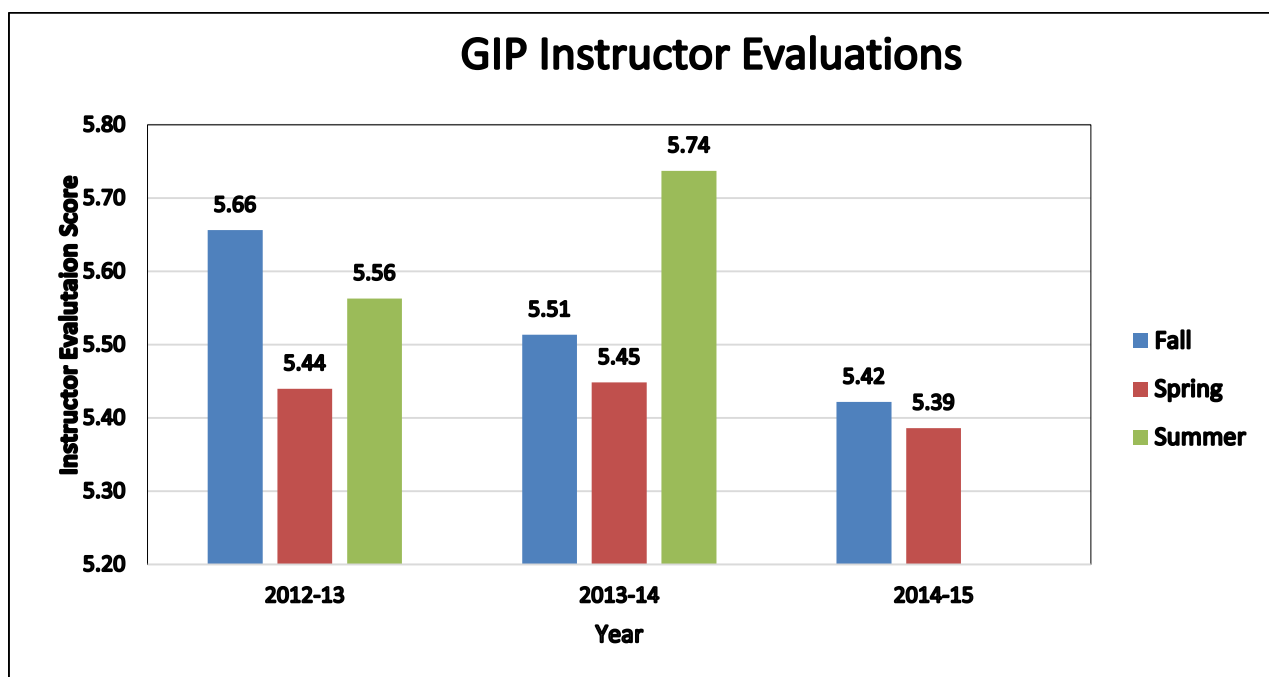

Figure 18: GIP Instructor Evaluations, Academic Years 2012 – 2015 (Scale 0-6)
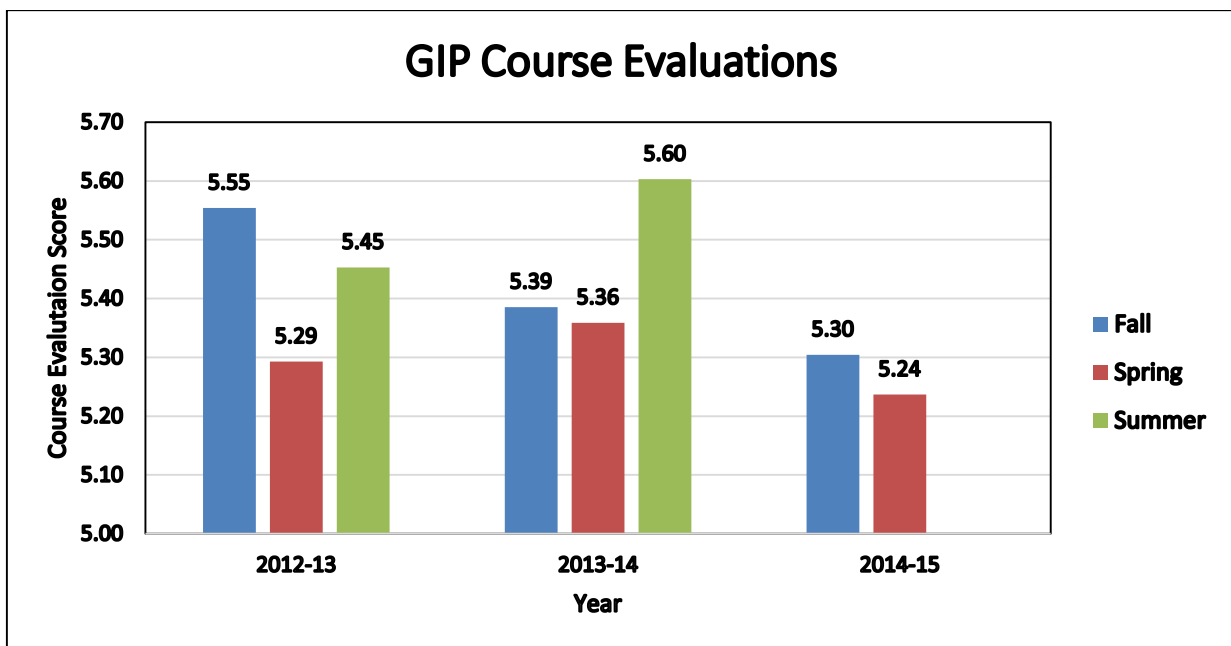
Figure 19: GIP Course Evaluations, Academic Years 2012 – 2015 (Scale 0-6)

PhD Program

Accomplishments

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 relocation. This year, support for distance classes transitioned from the Utah Telehealth Network (UTN) to Utah Education Network (UEN), which increased the availability of accessible bridge lines or 'ports' for student and faculty use.

The impressive list of PhD Program accomplishments this year includes:
- Graduation of 17 students.
- Developing and piloting novel pedagogy using two simulated research scenarios to aid students in the application of ethical principles to their dissertation research.
- Dr. Kim Friddle receiving the AACN's prestigious *Excellence in Advancing Nursing Science Award* for her dissertation research, "The Effect of Oxygen Saturation Targets on the Development of Retinopathy of Prematurity."
- Reviewing and revising PhD committee charter and student handbooks.

Recruitment, Enrollment, Progression and Graduation

The PhD Program faculty continued to refine and implement procedures to increase objectivity and rigor of evaluation of all applicant materials. A standardized rotating schedule of conference-based learning opportunities and on-ground intensives was developed to aid with future budgetary planning and faculty time commitments. All students will attend both

the Western Institute of Nursing Conference and the Council for Advancing Nursing Science. A third specialty conference will be attended based on specific student cohort interests, identified each year.

A cohort of eight students enrolled in the PhD Program in the fall of 2013. For the incoming cohort for fall 2014, 17 applications were initiated and 11 applications were completed. Seven were offered admission and four accepted and were admitted into the program. (See Figure 20 for overall program enrollment. See Figure 21 for application and admission data).

An enhanced focus on recruitment activities was initiated, including promotional materials incorporating QR codes which linked to the College of Nursing PhD website. Two T32 pre-doctoral and two post-doctoral fellows were selected. The fellows participated in a variety of CON activities including research innovation teams, mentor research, a journal club, and a seminar in cancer, aging and end of life.

Table 19 compares the characteristics of PhD program students in the 2014-2015 Academic Year with the 2013-2014 Academic Year. Among the 46 students currently enrolled (which includes the incoming fall 2015 cohort) there are 42 females and four males, with an average age of 44. Although acceptances and GRE scores of verbal and quantitative skills have decreased slightly, analytical writing average scores are constant and average graduate GPA has increased from the previous year.
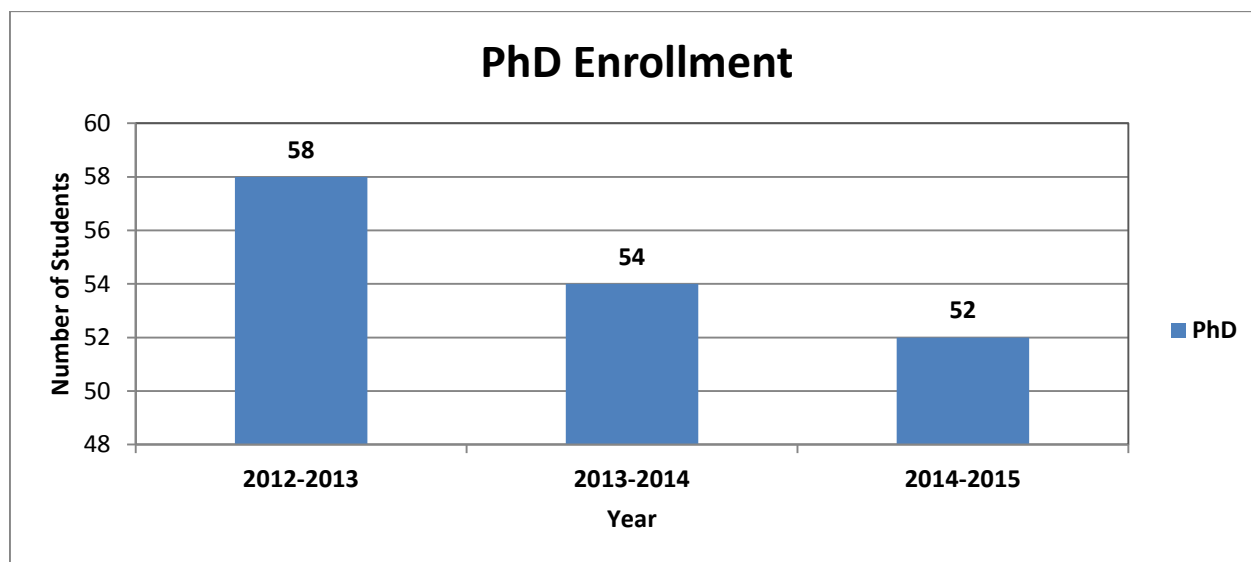
Figure 20: PhD Enrollment, Academic Years 2012 – 2015
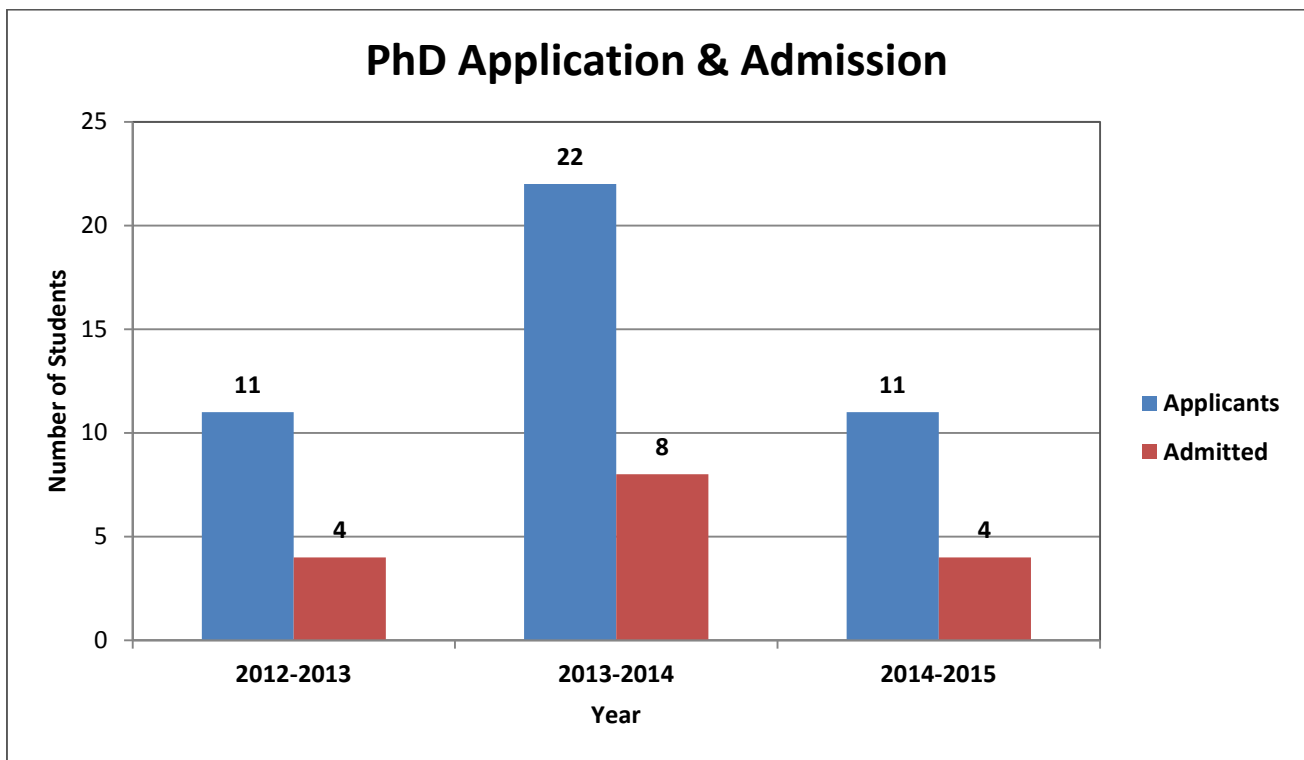
Figure 21: PhD Application and Admission, Academic Years 2012 – 2015

Table 19: PhD Admission Profile, Academic Years 2013-2015

	2013-14 Cohort	**2014-15 Cohort**
Gender	100% female	28% male (2/7)
Mean Age	44	44
%Hispanic or non-white	2 Asian (33%)	
Average GRE	*Verbal reasoning:* 156.3 (possible range 130-170) *Quantitative reasoning*: 151.5 (possible range 130-170) *Analytic writing*: 3.75 (possible range 0-6 in half point increments)	*Verbal reasoning*: 153.25 (possible range 130-170) *Quantitative reasoning*: 143.25 (possible range 130-170) *Analytic writing*: 3.75 (possible range 0-6 in half point increments)
Average Grad GPA	3.622	3.96

Table 20 compares the student progression data in the 2014 – 2015 Academic Year with data from the 2013 – 2014 Academic Year.

Table 20: PhD Student Progression Data, Academic Years 2013-2015

Indicator	Oncology Cohorts 1-4		Hartford I and II		MS – PhD (Blended)		BS – PhD (Blended)		Total	
	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
Matricula-ted in fall	9	3	16	16	21	24	6	5	53	47
Enrolled in fall	9	3	15	16	21	24	6	5	52	46
Leave of Absence	0	0	1	1	0	0	0	0	1	1
Newly Admitted to Candida-cy by end of June 2015	1	0	4	0	1	3	0	0	6	3
Total Candi-dates by end of June 2015	4	3	8	10	10	7	4	2	26	22
0-5 years in program by end of June 2015	6	0	15	4	10	25	3	3	34	32
6-10 years in program by end of June 2015	3	3	0	3	13	7	3	2	19	15

Table 21 compares student graduation data in the 2013-2014 Academic Year to the 2014-2015 Academic Year. The large number of graduates this past academic year represents a concerted effort by PhD faculty to help students complete their degrees. The Outstanding Doctoral Student Award went to Ann Marie Walton. The Outstanding Dissertation Award was given to Dr. Kim Friddle.

Table 21: PhD Student Graduation Data, Academic Years 2013 – 2014

Indicator	Oncology Cohorts 1-4		Hartford I and II		MS – PhD (Blended)		BS – PhD (Blended)		Total	
	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
Number of Graduates	1	2	2	4	1	8	2	3	6	17
Cumulative Average Time to Completion (years)	4.7	6.8	4.3	4.8	4.3	5.5	6.4	6.1	5.4	5.5
Withdrew or Change of Classification	0	1	0	1	0	0	0	0	0	2

Table 22 compares the PhD student progression in the 2014-2015 Academic Year with those in the 2013-2014 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, Academic Years 2013 – 2015

Category	2013-14	2014-15
Admitted to PhD Candidacy	16	2
Successful Dissertation Defenses	11	20
Dissertation Release (Graduate)	7*	16 (dissertation clearance for 4 students expected summer 2015)

*Two students successfully defended in 2012 and their dissertations were cleared through the thesis editor's office in 2013.

Curriculum

The final courses in the revised curriculum were taught. Regular curricular updates were continued at monthly faculty PhD committee meetings to evaluate new courses. A memorandum of understanding between the gerontology program and the PhD Program was developed so that PhD students with an interest in gerontology who take required courses can count these courses toward the Graduate Certificate in Gerontology. The statistics task force refined a basic refresher course (NURS 5550, Practical Statistics) that was offered to DNP and PhD students beginning summer 2014.

PhD Course Approvals and Revisions

New Courses
NURS 7207 Quantitative Research Designs I (spring 2015)
NURS 7208 Quantitative Research Designs II (summer 2015)
NURS 7402 Dissertation Proposal Development (spring 2015
NURS 7825 Biobehavioral Investigations: Concepts, Theory & Design (summer 2015)

Revised Courses:
NURS 7201 Statistics I (spring 2015)
NURS 7202 Statistics II (spring 2015)

College of Nursing's Nursing Education Xchange (NEXus) Participation
The CON continues to expand participation in the Nursing Education Xchange (NEXus) collaboration. NEXus was founded by the Western Institute of Nursing and is funded by the federal Health Resources and Services Administration for the first few years. NEXus is currently self-supporting.

NEXus enables member institutions to expand the capacity of U.S. doctoral programs in nursing by offering courses through collaborative efforts with other institutions, and thereby giving doctoral students greater access to high quality education. Students from the CON can take NEXus courses offered by other NEXus-approved universities, and students at other universities are eligible to take courses at the CON.

Table 23: NEXus Enrollment, Academic Year 2014 – 2015

Semester	Courses at College of Nursing taken by students from member schools			Courses taken by University of Utah students at member schools		
	Course Enrollment	PhD Students	DNP Students	Course Enrollment	PhD Students	DNP Students
Summer 2014	11	8	3	3	1	2
Fall 2014	6	5	1	0	0	0
Spring 2015	5	3	2	0	0	0
Summer 2015	8	6	2	0	0	0

Trends in PhD Course and Instructor Evaluations
Table 23 shows NEXus enrollment data for academic year 2014-2015. A total of 30 students from other universities have taken courses from the College of Nursing through the NEXus collaboration.

Figures 22 and 23 present instructor and course evaluations for each semester, from fall of 2012 through spring of 2015. Evaluations are on a 0 to 6 scale, with higher scores reflecting more positive evaluations**.**

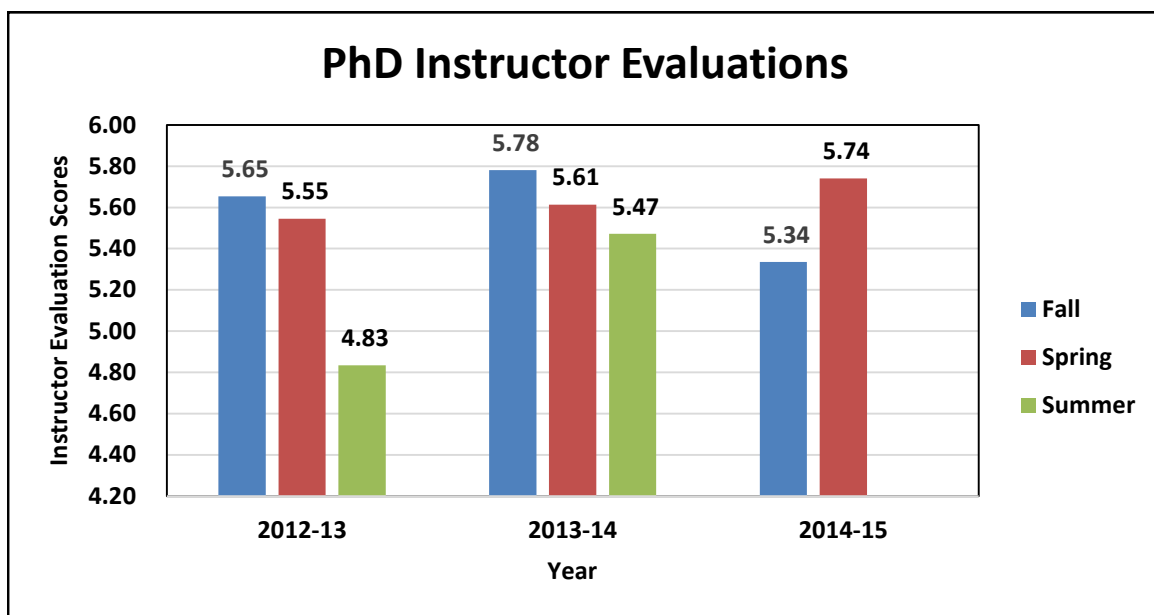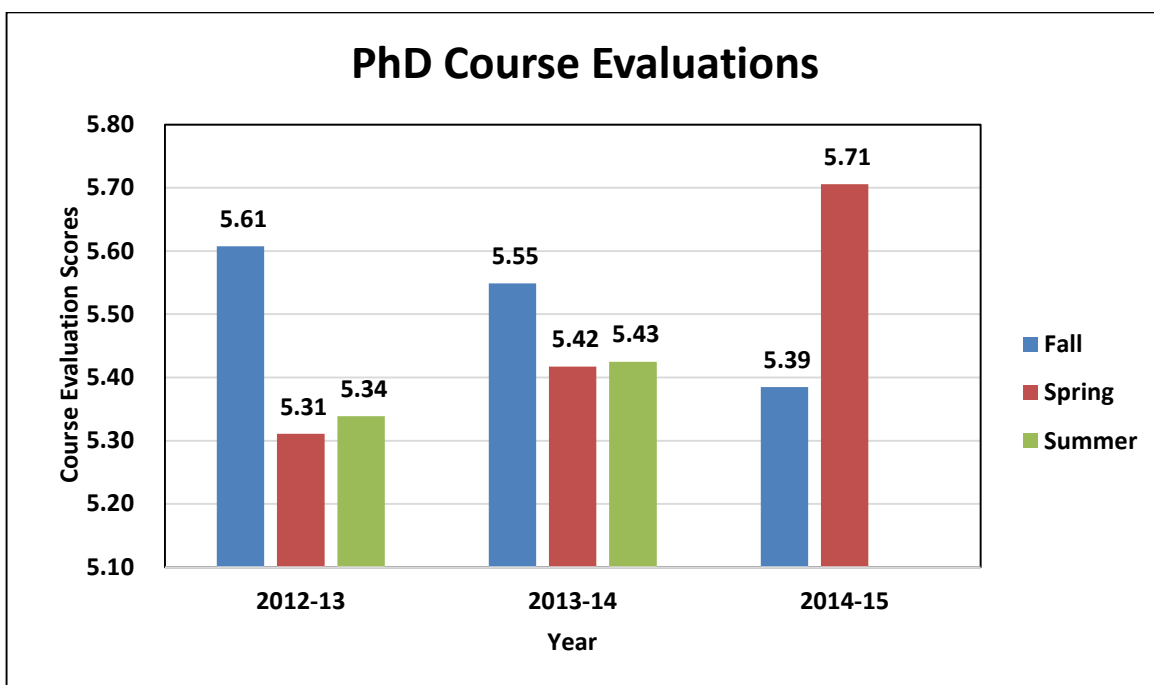**Figure 22:** PhD Instructor Evaluations, Academic Years 2012 – 2015 (Scale 0-6)

Figure 23: PhD Course Evaluations, Academic Years 2012 – 2015 (Scale 0-6)

Consistent with the alumni surveys conducted for all programs at the CON, alumni from the PhD Program were surveyed in spring 2015. Results of that survey (n=11) are listed in Tables 24a, b and c. (Note: There were no survey respondents for the 2011 – 2012 graduation year)

Table 24a: PhD Alumni Survey: Satisfaction

Factor:*	2010-2011	2012-2013	2013-2014
Faculty advising	4.7	4.5	4.8
Student services advising	4.0	3.3	3.5
Overall, how satisfied are you with the PhD program?	4.3	4.8	4.3

*Respondents rated their satisfaction, where "1" indicated 'very dissatisfied' and "5" indicated 'very satisfied'

Table 24b: PhD Alumni Survey: Prepared students to be a nurse scientist

Do you feel the PhD program prepared you to become a nursing scientist?	2010-2011	2012-2013	2013-2014
Yes	3	4	4
No	0	0	0

Table 24c: PhD Alumni Survey: Recommend the program

Would you recommend the PhD program to a friend?	2010-2011	2012-2013	2013-2014
Yes	3	4	4
No	0	0	0

PhD Scholarships/Traineeships

The CON awarded over $348,000 in funding for the Academic Year 2014-2015 to PhD students. These funds provided 24 awards to 17 students over the academic year. Table 25 displays the breakdown of funding types. Table 26 breaks down the awarding of CON-owned scholarships.

Table 25: PhD Program: Funds Awarded, Fiscal Year 2014-2015

Funding Type	Amount
College Development Funds	$163,248
Traineeships (NIH: T32, F31)	$89,904
External Scholarships/Fellowships*	$95,000
TOTAL	**$348,152**

 *CON either manages funds and recipients are selected by outside entities, or
  CON has awarding authority but funds are managed outside of CON.

Table 26: PhD Award – Development Funds

	Students Awarded	% of Total Cohort	Amount
PhD	14	27%	$163,248

The Intermountain Healthcare Simulation Learning Center (IHSLC) is a state-of-the-art, simulated hospital and training center located on the first floor of the College of Nursing Annette Poulson Cumming Building. The IHSLC is in its fifth 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 vision of IHSLC is to facilitate high quality simulation in research and education of healthcare professionals to improve communication, patient outcomes and decrease medical errors. The Kristen Reis Clinical Care Center is a simulated outpatient clinic and training center located on the third floor of the Spencer F. and Cleone P. Eccles Health Sciences Education Building (HSEB). The clinical suites are in their tenth year of operation and are principally employed for educating the next generation of physicians and other health care professionals for Utah and the intermountain region.

The CON mission includes delivering high quality simulation education and research in a safe environment for students/learners, faculty, clinical staff and community partners through innovative, state-of-the-art simulation technology and programs. In addition, the goal is to attain national and international recognition for excellence in simulation teaching, programs, learning methodologies, practice and research.

Accomplishments:

Staff Development and Training
- Hired Executive Director for Simulation
- Executive Director training in Human Resources Leadership Seminar 1 and 2, International Meeting on Simulation in Healthcare (IMSH) Simulation Director Workshop, and Human Resources Director Training course
- Hired Manager, Finance and Lead Tech
- Administrative Manager completed a Master of Business Administration program
- Hired and trained a Simulation Technician
- Hired and trained an Administrative Assistant
- Managers training in MBA Essentials and accounting courses, reallocation training, check deposit training, and journal entry training
- Simulation technology specialists training in iCoda, Moulage Certification, A+ Certification, software programing, Access, B-line, Sim Capture, and C Sharp Certification (C#)
- Continued partnership with Intermountain Healthcare and the Simulation Facilitator Training Course
- All personnel training in LEAN (Toyota Production System) processes

Research Activities
- Supported Robert Wood Johnson Foundation grant research with Dr. Alexa Doig
- Aided in grief group therapy research with Dr. Katherine Supiano
- Aided in Geriatric Transitions Objective Structured Video Examination (GT-OSVE) research with Dr. Katherine Supiano

- Supported research in contextualized delivery of medical alarms with Dr. Jim Agutter and Dr. Alexa Doig

Partnerships
- Western Governors University's Nursing Program
- Consultation with Regis University Loretto Heights School of Nursing
- Utah simulation coalition, including all major universities and hospital systems.

Policies, Procedures and Process Improvements
- Finalization of policies and procedures
- Finalization of rental fees
- Finalization of billing processes

Facility and Equipment Upgrades
- Gaumard Infant Simulator
- Laerdal SimMan Essentials Human Patient Simulator
- Two SimPads from Laerdal Medical
- Implemented the Cloud, U box
- 28 PCs and monitors, six Macs and eight Mac minis for the Intermountain Healthcare Simulation Learning Center (IHSLC)
- Window treatments for the IHSLC to maintain Family Educational Rights and Privacy Act (FERPA) during testing and simulations
- Purchased eight walkie-talkies for HSEB Clinical Center
- Emergency Management Radio Center

2014-15 Usage

Health Sciences Education Building – Kristin Ries Clinical Care Center
- College of Nursing – 21.53%
- School of Medicine – 52.30%
- Physician Assistants Program – 10.21%
- University Hospital – 2.39%
- School of Pharmacy – 3.30%
- Inter-professional Education – 7.05%
- College of Health – 2.98%
- Other (Utah Legislative Tour, Nonprofit medical filming) – 0.23%

CON – Intermountain Healthcare Simulation Learning Center
- College of Nursing – 44.14%
- College of Nursing Research – 20.26%
- School of Medicine – 7.23%
- University Hospital – 17.52%
- Intermountain Healthcare – 3.98%
- School of Pharmacy – 0.53%
- Inter-professional Education – 2.61%
- College of Health – 0.53%
- VA – 0.27%

General Benchmarks

The Emma Eccles Jones Nursing Research Center achieved significant increases in the number of research grant awards and the funding success rate during Academic Year 2014-2015. The number of faculty research grant awards increased by 220% since Fiscal Year 2012, with five awards in Fiscal Year 2012 and 16 awards in Fiscal Year 2015. And the number of grant submissions remains greatly increased over Fiscal Year 2012 -- the year before the Research Innovation Teams (RITe) program was initiated – with 25 applications in Fiscal Year 2012 and 37 applications in Fiscal Year 2015. These data appear in Figures 24 and 25. The CON funding success rate for grant submissions increased from 12% in Fiscal Year 2012 to 33% in Fiscal Year 2014 -- the last year for which all grant submissions have been reviewed by sponsoring agencies.
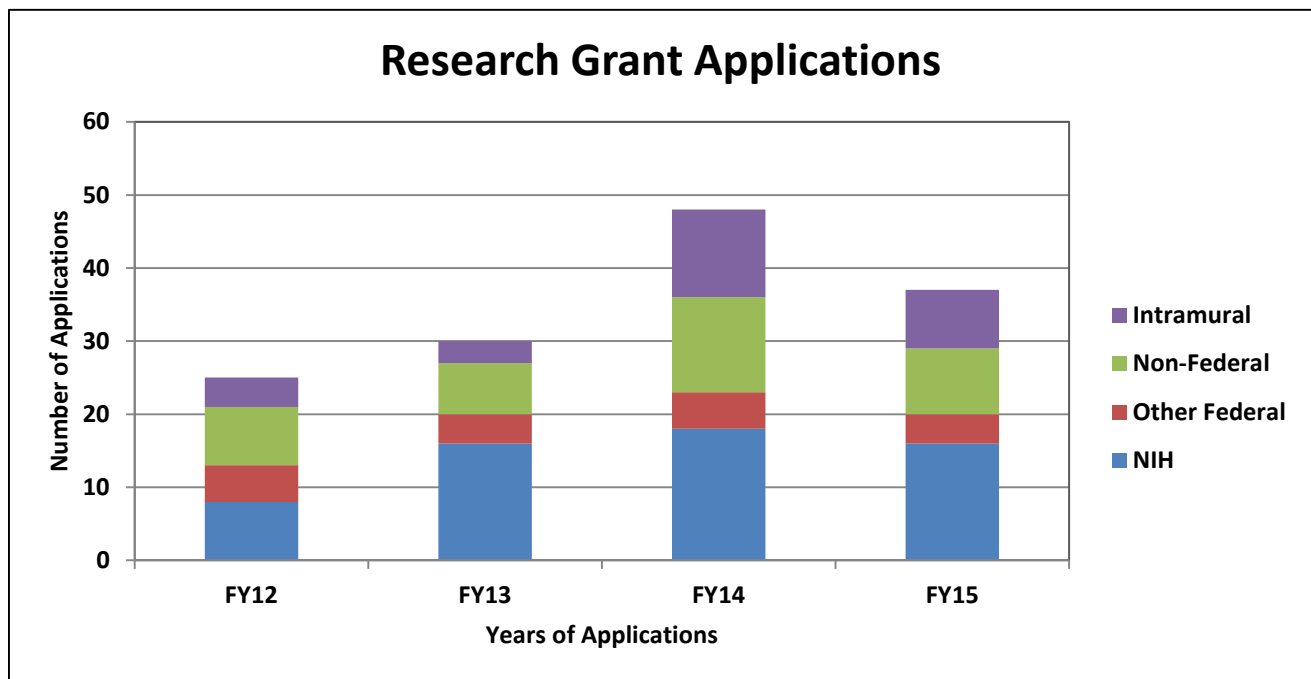

Figure 24: Number of Research Grant Applications, Fiscal Years 2012-2015
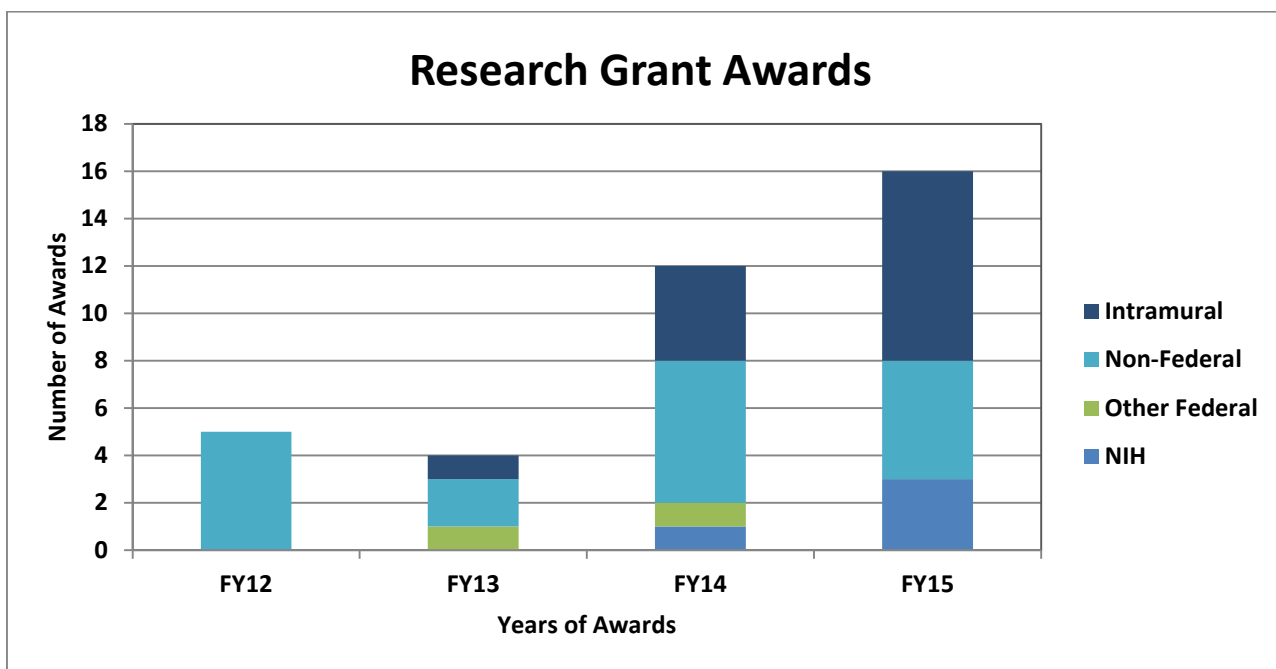
Figure 25: Number of Research Grant Awards, Fiscal Years 2012-2015

Direct costs for extramural research expenses remain in the range of $2 million dollars annually, shown in Figure 26.

The College of Nursing's National Institutes of Health (NIH) ranking among schools of nursing nationwide is 16 for the 2014 federal fiscal year, up from number 38 in 2013. Awards from the Agency for Healthcare Research and Quality (AHRQ) and Department of Veterans Affairs (VA) comprise the other sources of federal research funds. Non-federal funding came from diverse foundations (e.g., John A. Hartford Foundation, Fahs-Beck Fund and Oncology Nursing Society Foundation) and societies (e.g., American Cancer Society, Alzheimer's Association and Gerontological Society of America).

The percentage of tenure and research-line faculty with some portion of their salary supported by extramural research funding was 54% -- 18 of 33 faculty -- and a number also are 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 2015, the CON had 29 tenured and tenure-line faculty (five of whom are on a phased retirement plan) and four research faculty (one of whom is part-time). Forty-one percent of the tenure-line faculty, who have the primary responsibility of implementing the research mission, are pre-tenure. Additionally, 21% 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 substantially above the median in all areas except awards, including grants, articles, citations and books. The CON also was in the top 30 in percentage of authors with a citation (1st), number of faculty with a citation (11th), number of

faculty with an article (12th), total articles (20th), percentage of faculty cited (24th), dollars per grant (25th), total number of citations (28th), number of faculty with a grant (30th), and articles per faculty member (30th). These national ratings indicate the CON has notable levels of academic achievement in the indicators of research productivity, quality and dissemination.
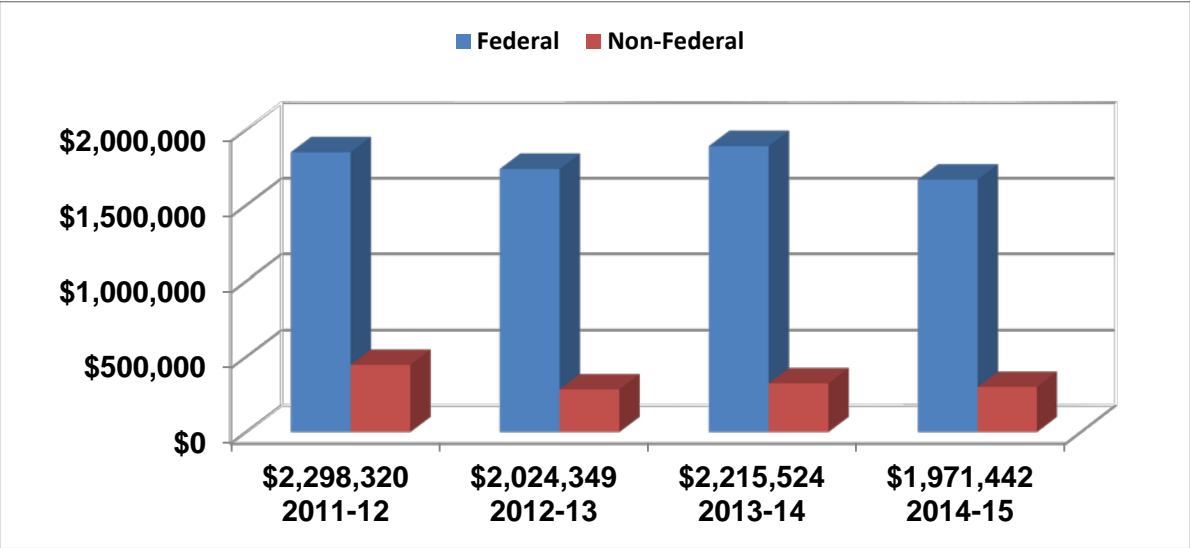

Figure 26: Direct Research Expenditures, Fiscal Years 2012 – 2015

Table 24 is a comprehensive list of all active funded research awards for the past fiscal year.

Table 24: Active Funded Research Awards, Fiscal Year 2015

Funding Period	PI	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	$1,716,427
08/01/2014-07/31/2016	Carpenter	National Institutes of Health – National Institute of Nursing Research, F31NR014608	Follow-Through of Palliative Care After Nursing Home Admission	$83,129
03/01/2015-06/30/2015	Clayton	Huntsman Cancer Institute	Refining MAP to Incorporate a Web Based Platform	$5,000
07/01/2014-06/30/2016	Cloyes	Gerontological Society of America, 14203	Mental Health, Chronic Illness, Minority-Specific Stress and Health Care Experiences for Older Adults with Chronic Illness and Their Close Caregivers	$107,283
07/01/2014-06/30/2016	Cloyes	The Mayday Fund	Interactions Among Mental Health, Quality of Life and Minority-Specific Stress for Older Adults with Chronic Life-Limiting Illness	$5,000
12/01/2014-11/30/2017	Cohen	University of California-San Francisco/Bill and Melinda Gates Foundation, 8529SC	Improving Maternal and Neonatal Health in Bihar	$152,000
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 IPA	$39,611

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
10/01/2013-09/30/2016	Cummins	Department of Veterans' Affairs	Current Evidence and Early Warning Indicators of Homelessness Risk Among Veterans - IPA	$122,794
02/01/2015-01/31/2016	Dassel	University of Utah Center on Aging	Influence of Disease Type on End-of-Life Care Preferences	$18,367
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
07/01/2014-06/30/2015	Dyer	University of Utah Research Committee	Evaluation of Knowledge Based Pre-conception Education Program	$10,000
07/01/2014-06/30/2017	Dyer	Spafford Foundation	Belle S. Spafford Endowed Chair - Perinatal Community Health Workers to Support African Refugee Women and Families	$90,000
06/01/2015-05/30/2016	Eaton	John A. Hartford Foundation	Early Intervention for Informal Caregivers Using High Fidelity Simulation via Community-Based Participatory Ethnodrama	$9,981
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
03/01/2015-02/29/2016	Edelman	Consortium for Families and Health Research at the University of Utah	Interactions Between Life-Space and Quality of Life in Spousal Dyads Coping with Chronic Conditions	$16,000

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
01/01/2015-06/30/2015	Ellington	Huntsman Cancer Institute	Palliative and End of Life Care (PEOLC)	$20,000
09/15/2013-09/25/2014	Guo	ONS Foundation	Translation and Development of E-versions of Chinese Pain Care Quality Surveys	$20,000
01/01/2015-12/31/2015	Guo	University of Utah Research Foundation	Animation-Based Depression Evaluation (AIDE) App on Touch Screen Devices: Instrument to Evaluate Depressive Symptoms in Persons with Intellectual Disability	$34,224
03/01/2015-08/31/2016	Guo	University of Utah Research Committee	Using Cognitive Interviewing to Enhance Translation Equivalence of the Mandarin Version of Pain Care Quality (PainCQ) Surveys	$6,000
07/01/2013-06/30/2015	Kepka	Primary Children's Hospital Foundation	Patient, Parent, and Health Care Factors Related to HPV Vaccination in Utah	$50,000
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 SSRI Use on Serotonin Synthesis and Protein Transporters in the Placenta, and Newborn Serotonin Levels	$34,995
09/25/2014-07/31/2017	Linder	National Institutes of Health – National Institute of Nursing Research, K23NR014874	Engaging School-Age Children with Cancer in Designing a Symptom Assessment App	$385,528
01/15/2015-01/15/2017	Linder	Oncology Nursing Society Foundation	Adolescents and Young Adults Medication Adherence Smartphone Application	$25,000

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
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
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
03/06/2015-02/28/2017	Rothwell	National Institutes of Health – National Institute of Child Health and Human Development, R21HD083832	Improved Genetic Screening Decision Making Through Interactive Technology	$409,750
07/01/2013-06/30/2016	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

Grant Submission Activity and Funding Prospects

During the current fiscal year, 37 research applications have been submitted with CON faculty as principal investigators (PI), as shown in Table 25. Sixteen of these applications were submitted to the National Institutes of Health. Applications submitted between July 1 and December 31 have been reviewed and were funded at a 40% success rate. Faculty reported 15 additional collaborative submissions where they are participating as key personnel on research projects, detailed in Table 26.

Table 25: Research Grant Applications Submitted July 1, 2014 – June 30, 2015

Date	PI	Agency	Title	Funds Requested
10/16/2014	Allen	National Institutes of Health	Diabetes Translational and Technology Trial (D-TNT)	$1,490,000
04/15/2015	Allen	American Diabetes Association	Diabetes Translational and Technology Trial (D-TNT)	$599,993
11/05/2014	Caserta	University of California at San Bernardino/National Institutes of Health	Enhancing the Effectiveness of Respite Services for Family Caregivers	$1,759,256
11/04/2014	Clark	National Institutes of Health	HULA HOOP: An After-School Intervention to Build Friends and Fitness for Youth with Intellectual Disability	$1,239,392
10/06/2014	Clayton	National Institutes of Health	Preparing Breast Cancer Survivors to Discuss Symptoms and Issues: An RCT of MAP	$3,742,582
03/01/2015	Clayton	Huntsman Cancer Institute	Refining MAP to Incorporate a Web Based Platform	$5,000
05/01/2015	Clayton	American Nurses Foundation	Refining and Testing the Medical Appointment Planner	$30,000
05/11/2015	Clayton	Huntsman Cancer Institute	Refining and Testing the Medical Appointment Planner	$29,550
12/01/2014	Cohen	University of California San Francisco/Bill & Melinda Gates Foundation	Improving Maternal and Neonatal Health in Bihar	$150,000

Date	PI	Agency	Title	Funds Requested
04/06/2015	Cummins	Utah Health Information Network/ Office of the National Coordinator for Health Information Technology	Collaboration for Healthier Communities	$339,148
08/08/2014	Dassel	University of Utah Center on Aging	The Influence of Disease Type on End-of-Life Care Preferences	$18,367
01/05/2015	Dyer	National Institutes of Health	Improving Perinatal Outcomes for African-Born Refugee Women: Enhancing Health Disparities Research and Undergraduate Nursing Students Exposure	$446,995
03/16/2015	Eaton, J	John A. Hartford Foundation	Early Intervention for Informal Caregivers Using High Fidelity Simulation via Community-Based Participatory Ethnodrama	$9,981
05/01/2015	Eaton, L	American Nurses Foundation	Hypnosis for Pain Management with Cancer Survivors	$5,000
02/01/2015	Edelman	Consortium for Families and Health Research at the University of Utah	Interactions Between Life-Space and Quality of Life in Spousal Dyads Coping with Chronic Conditions	$16,000
12/15/2014	Ellington	Huntsman Cancer Institute	Palliative and End of Life Care (PEOLC)	$20,000
06/05/2015	Ellington	National Institutes of Health	Cancer Caregivers Interactions with the Hospice Team: Implications for End of Life and Bereavement Outcomes	$2,747,955
08/20/2014	Guo	University of Utah Research Committee	Using Cognitive Interviewing to Enhance Translation Equivalence of the Mandarin Version of Pain Care Quality (PainCQ) Surveys	$6,000

Date	PI	Agency	Title	Funds Requested
08/22/2014	Guo	University of Utah Research Foundation	Animation-Based Depression Evaluation (AIDE) Application on Touch Screen Devices: An Instrument to Evaluate Depressive Symptoms in Person with Intellectual Disabilities	$34,224
11/15/2014	Guo	University of Utah Research Committee	Using Cognitive Interviewing to Enhance Translation Equivalence of the Mandarin Version of Pain Care Quality (PainCQ) Surveys	$6,000
04/01/2015	Guo	National Institutes of Health	R2CancerPain: A Research Data Repository Processing Electronic Health Records Data for Cancer Pain Research	$740,225
10/15/2014	Kepka	American Cancer Society	Multi-Level HPV Vaccine Assessment, Collaborative Methods to Improve Uptake	$729,000
02/27/2015	Kepka	National Institutes of Health	Analysis of Contextual Factors that Relate to HPV Vaccination Among Girls and Boys in the United States	$163,223
04/01/2015	Kepka	American Cancer Society	Multi-Level HPV Vaccine Assessment, Collaborative Methods to Improve Uptake	$729,000
11/04/2014	Latendresse	Patient Centered Outcomes Research Institute	Early Risk Detection and Prevention of Maternal Depression Using Distance Technology	$1,141,359
09/15/2014	Linder	ONS Foundation	Adolescents and Young Adult Medication Adherence Smartphone Application	$25,000

Date	PI	Agency	Title	Funds Requested
05/05/2015	Pett	Patient Centered Outcomes Research Institute	"Nothing About Us, Without Us": A Digitized Patient-Centered Health-Related Quality of Life (HRQoL) Assessment Measure for Persons with Intellectual and Development Disabilities (IDD)	$1,035,765
02/27/2015	Reblin	National Institutes of Health	Refining and Testing the Electronic Social Network Assessment Program (eSNAP)	$149,000
10/16/2014	Rothwell	National Institutes of Health	Therapeutic Misconception and Bio-Repositories: Older Adults and Family Perspectives	$2,007,708
11/05/2014	Rothwell	National Institutes of Health	The Use of an Electronic Informed Consent Process on paternal Attitudes Toward Residual Newborn Screening Biobanking Research	$2,402,070
04/10/2015	Rothwell	National Institutes of Health	Public Attitudes about Willingness to Pay for Return of Results	$2,054,833
06/05/2015	Rothwell	University of Michigan/National Institutes of Health	Unresolved Issues in Expanded Newborn Screening: Assessing Post-Screening Harms	$405,393
02/19/2015	Sanchez-Birkhead	National Institutes of Health	Triunfar! El Poder Esta En Mi: Self-Management for Hispanic Breast Cancer Survivors	$409,750
06/25/2015	Supiano	National Institutes of Health	A Feasibility Analysis of Complicated Grief Group Therapy Implementation	$446,999
06/01/2015	Sward	National Institutes of Health	PRISMS Informatics Platform – Federated Integration Architecture	$5,700,702
01/15/2015	Towsley	National Palliative Care Research Center	Me & My Wishes: Long Term Care Resident Videos to Communicate Care Preferences	$154,000

Date	PI	Agency	Title	Funds Requested
06/15/2015	Wilson	Agency for Healthcare Research & Quality	Labor and Delivery Nurse Staffing: A Patient Safety Intervention	$100,000

Table 26: Research Grant Applications Submitted Collaboratively, July 1, 2014 – June 30, 2015

Date	CON Key Personnel	Agency	Title	PI
02/06/2015	Allen	National Institutes of Health	Surgery or Lifestyle with Intensive Medical Management (SLIMM)	Srinivasan Beddhu Dept. of Nephrology
05/04/2015	Allen	Patient Centered Outcomes Research Institute	ProCARE: A Randomized Trial of Proactive Management of Cognitive Health in Medicine	Norman Foster Alzheimer's Center
09/25/2014	Clark and Sanchez-Birkhead	National Institutes of Health	Postpartum Practices for Early Pelvic Organ Prolapse	Ingrid Nygaard Dept. of Obstetrics and Gynecology
12/15/2014	Clayton	Huntsman Cancer Institute	Survivorship, Symptom Management and Quality of Life (SSMQOL)	Anne Kirchoff Dept. of Pediatrics
02/01/2015	Clayton	Consortium for Families and Health Research at the University of Utah	Exploring Family Health History: A Cross-Cultural Investigation	Kim Kaphingst Dept. of Communication
06/01/2015	Cummins	National Research Mentoring Network	A Persistent Experience in Big Data Sciences for Minority Students at UTRGV	Julio Facelli Dept. of Biomedical Informatics
11/10/2014	Doig	US Department of Veterans' Affairs	A Simulator Based Training to Reduce Hospital Acquired Infections	Frank Drews Dept. of Psychology
05/25/2015	Doig	US Department of Veterans' Affairs	A Simulator Based Training to Reduce Hospital Acquired Infections	Frank Drews Dept. of Psychology
10/10/2014	Felsted	National Institutes of Health	Mindfulness Based Stress Reduction on Urgency Urinary Incontinence in Older Women: A Clinical Trial Planning Grant	Ingrid Nygaard Dept. of Obstetrics and Gynecology

Date	CON Key Personnel	Agency	Title	PI
08/29/2014	Reblin	University of Utah Dept. of Physical Medicine & Rehabilitation Research Committee	The Influence of Social Support and Romantic Relationships on Psychological Well-Being and Life Satisfaction for Individuals with Spinal Cord Injury and Their Partners	Justin Mackenzie Dept. of Physical Medicine and Rehabilitation
05/28/2015	Sanchez-Birkhead	Bright Outcomes, Inc.	Saludos Juntos: A Promontora-Led Home-Based Cancer Care Support Solution	AnaMaria Lopez Huntsman Cancer Institute
05/29/2015	Sward	University of Utah Center for Clinical and Translational Science	Contraceptive Treatment Patterns of Reproductive Age Women with Chronic Medical Conditions	Lori Gowran Dept. of Obstetrics and Gynecology
06/01/2015	Sward	National Institutes of Health	Sensor Development and Validation for Pediatric Asthmas	Hanseup Kim Dept. of Electrical and Computer Engineering
06/15/2015	Sward	Society for Family Planning	Contraceptive Use in Women with Chronic Diseases: Facilitating Reproductive Planning Among Primary Care and Subspecialty Providers	Lori Gowran Dept. of Obstetrics and Gynecology

Intramural Funding and Support

The Research Committee awarded funds to faculty for pilot projects and other small projects as shown in Table 27. These awards span two years. There are four ongoing projects from the previous funding cycle.

Table 27: Intramural Research Funding Awards, 2014-2015

Award Date	PI	Title	Amount
08/26/2014	Ellington	Family-Centered Hospice Team Care: Role of Hospice Aides	$4,950
10/20/2014	Kepka	Evaluating the Impact, Efficacy and Feasibility of a Preventative Cancer Care Management Strategy Among Hotel and Cleaning Workers in Salt Lake City	$5,000
01/01/2015	Reblin	Development of an Electronic Social Network Assessment Program	$10,000
01/01/2015	Rothwell	Improving Knowledge about Whole Genome Sequencing Through Game Technology	$10,000
		Total:	**$29,950**

Research Initiatives

The two major research initiatives in the CON during the 2014-2015 academic year were: 1) continuation 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 college is one of 11 nursing schools nationwide with a T32 training grant. During year two of this five-year program, three pre-doctoral students and four post-doctoral trainees were appointed to begin their research careers in nursing. Drs. Susan L. Beck and Ginette A. Pepper advise and lead the program, including the Seminar in Cancer, Aging, and End of Life (NURS 7885), and facilitate a bi-weekly journal club. Post-doctoral fellows – Dr. Catherine Dingley (Colorado); Dr. Sarah Llanque (Oregon); Dr. Linda Eaton (Washington); and Dr. Kristen Fessele (New Jersey) – have elected to complete their post-doctoral training using distance learning. Post-doctoral researchers remain in their home states and are in contact with their mentors and research teams via electronic communication. They also spend several intensive weeks on campus meeting with their mentors and research teams, including an annual site visit meeting in May where post-doctoral and pre-doctoral fellows present their annual reports to members of the internal and external advisory committees.

Research Innovation Teams (RITe) Initiative

Five RITe teams were active during 2015, the third year of the CON's RITe initiative. The unifying themes of the five innovation team pre-centers are summarized in Table 28. A summary from each RITe team submitting an annual report follows.

Communication, Decision-Making, and Informatics (CDMI) – (Team Leader, Dr. Lee Ellington). The CDMI has had a productive year. Members of the RITe led, as principal investigators, six NIH grant submissions and one NIH submission as a Co-I. Two are being revised and four still are under review. The remaining NIH grant, Maija Reblin's R03, was scored as a 20 and shows high likelihood of being funded. Two grants were submitted to

private foundations and only one has been reviewed at this point. Dr. Gail Towsley was awarded a junior faculty award from the National Palliative Care Research Center, for which Dr. Ellington and Susan Miller (Brown University) will serve as co-mentors. Dr. Mollie Cummins is leading a subcontract on a Utah Health Information Network submission. Dr. Jia-Wen Guo submitted three university grants and was awarded a university seed grant. Dr. Linda Edelman's research team was awarded a Consortium for Families and Health Research (C-FAHR) grant and Dr. Kathy Sward and co-investigators were awarded Center for Clinical and Translational Science (CCTS) funds.

Transitions and Health (Delta) – (Team Leader, Dr. Michael Caserta). The 2014-2015 year was a productive one for the Transitions and Health RITe. Virtually all goals pertaining to grant submissions were met. Members made three federal submissions (two R01s from Drs. Margaret Clayton, Michael Caserta and Gary Donaldson] and one R15 [Drs. Katherine Supiano and Gary Donaldson]). One R01 was not funded; the second one was scored but its funding status is currently undetermined. The R15 is awaiting review. One external submission to American Nurses' Foundation from Dr. Clayton was also submitted as planned; it is currently under review. Post-doctoral student Dr. Sarah Llanque used T32 funds to conduct a planned pilot study pursuant to a future federal submission. An intramural submission to the Center on Aging planned by Delta members Dr. Kara Dassel and Dr. Supiano also was funded. Although not specified in goals for the past year, two intramural grants were submitted to HCI and another to C-FAHR by Delta member Dr. Clayton. All three were funded.

Delta's goals included requiring each member to maintain a sustained level of productivity in the form of submitted manuscripts and presentations at professional meetings. These goals were exceeded. Twenty-six manuscripts were submitted -- 16 of which are either published or in press in refereed journals. And two book chapters are in press. Eight manuscripts are currently under review. Furthermore, Delta members accounted for 29 presentations over the past year. And another three abstracts were submitted -- one was accepted and two are pending decisions. Delta members Drs. Caserta and Supiano each were invited on separate occasions by the Hospice Foundation of America to make presentations to national audiences.

Other notable accomplishments were achieved by the two T32 postdoctoral fellows. Dr. Sarah Llanque participated in the National Institute on Aging's Butler-Williams Scholars Program grant-writing workshop in the summer of 2014, and Dr. Catherine Dingley was appointed to a tenure-line position in nursing at the University of Nevada - Las Vegas.

Symptoms and Palliative Care: Mechanisms, Models, Interventions, and Analytic Innovations – (Team Leader, Dr. Susan Beck). The goals for the 2014-2015 fiscal year were to support pre-doctoral members Joan Carpenter, Sharifa Al-Qaaydeh, and Meagan Whisenant) and new Principal Investigators Dr. Kristin Cloyes and Dr. Lauri Linder in implementation of their research, and to provide feedback on new proposals. The team also provided review for Dr. Linda Eaton's grant submission to the ANF Foundation. Dr. Beck collaborated with Dr. Ana Sanchez-Birkhead on an NIH R21 grant submission. And Dr. Mooney collaborated with Dr. Clayton on an NIH R01 grant submission. The team also led a session for all RITe members on the new NIH biosketch.

Developing Potential and Promoting Health Equity among Persons with Disabling Conditions - This large, interdisciplinary group of scholars hosted 16 working meetings during the year to meet the primary goal of supporting pilot work leading to federally-funded grant applications in the areas of health equity. The 14 members of the RITe were representative of the College of Nursing, primarily, with other health equity researchers joining us from the Colleges of Health and Social and Behavioral Sciences. Nursing faculty in the RITe submitted one NIH and one foundation grant, one book, and two peer-reviewed papers directly supported by the RITe. Areas of interest included Native American health and domestic violence, with a grant opportunity considered by Dr. Patchell and explored in the group. Diabetes prevention and treatment in diverse groups was a health equity interest explored Dr. Nancy Allen, who submitted grants strengthened with team input. With the support of the Lasonde Entrepeneur Institute and Google, Dr. Wright continued to collaborate with colleagues and community agencies to build evidence-based, innovative, inter-generational technologies to support youth with autism in securing employment. Ongoing pilot research on health-related quality of life among people with intellectual disabilities was conducted by a subset of RITe members, which will lead to a PCORI grant submission spearheaded by Dr. Pett.*Women, Infants, and Newborns (WINRITe)* – (Team Leader, Dr. Patricia Murphy). During the 2014-15 academic year the group focused its goal on productivity in grant submissions. The group met monthly to share work-in-progress and plans for research. Several members attended the Deer Valley grant-writing workshops and used meeting time to review specific aims with the RITe team members. During this year, members submitted 11 research funding proposals. Two members also submitted training grant proposals as part of their other administrative roles. Three of the NIH submissions were funded, including those of Dr. Erin Rothwell and Dr. Deanna Kepka, as were two of the training grants.

Sustained levels of NIH applications this year are attributed to the RITe initiative and particularly the support of the two research associates the CON employs. The primary responsibility of the research associates is to support faculty prior to an award. This includes offering support during faculty members' planning stages for their research program and, particularly, support in writing and submitting faculty members' research grant applications. During Fiscal Year 2015, the research associates also supported education and training grants submitted through the CON. The unifying themes of the four RITe pre-centers are summarized in Table 28.

Table 28: 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: May 2012	Approaching health care from a systems perspective, the interaction and collective forces of communication, decision making and informatics on health outcomes are elucidated.	5	8

Developing Potential and Promoting Health Equity among Persons with Disabling Conditions Leader: Marge Pett Chartered: May 2012	Investigation of factors that enhance quality of life and daily functioning for those with [or at risk of] disabling conditions.	1	1
Transitions and Health (Delta) Leader: Mike Caserta Chartered: May 2012	Examination and facilitation of health and quality of life outcomes associated with transitions over the life span.	3	4
Symptoms and Palliative Care: Mechanisms, Models, Interventions, and Analytic Innovations Leader: Susie Beck Chartered: May 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.	0	1
Women, Infants, and Newborns (WINRITe) Leader: Patricia Murphy Chartered: October 2013	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	4

The College of Nursing Research Committee
This year the research committee's major accomplishments include:
- Establishing the protocol and evaluation criteria for the Western Institute of Nursing conference student poster abstracts and completed those reviews.
- Assisting in providing statements of research interest from faculty that were compiled by Dr. Bob Wong for use by the dean and Advancement Office in soliciting research support from donors.
- Establishing the protocol and evaluation criteria for abstract reviews for the 10th annual nursing research conference, jointly sponsored by Intermountain Healthcare and the CON.
- Reviewing and providing feedback on the draft research focus document for the CON's strategic plan.
- Collaborating with Senior Development Director Dinny Trabert regarding efforts to solicit research funds from individual donors and foundations to support faculty research.

Other Research Activities
The Emma Eccles Jones Nursing Research Center supported activities to enhance the scholarly environment and communication about research in the CON. The center co-sponsored the College of Nursing Seminar Series (CONSS) which hosted 25 sessions (12 research focused); and published 29 *Research Bulletins*, an internal newsletter that lists calls for abstracts, funding opportunities and educational offerings and summarizes changes in research policy at the national, university and college level. The research office also assisted with the applications of three international visiting scholars, all of whom are yet to

finalize plans for actual visits. The center hosted visiting faculty: Dr. Meg Walhagen, professor at the University of California, San Francisco; and Dr. Claudia Beverly, professor at the University of Arkansas for Medical Sciences.

Research Mentoring
Four faculty members are participating in the Senior Vice President's Clinical and Translational (VPCAT) research mentoring program. Drs. Jane Dyer, Deanna Kepka, and Gail Towsley are faculty scholars and Dr. Janice Morse serves as a mentor.

Information and Technology (IT) are threaded throughout the College of Nursing's vision and strategic plan. The IT team supports education, research, practice and administration/operations through state-of-the-art information and communications technology; technical support and assistance to faculty, staff and students. 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 for pedagogy, teaching "best practices" and multimedia creation. Major activities for 2014-2015 are outlined below.

Videoconference Enabled Classrooms
The college Information and Technology staff maintain five video conference classrooms and the George S. and Dolores Doré Eccles Auditorium (College of Nursing Building (CNB) 2300) in the Annette Poulson Cumming Building, plus the Stephen M. Ryberg and Claire Dumke Ryberg Lecture Hall (CNB 2400) and the Katherine W. Dumke and Ezekiel R. Dumke, Jr. Foundation Lecture Hall (CNB 2600). The CON has discontinued the agreement with the Eccles Library support staff for teaching support in those classrooms. IT now provides faculty with immediate assistance and support with classroom technology in CNB. This year saw the upgrade of three video conferencing rooms (CNB 2505, CNB 2510 and CNB 3610) with new high definition equipment, providing higher quality connections for faculty and students in the distance education and Inter-professional Education Telemed programs.

Videoconferencing (Telemedicine/Bridge) Infrastructure
Over the past year, most of the PhD and DNP distance education courses continued to use the Utah Education Network (UEN) for video conference bridge services. This included user technical support and software licenses for Jabber. UEN receives its funding through state and grant funds. The Inter-professional Education Telemed program still will be utilizing Utah Telehealth Network's (UTN) paid services for the duration of their grant, with UTN cost of services paid by the grant.

Other Technologies for Teaching and Research
Nursing faculty use other technologies supported by IT to meet the needs of academic and research programs. Adobe Connect licenses are used for web conferencing services related to distance education. The CON also utilizes Umail-supported Lync conferencing services (renamed as Skype for Business) to meet the growing need of ad hoc conferencing between students and faculty. Other services, such as Canvas (Learning Management Service), are supported through 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 computer lab is accessible to students at all times that the building is open, i.e. from 7 a.m. to 6 p.m., 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 students

cannot install additional software, and computers are connected to Altiris and DeepFreeze servers for efficient update and maintenance. CON IT successfully completed a feasibility study to make use of computer virtualization technology in the lab. This will increase availability and will decrease long-term maintenance costs. The CON's Advancement office secured a $10,000 grant to pay for some of the upgrade costs. Grant funds were spent on purchasing a compatible network switch.

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. In line with the simulation center's strategic plans, all bedside monitors were upgraded to 24-inch flat panels to become compatible with the Epic application. The IT office plans to upgrade the student computer lab and Intermountain Healthcare 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 make it easier to manage the environment.

IT/Computer Equipment and Support

Support Services
CON's Information and Technology team 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 IT manager works directly with HSITS to keep abreast of changes in the health sciences environment and to ensure the college remains in compliance with health sciences and University IT policies.

Equipment
To improve services within the CON, Information and Technology switched vendors from Hewlett Packard to Lenovo. During the past 12 months, 90 desktop workstations were upgraded to the highest computer models available. Thin Clients were also purchased by IT to be deployed in the new virtual environment in the Intermountain Healthcare Simulation Center and the student computer lab.

Software
All CON computers have been updated to Microsoft Office 2013. The University's Office of Software Licensing signed a licensing agreement with Box.com and Box Cloud Sync is now available to all employees and students at no cost at http://box.utah.edu/.

Overview

The College of Nursing's practice plan and practice sites are essential to its academic, clinical and research missions, and exist to provide needed patient care, to showcase excellence in nursing practice, and to support financial viability and student placement. In 2015, the CON faculty practice provided operating revenue totaling $4,741,218 to the CON. This continues the trend since fiscal year 2012 of steady growth of clinical revenue.
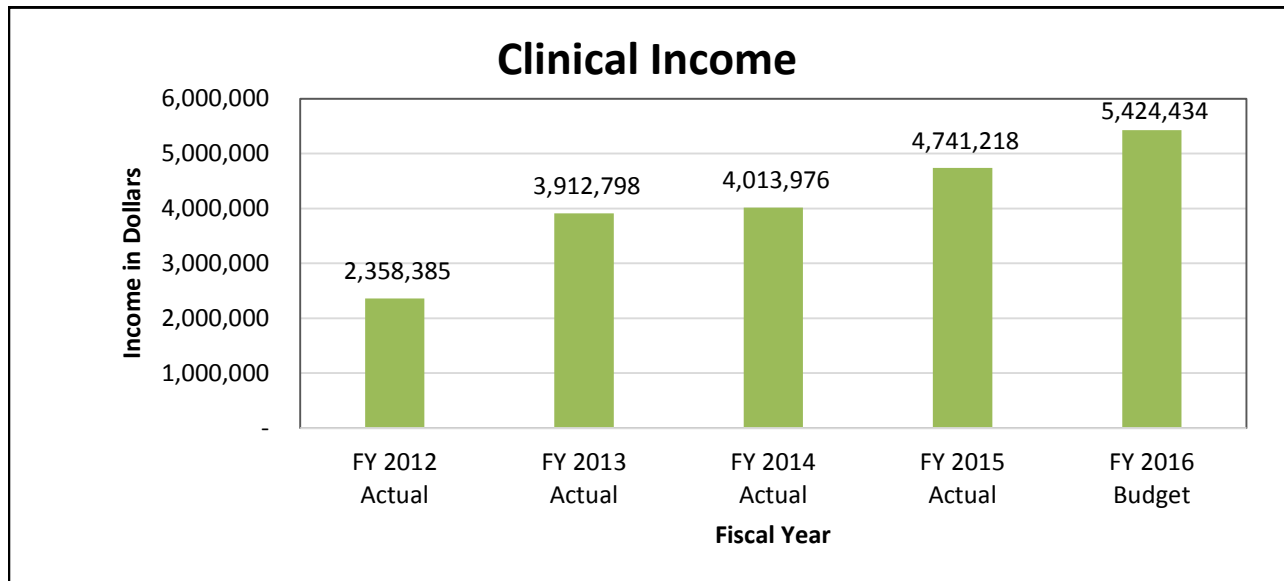

Figure 27: 5-year Revenue Comparison

Faculty Practice Summary

Utah Department of Human Services: Division of Juvenile Justice
Since the year 2000, the CON has maintained a contract to provide healthcare services for Juvenile Justice facilities across the Wasatch Front. In July, 2014, the CON added another four facilities to this contract, bringing the total number of facilities covered by CON faculty and staff to 10. In addition, with the updated contract for fiscal year 2015, CON was able to secure funding to hire an outpatient clinic manager to help support the nurses and to partner with the clinical director and operations director on quality improvement activities. The addition of these services and locations to the contract allowed the Juvenile Justice System (JJS) Practice to contribute over $1.4 million in operating revenue to the CON.

The JJS Practice also provides unique learning opportunities for CON students. The practice employed six graduate assistants in fiscal year 2015, providing registered nurses enrolled in graduate programs at the CON with tuition waivers, tuition reimbursement (summer) and an hourly wage. Additionally, the JJS Practice provided supervision for approximately 104 baccalaureate nurse clinical hours and 129 DNP clinical hours. Table 29 summarizes data for fiscal years 2011 through 2015.

Table 29: Juvenile Justice System Statistics, Fiscal Years 2011 – 2015

	FY11	FY12	FY13	FY14	FY15
Average residents / day	219	215	195	227	290
New admissions	3,310	3,144	2,950	3,482	4,578
Sick calls	10,138	9,984	10,507	10,688	13,566
Physical exams (PE)	715	697	694	886	854
Provider visit (not PE) (New metric FY15)					576
Psychiatric NP visits				621	905
Patients sent to the Emergency Department	22	20	20	41	62

Contracted Positions

For fiscal year 2015, the CON faculty practice has contracted positions in 12 sites outside of the CON which provide faculty practice opportunities and education sites for students in the University of Utah outpatient clinics, Intermountain Healthcare clinical sites, and independent clinics throughout the valley. Contracts are written to cover base and market faculty salary and benefits, administrative and overhead costs. Faculty practice clinical contracts are shown in Table 30. These contracted positions provided over $665,000 in salary support for faculty, allowing increased student placements without drawing on state funds for student preceptors.

Table 30: FY15 Clinical Contracts

Agency	Current Terms
Marathon Health, Inc. – Family Nurse Practitioner	0.2 FTE
West Ridge Academy – Psychiatric Nurse Practitioner	0.4 FTE
Department of Pediatrics – Family Nurse Practitioner South Main Clinic and Christmas Box House	0.6 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

Agency (continued)	Current Terms
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., (4th St. Clinic) – Psychiatric Nurse Practitioner	0.8 FTE
Department of Internal Medicine – Division of Gastroenterology	0.9 FTE
University of Utah Department of Internal Medicine, Division of Endocrinology at the Utah Diabetes and Endocrinology Center – Family Nurse Practitioners, Diabetes Researchers	0.8 FTE
Department of Neurology – Cognitive Disorders Clinic	0.2 FTE
Cornerstone Programs – Psychiatric Nurse Practitioner	0.05 FTE

Caring Connections: A Hope and Comfort in Grief Program
Caring Connections is a bereavement care program located in the University of Utah College of Nursing with the mission of providing "excellent evidence-based bereavement care to grieving persons in the Intermountain West through clinician-facilitated support groups; and, in keeping with the academic mission of the University and the College of Nursing, to provide opportunity for clinical education in grief and loss to students in the health care professions, and to conduct research which promotes greater understanding of loss, grief and bereavement."

The program provides clinician-facilitated grief support groups in three locations that address a variety of losses including loss of a spouse, loss of a child, loss of a family member, loss by suicide, and loss by homicide. 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. Caring Connections has over 6,000 personal contacts per year and serves over 400 group participants yearly. Many are patients of University Health Care and family of University of Utah main and Health Sciences campus faculty and staff.

To fulfill the CON's education mission to the community, Caring Connections staff distribute a quarterly newsletter to 600 mailing and 3,200 electronic addresses per issue. Caring Connections provides two public education and grief support events each year; "Grief and the Holidays" in December, and "Seeds of Remembrance" in May. As part of the educational mission, clinical training is provided for graduate students in nursing, social work and counseling, preparing students to serve as group co-facilitators. Caring Connections provides one educational event for community clinicians each year, and Dr. Katherine Supiano is a frequent presenter at regional and national conferences.

Two psychotherapy research studies were launched in fiscal year 2014 – one evaluating complicated grief group therapy in survivors of suicide, funded by the Group Foundation for Advancing Mental Health and the Fahs-Beck Commonwealth Fund; and another evaluating complicated grief group therapy in bereaved dementia caregivers, funded by the National Alzheimer's Association – and will continue through 2016.

Katherine Supiano, PhD, LCSW, is the director of Caring Connections and faculty practice

of psychotherapy serving the university community and specializing in grief and trauma. She takes referrals from University Neuropsychiatric Institute and other psychiatric providers.

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. Dr. Katherine Supiano maintains a counseling practice for those patients experiencing grief and loss. Together, these providers completed 691 visits in fiscal year 2015.

In March of 2015, the CON was notified that a contract with the Community Clinic Physician Group for three mental health APRNs was going to end on June 30, 2015. Through collaboration with the South Jordan leadership, the CON has been able to negotiate the continued presence of these faculty members at the South Jordan Health Center. These faculty members now will form a new CON-owned and operated faculty practice for fiscal year 2016. This will allow for closer oversight and management with new placement sites for the growing Psychiatric/Mental Health Nurse Practitioner specialty track within the Doctor of Nursing Practice (DNP) program.

Student Health Center
Four faculty who practice at the University of Utah Student Health Center (SHC) received direct salary support provided by Vice President for Student Affairs Barbara Snyder. The center provides many services including acute and chronic care, sexually transmitted disease screening, immunizations for foreign travel, Tuberculosis testing, and screens for depression with referrals for low-cost counseling as needed. The advanced practice nursing faculty at the SHC provide high quality care for students and their family members. Additionally the Student Health Center provides Advanced Practice Registered Nurse student training for family and pediatric primary care. Over the past year, Student Health Center personnel have implemented an electronic medical record and have worked hard to improve workflow and reduce patient wait times.

Sutter Health Graduate Assistant (SHGA) Program
The Sutter Health Graduate Assistant Program is a partnership between the CON and Sutter Physician Services. The CON provides DNP students, who are registered nurses to support the staffing of the nursing advice/triage lines at the West Valley Patient Services Center.

The nursing advice/tele-triage services provided at the Patient Services Center grew significantly in fiscal year 2015, adding several new lines of business. Importantly, the first national (non-Sutter) client contract began, with significant staffing support from CON Graduate Assistants who are nurses enrolled in the CON DNP program. For the first six months of calendar year 2015, the nursing advice/triage lines provided services for almost 62,000 patient encounters, with CON graduate assistants delivering over 45% of these services.

Through the funding of this contract, the program supported 40 graduate students through tuition waivers and tuition reimbursement (summer). In addition, as a result of this contract, the CON employs a program manager who supports the graduate assistants with

onboarding, orientation, scheduling and payroll, as well 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. Their mission is: "To support women, nurture communities, promote health and educate new providers". The midwifery specialty in the Doctor of Nursing Practice program affiliated with the BCHC faculty practice is ranked in the top 10 in the nation. The BCHC faculty pride themselves on practicing the art and philosophy of midwifery while promoting evidence-based models of health care. Quality maternal health care is enhanced by midwifery-led continuity of care, minimal interventions and integration within the health system. BCHC faculty have collegial relationships enhancing shared respect and trust with faculty members in the Department of Obstetrics and Gynecology. Table 31 shows the low rate of interventions for BCHC patients.

Table 31: BirthCare HealthCare Quality Metrics

Metric Rates	United States	Utah	University Hospital	BCHC Midwives
Primary C-section	21.5%	14.1%	14.4%	9%
Neonatal Intensive Care Admission	14.4%	14%	Unknown	3.3%
Preterm Birth rate	11.5%	10.2%	Unknown	3.75%

Source: 2012 National and State Sources: March of Dimes PeriStats and Childbirth Connection. University of Utah statistics are from 2014 internal quality measures.

In support of the academic mission of the CON, BCHC provided over 6,500 hours of DNP/CNM student supervision in clinical settings, at no additional cost to the CON. This is a savings of 3.2 FTE (approx. $354,000 S&B) to the CON.

The BCHC practice, with the addition of new faculty and targeted growth of the South Jordan Health Center, has experienced a 14 percent increase in deliveries and a five percent increase in the proportion of commercial payments. Table 32 shows an increasing number of births attended by BCHC providers. Those providers completed over 6,300 outpatient visits in fiscal year 2015.

Table 32: BCHC Births, 2012 – 2015

Clinic	FY12	FY13	FY14	FY15
Total Births	524	432	379	433

Through these services, BirthCare Healthcare provided over $1.1 million in operational revenue to the CON. Figure 28 shows the proportion of payments – both private and public -- to BCHC providers.
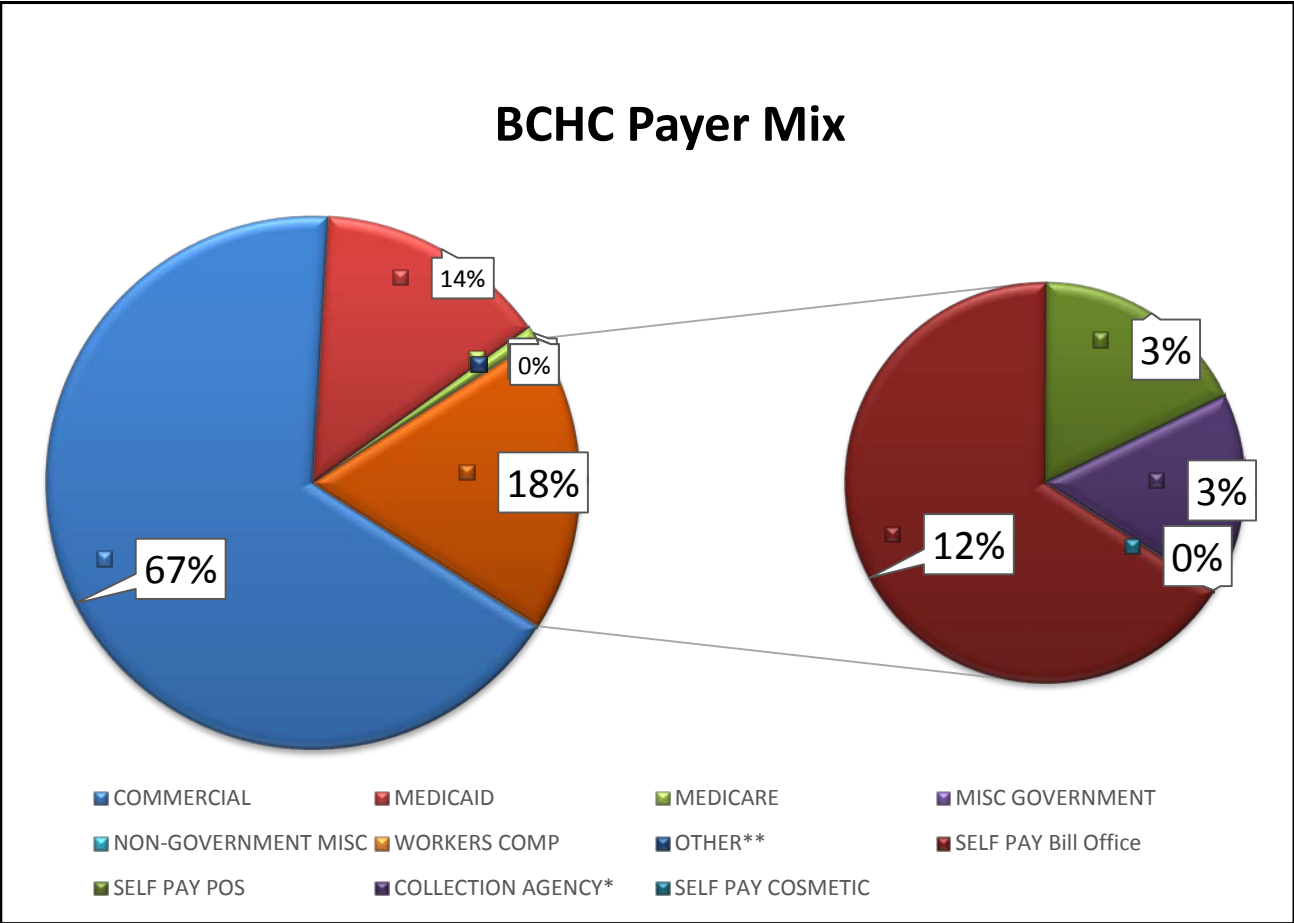

Figure 28: BCHC Payer Mix, 2015

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

Alumni Association Board of Directors

The Alumni Association Board of Directors is an 18-member board whose mission is to engage in fostering lifelong relationships among alumni, faculty, students and the community through opportunities to learn, network, be recognized and give back. Members included Deena Lofgren (serving as president of the board of directors), Jody Osteyee, Ben Becker, Antonio Bucio, Annette Crowley, Amy Dellenbach, Lynn Elstein, Teresa Garrett, Chris Johnson (community representative from IASIS Healthcare), Vanessa Laurella, Gail McGuill (community representative from Shriner's Hospital), Robin Phillips and Dianne Stewart. Additionally, the board welcomed Barbara Ashton as a community representative from MountainStar Healthcare. The board also included College of Nursing faculty representatives Dr. Brenda Luther and Dr. Sue Chase-Cantarini, and student representatives Tuni Rose and Matthew Larsen.

Alumni Events and Engagement

The Alumni Board continued their tradition of providing pancakes or pies for graduates as they are welcomed into the Alumni Association.

On September 24, 2014 the CON welcomed back to campus Dr. Pamela Cipriano, PhD '92 as the Distinguished Alumni Award recipient. Dr. Cipriano, current president of the American Nurses Association (ANA), gave a presentation titled, "The Future of Nursing: Advancing Nursing and the Nation's Health".

On October 30, 2014, Diane Evans, founder of the Vietnam Women's Memorial, delivered an address, "The Quiet Heroines: Nurses in Wartime". Evans, a former Army combat nurse and Vietnam veteran, shared her experience as a nurse in Vietnam and her efforts to establish the memorial. Following her presentation, Evans joined a panel of local nurse veterans who shared their experiences as nurses in combat.

The alumni board launched a new mentoring program on January 27, 2015 for undergraduate students in their final semester. The event provided an opportunity for students and volunteer alumni mentors to meet one another and to build their professional networks.

Faculty, students, staff and alumni of the nurse midwifery specialty celebrated the program's 50th Anniversary on April 10, 2015. The occasion recognized Dr. Joyce Cameron Foster, the program's founder and "Mother of Nurse Midwifery in Utah," and featured a special tribute and legacy award presented to Dr. Foster.

The annual Honors for Nursing event was held May 12, 2015 at the Little America Hotel. This year's presenting sponsors included University of Utah Healthcare, Intermountain Healthcare, MountainStar Healthcare, IASIS Healthcare, and Nicholas and Nancy Ward.

For the first time at the event, an appeal was made to encourage support for student scholarships. The event, in total, raised more than $27,000 for student scholarships.

Ronda Miller-Ernest, DNP, APRN, PNP-BC received the 2015 "Dare to Care" award at the Honors for Nursing event. Dr. Miller-Ernest was selected to receive the award due to her support for Utah's refugee population; her medical service in Ghana, Kenya, and China; and her establishment of the nonprofit organization Education for Generations, which provides support and education for underprivileged children and families locally and around the world.

Development and Fundraising

Specific Activities/Major Accomplishments of Development Board and Advisory Council
During 2014 – 2015, the CON held the second joint Development Board and Advisory Council meeting. Once a year all members come together at the college for a reception and presentation where Senior Development Director Dinny Trabert reviewed the accomplishments of the previous year and Dean Patricia Morton presented her goals for fiscal year 2016.

One of the CON's esteemed board members, former University of Utah President Dr. Chase Peterson, passed away in November. The CON raised $8,000 in his memory which benefitted Caring Connections, the CON's grief counseling program. Two new members were welcomed to the Development Board: Katherine Broadbent, alumna and community volunteer; and Kathie Miller, co-owner of Miller Auto Group and community volunteer. All board members gave an annual gift of at least $1,000.

Carl L. Laurella, chairman of the Development Board hosted small group lunches throughout the year where three to four board members met with him, Dean Trish Morton and Director Trabert to discuss ideas for possible board presentations and potential donors/board member contacts. Many ideas were collected and will be incorporated in next year's development efforts.

Development Events and Meetings
As Dean Trish Morton moved into her second year, and after meeting with the various stakeholders, she was ready to outline specific needs of the CON and work with Director Trabert on developing her main goals for the next few years to increase faculty recruitment and retention funding. While working on a business and marketing plan, the director and the dean continued to meet with current donors and cultivate new donors at events or individual meetings to inform and ask them to support our cause. Some of the events and meetings with individuals that resulted in gifts included:
- Father Rick Lawson came to the CON on Oct. 7, 2014 for the annual Lawson Fellows Lunch, where 11 of the graduate students he had funded over the years were able to meet and thank him. Dean Morton and Director Trabert met with him, described their challenges and asked again for his support. He requested the CON send proposals to three foundation boards of which he is a member so they could consider partnering with us.

- Representatives of the Ruth Eleanor Bamberger and John Ernest Bamberger Foundation came to the CON for a lunch on November 18, 2014, where they were thanked for their support of the many student scholarships they give each year and for their support of the building renovation.
- Advancement staff held a lunch for Dick and Timmy Burton on April 30, 2015 where the Burtons were able to meet some of the faculty and staff whose lives they had influenced. This led to another gift from the Burtons of $120,000.
- Mrs. Joanne S. McGillis started the "Desert Dames" at the Ladies' Lunch in March by encouraging the attendees to match her donation of $500. The dean and director met with Mrs. McGillis on June 9, 2015, when she said she wanted to make another donation of $100,000 to support one new faculty member.
- Phillip and Gloria Horsley have been supporters of the CON and this year gave a gift of $40,000 to benefit the Caring Connections Program.
- Several new donors supported the CON this year: Dr. Lauren Clark, a faculty member, encouraged all of her family to donate to the college to name the Elizabeth Ellen Holton Clark Conference Room after their grandmother, for a total gift of $12,500. Wallie and Harriet Rasmussen are establishing a faculty fund with a gift of $30,000 in memory of Harriet's aunt, who was a nurse. And Gary Rogers and Chris Fitz gave $3,000 for a student scholarship.

Women Interested in Nursing (WIN) Seminars
- The WIN Fall Seminar on Oct. 30, 2014, titled "The Quiet Heroines: Nurses in Wartime" featured Diane Evans, a former Army combat nurse and Vietnam veteran, who founded the Vietnam Women's Memorial in Washington D.C., which honors the 265,000 women who served in Vietnam.
- The WIN Spring Seminar was held on March 25, 2015, titled "Call the Midwife: Today's Birthing Options" and featured Celeste Thomas and Drs. Leissa Robert and Suzanna Cohen, who all are midwives. This year marked the 50th anniversary of the University of Utah Nurse Midwifery Program.

Foundation Giving - Proposals Funded
- The George S. and Dolores Doré Eccles Foundation gave a $135,000 final installment for the Eccles Faculty Fellows toward their pledge of $390,000.
- Father Rick Lawson provided $175,000 for graduate fellowships for students who plan a career as a teacher.
- The Ray and Tye Noorda Foundation gave $100,000 for the Hartford Center.
- Dick and Timmy Burton provided $100,000 for faculty salaries, the care management program and Gerontology Interdisciplinary Program scholarships.
- The C. Scott and Dorothy E. Watkins Foundation gave $65,000 to fund scholarships.
- The Jonas Center for Nursing Excellence provided $50,000 for the Jonas Nurse Leaders Scholar Program.
- The Ruth Eleanor Bamberger and John Ernest Bamberger Memorial Foundation gave a $25,000 final contribution towards their pledge of $250,000 to complete the Advanced Preparation Studio in the Intermountain Healthcare Simulation Learning Center.

Annual Appeals / Phonathon
- Love Utah Give Utah provided $1,535 for Caring Connections.
- The annual Phonathon generated $3,895 for the Alumni Association Fund.
- An end-of-year appeal raised $6,214 for scholarships.
- A matching scholarship appeal generated $8,170 in funding.

Communications and Public Affairs
Dean Trish Morton and Development Director Dinny Trabert were invited to attend the Robert Wood Johnson Foundation Strategic Communications Training in Princeton, New Jersey, where they learned about best practices for communicating with donors.

The Office of Advancement, in collaboration with Health Sciences Public Affairs and Marketing (PAM), provides strategic direction and management of communications and public relations in order to share the CON's successes, milestones and achievements.

Throughout the year, the following communications were produced:
- Nursing Notes, an email update to alumni, faculty, and supporters recognizing and highlighting CON awards, successes, and activities.
- News Blog, an online portal featuring news and events, including --
  - Drs. Mollie Cummins and Patricia Murphy selected as fellows of the American Academy of Nursing (FAAN)
  - Nursing on the Battlefield, the Scope Radio interviews
  - Alumna Dr. Kim Friddle received AACN's Excellence in Advancing Nursing Science Award
  - CON Ranks 16th in NIH Funding
  - CON Receives $1.5 Million VANAP-GE Grant to Support Psychiatric Mental Health Nurse Practitioner (PMHNP) Education
- Annual Magazine -- *Advancing Health Through Successful Collaborations* -- included articles such as, "Elevating Your Workforce: Rounding Out Professional Expertise," "Generations of Generosity: The Lawrence T. and Janet T. Dee Foundation," and "On the Shoulders of Giants: Neighborhood House and Gerontology Rotation."
- Additional collateral materials, including a variety of invitations, program booklets, flyers, announcements, presentations, media releases and social media posts.

A key communications initiative during the year was to further relationships and build stronger collaborations with Health Sciences Public Affairs and Marketing. Through the support of Kathy Willets, Aaron Lovell, and their respective teams, the CON is better positioned to work collectively on advancing, promoting and improving health care delivery.

Overview and Actions

Division Chair: Alexa Doig, PhD, RN, Associate Professor
As of July 1, 2014, the Division of Acute and Chronic Care (ACC) had 43 faculty.
Full Time: 35 – Tenured: 7, Tenure Track: 6, Career Line: 22 (Clinical Track: 19, Research Track: 3)
Part Time: 10 – Tenured: 2, Clinical: 8

Division faculty retirements and resignations:
- Dr. Thom Mansen, Associate Professor, retirement
- Julie Higgins, Instructor, Clinical (Career Line), retirement
- Dr. Maija Reblin, Assistant Professor, Research (Career Line), resignation
- Katie Baraki, Assistant Professor (Career Line), resignation

Division faculty phased retirements:
- Dr. Ann Hutton, Assistant Professor (Tenured)
- Dr. Susan Beck, Professor

Division faculty changes in rank or status:
- Dr. Gail Towsley – promoted to Associate Professor with tenure

Division faculty new hires:
- Keisa Lynch, Assistant Professor, Clinical (Career Line)
- Susan Scott, Instructor , Clinical (Career Line)

Awards
- Nationally, Dr. Ginette Pepper received the Jo Eleanor Elliott Leadership Award from the Western Institute of Nursing.
- Dr. Connie Madden and Dr. Janice Morse (HSCBC Division) received the Oncology Nursing Society Publishing Award: Excellence in Writing Award for qualitative research.
- Dr. Maija Reblin was awarded a Geographical Management of Cancer Health Disparities Program fiscal year 2014 Early Career Cancer Health Disparities Scholarship to attend the International Association of Relationships Researchers mini-conference at Rutgers University.
- Madeline Lassche was invited to sit on the Nursing Section Board of the Society for Simulation in Healthcare (SSH) as the communications coordinator.
- Dr. Lauri Linder received the Excellence in Research Award from the local chapter of Sigma Theta Tau.
- Dr. Ginette Pepper received the annual "Healthcare Heroes" award from Utah Business Magazine.
- Dr. Ana Sanchez-Birkhead received the 2015 University of Utah, College of Social Work Moving It Forward Social Justice Award for Individual Advocacy through Education.

- At the Health Sciences level, Dr. Ana Sanchez-Birkhead was appointed as a Vice President's Clinical and Translational (VPCAT) Research Scholar and joins Dr. Gail Towsley in this program.
- Dr. Katherine Supiano was inducted as a fellow in the University of Utah Academy of Health Sciences Educators, and joins division colleagues Drs. Alexa Doig and Pamela Hardin.
- Melody Krahulec was chosen, along with Health Systems Community-Based Care colleague Dr. Sue Chase-Cantarini, by CON undergraduate students to carry the CON's banner at commencement and convocation this year.
- Dr. Connie Madden successfully defended her dissertation, "A grounded theory approach to understanding nursing home Nurse-CNA communication," toward her PhD (awarded 2015).

Teaching
Division faculty members continue teaching across academic programs and in clinical, simulation, laboratory and didactic settings.

Research and Scholarship
Three forms of division support for faculty research and scholarship were implemented this year. Support included funding for travel to professional meetings, nomination and/or support for faculty recognition and awards (see above), and mentoring.

According to division travel fund disbursement, 13 requests were filled for faculty travel to professional meetings to present their scholarly work.

Table 33 summarizes the scholarship activities of the division, showing an upward trend in the number of faculty publishing.

Table 33: Faculty Scholarship Activities in Calendar Years 2012 – 2014

ACC Faculty Scholarship Activities	2012	2013	2014
Faculty authors/co-authors on journal publications	72	56	91
Faculty authors/co-authors on presentations posters	118	118	126
Faculty authors/co-authors on books or book chapters	0	7	9

Note: data aggregated from year-end faculty-entered Faculty Activity Reports (FAR). Publications include published, in press, and accepted journals, books, and book chapters. Those in preparation, submitted and in review are not included. Total numbers of publications/presentations reflect counts by author, allowing for duplicate entries for publications or presentations with more than one division member with listed authorship. Data for 2015 will be available after January 1, 2016.

Faculty Mentorship and Development
The University of Utah Health Sciences leadership development program was offered to faculty new to a leadership position or preparing for leadership in the CON or at the University. Five ACC division faculty participated in Leadership I and/or II courses this year. Two writing groups were formed to support faculty scholarship: Teaching and Learning Writing Group led by Dr. Alexa Doig; and Women's Health Writing Group led by Drs. Deanna Kepka and Ana Sanchez-Birkhead. Enhanced mentoring for adjunct faculty and

Veterans Affairs Nursing Academy Program faculty was implemented through individual and group mentoring with the division chair. Informal mentoring continued in the division for all faculty, with individuals seeking consultation from division members who possess editorial and writing expertise.

The Acute and Chronic Care and Health Systems Community-Based Care Divisions collaborated on a teaching mentoring program. In response to faculty development needs identified through continuous review of student evaluations of teaching effectiveness, Dr. Andrew Black offered a series of sessions to faculty who were new to teaching or had identified mentoring needs. The sessions were so successful the program was rolled out to the CON at large, with high attendance. These mentoring sessions were focused on the following topics: giving timely and important feedback on student work; setting course expectations and maximizing student engagement; and providing effective course structure, organization, and evaluative rubrics.

Overview and Actions

Division Chair: Lauren Clark, PhD, RN, FAAN, Professor
As of July 1, 2014, the Health Systems and Community-Based Care (HSCBC) Division was comprised of 57 faculty:

Full Time: 48– Tenured: 7; Tenure Track: 6; Clinical Track: 34; Research: 1
Part Time: 9– Tenured: 1; Tenure Track: 0; Clinical Track: 7; Research: 1

Division faculty retirements and resignations:
- Dr. Marjorie Pett, Research Professor, retirement
- Dr. Dianne Fuller, Professor (Career line - Clinical), retirement
- Jessica Nelson, Instructor (Career line - Clinical), resignation

Division faculty phased retirements:
- Dr. Patricia Murphy, Professor
- Dr. Scott Wright, Professor

Division faculty new hires:
- Robert Sylvester, Instructor (Career line - Clinical)
- Monica Reno, Assistant Professor (Career line - Clinical).

Division faculty changes in rank or status:
- Dr. Susanna Cohen promoted to Associate Professor (Career line - Clinical)
- Dr. Valerie Flattes promoted to Assistant Professor (Career line - Clinical)
- Celeste Thomas promoted to Assistant Professor (Career line - Clinical)

Awards and Honors
Nationally, faculty received awards recognizing their contributions to research and teaching as well as contributions to the discipline:

- Dr. Mollie Cummins and Dr. Patricia Murphy were inducted as fellows of the American Academy of Nursing.
- Dr. Leissa Roberts was inducted as a fellow in the American College of Nurse Midwives.
- Dr. Ann Deneris was awarded the American College of Nurse Midwives Foundation Excellence in Teaching Award.
- Dr. Sara Hart was named a Gold Humanism Scholar at the Harvard Macy Institute, and also received the Arnold P Cole Foundation Medical Humanism Scholar award.
- Dr. Nanci McLeskey was selected to attend End-of-Life Nursing Education Consortium (ELNEC) training to integrate palliative oncology care into DNP education and clinical practice.
- Dr. Julie Steele continued her previously-awarded Duke Johnson & Johnson Nurse Leadership experience.

- Dr. Jennifer Clifton was selected as a 2014 Duke Johnson & Johnson Nurse Leader.
- Dr. Susan Chase-Cantarini received the Elsevier Elsie Award for Excellence in Clinical Education in recognition of her innovation and effectiveness in promoting student learning.

National awards for papers and presentations were given to faculty as follows:
- Dr. Mollie Cummins received the American Medical Informatics Association Harriet H. Werley Award in recognition of her paper on information exchange between emergency departments and poison control centers. The paper was judged as the most important in the field of nursing informatics during the year.
- The Council for the Advancement of Nursing Science awarded a Presentation of Distinction to Dr. Lauren Clark at the 2014 annual conference for her paper on complexity in instrument development in health-related quality of life.
- Dr. Janice Morse received the Oncology Nursing Society Excellence in Writing Award for Qualitative Nursing Research for an article published by Dr. Morse and her PhD students in a grounded theory class on the topic of preserving self while awaiting a diagnosis of breast cancer.

Regional and statewide awards are as follows:

- Dr. Linda Edelman received the Regional Geriatric Research Award for a New Researcher for fostering and showcasing geriatric nursing research.
- Dr. Kara Dassel was chosen President-Elect of the Utah Aging Alliance and appointed to the Board of Directors of the Utah Chapter of the Alzheimer's Association.
- Dr. Barbara Wilson was presented with the Utah Nurses Association Award for an Outstanding Nurse Researcher in an Academic Setting.
- Dr. Amanda Al-Khudairi was awarded the Utah Nurse Practitioners Excellence in Leadership Award.

University-wide, faculty in the division were similarly honored with awards recognizing their excellence in outreach and engaged learning:

- Dr. Jane Dyer continued as the Belle Spafford Endowed Chair in Social Work at the University of Utah.
- Dr. Jane Dyer continued as a Vice President's Clinical and Translational (VPCAT) Research Scholar, and was joined by Dr. Nancy Allen, who was awarded the VPCAT designation in 2014.
- Dr. Patricia Murphy was appointed Adjunct Professor in the School of Medicine Department of Family and Preventive Medicine.
- University of Utah Academy of Health Science Educators recognized Dr. Janice Morse and Dr. Jane Dyer as fellows for achieving excellence in education, joining division colleagues Drs. Susan Chase-Cantarini, Patricia Murphy, and Stephanie Richardson.

Locally, the Gamma Rho chapter of Sigma Theta Tau recognized faculty:
- Dr. Katherine Sward received the excellence in mentorship award.
- Dr. Mollie Cummins received the Gamma Rho Excellence in Research Award
- Dr. Barbara Wilson earned the Excellence in Leadership Award.
- Dr. Scott Wright was presented with the Social Enterprise Award from the Columbus Community Center in Salt Lake City for his work with NeuroVersity, an intergenerational program benefiting children with autism spectrum disorder.

The CON also recognized several faculty and students:
- Ms. Katarina Felsted was awarded a Noorda-Hartford Fellowship to continue her PhD studies in nursing.
- Dr. Michael Caserta was awarded the CON Excellence in Teaching Award.
- Dr. Ann Deneris was awarded the CON Excellence in Practice Award.
- Dr. Susan Hall received the CON Faculty Spirit Award.

Teaching
As a result of extramurally-funded teaching projects, faculty integrated telehealth, interdisciplinary geriatric competencies, and palliative care into their teaching activities. Division members continue to teach across academic programs and in clinical, simulation, laboratory and didactic settings.

Research and Scholarship
Three forms of division support for faculty research and scholarship were implemented this year. Support included funding for travel to professional meetings, nomination and/or support for faculty recognition and awards (see above), and mentoring.

Division travel funds aided 21 faculty who traveled to professional meetings for scholarly presentations. An additional 23 faculty secured travel funds outside the division for professional meetings and presentations.

Table 34 summarizes the scholarship activities of the division, with increased numbers of faculty publishing and presenting.

Table 34: Faculty Scholarship Activities in Calendar Years 2012 – 2014

HSCBC Faculty Activities and Productivity*	2012	2013	2014
Faculty authors/co-authors on journal publications	42	42	52
Faculty authors/co-authors on posters, presentations or panels	67	99	119
Faculty authors/co-authors on books or book chapters	N/A	10	16

*Note: Data aggregated from year-end faculty-entered FAR reports. Publications include published, in press, and accepted journals, books, and book chapters. They do not include in-preparation, submitted, and in-review contributions. Total numbers of publications/presentations reflect counts by author, allowing for duplicate entries for publications or presentations with more than one division member with listed authorship. Data for 2015 will be available after Jan. 1, 2016.

Faculty Mentorship and Development
The University of Utah offered leadership programs for faculty in senior leadership as well as those new to a leadership position or preparing for leadership in the CON or at the University. Eleven faculty participated in Leadership I, II, or Senior Leadership courses this year: Celeste Thomas and Drs. Linda Edelman, Kara Dassel, Mollie Cummins, Jia-Wen Guo, Gwen Latendresse, Julie Balk, Sara Hart, Susan Chase-Cantarini, Lauren Clark and Barbara Wilson.

Within the division, Succeeding in your Nursing Academic Program (SNAP) continued for the fourth year. One new faculty member participated with the division chair in a year-long SNAP mentoring program.

Faculty with accomplishments in teaching and clinical environments were invited to take part in WildCats, a new division-sponsored mentoring program designed to mentor faculty in scholarly productivity. Led by Dr. Scott Wright, WildCats offers an online course format paired with personal consultation meetings. The online mentoring hub features writing resources, mentoring support, peer-to-peer guidance, and group processes to transform achievements in teaching and clinical care into publishable scholarship. Faculty participants included Drs. Susan Chase- Cantarini, Susan Hall, Rebecca Wilson and Julie Balk, who are working on a TeleHealth manuscript. Dr. Debra Penney is working on a dissertation-related publication. And Drs. Gillian Tufts and Tek Kilgore are working on a manuscript related to their teaching in the primary care program. In addition, informal mentoring continued in the division for all faculty, with individuals seeking consultation from division members who possess editorial and writing expertise.

Finally, Acute and Chronic Care and the Health Systems Community-Based Care Divisions collaborated on a teaching mentoring program. In response to faculty development needs identified through continuous review of student evaluations of teaching effectiveness, Dr. Andrew Black offered a series of sessions to faculty who were new to teaching or had identified mentoring needs. The sessions were so successful that the program was rolled out to the CON at large, with high attendance. These mentoring sessions were focused on the following topics: giving timely and important feedback on student work; setting course expectations and maximizing student engagement; and providing effective course structure, organization, and evaluative rubrics.

Staff New Hires

Sheri Kerr	Executive Assistant	Academic Programs
Abbey Christensen	Communications Specialist	Advancement
Janzell Tutor	Manager, Program	Advancement
Miriam Cariello	Manager, Program	Faculty
Marvin Anderson	Clinical Nurse PRN	Faculty Practice
Donelle Benson	Administrative Assistant	Faculty Practice
Vincent DeMars	Manager, Outpatient Clinic	Faculty Practice
Stephanie Dunn	Clinical Nurse PRN	Faculty Practice
Elizabeth Fairbanks	Clinical Nurse PRN	Faculty Practice
Brianne Galbraith	Clinical Nurse	Faculty Practice
Alex Hanson	Clinical Nurse PRN	Faculty Practice
Juliette Herrera	Manager, Program	Faculty Practice
Krista Perry	Clinical Nurse PRN	Faculty Practice
Janae Resendiz	Clinical Nurse	Faculty Practice
Diane Wilde	Clinical Nurse	Faculty Practice
Jessica Chapman	Administrative Officer	Finance
Rachel Staheli	Senior Accountant	Finance
Megan Warren	Manager, Program	Research
Deborah Boulter	Manager, Accounting	Simulation Center
Michael Brazell	Simulation Tech Specialist	Simulation Center
Ryan Stewart	Administrative Assistant	Simulation Center
Steve Carwile	Manager, Program	Student Services
Maria Maradiaga	Administrative Assistant	Student Services
Nicole Shannon	Manager, Program	Student Services

Revenue

Figure 29 shows that fiscal year 2015 was a strong financial year for the CON. Overall, the CON saw a 7.6% growth in revenue from fiscal year 2014. The majority of the revenue increases occurred in Operations/Practice (21.2% increase over FY2014), University of Utah Hospital and Clinics (14.4% over FY2014), and Gifts (15.2% over FY2014).
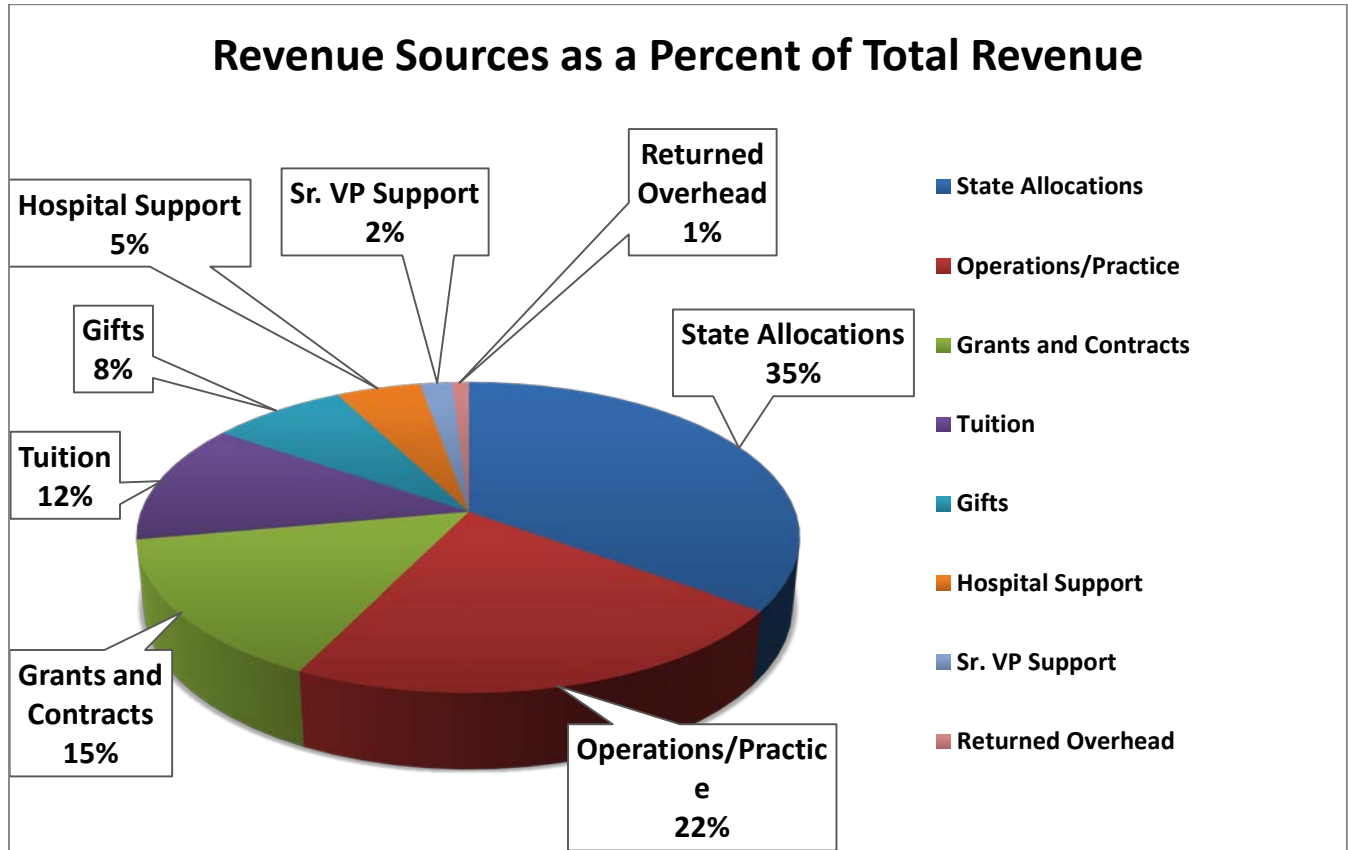

Figure 29: CON Revenue Sources for 2015 Fiscal Year

Expenditures

Figure 30 shows that fiscal year 2015 saw an overall expense increase of 4.2% with salaries and benefits increasing 3.9% over the previous year. The additional University of Utah Hospital and Clinics support allowed the CON to significantly expand the RN to BS program.
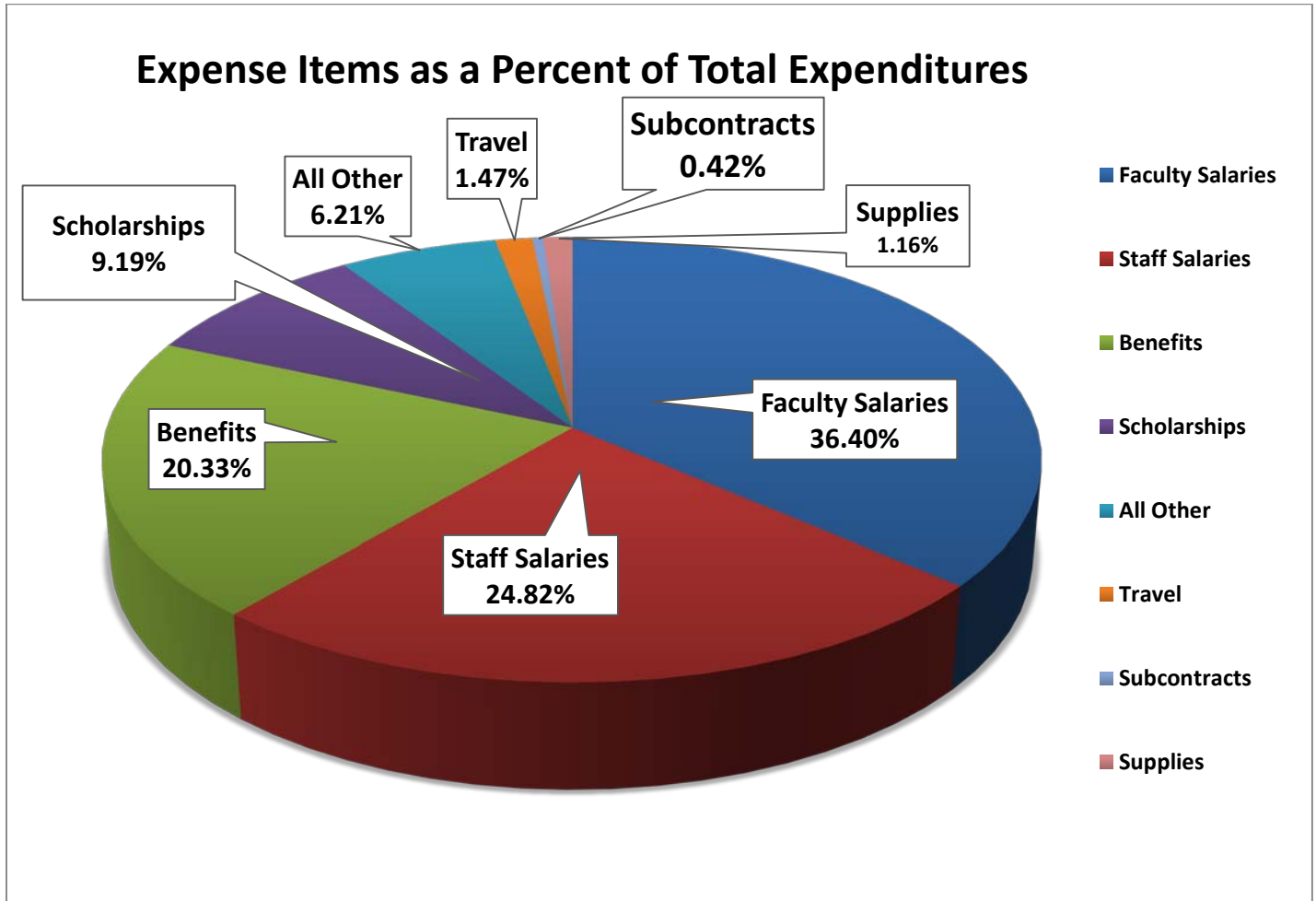

Figure 30: CON Expenditure Items for 2015 Fiscal Year