

University of Utah College of Nursing

2017-2018

# Annual Report



COLLEGE OF  
**NURSING**  
UNIVERSITY OF UTAH

## Annual Report 2017-2018

Dear Friends and Colleagues,

As I prepared my final annual report for the University of Utah College of Nursing, I marveled at the exceptional work I have witnessed in five years as dean. Our researchers, clinicians, teachers, staff and students are innovative, accomplished and dedicated to preparing the best future nurses for the state of Utah and beyond. Here are just a few highlights:

- The Utah Nursing Consortium, led by college faculty, successfully persuaded state lawmakers to set aside \$2.6 million in funding to boost student enrollment and chip away at the nursing workforce shortage. Two new undergraduate cohorts – 16 students total – will be admitted during academic year 2018-2019.
- The college led four unique hotspotting teams with students from pharmacy, social work and the School of Medicine – one of eight such hubs in the country.
- Donors provided more than \$3 million in funding for faculty salaries, endowed chairs and student scholarships. As a result, the college was able to provide over \$1 million in scholarships and other funding for students.
- We ranked 23rd in the nation for National Institutes of Health (NIH) funding among colleges of nursing and maintained a grant portfolio of \$24 million.
- In the 2018 *U.S. News & World Report* rankings of Best Graduate Schools in Nursing, the Nursing Informatics track inched up one spot to 6<sup>th</sup> in the nation; the Midwifery specialty track ranked 9<sup>th</sup>; the DNP program moved up three spots to 19<sup>th</sup>; and the Master's of Science program ranked 30<sup>th</sup>.

These are wonderful benchmarks for Utah's flagship nursing education institution.

Meanwhile, the midwives of BirthCare HealthCare delivered 500 babies. Juvenile Justice Services nurses provided care for incarcerated youth in 22,200 encounters, including 1,775 screenings for sexually transmitted infections. College nurse practitioners staffing the RedMed Clinic at the Union Building provided 2,000 same-day visits for university employees. Faculty practice overall generated more than \$5.3 million in clinical revenue for the college.

In this report, you'll find multiple examples of the compelling research pursued, collaborative interdisciplinary care provided and healthcare innovations completed by our faculty, staff and students. Thank you for your interest and support of our work.

Sincerely,

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



## Major Accomplishments

College of Nursing (CON) activity and outcome highlights from the 2017-2018 academic year:

### Education:

- College administrators and faculty completed the first year of a new post-master's certificate and specialty track in the Doctor of Nursing Practice (DNP) program. This track, Nursing Organizational Leadership, has a focus on organizational leadership and management principles geared to nurse leaders and advanced practice registered nurses, including: understanding and leading complex healthcare systems; healthcare finance and budgeting; and program planning, management and evaluation.
- The college is beginning the fourth year of a Veterans Administration Nursing Academic Partnerships in Graduate Education (VANAP-GE) grant provided by the U.S. Veterans Administration (VA). This grant will increase VA recruitment and retention of high-quality Psychiatric Mental Health Nurse Practitioners (PMHNPs) through enhanced clinical experiences for students, expanded teaching opportunities for VA staff, and the development of a post-graduate residency program. In the 2017-2018 academic year, Interprofessional Education (IPE) learning experiences with veteran-centric scenarios were developed, in addition to tele-mental health learning experiences that focus on veteran-centric mental health issues, such as post-traumatic stress disorder (PTSD).
- The Gerontology Interdisciplinary Program (GIP) received the Association for Gerontology in Higher Education (AGHE) Program of Merit designation at the master's degree level. The college is one of the first online programs to receive this designation. In addition, the GIP implemented an undergraduate minor and is the first completely online undergraduate minor available at the University of Utah.
- Upgrades were made to the Simulation Learning Center this year, including high fidelity wiring and the addition of new, above-bed cameras with zoom-in capability, allowing better visualization of student skill acquisition and competency by faculty. Additionally, new intravenous (IV) 'arms' have replaced older models. The IV arms are self-sealing with a new feature of pressurized venous structures.
- Faculty and simulation operations specialists in the Simulation Learning Center will begin integrating wearable technology for patient simulation, such as tracheostomies and urinary catheters. These products use a combination of standardized patient programs and wearable technology with haptic feedback, which will facilitate student learning through real time feedback with the option for repetitive practice.
- Repetitive practice for mastery learning has been implemented in the undergraduate pre-licensure program with Objective Structured Clinical Examination (OSCE) specific testing for quality indicator skills and medication. A pilot study has been implemented for catheter insertion to compare outcomes of mastery learning to traditional clinical skills experiences.
- A holistic admissions software was successfully implemented in the pre-licensure program that provides on-demand timed video and written assessments using customized competency-based questions. The program is being evaluated for expansion into other college programs.
- Under the leadership of Dr. Sara Hart and Dr. Marilyn Luptak from the College of Social Work, the University of Utah Hotspotting Health Sciences team received high accolades during a site visit from the National Center for Interprofessional Practice and Education. Utah was selected as one of the first hubs for training other hotspotting teams nationwide.
- The college acknowledged outstanding preceptors and key community members at the 4<sup>th</sup> annual Preceptor and Community Partner Recognition Event, held at the Commander's House at Fort Douglas in May 2018. Over 75 attendees enjoyed dinner and the recognition

ceremony, where outstanding preceptors for the gerontology interdisciplinary program (GIP), baccalaureate, master's and DNP programs were acknowledged and awarded.

- The Commission on Collegiate Nursing Education (CCNE) reviewed the college's Continuous Improvement Progress Report (CIPR) for the master's and baccalaureate programs and determined that all accreditation standards continue to be met. An accreditation visit is planned for both the master's and baccalaureate programs in 2021.
- DNP student Dixie Rasmussen, a 2017 post-master's MS-to-DNP graduate of the college, received the Outstanding DNP Project Award at the American Association of Colleges of Nursing (AACN) Doctoral Conference in January 2018. Dr. Rasmussen was selected for this honor among over 4,000 graduates from DNP programs throughout all 50 states, plus the District of Columbia.
- Dr. Deanna Kepka, director of Global and International Health in the college, traveled to the Dominican Republic in February 2018 to attend that country's National Day on Women's Health Conference at the invitation of First Lady Candida Montilla de Medina. Dr. Kepka was asked to participate due to her ongoing efforts to prevent cancer through HPV vaccination.
- Dr. Jennifer Clifton, executive director for Nurse Practitioner Education, was selected as the American Association of Nurse Practitioners (AANP) liaison to the National Commission on Correctional Health Care (NCCHC) Board of Directors. This is the first time AANP has held a position on the NCCHC Board. NCCHC sets national healthcare standards for incarcerated individuals and provides accreditation for facilities that meet these standards.
- Two college faculty received the university's Distinguished Teaching Award: Dr. Kristin Cloyes, associate professor and Assistant Dean of the PhD Program; and Lynn Hollister, associate professor emeritus and longtime faculty member in the baccalaureate program.
- At the college's annual convocation ceremony on May 4, 306 graduates received their degrees.
- The following college faculty were appointed to new administrative positions:
  - Dr. Deanna Kepka was selected as the college's inaugural director of Global and International Health. Working collaboratively with Dr. Sara Hart, director of Student and Community Engagement, Dr. Kepka will serve as the liaison between the college, University Global Health and the Office for Global Engagement.
  - Cole Wandler was appointed as the audio visual specialist, where he works with college faculty on projects that require filming, film editing, voiceovers and embedded videos in the Learning Management System (Canvas).
  - Jane Wolfarth joined the college full time as an instructional designer. In this role, she assists faculty in enhancing their courses in Canvas by creating meaningful course activities that boost student learning; developing effective rubrics; generating innovative outcome assessments; and setting up Canvas modules, among other activities.
  - Dr. Susan Hall was named the specialty director of the Family Nurse Practitioner track in the DNP Program.
  - After serving in an interim role for several months, Dr. Kristin Cloyes was selected as the Assistant Dean for the PhD program, effective February 2018.
  - Sarah Brown was appointed as the Academic Programs Information Coordinator. She provides oversight for the college for all program curricula, course fees, tuition differentials, and class scheduling. She also provides college updates in the University of Utah General Catalogue.
  - Dr. Tamara (Tami) Melville was selected as the interim specialty director of the Psychiatric Mental Health Nurse Practitioner track in the DNP Program.
  - Dr. Melody Krahulec was selected as the Pre-Licensure specialty track director of the baccalaureate program.

- Dr. Allison (Ally) Pawlus was selected as the Nursing Early Assurance Program (NEAP) specialty track director of the baccalaureate program.

## **Research:**

- The college's research program ranked 23rd among schools of nursing funded by the National Institutes of Health (NIH).
- Faculty and staff managed a total grant award portfolio of \$24 million in 2017-2018.
- Direct research grant expenditures increased by 5 percent during Fiscal Year 2018.
- The college's extramural grant application funding success rate was 30 percent in Fiscal Year 2017 (the most recent year for which all grant submissions have been reviewed).
- College faculty nearly doubled the number of grant funding applications submitted over the past two fiscal years. Submissions increased by 7 percent in Fiscal Year 2018 (62) as compared to Fiscal Year 2017 (58) -- an 82 percent increase over Fiscal Year 2016 (34).
- The college supported early stage pilot research through small intramural funding awards, and facilitated new academic-operational collaborations for research through synergy awards.
- Research administrators restructured the Research Innovation Team (RITe) group model based on a comprehensive assessment conducted in the previous fiscal year.
- Dr. Xiaoming Sheng was appointed the new director of Applied Statistics.
- Workshops, research teas and innovation teams enriched the college's culture and environment for nursing science.
- Three tenure-line faculty members -- Dr. Youjeong Kang, Dr. Jacqueline Eaton, and Dr. Michelle Litchman -- participated in the Vice President's Clinical & Translational Scholars Program (VPCAT).
- A new faculty checklist ensured thorough orientation and support for new tenure-line faculty as they engage in research activities.
- The research team created print materials for distribution among career-line faculty to promote and encourage use of Emma Eccles Jones Nursing Research Center (EEJNRC) services for research and scholarship.
- Staff continued editing services for college faculty to assist them in producing higher quality grant applications and manuscripts in a shorter period of time.
- Continued social media engagement and the creation of a new research brochure raised the national and international visibility of the college's nursing research.

## **Practice:**

- The American Association of Colleges of Nursing (AACN) awarded the college its inaugural New Era Award. The 2017 award recognized the college's achievements for integration into the University of Utah Health system through participation in governance and faculty practice.
- The college is a full partner in advancing and transforming healthcare through alliances with our academic health center and community. We have impacted care delivery through our large, highly successful faculty practice. Practicing faculty (53) are integrated into the clinical practice of University of Utah Health, which is comprised of four hospitals and 12 clinics.
  - Areas of practice specialty include:

- BirthCare HealthCare (BCHC) -- Midwifery and Women's Health
- Psychiatric mental health
- Primary care
- Adolescent care for incarcerated youth

These highly successful faculty practices generated over \$5.3 million in revenue for Fiscal Year 2018 and provided excellent clinical sites for the education of our students.

- Over the past five years, the faculty practice operating revenue has grown nearly 38 percent, from \$3.7 million to over \$5.28 million in Fiscal Year 2018. There are three primary areas of revenue generation: a Juvenile Justice Services contract; clinical contracts (both internal and external to University of Utah Health); and BirthCare HealthCare (BCHC).
- The Psychiatric Mental Health Practice at South Jordan Health Center (SJHC) partnered with SJHC leadership to engage a full-time registered nurse to support the practice.
- The Psychiatric Mental Health Nurse Practitioner (PMHNP) practice completed its third year of service with the college in fiscal year 2018, providing 4,197 patient visits and producing \$432,183 in clinical revenue.
- Nurses and nurse practitioners provided 22,197 healthcare visits, 523 annual physical exams, 718 psychiatric exams, and 1,775 screenings for sexually transmitted infections (STIs) to incarcerated youth.
- Faculty Practice provided 1 FTE of salary and benefit support for a non-practice hire to the Nurse Midwifery academic program for Fiscal Year 2018.
- BCHC providers conducted 11,797 outpatient clinic visits and attended 547 births at University Hospital. These numbers represent a 17.3 percent increase in outpatient visits. The majority of this growth was in new gynecologic patients -- a 64 percent increase over the previous year. BCHC produced \$2,264,586 in clinical revenue to the college.
- University medical billing operating indicators demonstrated strong increases in all areas:
  - Charges were \$4,315,439, representing an increase of 10.5 percent from the previous fiscal year.
  - Work Relative Value Units (RVU) increased by 10.68 percent.
  - Net payments for this period were \$2,285,042, an increase of 14 percent.
- The RedMed employee health clinic, located in the Union Building, provided over 2,000 same-day visits for university employees. This is a 41 percent increase in volume from the previous fiscal year.

## ACADEMIC PROGRAMS/STUDENT SERVICES

The educational mission of the College of Nursing (CON), aligned with the strategic vision of the Senior Vice President of Health Sciences, is to promote student success to transform lives. To achieve this, college faculty and staff have actively engaged in multiple strategic planning sessions during the academic year to identify educational priorities and develop specific tactics to accomplish goals. Major priorities for the college's educational mission have been identified and include: a) evaluate processes and programs that best facilitate student admissions and reduce file burden on college faculty and Student Services staff; b) evaluate the impact of the revised curricula in the master's and DNP programs; c) monitor the new post-masters DNP specialty track in Nursing Organizational Leadership; d) determine the role of the college in various global health contracts in conjunction with the Health Sciences Office of Global Health; e) expand the pre-licensure baccalaureate program using funding from the Utah Nursing Consortium; f) offer programs that are fiscally viable and meet market demand; and h) assess the need, interest, and feasibility of a combined DNP/PhD track. Flowing from the strategic planning meetings, administrators, faculty, and staff identified several steps to achieve each of the priorities.

### Priority 1:

Evaluate processes and programs that best facilitate student admissions and reduce file burden on college faculty and Student Services staff

#### Tactics:

- a. Following implementation of successful holistic admissions software (Kira Talent) in pre-licensure baccalaureate program, assess feasibility of expansion and implementation in other programs
- b. Articulate core competencies of successful nursing school applicants and develop behavioral-based questions that best address these competencies
- c. Modify current review process for better integration between current admission platform (SalesForce) and Kira Talent
- d. Change admission cycle dates in undergraduate and graduate programs to better align with University of Utah
- e. Explore implementation of a bridge advisor in baccalaureate program to promote connection for pre-nursing students to the college

### Priority 2:

Evaluate the impact of the revised curricula in the master's and DNP programs

#### Tactics:

- a. Monitor student and course evaluations to ensure new courses and content avoids unneeded redundancies or content overlap
- b. Map program outcomes to the American Association of Colleges of Nursing (AACN) *Essentials of Doctoral Education for Advanced Nursing Practice* and *Essentials of Master's Education in Nursing* to ensure required elements are being met

- c. Assess annual alumni surveys to determine student perception of how well master's and DNP program outcomes were delivered and achieved

Priority 3:

Monitor the new post-masters DNP specialty track in Nursing Organizational Leadership

Tactics:

- a. Assess and appraise course and instructor evaluation from current students
- b. Map program outcomes and AACN Doctoral Essentials with new Nursing Organizational Leadership curriculum
- c. Develop a comprehensive recruitment plan for nurse leaders in the state and Intermountain area

Priority 4:

Determine the role of the college in various global health contracts in conjunction with the Health Sciences Office of Global Health

Tactics:

- a. Develop criteria to use in determining which opportunities the college will pursue for global contracts
- b. Continue the development of global opportunities with Far Eastern Medical Hospital (FEMH) in Taipei, Taiwan, including:
  - i. Strengthening the education and clinical capacity of nurses at FEMH
  - ii. Developing curriculum for a pre-licensure nursing program in Taipei, Taiwan

Priority 5:

Expand the pre-licensure baccalaureate program using funding from the Utah Nursing Consortium

Tactics:

- a. Hire faculty and purchase needed equipment to meet expansion needs
- b. Modify and expand current clinical contracts and clinical placement sites, including expansion of time in the Intermountain Simulation Learning Center
- c. Provide new faculty training, mentoring and orientation

Priority 6:

Offer programs that are fiscally viable and meet market demand

Tactics:

- a. Assess revenue to cost effectiveness for all programs



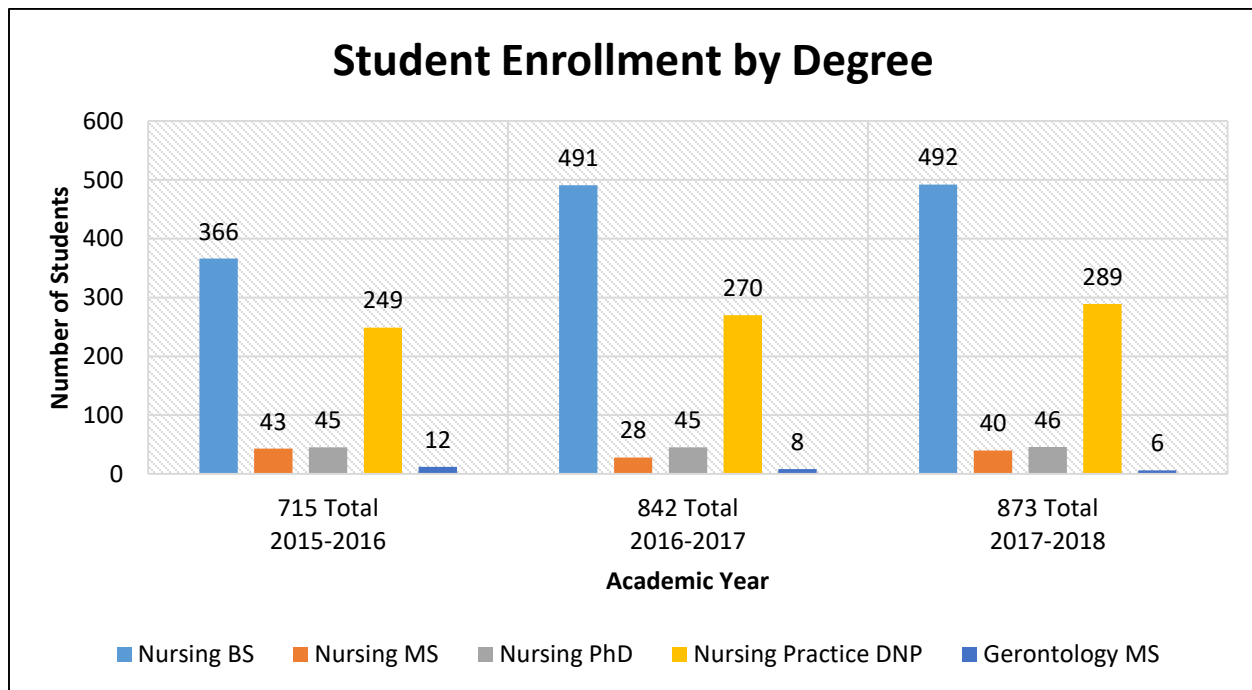
- b. Assess long-term healthcare and education shifts and needs
- c. Set enrollment targets for each program and continue to track program needs based on faculty resources and employer demand
- d. Assess expansion of online programs beyond the Utah borders and develop a recruitment and implementation plan
- e. Target rural affiliate hospitals for recruitment
- f. Expand online opportunities for asynchronous programs (RN-BS, master's tracks, GIP)

**Priority 7:**

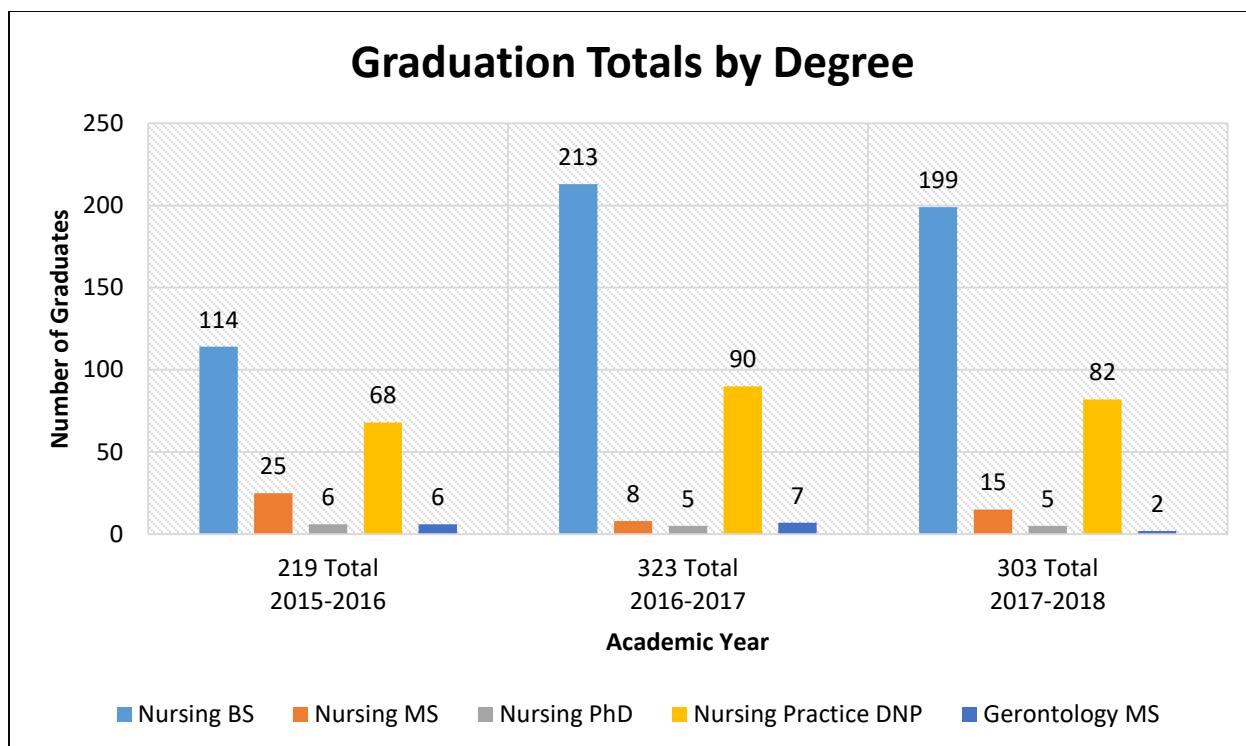
Assess the need, interest, and feasibility of a combined DNP/PhD track

**Tactics:**

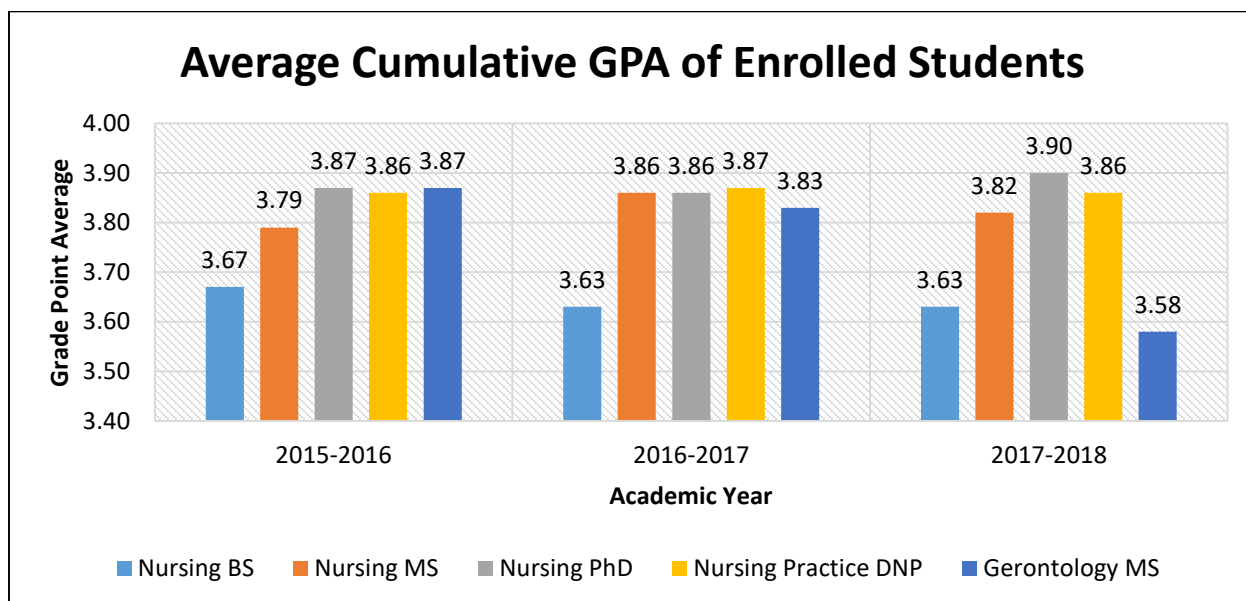
- a. Form feasibility team
- b. Assess current students and community partners for potential interest
- c. Evaluate other successful DNP/PhD program at other CCNE-accredited schools



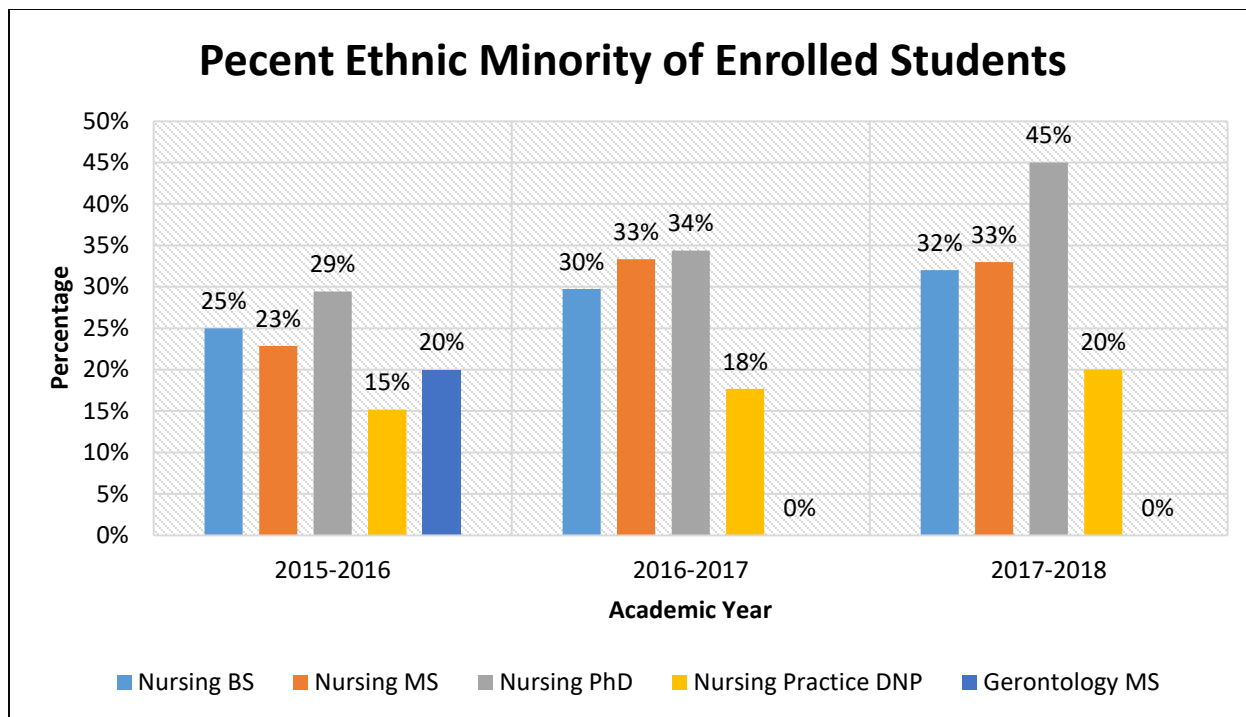
**Figure 1: Student Enrollment, Academic Years 2015-2018**



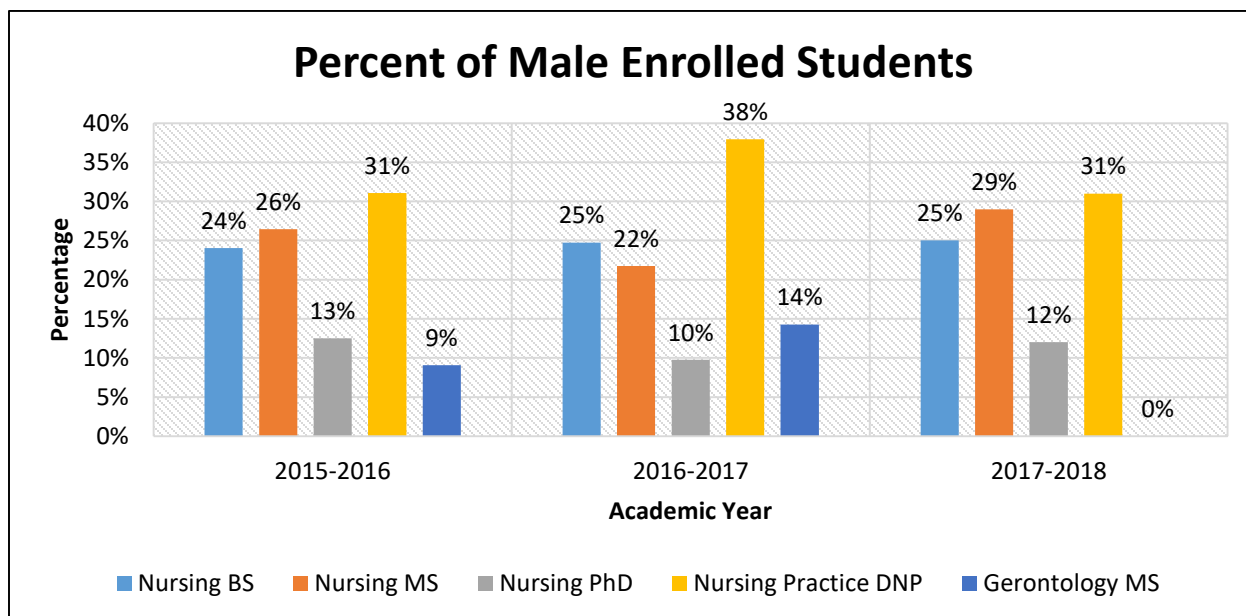
**Figure 2:** Number of Graduates by Degree, Academic Years 2015 - 2018



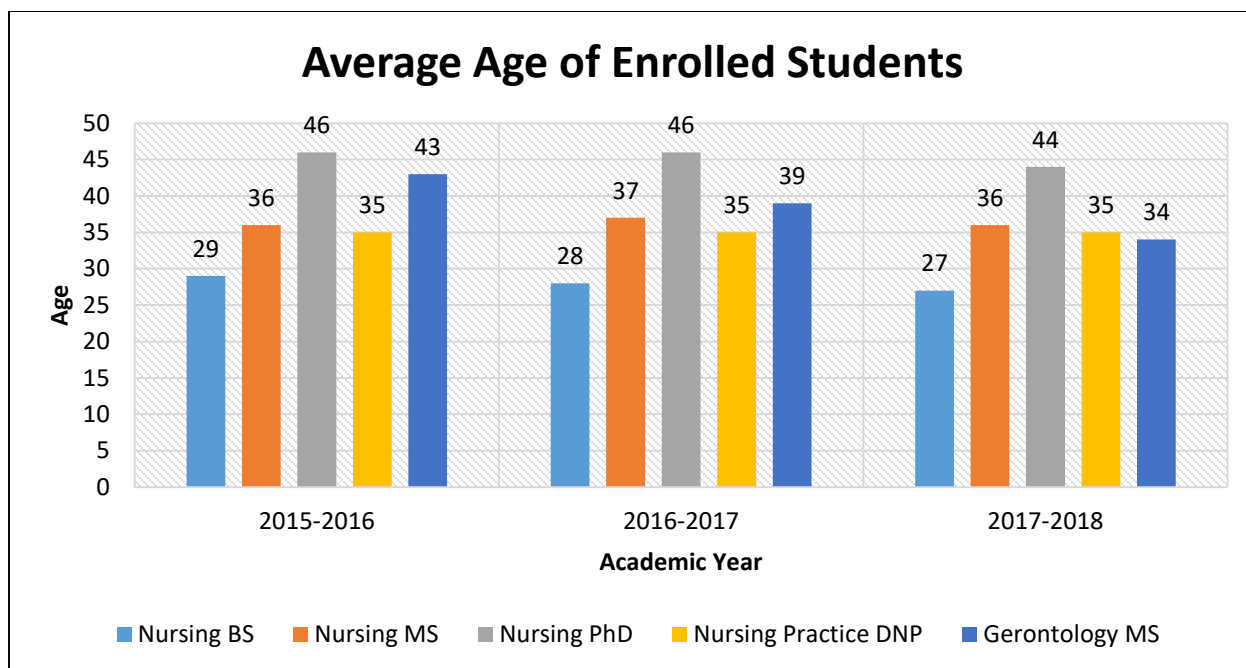
**Figure 3:** Grade Point Averages (GPA) of Enrolled Students (most recent term), Academic Years 2015-2018



**Figure 4:** Percent Ethnic Minority, Academic Years 2015 – 2018 (does not include ‘unknown ethnicity’)



**Figure 5:** Percent Male Students, Academic Years 2015 - 2018



**Figure 6:** Average Age of Currently Enrolled Students (most recent term), Academic Years 2015 - 2018

## Student Services

The Office of Student Services is committed to supporting the college's mission and vision. Each Student Services staff member is dedicated to providing the highest quality student experience through campus-wide collaboration that enhances nursing students' professional growth and development as engaged healthcare leaders. The student services team works closely with faculty members and administration to support students in all programs.

The student services team has used a modified LEAN process to increase efficiency and effectiveness in several areas, including application processing, website update and revision, and many information management processes from inquiry to graduation.

The scholarship process (application, review and awarding) was successfully moved to the Academic Works platform

Collaboration with main campus advising has increased through the addition of a bridge advisor for pre-nursing students, alignment of graduate and undergraduate application dates with those of the University of Utah, and through data analysis of student success measures in consultation with the office of the Associate Vice President for Student Affairs.

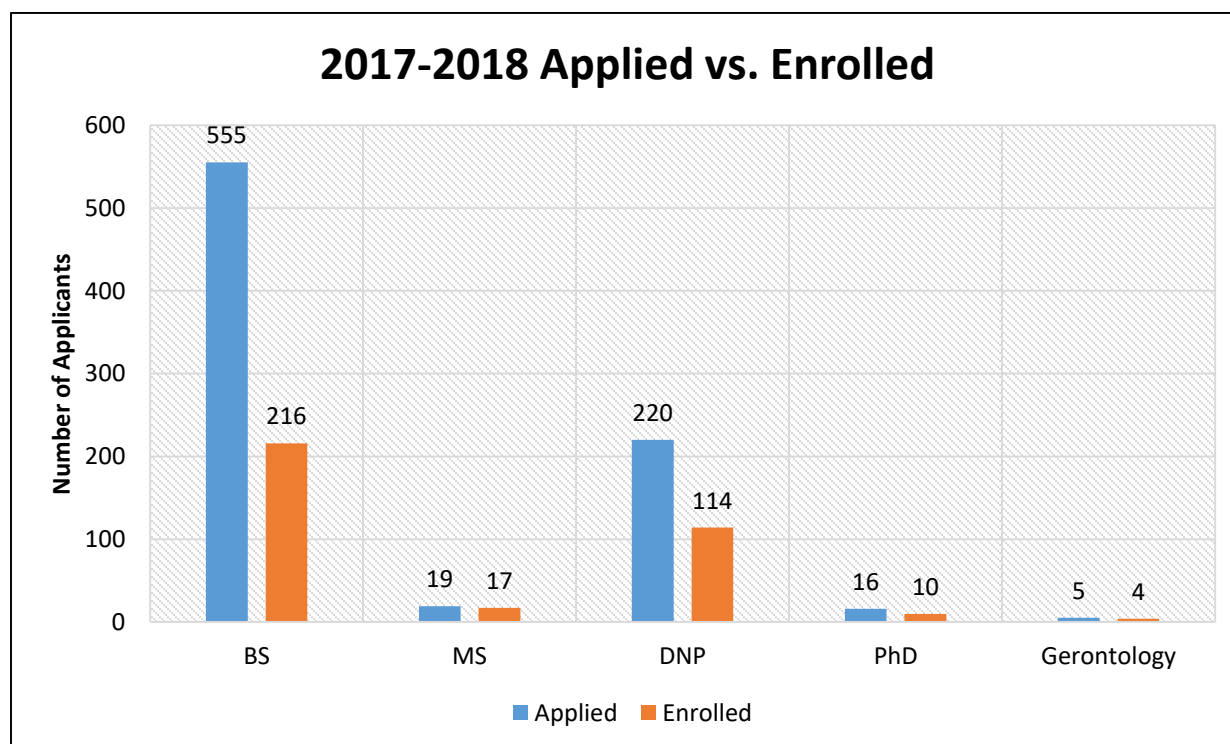
Additionally, the Student Services team coordinates and manages numerous events in the college, including Convocation, small group advising for pre-nursing students, new student orientations, the Lamp of Learning ceremony for newly admitted pre-licensure students, and program completion ceremonies for the RN to BS track and pre-licensure students. Outreach and recruitment events are ongoing.

## Convocation

The 2017 College of Nursing Convocation was held on Friday, May 5 at 3 p.m. in Kingsbury Hall. Dean Patricia Morton welcomed new graduates and their guests along with faculty, staff and guest dignitaries. A total of 240 graduates were recognized.

## Other Activities

Student Services staff conducted 60 outreach/recruitment events with more than 350 attendees. More than 450 attended 12 information sessions, where potential applicants learn about the programs offered in the college. A total of 24 new students and transfer orientations were conducted in collaboration with the university's main campus, which over 480 students attended. Staff also scheduled and met in more than 730 unique advising service sessions, in which program managers provided one-on-one assistance to current nursing students.



**Figure 7:** Number of Applications and Enrolled, Academic Year 2017 - 2018

## University of Utah Hartford Center of Geriatric Nursing Excellence

The University of Utah College of Nursing is one of 9 founding members of the National Hartford Center of Gerontological Nursing Excellence funded until 2016 by the John A. Hartford Foundation. The original purpose of the University of Utah Hartford Center of Geriatric Nursing Excellence (HCGNE) was to increase the number of highly qualified geriatric nursing faculty, build the science of gerontological nursing, promote innovations in healthcare that support older



patients, and foster the preparation of clinical nurses and advanced practice nurses who can provide leadership in the healthcare of older adults.

Over eight years of John A. Hartford funding, the Utah HCGNE made substantial contributions to the improvement in the care of older adults through collaborations with campus and community partners, including matching funding from the Ray and Tye Noorda Foundation, the support of four Health Resources Services Administration (HRSA) grants and funding from the Jonas Foundation. Areas of accomplishment include:

- Enrollment of 32 students with a gerontological focus in the PhD program. The vast majority, 27, received financial support as Noorda-Hartford fellows. Three were named Jonas-Hartford scholars. In the eight years of the center, 14 students graduated with a PhD and/or successfully completed all PhD requirements, and an additional six advanced to PhD candidacy.
- Universal geriatric education (three credits or equivalent) was completed by 597 Masters of Nursing and Doctor of Nursing Practice (DNP) students, with nearly 10 percent of these (58 total) earning sub-specialization by completing the Graduate Certificate in Gerontology, with coursework in geriatric nursing and gerontology.
- Center staff and faculty led the Teaching and Learning Technologies (TLT)-funded conversion of the RN to BS track to an online format, establishing the Geriatric Nurse Leader track that earned transcribed emphasis designation in 2010, with over 80 total graduates over 10 years.
- Another HRSA grant written by the Utah HCGNE faculty initiated the care management specialty in the master's program, commencing with the geriatric care manager tracks for nursing and gerontology students, as well as an option to fast track from RN to MS.
- Center faculty and students participated in federal research grant awards which have brought more than \$10 million into the college since the center was established, including an NIH T32 grant for the study of Cancer, Aging, and End-of-Life Care, as well as \$450,000 in Hartford research funding for two Claire M. Fagin fellowships (Dr. Linda Edelman and Dr. Kristin Cloyes), two Patricia G. Archbold Scholars (Dr. Cathy Wright and Dr. Jennifer Alderden), and one Change Agent award (Dr. Jacqueline Eaton).
- Utah HCGNE affiliates and staff were integral to the development and implementation of the Geriatric Workforce Enhancement Program (GWEP) award, John A. Hartford funding, three comprehensive geriatric education programs, and one HRSA advanced nursing education grant totaling more than \$9.7 million in training funds throughout center operations.

Since the cessation of funding by the John A. Hartford Foundation, the University of Utah Hartford Center remains committed to supporting faculty and student engagement in gerontological nursing education. Dr. Linda Edelman PhD, RN serves as the Utah HCGNE director. Dr. Jackie Eaton PhD, Gerontology Interdisciplinary Program Director, is the Utah HCGNE project director. In partnership with the Gerontology Interdisciplinary Program, also housed within the College of Nursing, memorandums of understanding support the attainment of Gerontology Certificates by undergraduate and graduate nursing students. The Utah HCGNE works in close partnership with the Gerontology Interdisciplinary Program and other College of Nursing undergraduate and graduate programs providing gerontological resources and mentoring to faculty and students. In addition, the Center works closely with the Utah Geriatric Education Consortium (UGEC) to provide mentoring support for faculty and student trainees funded by the HRSA Geriatric Workforce Enhancement Program (GWEP). An ongoing needs assessment seeking input from key stakeholders will be used to establish a vision for the Utah

NHCGNE moving forward and to identify funding sources for the center that will support gerontological education and research.

The Utah HCGNE is a member of the National Hartford Center of Gerontological Nursing Excellence (NHCGNE). Membership provides all College of Nursing faculty with mentoring and educational opportunities, as well as professional development programs, that include webinars, leadership conferences and formal mentoring programs. Dr. Edelman is a member of the NHCGNE Board of Directors.

## **George E. Wahlen Department of Veterans Affairs Nursing Academy Program**

The University of Utah was among the first of five Veterans Affairs (VA) Nursing Academies in the nation in 2007. The goals of the program included increasing the number of nursing students, boosting the number of nursing faculty, advancing the professional development of staff nurses at the VA, and increasing the number of funded research projects at the VA. The college provides continued development opportunities to VA-based faculty and through regular 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' healthcare issues and the development of VA-based faculty.

Over the years, the VA Nursing Academy Program (VANAP) has changed from ensuring all students a clinical rotation at the VA, to admitting a group of students from each cohort who complete selected semesters of study with VANAP faculty and are placed at the VA for a portion of their clinical rotations. Our Psychiatric/Mental Health Nurse Practitioner (PMHNP) track is beginning the fourth year of a five-year, collaborative grant to educate psychiatric nurse practitioners through the Veterans Affairs Nursing Academic Partnership for Graduate Education (VANAP-GE).

### **Inter-Professional Education**

The College of Nursing partners with the University of Utah Health Inter-professional Education Program (UUHIPE) to bring together students from across the Health Sciences and from the College of Social Work to build collaborative competencies. The program outcomes are based on the Inter-professional Education Collaborative four core competencies, developed in 2011:

- Domain 1: Values/Ethics for Inter-professional Practice
- Domain 2: Roles/Responsibilities
- Domain 3: Interprofessional Communication
- Domain 4: Teams and Teamwork

In 2016, the Health Science Deans approved a new UUHIPE curricular structure which allows for more flexibility in pursuing value-based inter-professional education (IPE). This new curricular structure includes 3 components – Foundation, Immersion, and Capstone – which range from a self-paced online course focused on IPE competencies to simulation experiences

with standardized patients to direct engagement with patients and communities. The college currently offers five 0.5-credit inter-professional education courses. All five courses fall into either the Foundation or Immersion components of the new UUIPE curriculum. The College of Nursing piloted having eight DNP students participate in student hotspotting, a community-engaged longitudinal inter-professional activity, to fulfill DNP leadership hours. Student hotspotting represents an activity that would fall within a capstone component in the new curricular structure.

The UUIPE Program's committee structure includes an executive committee that provides overall direction for the program and three subcommittees. Executive Committee representation includes Dr. Rebecca Wilson, Dr. Susanna Cohen, and Dr. Sue Chase-Cantarini.

Subcommittees include:

1. Curriculum - responsible for curriculum design, implementation strategies, and evaluation (Nursing Representatives: Dr. Connie Madden and Dr. Rebecca Wilson)
2. Scholarship - responsible for coordination of scholarly works produced from inter-professional education efforts (Nursing Representative: Dr. Sara Hart)
3. Faculty development - responsible for initial and ongoing education of faculty facilitators (Nursing Representative: Dr. Susanna Cohen)
4. Hotspotting - responsible for developing infrastructure and curriculum related to community engaged IPE activities (Nursing Representative: Dr. Sara Hart, Dr. Susan Hall)

IPE classes have been included in the baccalaureate program and in all MS and Doctor of Nursing Practice (DNP) programs of study. All students are required to take two courses during their program. Of the 1,629 students who participated between fall semester 2017 and summer semester 2018, 509 were nursing students -- approximately 31 percent of all student attendees. Table 1 provides information on the number of students enrolled in IPE classes during the 2017-2018 academic year.

**Table 1:** Inter-professional Education, Total Student Enrollment, Academic Year 2017 – 2018

College/School	Program	Number Enrolled
College of Health	Audiology, Nutrition, OT, PT, SLP	213
College of Nursing	BS/MS/DNP	509
College of Pharmacy	PharmD	179
School of Dentistry	Dentistry	29
School of Medicine	PA Program	89
School of Medicine	Medical School	573
College of Social Work	Master of Social Work (MSW)	37

## Education Grant Funding

Table 2 summarizes the active grants and awards that support the college'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, Academic Year 2017 – 2018

Funding Period	PI	Funding Agency / Award Number	Title	Funds Awarded
07/01/2017-06/30/2018	Clayton	Health Resources Service Administration E01HP27005	Nurse Faculty Loan Program	\$128,264
07/01/2015-06/30/2018	Edelman	Health Resources Service Administration U1QHP28741	Utah Geriatric Education Center: Integrating Primary and Geriatric Long Term Care	\$2,542,307
10/01/2016-09/30/2018	Hart	University of Minnesota/Robert Wood Johnson Foundation 73232	Accelerating Inter-professional Community-Based Education and Practice Sites	\$50,000
05/01/2018-12/31/2019	Lassche	University of Utah Health Science Educators	Using Virtual Reality for Deliberate Practice and Master Learning	\$3,000
12/01/2016-11/30/2017	Penney	University of Utah Office for Global Engagement	Bridging Gaps in Global Learning and Leadership	\$10,000
07/01/2016-06/30/2018	Ruegg	American Cancer Society DSCN-16-0167-01-SCN	Effect of Automated Coaching on Exercise Adoption and Chemotherapy Symptoms	\$30,000
06/01/2016-07/31/2018	Wilson	Jonas Center for Nursing Excellence	Jonas Nurse Leaders and Veteran Healthcare Scholar Program	\$55,000
07/01/2015-06/30/2020	Wilson	US Department of Veterans Affairs	Veterans Administration Nursing Academy – Psychiatric-Mental Health	\$2,184,475

## Student and Community Engagement (SACE) Program

The SACE programs provide transformational learning opportunities that enhance students' engagement with, and responsiveness to, our local and global community.

The Student and Community Engagement Program (SACE) enhances environments for learning in ways that foster the development of life-long learning and promote community

engagement. SACE students fully embrace their roles as health professionals, empowered to improve the health of individuals and communities through scholarship, inquiry, and community engagement.

Current opportunities include Community Engaged Learning (CEL), Undergraduate Research Opportunities (UROP), Global Health Learning, and Nursing Advocacy. Signature learning and engagement opportunities are led by the SACE program director, Dr. Sara Hart and individual program coordinators and guided by the SACE Advisory Committee. This year the Advisory Committee held a full day strategic planning retreat in the Fall of 2017 to create and mission statement and define program goals.

SACE Advisory Committee members for the college include the Associate Dean of Academic Programs, Coordinator of Global Health, Coordinator of Community Engaged Learning, Coordinator of College of Nursing Undergraduate Research Opportunities, Faculty Advisor for the Nursing Early Assurance Program (NEAP), Faculty Advisor for the University of Utah Honors College, three faculty representatives, and staff from Student Services and the Office of Advancement. Table 3 shows the number of students involved in SACE programs.

**Table 3:** SACE Students, Academic Year 2017 – 2018

<b>Program</b>	<b>Students/Participants</b>
Community Engaged Learning Coordinator: Dr. Sara Hart	128 Undergraduate nursing students 19 Gerontology
Undergraduate Research Opportunities Program (UROP) Coordinator: Dr. Sara Hart	7 Nursing 2 Honors/Non-nursing
Nurses Day at the Utah Legislature, Salt Lake City, UT Coordinators: Dr. Teresa Garrett and Dr. Sara Hart	63 Undergraduate nursing students 2 Faculty members
Honors College Students Coordinators: Dr. Lauri Linder and Dr. Sara Simonsen	9 currently enrolled undergraduate nursing students
Global Health Coordinator: Dr. Deanna Kepka	2 Doctor of Nursing Practice (DNP) Scholarly Projects completed in India

### **Community Engaged Learning (CEL)**

For more than three decades, the college has partnered with the Lowell Bennion Community Service Center. This partnership has allowed the College of Nursing to be active in the University's service learning and community engaged learning programs. The Bennion Center engages students and the community in projects that promote lifelong service and civic participation. Course designations are coordinated through the Center and faculty work are supported to create and implement Community Engaged Learning (CEL) courses.

The Community Engaged Learning program continues to evolve to meet the learning needs of our students, community priorities and the college's missions. The undergraduate pre-licensure nursing program leads this effort with a two-semester course sequence allowing students to



participate in this SACE program and receive CEL designations on their transcripts.

During the 2017-2018 academic year:

- The Undergraduate Nursing CEL program partners with community organizations to provide services that aligned with student learning objectives and meet community needs. These partnerships include: Granite Technical Institute High School, the Junior League of Utah - Community Assistance and Resource Event, the University Village Initiative, the International Rescue Committee.
- The partnership between the college and the Certified Nursing Assistant Program at Granite Technical Institute has expanded into new learning environments that promote team based care and pathways to nursing and higher education. High school students enrolled in the certified nursing assistant program at Granite Technical Institute receive mentoring and academic support from college students and spend a full day with our students in college's Simulation Learning Center. This partnership continues to increase in the diversity of the college applicant pool and Nursing Early Assurance Program (NEAP) cohorts.
- The partnership between the college and the Junior League Care Fair has provided students with an opportunity to positively impact the health and welfare of vulnerability individuals and families in our community while learning skills crucial for inter-professional team communication and team-based care.
- Gerontology students enrolled in the Caregiving and Aging Families course continue to partner with informal, unpaid caregivers in our community to provide support services connections and more fully understand the experiences of caregivers.

### **Undergraduate Research**

College 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 funded Undergraduate Research Opportunities Program (UROP) fellows.

UROP is housed in the Office of Undergraduate Research at the University of Utah. UROP fellows work with faculty to develop research protocols that 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 2017-2018 academic year, 7 UROP fellowships were awarded to nursing students conducting research with college faculty mentors.

Many more undergraduate students are able to participate in research with college faculty through the Honors College and funded positions on faculty research grants. All research students, whether UROP fellows, volunteers 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.

Many UROP students seek the opportunity to present their research at professional meetings and conferences. This academic year, college UROP students presented at Research Day on Capitol Hill, the Undergraduate Research Symposium and the Utah Center on Aging Retreat. The 2017-2018 College of Nursing Outstanding UROP Student Award was given to Janny Lui for her honor's thesis project with Dr. Jackie Eaton focusing on family caregivers.

### **Nursing Advocacy**

For the third year, the entire second semester cohort of college students participated in Nurses' Day at the Capitol. This event, led by the Utah Nurses Association, provides nurses and nursing students with access to legislators and important information about legislative efforts that directly and indirectly affect health.

Student participation is coordinated through the NURS 3400 course, Professional Roles: Policy, Advocacy and Collaboration in Healthcare. This course is led by Dr. Sara Hart and Dr. Teresa Garrett who prepare students to engage lawmakers with legislative research and evidence-based policy recommendations.

### **Honors College Students at the College of Nursing**

Students accepted into the University of Utah Honors College complete four core Honors courses, three Honors electives and a thesis. Honors students in the college receive guidance and thesis support from faculty mentors.

Nursing students who complete the Honors Degree requirements and maintain a 3.5 cumulative GPA are awarded the Honors Degree, the highest undergraduate degree awarded at the University of Utah. In May 2018, Kathryn Buchanan, graduated from the college with an Honors Degree in Nursing. In 2018, Jia "Janny" Liu was recognized as the college's Outstanding Undergraduate Researcher by the University of Utah's Office of Undergraduate Research. Seven college students currently have approved thesis proposals, and 4 of them will graduate in December 2018. An additional 5 nursing students have identified a mentor and are currently developing a thesis proposal. Dr. Linder and Dr. Simonsen have also met with 6 additional students and are in the process of pairing them with mentors.

Since taking over as the honors advisors for the college, Dr. Linder and Dr. Simonsen have restructured and standardized the advising process. As co-advisors, Drs. Linder and Simonsen are working hard to engage students as early as possible in their undergraduate education, ideally before they begin their formal nursing coursework, to ensure timely completion of thesis work. They have developed an ideal timeline for Honors thesis work that includes early completion of training in human subjects' research. They are also engaging with the NEAP and the Undergraduate Research Opportunities Program to coordinate activities and engage students. Two college honors students are currently receiving UROP funding to support their thesis work.

The Honors Program is a great potential pipeline for graduate students for the college. Dr. Simonsen and Dr. Linder often discuss graduate education opportunities with these students and encourage them to consider graduate school at the college.

### **Global and International Health**

Academic Year 2017-2018 included many new and exciting initiatives and activities in global and international health at the college. Dr. Deanna Kepka, assistant professor in the college and investigator at Huntsman Cancer Institute, was appointed our inaugural Director of Global and International Health. Dr. Kepka hosted a global health brainstorming session at the college to discuss our global health mission and vision. At this potluck dinner, undergraduate, graduate, career, clinical- and tenure-line faculty, along with students, explored local and international global health opportunities to improve education, research and service. Conversations centered

around the college's strengths, opportunities, challenges and threats in global and international health education, research and scholarship.

Our greatest global health strengths include: our passion and talent for global health education and service as faculty, staff and students; our strong undergraduate global health coursework; and local global health community partnerships. The college already has a successful Nursing Early Assurance Program (NEAP) for high school seniors and college freshman that provides undergraduate students with the opportunities to participate in community engaged learning and/or study abroad opportunities. We aim to strengthen global health-focused NEAP activities in the upcoming year. We also plan to continue to work within Student and Community Engagement at the college to increase the availability and duration of global health community learning opportunities in Salt Lake City and the Intermountain West for undergraduate and graduate nursing students. Lastly, we aim to explore short-term international learning opportunities for graduate students that can be completed during semester breaks and via distance technology.

## **Baccalaureate Program**

### **General Information**

The framework for the curricula in both the pre-licensure and R to BS tracks is based on professional standards from the following organizations and documents:

- American Association of Colleges of Nursing's (AACN) *Essentials of Baccalaureate Education*
- *American Nurses Foundation of Nursing Documents*
- U.S. Department of Human Services' "Healthy People 2020" report
- National Center for Biotechnology Information's Quality and Safety Education for Nurses (QSEN)
- Institute of Medicine's "Future of Nursing" Report

The curriculum is organized around 50 concepts categorized under 10 meta-concepts. Core concepts — health and health promotion safety and quality, communication and collaboration, person-centered care and evidence-based practice — are deliberately integrated into all courses.

The Baccalaureate Admissions and Advancement Committee (BAAC) task force revised our holistic admissions process to include a software program in which applicants record verbal and written responses to questions specifically designed to assess domains of respect, integrity, compassion and responsibility. Submission of a traditional resume was changed to a fillable form in which applicants describe responsibilities associated with work, personal obligations and service to others. Additionally, the requirement for uploaded letters of recommendation was changed to an electronically submitted professional reference, asking the reference to rate the applicant on characteristics of responsibility, organizational skill, teamwork and emotional maturity. Faculty and applicants both reported finding the process to be efficient and effective.

The Baccalaureate Program Committee continues ongoing curriculum evaluation that includes sequential mapping of course content, objectives, concepts and semester and program outcomes to AACN's Essentials of Baccalaureate Education for Professional Nursing.

Baccalaureate faculty members use active learning teaching strategies throughout the program in an effort to help students develop professional knowledge and skill. Evaluation and course/instructor/program data, including alumni survey results, indicate that students benefit from faculty teaching expertise, well-designed courses, and clinical experiences in which they apply theory and concepts to professional practice.

### **Pre-Licensure Track Implementation**

This program of study begins with foundational nursing care content and experience across lifespan and illness continuums, building over four semesters towards professional generalist nursing practice. All students participate in 945 clinical hours, which includes experiences in fundamental skills and assessment; acute care/medical-surgical; pediatrics; maternity/newborn; mental health; community/public health, and care management. Simulation experiences comprise approximately 25 percent of the clinical hours, and occur in every semester. Table 4 shows the number of applications and enrollments in the baccalaureate program.

The Baccalaureate Curriculum Committee approved the discontinuation of NURS 3410 Health Promotion of Individuals and Families (two credits) and added an additional credit and associated health promotion content to both NURS 3300 Professional Roles 1 and NURS 3315 Maternal/Newborn Care.

Bachelor's degree requirements are designated in the following courses:

NURS 3305	Foundations of Clinical Nursing Care (Quantitative Intensive I)
NURS 3410	Acute Care Nursing Practicum (Quantitative Intensive II)
NURS 3400	Professional Role II: Policy, Advocacy & Collaboration (Diversity)
NURS 4530	Global Public Health (International Requirement)
NURS 4605	Application of Evidence in Nursing Practice (Communication/Writing)

### **RN to BS Track Curriculum**

This curriculum builds on skills and knowledge that students acquired through completion of an associate degree in nursing, as they gain enhanced knowledge and skills required to receive a Bachelor of Science in Nursing degree. In an on-line program of study, students complete coursework in physical assessment, health promotion, evidence-based practice, systems and health policy, global and public health, management and leadership. Students have the option to substitute two general courses for two gerontology-specific courses, which results in a transcribed, Geriatric Nurse Leadership (GNL) emphasis. All students participate in clinical experiences that require application of enhanced knowledge of leadership and quality care concepts and culminates in development and implementation of a quality improvement project. Two-, three- or four-semester programs of study are available for all students in the RN to BS track. Table 4 shows the number of applications and enrollment to the Baccalaureate Program.

The Baccalaureate Curriculum Committee unanimously voted to allocate one credit of NURS 4140 Enhanced Professional Nursing as a 45-hour leadership clinical experience, and 1.5

credits of NURS 4140 Nursing Initiatives as a 67.5-hour quality improvement clinical experience, for a total of 112.5 clinical hours in the RN to BS track.

Bachelor's degree requirements are designated in the following courses:

NURS 4150 Nursing Initiatives (Quantitative Intensive I)  
 NURS 8884 RN to BS track (Quantitative Intensive II)  
 NURS 3113 Systems and Populations (Diversity)  
 NURS 4110 Global Health (International Requirement)  
 NURS 8883 RN to BS track (Communication/Writing)

**Table 4:** Applications and Enrollment, Baccalaureate Program, Academic Years 2015 – 2018

Major Specialty	Applications			Enrolled		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
NEAP	26	66	123	20	49	40
Traditional	295	323	480	130	127	126
RN-BS	142	72	91	106	63	53

### **RN to BS Express Pathway**

The Express Pathway is an articulation agreement that promotes seamless and efficient admission into the RN to BS track for Salt Lake Community College (SLCC) nursing students. As part of the Express Pathway, the University of Utah's application fee is waived, and no additional nursing program application is required from second-semester SLCC students who have a GPA of at least 3.0. To remain eligible for the Express Pathway, students must maintain a 3.0 GPA throughout the SLCC nursing program and complete all RN to BS track prerequisites and general education requirements. In Academic Year 2016-17, 19 students who completed their associate degree at SLCC began the RN to BS track. Increased interest in this option has resulted in acceptance of 111 students from SLCC, the majority of whom will begin the RN to BS program in the coming academic year.

### **RN to BS with Early MS Admission**

The RN to BS with Early MS Admission 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. Two informatics students and one care management student are currently enrolled and projected to complete their respective MS tracks in the spring of 2020.



**Nursing Early Assurance Program (NEAP)**

The Nursing Early Assurance Program (NEAP) is a baccalaureate program track for eligible high school graduates who will be attending the University of Utah, or current matriculated students with less than 30 college credit hours. NEAP students are selected through a competitive application process, and must maintain a GPA of 3.5 as they complete nursing prerequisites and general education requirements in two academic years following acceptance to the program. Upon meeting these and additional advising requirements, students begin the pre-licensure track at the start of their junior year.

In fall 2017, the college admitted 40 NEAP candidates for a total of 77 NEAP in either their freshman or sophomore year who are completing baccalaureate program requirements. To address a poor progression rate (nearly half of last year's freshman struggled with prerequisite grades) the NEAP program manager assisted individual students with revised programs of study. As a result, students took more manageable course loads and no students were placed on academic probation during the past year. Currently, there are 3 NEAP students in the second semester and 14 students in the third semester of the pre-licensure program.

An additional component of the NEAP track includes various organized events and activities. These experiences are held at the college and designed to connect NEAP students to faculty with the goal of introducing basic professional nursing concepts and promoting socialization into the nursing profession.

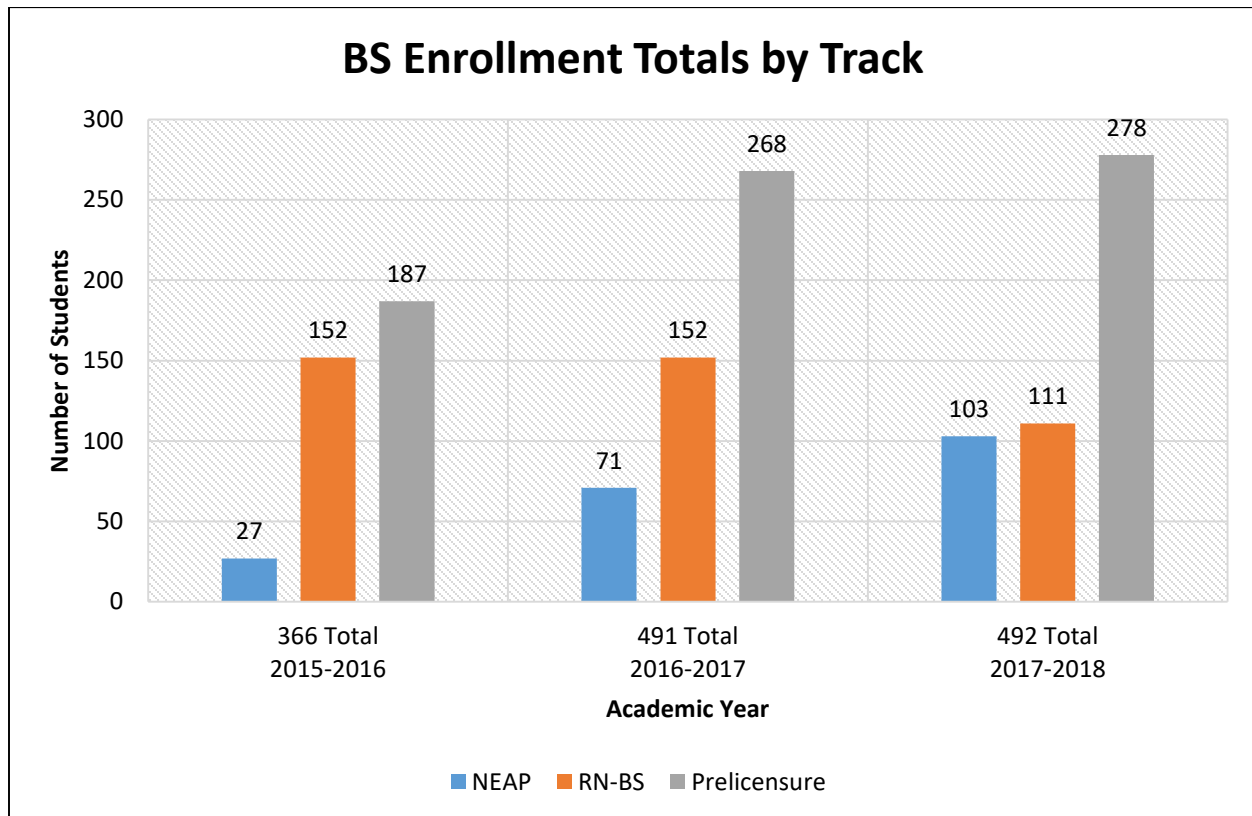
A survey was conducted with current NEAP students (freshmen, sophomores, and those currently in pre-licensure track course). Results indicate that students value many aspects of the NEAP track, and that opportunities exist for further track development. Our goal is to expand the NEAP program to 36 students in each of the fall and spring cohorts.

**Baccalaureate Student Data**

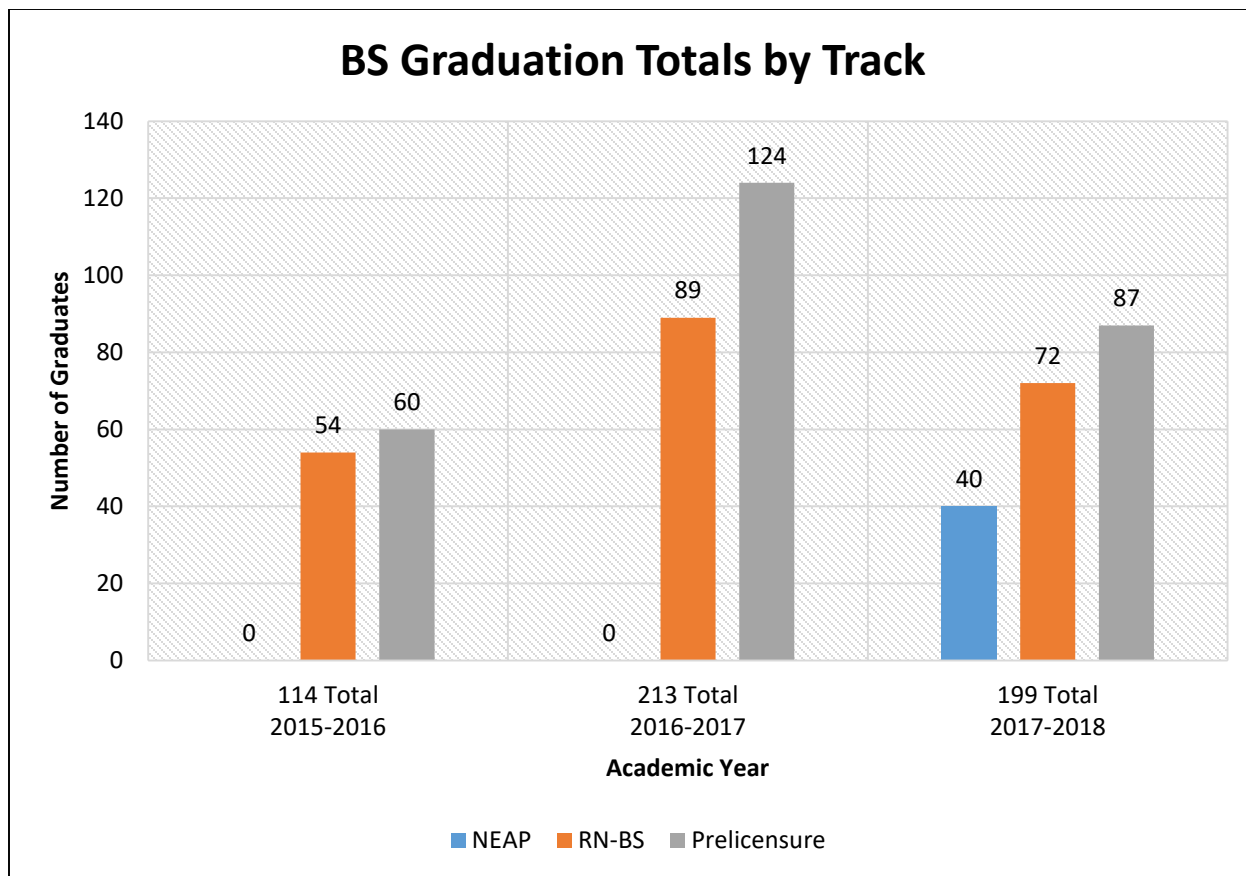
Figure 8 shows overall enrollment in the baccalaureate program, which includes pre-licensure undergraduate, RN to BS, and NEAP students. The decrease in overall enrollment in Academic Year 2015-2016 was due to changes in the admissions cycle: The summer admission was eliminated and moved to fall, resulting in one fewer admissions cycle for the pre-licensure cohort for one academic year.

Figure 9 shows baccalaureate graduation totals by track. The decrease in pre-licensure graduation for Academic Year 2015-2016 is reflective of the change in admission cycles

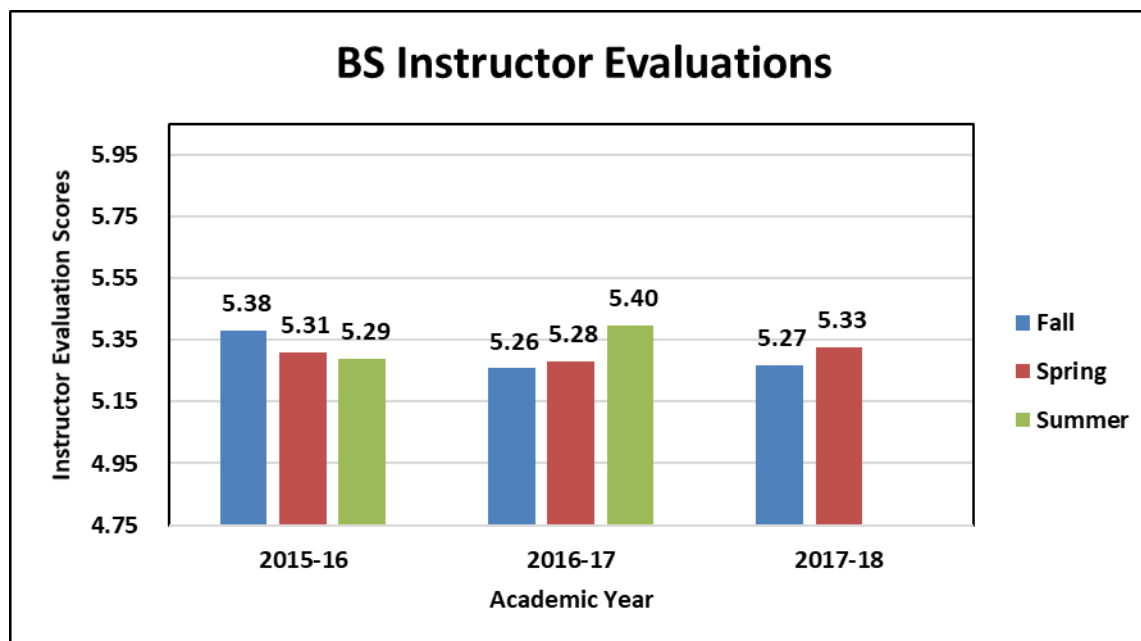
Figures 10 and 11 show the average instructor and course evaluation scores for each semester, from fall of 2015 through spring of 2018. Evaluation scores are on a 0-6 scale, with higher scores reflecting more positive evaluations. Data comes from the Student Data Warehouse.



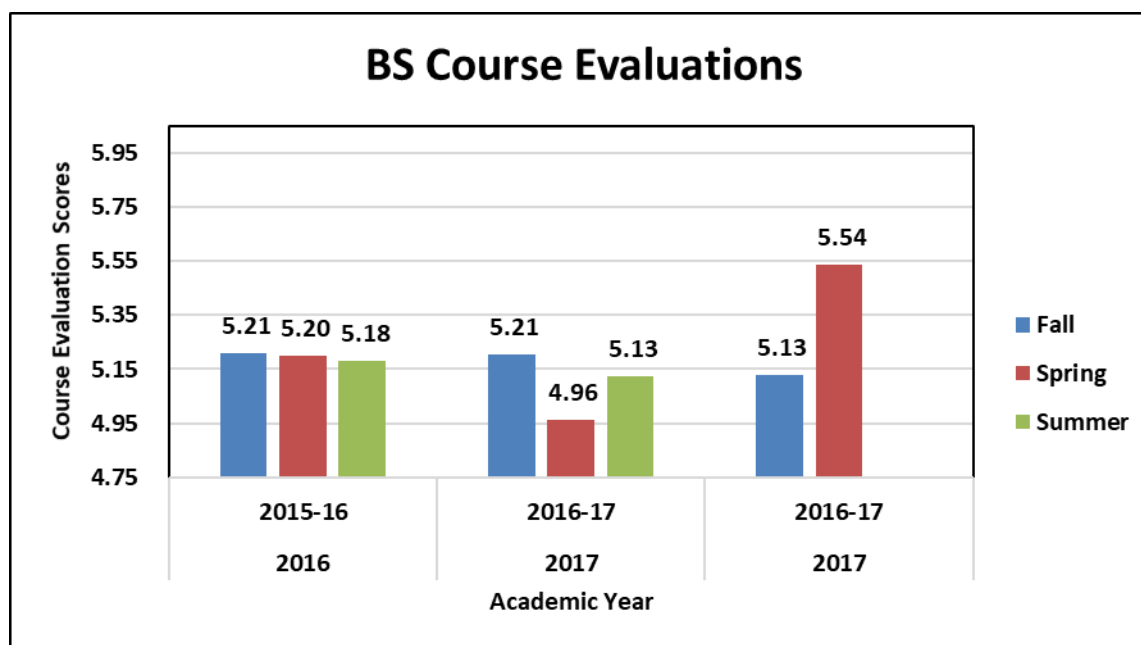
**Figure 8:** Baccalaureate Student Enrollment by Track, Academic Years 2015 - 2018



**Figure 9:** Baccalaureate Graduation Totals by Track, Academic Years 2015 - 2018



**Figure 10:** Average BS Instructor Evaluation Scores, Academic Years 2015 - 2018 (Scale 0-6)



**Figure 11:** Average BS Course Evaluation Scores, Academic Years 2015 – 2018 (Scale 0-6)

### NCLEX-RN®

Table 5 contains NCLEX-RN® first-time pass rates from April 2015 through March 2018. The college's pass rate increased over the past year compared to the previous year. Graduates' pass rate remained above both jurisdictional and national pass rates.

**Table 5:** NCLEX-RN® Pass Rates on First Attempt, Academic Years 2015 – 2018

	April 2015- Mar 2016	April 2016- Mar 2017	April 2017- Mar 2018
Graduates Tested	129	119	128
Graduates Passing	122	109	119
CON Passing Rate	95%	92%	93%
Jurisdiction Passing Rate	79%	90%	85%
National Passing Rate	82%	85%	85%

### Alumni Surveys

Using the online survey software Qualtrics, staff developed alumni surveys that provide robust data about the college's ability to meet program completion outcomes and help identify students' overall satisfaction in a variety of areas, including faculty support, advising, the admissions process, program orientation, and whether they would recommend the program to a friend. Specialty track directors and administrators customize 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 change periodically as program needs evolve. In addition, the

survey includes all academic programs, providing rich outcomes data on the GIP, baccalaureate, MS in nursing, DNP, and PhD programs. Table 6 includes feedback on the pre-licensure baccalaureate surveys from Academic Years 2014-2017.

**Table 6:** Baccalaureate Alumni Survey, Academic Years 2014 – 2017

<b>FACTOR Program Outcomes*</b>	<b>2014-2015 n=84</b>	<b>2015-2016 n=44</b>	<b>2016-2017 n=74</b>
Deliver safe, evidence-based, patient-centered nursing care	4.44	4.18	4.57
Advocate for the well-being of patients and the profession as leaders and managers	4.54	4.41	4.61
Apply foundations of knowledge in humanities and science in your practice	4.37	4.14	4.43
Collaborate and communicate effectively to improve patient outcomes	4.43	4.2	4.53
Demonstrate professionalism consistent with standards of moral, ethical and legal nursing practice	4.52	4.32	4.62
Utilize information management and technologies to lead safe, quality patient care	4.29	4.12	4.42
Integrate theory and research into evidence-based practice	4.27	4.12	4.40
Recognize that health care delivery and professional nursing practice occur within contexts of social, economic, and political environments	4.37	4.26	4.62
Promote health and healthy behaviors through collaborative population-focused interventions	4.39	4.19	4.52

\*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 college awarded \$175,000 in scholarships for Academic Year 2017-2018 to baccalaureate students. These funds provided 48 scholarships to 42 students. Table 7 details the distribution of funding types. Table 8 lists the distribution of college-raised scholarships to post-licensure and pre-licensure undergraduate students. College staff either manages funds and recipients are selected by outside entities, or the college is given awarding authority, but funds are managed outside the institution.

**Table 7:** Total Undergraduate Scholarships Awarded, Academic Year 2017 – 2018

Funding Type	Amount
CON Development Funds	\$145,000
External Scholarships/Fellowships*	\$30,000
<b>TOTAL</b>	<b>\$175,000</b>

**Table 8:** Undergraduate Scholarships-CON Development Funds, Academic Year 2017-2018. The percentages in this table are calculated using the number of scholarship recipients divided by the total population of the program or specialty track, regardless of how many students submit an application for scholarships.

	Students Awarded	% of Total Cohort	Amount
RN to BS	5	4%	\$9,000
BS	32	12%	\$153,500
NEAP (Incoming Students)	5	6%	\$12,500

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

### Accomplishments

Faculty teaching in the Master of Science in Nursing (MS) and Doctor of Nursing Practice (DNP) programs have made substantial contributions in the past year. In the 2018 *U.S. News and World Report* rankings of Best Graduate Schools in Nursing, the Nursing Informatics track ranked No. 6, the Midwifery track ranked 9th, and the DNP program ranked 16th. The Master of Science program ranked 30th. The combined national certification pass rate for Advanced Practice Registered Nurse Certification in 2017 was an outstanding 97.3 percent.

The college is committed to educating the next generation of primary care providers needed to provide care for all residents in the state of Utah – including underserved populations and those living in rural areas. In 2016, the primary care nurse practitioner programs received a one-year, Health Resources and Service Administration (HRSA) Advanced Education Nursing Traineeship (AENT) with the purpose of increasing the number of advanced education nursing students to

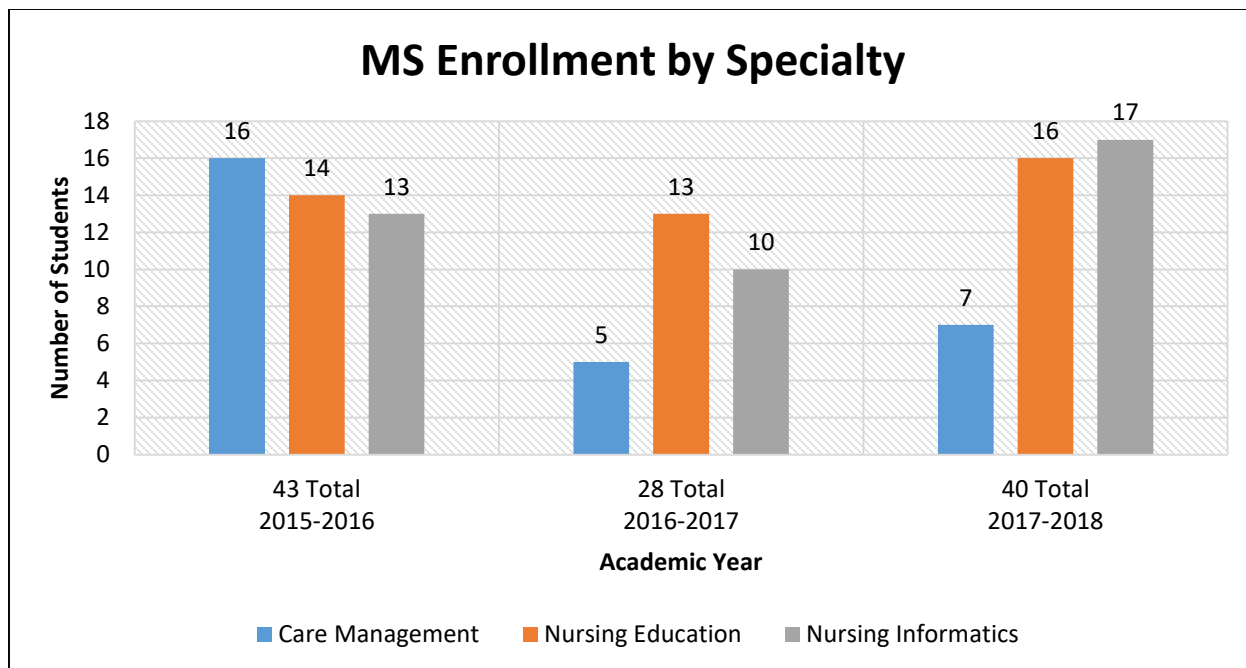
practice as primary care providers in rural and/or underserved communities. As a result of the grant, primary care students were placed in 25 clinical rotations serving underserved and rural patients. As of 2018, 11 graduates of primary care programs are currently employed in clinical serving underserved populations and/or rural communities.

The college continues to be a national leader in providing education for students enrolled in MS and DNP programs who are enrolled at a distance. Nurses who are currently working in rural areas attend graduate school without leaving and vacating their nursing positions. The Nursing Education and Care Management MS tracks are fully online. In the DNP program, the Adult/Gerontology Primary Nurse Practitioner, Family Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner, Neonatal Nurse Practitioner, Women's Health Nurse Practitioner, and Nurse Midwifery Specialty Tracks are available to students living more than 60 miles from Salt Lake City via synchronous tele-conferencing.

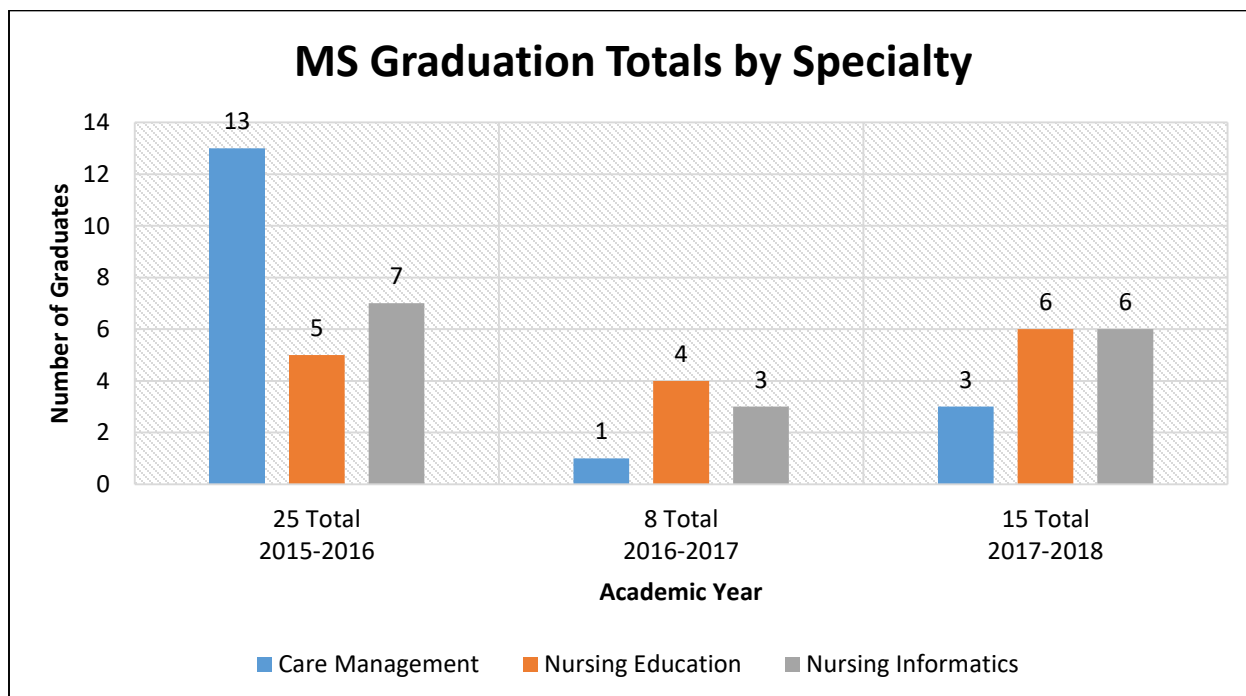
Students enrolled in the inaugural cohort of the Nursing Organizational Leadership Post-MS to DNP track have completed their first year of studies. The University of Utah's associated hospitals and clinics, as well as healthcare systems throughout the Intermountain West, will benefit from nurse managers and leaders prepared with the skills and knowledge to hold leadership positions in healthcare. The curriculum emphasis is ideal for both advanced practice registered nurses (APRNs) working in leadership positions, as well as the master's prepared RNs who seeks a terminal, non-research degree focused on the complexities of leadership, organizational development, project planning and quality improvement.

The Psychiatric/Mental Health Nurse Practitioner (PMHNP) track is in the fourth year of a five-year grant through the Veterans Affairs Nursing Academic Partnership for Graduate Education (VANAP-GE). Faculty have created a veteran-focused curriculum, including developing simulation scenarios to replicate the clinical setting and adding tele-mental health training to the curriculum. Components of the veteran-centric curriculum for inter-professional education (IPE) will benefit all health sciences students, not just those funded by the grant.

Figure 12 details enrollment by specialty track in the MS program. Figure 13 shows graduation totals by specialty track. Table 9 details applicant numbers and enrollments by specialty track, beginning in the Academic Year 2014-2015. Table 10 provides alumni survey information. All graduates from one master's program specialty track were asked to rate how well the program prepared them to meet program completion outcomes. In this survey, "1" indicated 'very ineffective' and "5" indicated "very effective."



**Figure 12:** Master's Enrollment by Specialty Track, Academic Years 2015 - 2018



**Figure 13:** Master's Graduation Totals by Specialty Track, Academic Years 2015 - 2018

**Table 9:** Master's Degree Applications and Enrollment by Specialty Track, Academic Years 2015 – 2018

Major Specialty	Applicants			Enrolled		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
Care Management MS	6	5	2	5	1	1
Nursing Education MS	6	8	7	4	4	6
Nursing Informatics MS	9	9	10	6	4	10

**Table 10:** Master's Degree in Nursing Alumni Survey, Academic Years 2014 – 2017

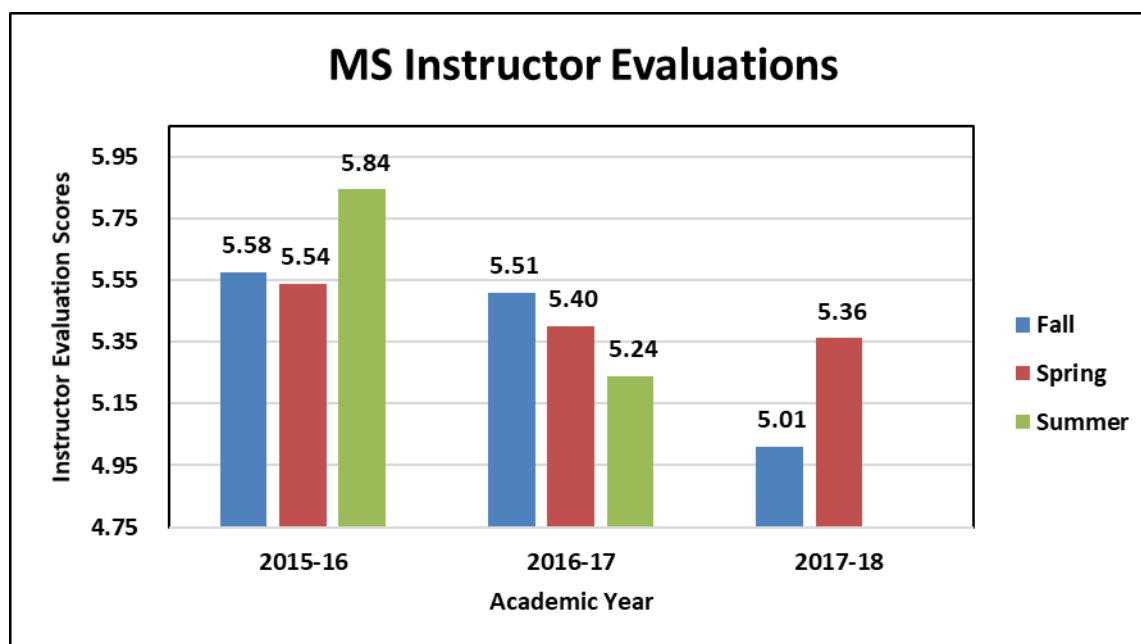
FACTOR Program Outcomes*	2014-2015 n=10	2015-2016 n=13	2016-2017 n=1
Expand your knowledge of science and humanities gained in your undergraduate program by integrating and applying scientific findings from a broad range of disciplines to practice	4	4.46	5
Work with individuals, families, and populations in diverse settings and healthcare systems to develop and lead initiatives promoting safe, high quality, culturally sensitive, and cost-effective patient care	3.7	4.23	5
Integrate advanced knowledge and skills to assure high quality outcomes for individuals, families, population groups and systems	4.1	4.38	5
Translate and apply evidence-based research outcomes to improve practice and associated health outcomes for patient aggregates	4	4.46	5
Deliver ethical healthcare using information and communication technologies to integrate and coordinate care	4.1	4.46	5
Exercise leadership and advocacy to positively shape the development, implementation, and evaluation of health policy and healthcare delivery	3.9	4.31	5
Lead and participate in interdisciplinary collaborations aimed at improving healthcare delivery and care coordination	4.1	4.31	5

Apply principles of social determinates of health to plan, deliver, manage and evaluate preventative care to diverse settings, individuals and populations	3.5	4.31	5
Demonstrate professionalism, value lifelong learning, and recognize the need to adapt practice to changing social, political and global healthcare environments	4.2	4.62	5

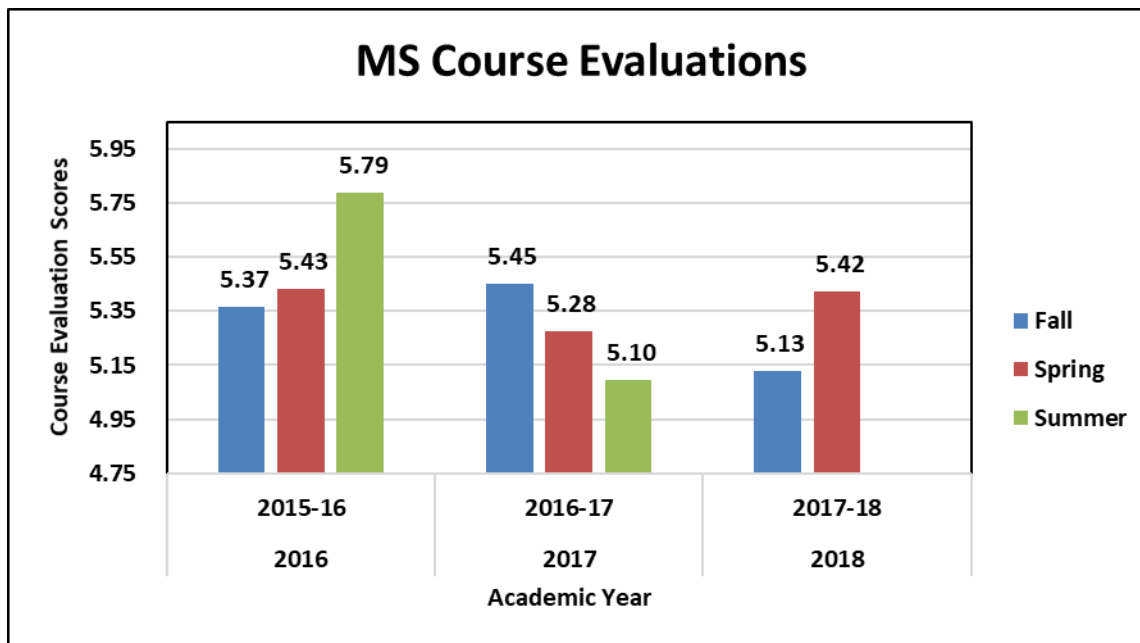
\*Note: Respondents rated how well the program prepared them in each area above, where “1” indicated ‘very ineffective’ and “5” indicated ‘very effective’

### Trends in MS Course and Instructor Evaluation

Figures 14 and 15 show the average instructor and course evaluation scores for each semester from fall of 2015 through spring of 2018 for the MS program. Evaluation scores are on a 0-to-6 scale, with higher scores reflecting more positive evaluations.

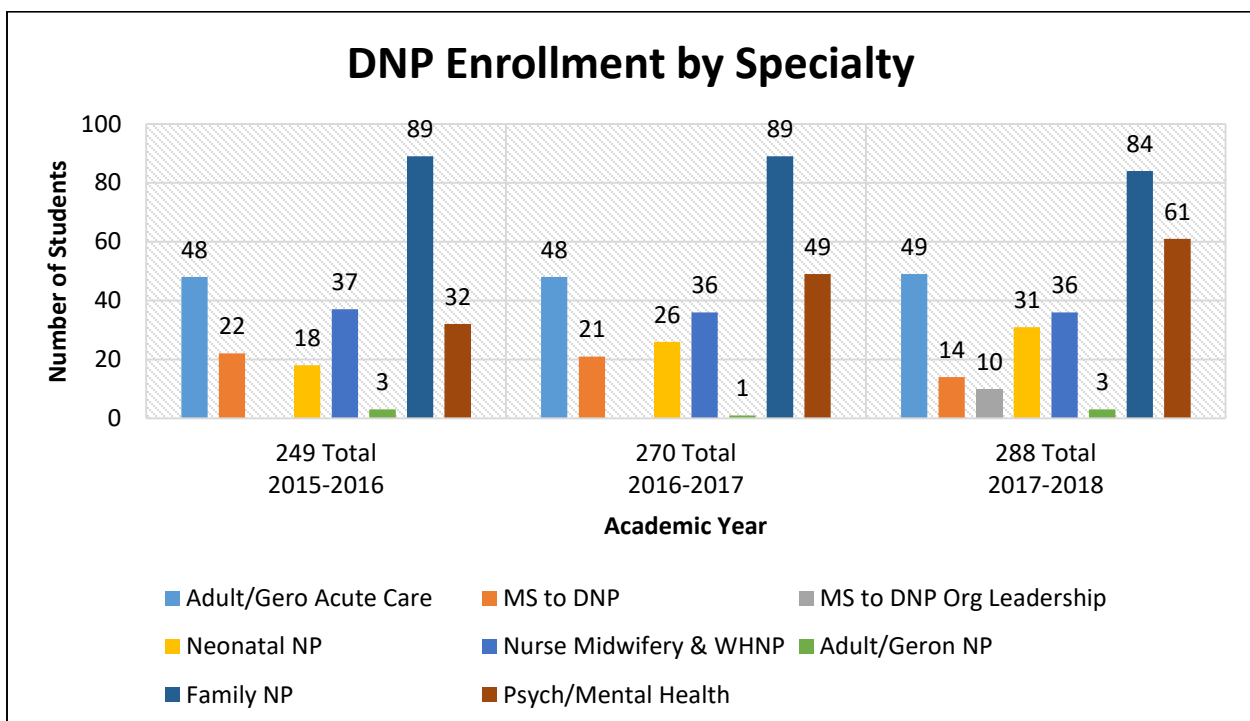


**Figure 14:** MS Instructor Evaluations, Academic Years 2015 – 2018 (Scale 0-6)

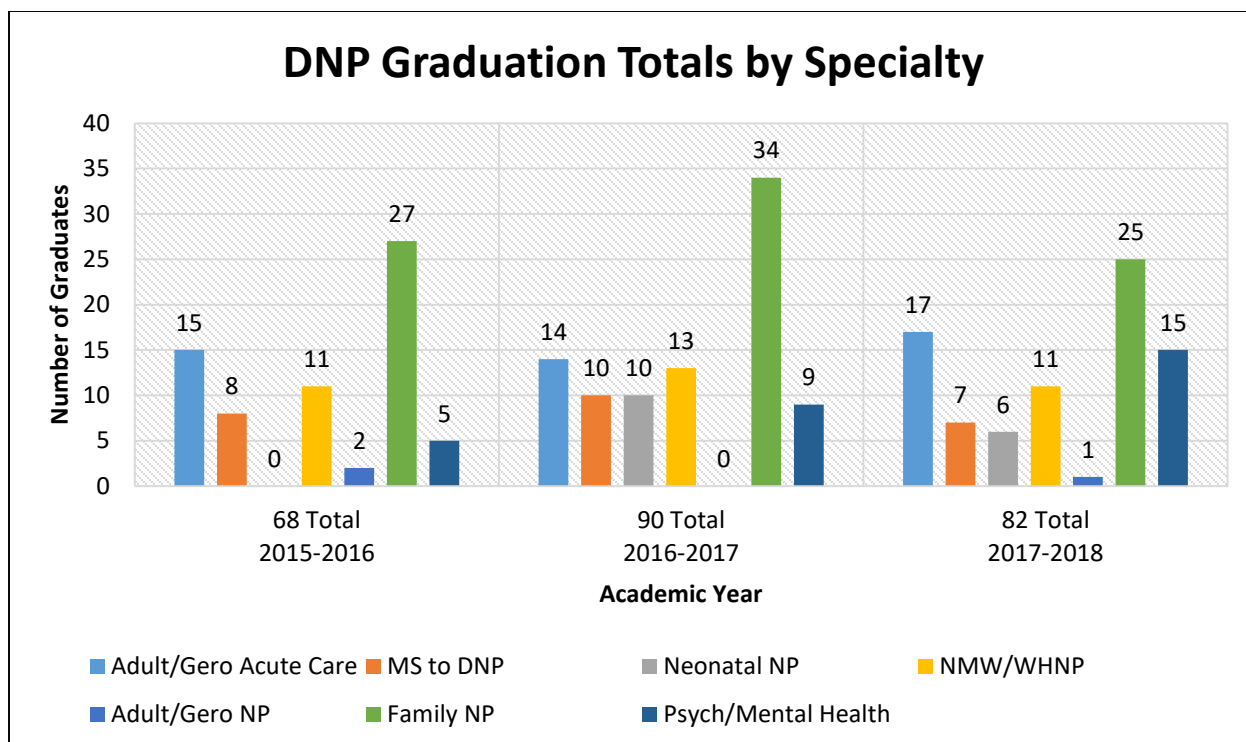


**Figure 15:** MS Course Evaluations, Academic Years 2015 – 2018 (Scale 0-6)

Figure 16 outlines DNP program enrollment by specialty track. Figure 17 tracks DNP graduation totals. Applications and enrollments by specialty track are reported in Table 11. And Table 12 outlines certification examination pass rates by specialty track. Enrollment and graduation data come from the Student Data Warehouse. Table 13 details alumni evaluation scores.



**Figure 16:** DNP Enrollment by Specialty Track, Academic Years 2015 - 2018



**Figure 17:** DNP Graduation Totals by Specialty Track, Academic Years 2015 - 2018

**Table 11:** DNP Applications and Enrollment by Specialty Track, Academic Years 2015 – 2018

Major Specialty	Applicants			Enrolled		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
Adult/Geron Acute Care	26	28	34	19	15	16
MS to DNP	15	15	6	10	7	6
MS to DNP Org Leadership*			11			10
Neonatal	9	11	20	8	9	17
Nurse Midwifery & WHNP	22	20	23	13	10	13
Family Primary Care	95	116	92	25	34	29
Adult/Geron Primary Care	4	0	6	2	0	0
Psych/Mental Health	28	32	28	15	24	23

\*MS-DNP Org Leadership admitted first cohort in 2017-2018

**Table 12:** Certification Exam Pass Rates, Academic Years 2015 – 2017

Specialty Track	2015	2016	2017	
			First time	Overall
Family NP	100% (21/21)	92% (23/25)	100% (32/32)	100%
Adult/Gerontology Acute Care NP	85.7% (6/7)	90% (9/10)	100% (13/13)	100%
Adult/Gerontology Primary Care NP	100% (3/3)	0% (0/1)	100% (1/1)	100%
Neonatal NP	83% (5/6)	NS	NS	NS
Nurse Midwifery	100% (11/11)	100% (4/4)	91% (10/11)	100%
Women's Health NP	100% (8/8)	100% (10/10)	100% (6/6)	100%
Pediatric NP	NS	NS	NS	NS
Psychiatric/Mental Health NP	100% (3/3)	100% (5/5)	100% (9/9)	100%

Note: (NS) not enough students took the boards to collect data and/or students were not available for query

### Curriculum

During the past year, 10 new courses were approved, six courses were revised, and 10 courses were inactivated. Below is a listing of the courses:

#### New Courses:

NURS 6113 Postpartum/Newborn Management (summer 2016)  
 NURS 6114 Normal Intrapartum Management (spring 2016)  
 NURS 7344 Substance-Related and Addiction Disorder Therapy and Management (summer 2016)  
 NURS 7641 AGACNP Practicum I (summer 2016)  
 NURS 7661 Psychiatric/Mental Health Practicum I (summer 2016)  
 NURS 7662 Psychiatric/Mental Health Practicum II (summer 2016)  
 NURS 7663 Psychiatric/Mental Health Practicum III (summer 2016)  
 NURS 7664 Psychiatric/Mental Health Practicum IV (summer 2016)  
 NURS 7665 Psychiatric/Mental Health Practicum V (summer 2016)  
 NURS 7666 Psychiatric/Mental Health Residency (summer 2016)

#### Revised Courses:

NURS 6520 Issues in Women's Health (fall 2015)  
 NURS 6601 Management of Episodic Problems (spring 2016)  
 NURS 6603 Chronic Problems of Adults and Elders (summer 2016)  
 NURS 7110 Advanced Simulation for Nurse Midwives (fall 2015)  
 NURS 7206 Introduction to Grantsmanship (spring 2016)  
 NURS 7510 Social Determinants of Health (spring 2016)



**Inactivated Courses:**

NURS 6013	Clinical Instruction in Nursing Education (summer 2016)
NURS 6105	Postpartum/Newborn Management (summer 2016)
NURS 6111	Normal Intrapartum Management (spring 2016)
NURS 6320	Psychiatric/Mental Health Practicum I (summer 2016)
NURS 6325	Psychiatric/Mental Health Practicum II (summer 2016)
NURS 7320	Psychiatric/Mental Health Practicum I (summer 2016)
NURS 7361	Advanced Topics in Mental Health (spring 2016)
NURS 7505	Biostatistics (spring 2016)
NURS 7650	Adult Acute Care Practicum (spring 2016)
NURS 7920	Primary Care Advanced Community Engagement (spring 2016)

**Table 13:** DNP Alumni Survey, Academic Years 2014 – 2017

<b>FACTOR Program Outcomes*</b>	<b>2014-2015 n=32</b>	<b>2015-2016 n=28</b>	<b>2016-2017 n=32</b>
Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences to provide the basis for advanced nursing practice.	4.44	4.39	4.13
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.	4.41	4.46	4.09
Demonstrate advanced levels of clinical judgment and decision-making, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care.	4.34	4.39	4.19
Develop and evaluate initiatives that will improve the quality of care delivery.	4.41	4.29	4.28
Analyze and communicate critical elements necessary to the selection, use, and evaluation of healthcare information systems and patient care technology	4.22	4.14	4.19
Actively engage in interdisciplinary collaborations aimed at improving healthcare delivery, care coordination, and policy	4.41	4.54	4.22

Demonstrate professionalism, value lifelong learning, and recognize the need to adapt practice to changing social, political, and global healthcare environments	4.63	4.61	4.25
------------------------------------------------------------------------------------------------------------------------------------------------------------------	------	------	------

\*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 college awarded \$642,055 in funding for Academic Year 2017-2018 to MS and DNP students. These funds provided 86 awards to 65 students over the academic year. Table 14 displays the breakdown of funding types. Table 15 shows the awarding of scholarships by program.

**Table 14:** MS and DNP Scholarships – College Development Funds, Academic Year 2017 – 2018

Funding Type	Amount
College of Nursing Development Funds	\$534,750
Traineeships (HRSA – GWEP)*	\$72,305
External Scholarships/Fellowships**	\$35,000
<b>TOTAL</b>	<b>\$642,055</b>

\*U.S. Health Resources and Services Administration Geriatric Workforce Enhancement Program (HRSA – GWEP)

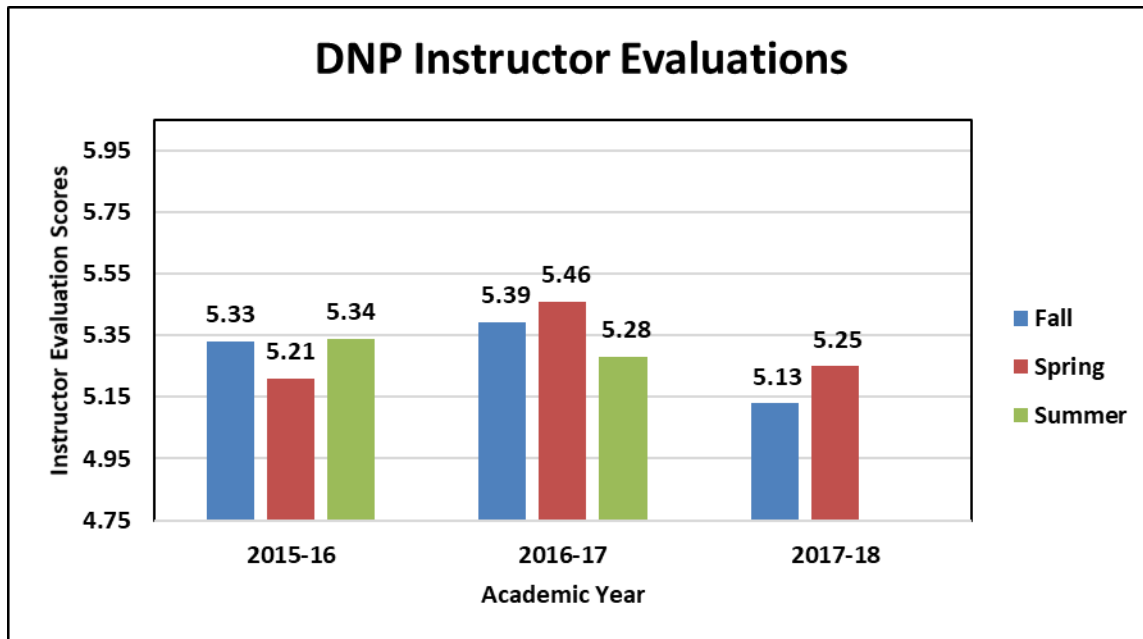
\*\*The college either manages funds and recipients selected by outside entities or the college is given awarding authority but funds are managed outside of the institution. The funds included here are the Jonas Scholars Grant and the ERDC Scholarship.

**Table 15:** MS and DNP Scholarships – College Development Funds, Academic Year 2017 – 2018. The percentages in this table are calculated using the number of scholarship recipients divided by the total population of the program or specialty track, regardless of how many students submit an application for scholarships.

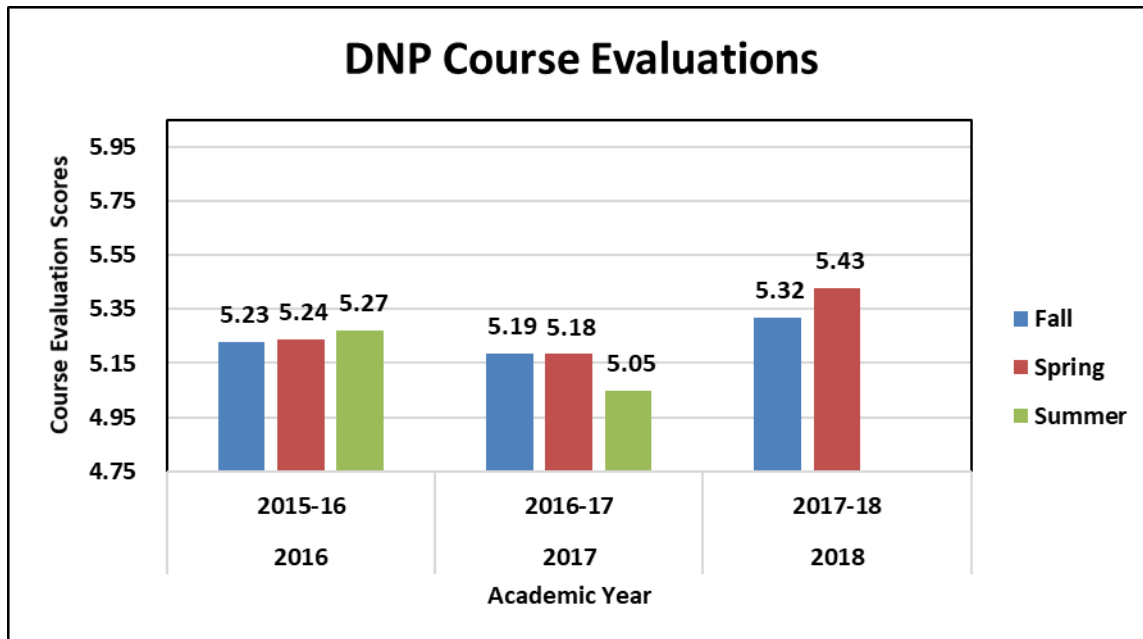
Degree	Students Awarded	% of Total Cohort	Amount
MS	6	16%	\$48,500
DNP	59	20%	\$593,555

### Trends in DNP Course and Instructor Evaluations

Figures 16 and 17 show the average DNP program instructor and course evaluation scores for each semester from fall of 2015 through spring of 2018. Evaluation scores are on a 0 to 6 scale, with higher scores reflecting more positive evaluations.



**Figure 18:** DNP Instructor Evaluations, Academic Years 2015 – 2018 (Scale 0-6)



**Figure 19:** DNP Course Evaluations, Academic Years 2015 – 2018 (Scale 0-6)

## **Gerontology Interdisciplinary Program (GIP)**

### **Accomplishments**

The Gerontology Interdisciplinary Program (GIP) received official UOnline program status upon the completion of course revisions and with the support of a \$145,000 grant from the University of Utah's Teaching and Learning Technologies (TLT). In December of 2017, the GIP received Program of Merit (POM) designation at the master's degree level from the Association for Gerontology in Higher Education (AGHE). Reviewers provided commendations to the program for the following strengths: 1) innovative ideas for growth, 2) college leadership strongly supports the program, 3) interdisciplinary gerontology curriculum that applies AGHE competencies, 4) faculty are PhD-trained and represent a variety of disciplines; adding breadth and depth to program offerings, 5) committed and growing relationships with local communities and internship requirements exceed AGHE standards, 6) assessment tools have outcomes indicating program success in education and training.

The program continues to focus on increasing early contact with students through outreach efforts to increase the number of students declaring a gerontology minor. Program faculty focused on new tactics to inform students earlier in their undergraduate trajectory of the benefits of a minor in gerontology. This included tabling and presentations at Pathways to Professions, Salt Lake Community College (SLCC), the Senior Expo, the Majors Fair on campus, and college information sessions. We have cultivated a relationship with the bridge advisor in student services and currently are presenting at each pre-nursing new student orientation in an effort to encourage participation in the only minor offered at the college. In April 2018, the program sponsored Careers in Aging with visiting expert Gary Glazner providing a workshop and presentation on creative aging and creative communication. This event included sponsorship from EngAGE Utah and the Utah Division of Arts & Museums; with participation from students in a variety of programs, including social work, medicine, medical humanities, gerontology and nursing.

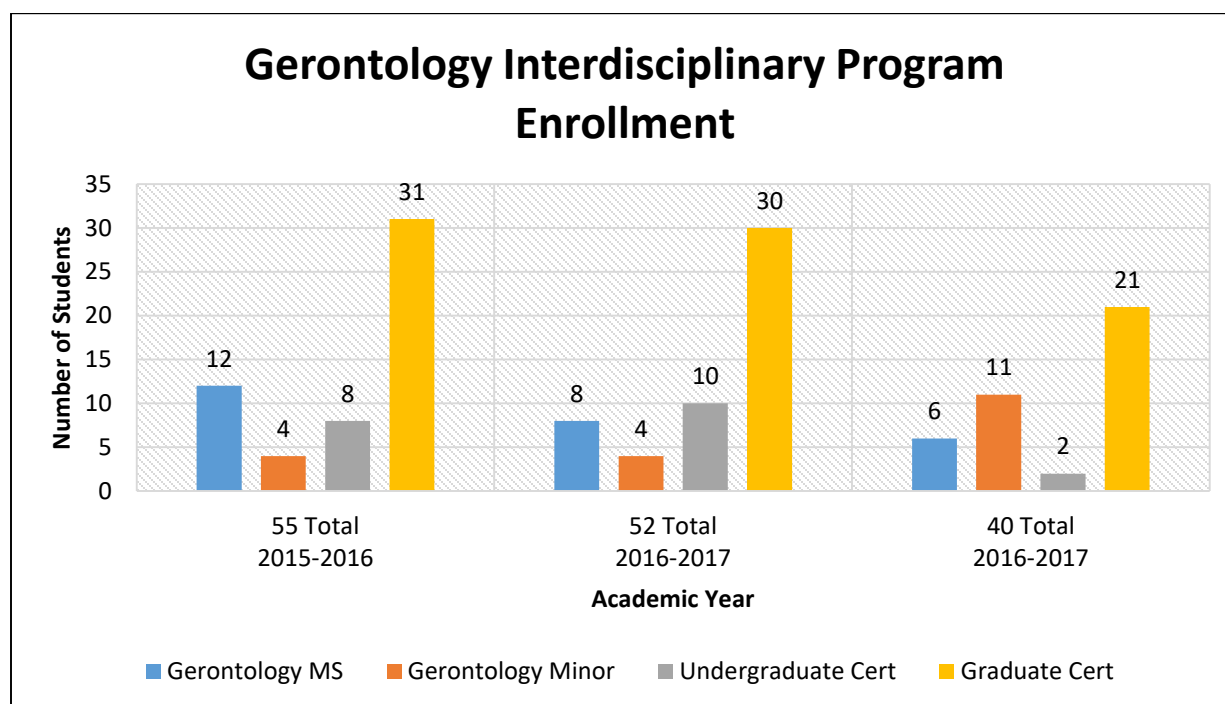
Faculty also developed and implemented a tactical marketing plan to target the growth and development of new partnerships in an effort to increase the number of MS in Gerontology students. These efforts facilitated a partnership with Senior Blue Book, promoting outreach to the community of gerontology professionals. In addition to continued communication with alumni and community partners through the bi-annual distribution of the program newsletter, program faculty were present at the Utah Aging Alliance Annual Conference, International Association for Gerontology and Geriatrics Conference (IAGG), the Association for Gerontology in Higher Education (AGHE) annual conference, and the Utah Conference for Public Health. Program presence on social media increased through a digital marketing plan, including multiple posts weekly via Facebook, Instagram, and Twitter. In February 2018, we took our community of interest meeting into a public setting; inviting multiple stakeholders to join us at the Division of Aging and Adult Services in Salt Lake City. Participants spent the time brainstorming efforts to improve partnerships, practicum opportunities, and the education to workforce pipeline. Following this community event, the program invited partners to join Sigma Phi Omega (SPO), the international academic honor and professional society in Gerontology, as members. Six members of the community joined SPO, in addition to student inductees. We plan to continue inviting community partners to join and participate in our honor society activities in an effort to build our academic and professional partnerships.

## Curriculum

One course name changed in the 2017-2018 academic year. GERON 5235/6235 is no longer named “Successful Cognitive and Emotional Aging.” The name was revised to “The Aging Mind.” In addition, this course received approval as a Social & Behavioral Science (BF) Intellectual Explorations General Education requirement. GERON 3005/5005 Diversity and Aging was re-approved to carry the Diversity (DV) designation at the undergraduate level.

## Enrollment

Figure 20 shows the numbers of students enrolled in the GIP master’s, minor and certificate programs (undergraduate and graduate). Table 16 lists applicants and admitted students in the certificate program for Academic Years 2015-2018. Table 17 details scholarships provided to gerontology students. Figure 21 provides graduation totals by program track. Table 18 shows alumni feedback about the program.



**Figure 20:** GIP Enrollment, Academic Years 2015 – 2018

**Table 16:** GIP Applications and Enrollment, Academic Years 2015 – 2018

Major Specialty	Applicants			Admitted		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
MS	7	10	5	6	3	4
Minor	7	4	13	7	4	13

Undergraduate Cert	0	0	1	0	0	1
Graduate Cert	23	7	9	23	7	7

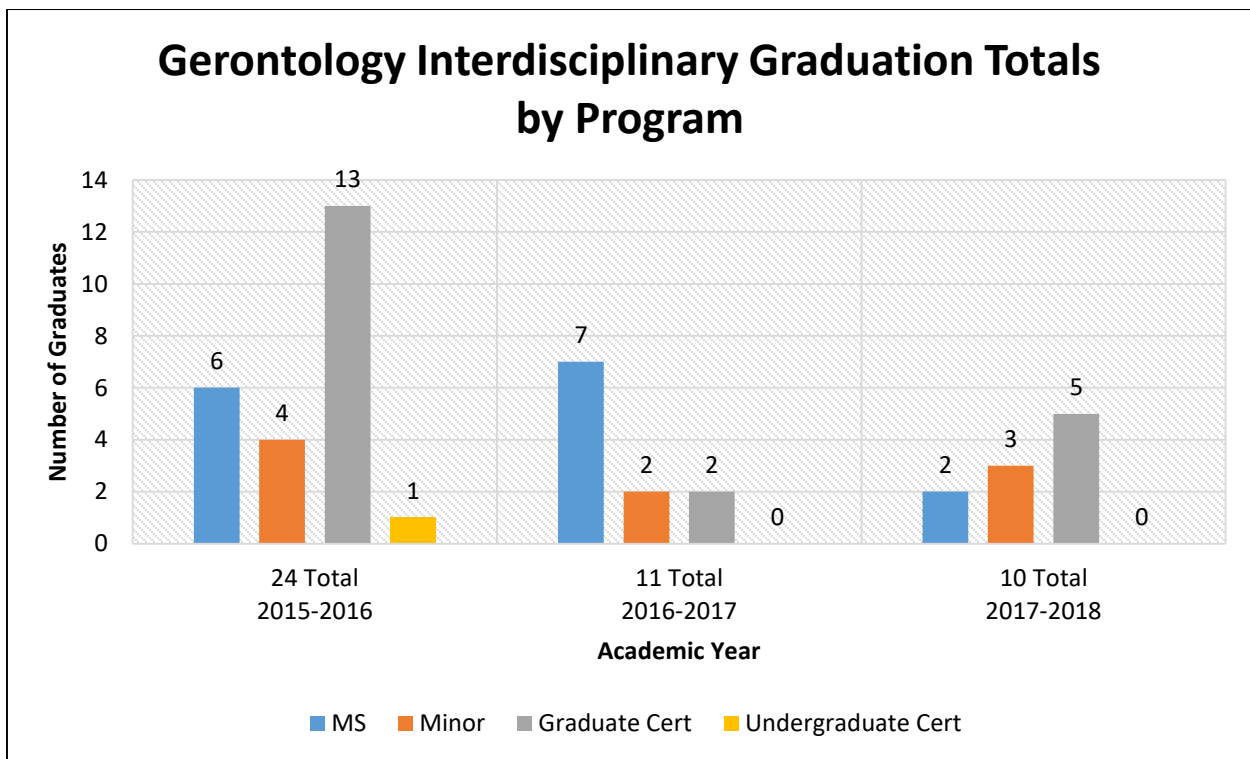
## Scholarships

The college awarded over \$24,000 in funding for Academic Year 2017-2018 to gerontology students. These funds provided five awards to three students. Table 17 breaks down the awarding of college-raised scholarships.

**Table 17:** GIP Award - Scholarships. The percentages in this table are calculated using the number of scholarship recipients divided by the total population of the program or specialty track, regardless of how many students submit an application for scholarships.

	Students Awarded	% of Total Cohort	Amount
Gerontology	3	50%	\$24,500

\* College Development Funds, Academic Year 2017 – 2018

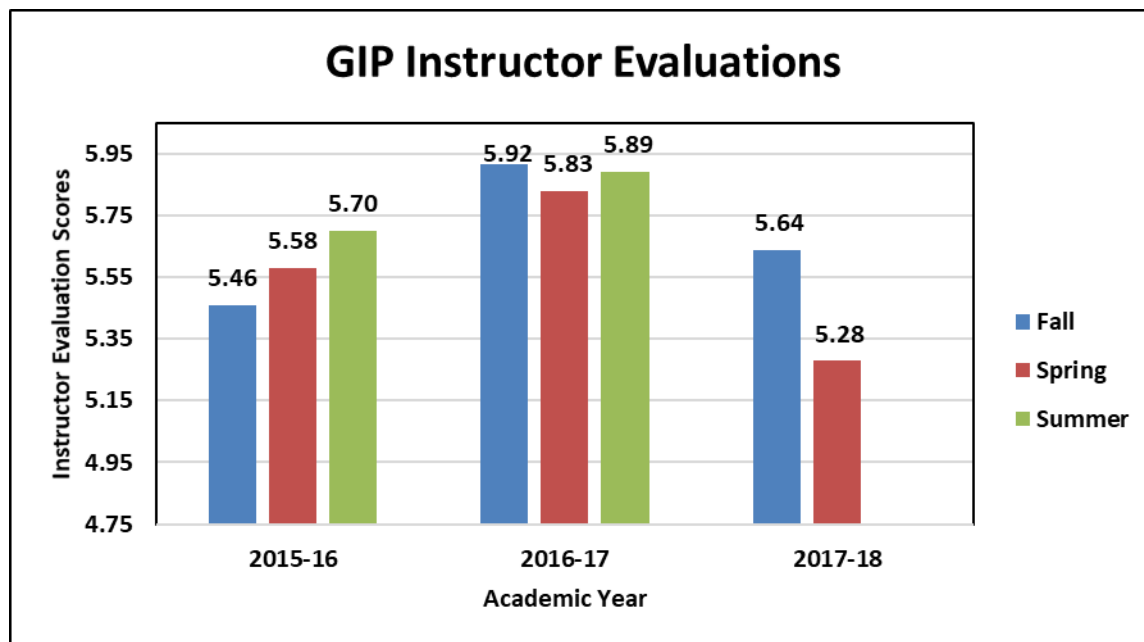


**Figure 21:** GIP Graduation Totals, Academic Years 2015 - 2018

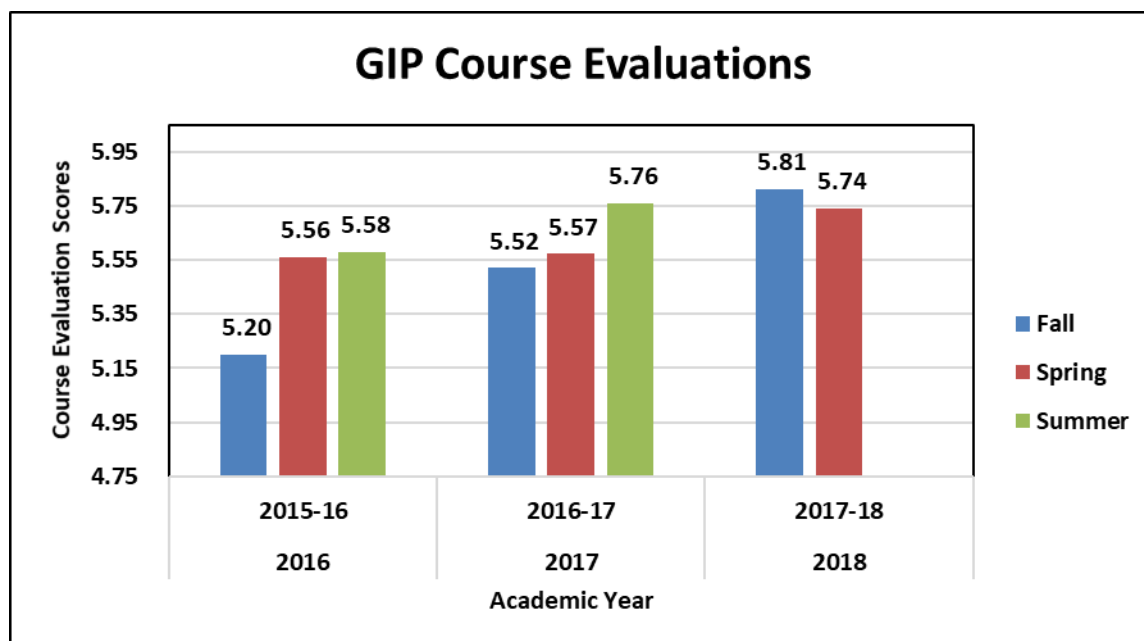
## Trends in Evaluations of Gerontology Courses and Instructors

Figures 22 and 23 present instructor and course evaluations for each semester from fall of 2015 through spring of 2018. Evaluations are on a scale of 0 to 6, with higher scores reflecting more

positive evaluations. Course and instructor evaluations are consistently very positive, with all means exceeding 5.0.



**Figure 22:** GIP Instructor Evaluations, Academic Years 2015 – 2018 (Scale 0-6)



**Figure 23:** GIP Course Evaluations, Academic Years 2015 – 2018 (Scale 0-6)

**Table 18:** GIP Master's Alumni Survey (n=13), Academic Years 2014 – 2017

<b>FACTOR Specialty Track Outcomes*</b>	<b>2014-2015 n=7</b>	<b>2015-2016 n=5</b>	<b>2016-2017 n=1</b>
Demonstrate an understanding of fundamental biological, psychological, and social dimensions of the aging process	4.29	3.8	5
Demonstrate an understanding of major concepts, theories, and approaches to research in the study of the aging process, including the understanding of an interdisciplinary approach and the use of multi-methods in the study of the aging process	4.29	3.8	5
Demonstrate an understanding of healthy aging as life course process involving the interplay of hereditary, behavioral, environmental, social and economic influences in conjunction with the phenomenon fraught with variability, consisting of opportunities for continue development and growth, as well as the challenges associated with chronic conditions, frailty, and potentially stressful life transitions faced by some aging individuals	4.43	4.0	5
Demonstrate an understanding of the macro (e.g., social-demographic) and meso (e.g., home and community), and micro (e.g., physiological/biological) influences on the aging process and the interaction among all levels through the use of the ecological conceptual model	4	3.6	5
Be able to identify, analyze, and assess information from a variety of sources and perspectives and indicate the ability to apply technological advancements (e.g., social media) in the various domains of educational gerontology	3.86	4	5
Be prepared to work directly with older adults in variety of service program settings, long-term care facilities, government agencies, community-based non-profit organizations, lifelong learning programs, and in private care management practice	3	3.8	5

*\*Respondents rated how well the program prepared them in each area above, where “1” indicated ‘very ineffective’ and “5” indicated ‘very effective.’*



## **PhD Program**

### **Accomplishments**

The PhD Program continues to deliver education through the “Utah Model” of distance-accessible tele-education, using state-of-the-art teleconferencing platforms, including Acano, and technologically enhanced learning management systems like Canvas to deliver PhD education to students in the region and across the country. Selected PhD Program accomplishments and actions for Academic Year 2017-2018 include:

- Drs. Lee Ellington and Kathleen Mooney renewed the National Institutes of Health (NIH) T32 Interdisciplinary Training in Cancer, Caregiving and End-of-Life Care grant, including \$2,109,913 for years 2018-2023 in support of pre-doctoral and post-doctoral trainees.
- Dr. Kristin Cloyes received \$111,219 in a Health Resources and Services Administration (HRSA) nurse faculty loan.
- The college received a \$60,000 grant from Jonas Nursing and Veterans’ Healthcare to support four pre-doctoral students in Academic Years 2018-2020, including three Jonas Nurse Leader Scholars.
- Five students successfully defended their dissertations and participated in Convocation May 2018 (Rosaleen Bloom, Katarina Friberg-Felsted, Linda Hoffman, Langkeit, Angela Njenga)
- Seven students received thesis release and conferral of PhD degrees.
- Drs. Cummins and Cloyes had three PhD program/education-related presentations accepted for the January 2018 AACN Doctoral Education Conference (Maximizing Value in Research-Focused Doctoral Programs, Cummins & Cloyes, podium presentation; Cummins & Kume, poster; Tipping sacred cows: Disrupting assumptions on education in the 21st century, Cloyes, Lassche, Hardin & Wilson, poster).
- Pre-doctoral students presented their work at multiple venues, including the Society of Behavioral Medicine (SBM) Conference and Western Institute of Nursing (WIN).
- Katarina Felsted was selected by PhD program faculty for the 2018 Outstanding Dissertation Award. Marie Prothero was selected as the 2018 Outstanding PhD Student.

### **Notable Actions**

- Dr. Cloyes was appointed Assistant Dean of the PhD Program beginning in February 2018 after serving seven months as interim.
- A workgroup to explore and develop proposals for integrating PhD and DNP education (including bridging DNP-PhD, dual degree options, and opportunities for co-education) convened in February. In May, we surveyed current graduates to assess market interest with a 42 percent response rate (n = 304).
- A workgroup to explore social media best practices for PhD program marketing, recruitment, retention and communication convened in December 2017.
- Comprehensive and evidence-based PhD Program recruitment plans were submitted to the dean in May 2018.
- Program administrators consulted with university human resources and Equal Opportunity and Affirmative Action staff to develop training and support resources for students and faculty regarding challenging communication and conflict, and diversity and inclusivity.

## Enrollment, Admissions, Progression and Graduation

### Enrollment

A new cohort of 10 pre-doctoral students started course work in fall 2017 (the TNT cohort) for a total of 47 active PhD students and candidates currently enrolled in the PhD program during Academic Year 2017-2018. Two T32 pre-doctoral fellows continued in their second year of support. Two post-doctoral students continued into their second year of support. The T32 was renewed in November 2017.

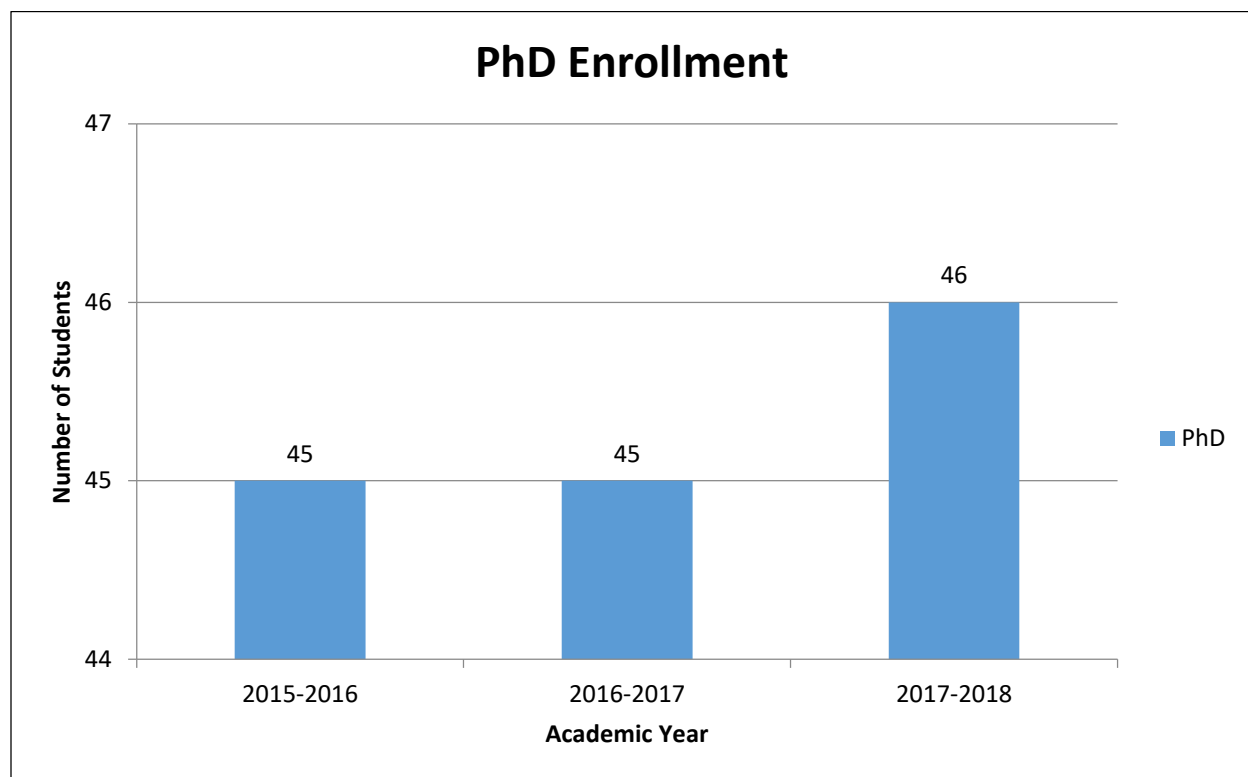
Table 19 compares the characteristics of PhD program students enrolled in the 2017-2018 cohort (TNT) with the 2016-2017 cohort (Nove) and the 2015-2016 cohort (SASS). The trend is toward increased cohort sizes, as well as increased racial and ethnic diversity.

**Table 19:** PhD Admission Profile, Academic Years 2015 – 2018

Variable	2015-16 SASS Cohort n=4	2016-17 Nove Cohort n=9	2017-2018 TNT Cohort (n = 10)
Gender	4 Female	8 Female, 1 Male	9 Female, 1 Male
Mean Age	50	45	37
Race	White = 3 African American = 1	White = 7 Asian = 1 Pacific Islander = 1	White = 6 African American = 1 Asian = 2 Pacific Islander = 1
Hispanic or Latino/a	None	None*	1
Average GRE Scores	Verbal: 153 Quantitative: 143 Analytic writing: 4.2	Verbal: 154 Quantitative: 147 Analytic writing: 3.4	Verbal: 231 Quantitative: 250 Analytic writing: 3.8
Average Grad GPA	3.97	3.84	3.82

\*One student identifies as Brazilian, but not Hispanic or Latina

Figure 24 compares total student enrollment for the past four academic years. The swinging trend in enrollment is, in part, reflective of the fact that several long-term students achieved their final defense and/or graduated.



**Figure 24:** PhD Enrollment, Academic Years 2015 - 2018

### Admissions

Figure 25 compares the number of PhD applications to enrollments for Academic Years 2015 - 2018. We received feedback from enrollees and those offered but declining admission that programs advertising a 3-year degree completion average, offering competitive financial packages and the timing of notification relative to other programs were deciding factors in accepting or rejecting admission offers.

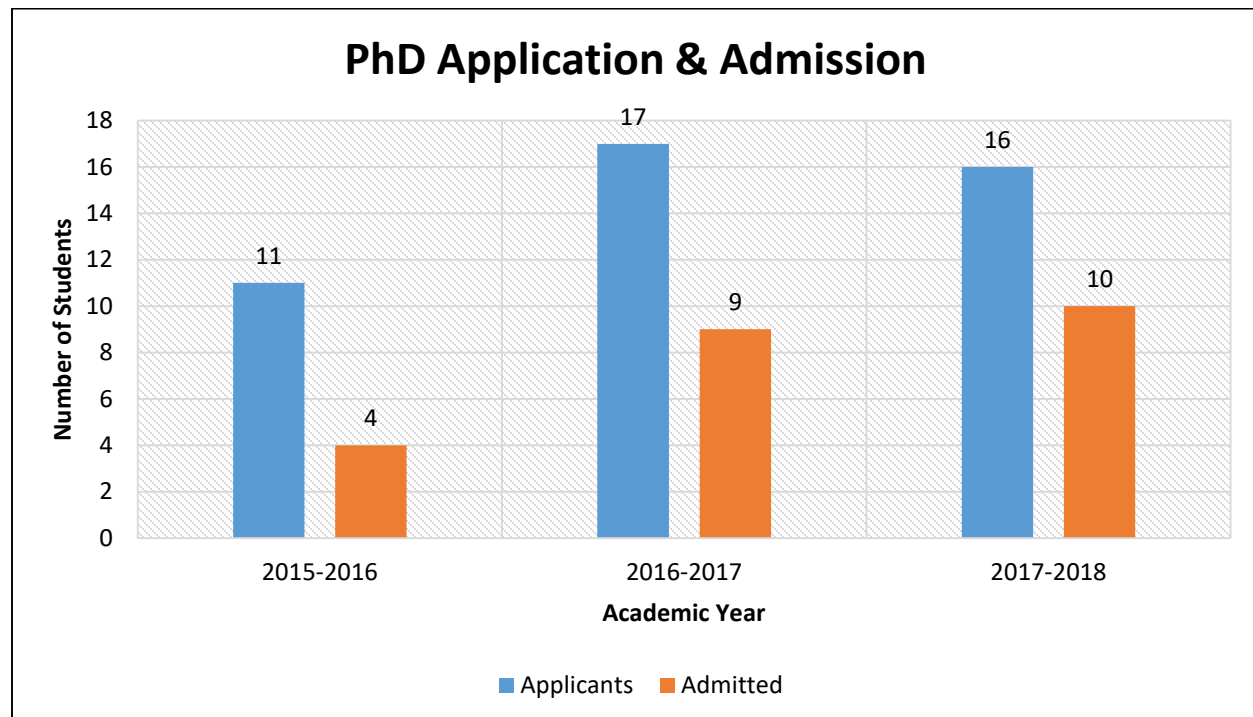
In Academic Year 2016-2017, we modified our admissions process to include two cycles of admissions, one with applications due in January 2017, and another with applications due June 2017.

As of this writing, we have completed the first application cycle. We reviewed 13 applications, recommended acceptance for 10, and six accepted. Of those who declined our offer of admission, two reported not being ready to enter school in fall of 2018 after all, and two reported accepting offers from other programs.

**Table 20:** PhD Applications, Offers and Enrollment, Academic Years 2017 – 2018

Category	Fall 2016 Admit	Fall 2017 Admit	Fall 2018 Admit
Applications to PhD Program	21	17	13*
Offers made to applicants	13	13	10*
Applicant acceptances of offers	9	10	6*

\*Result of admission cycle closing January 2018; Results of second admission cycle will be available July 17, 2018



**Figure 25:** PhD Application and Enrollment, Academic Years 2015 - 2018

### Progression

Table 21 compares the student progression data from 2014 to 2017. The average time to completion for Academic Years 2017-2018 includes the graduation of two candidates who spent considerably more time in the dissertation phase of their studies (10 and 11 years; n = 7, range = 3.5-11 years.) Overall, although more students graduated, our average time to completion decreased for the group graduating Academic Year 2017-2018.

**Table 21:** PhD Student Progression Data, Academic Years 2014 – 2018

Category	2014-2015	2015-2016	2016-2017	2017-2018
Admitted to PhD Candidacy	2	5	7	5
Successful Dissertation Defenses	20	9	5	5
Thesis clearance and degree awarded	11	3	5	7
Withdrawn from program	2	0	2	1
Average time to degree (years)	5.8	5.8	9.4	6.3

## Curriculum, Course Updates and Training Opportunities

### Intensive campus- and conference-based learning

In April 2017, the 2016 and 2015 PhD program cohorts attended the Western Institute of Nursing (WIN) annual meeting in Denver, Colorado. In April 2018, the 2014 and 2017 PhD program cohorts attended the 39<sup>th</sup> Annual Meeting and Scientific Sessions for the Society of Behavioral Medicine (SBM) in New Orleans, Louisiana. Both of these events were scheduled as required conference-based learning activities for the cohorts in attendance. Required on-campus learning activities were held in August 2017 (orientation for the 2017 cohort.) Another new-cohort orientation will be held in August 2018. In October 2018, the 2017, 2016 and 2015 cohorts will attend on-campus learning together. In addition to differentiated, planned activities and sessions related to student progression and career development, this on-campus intensive also will feature a new focus on diversity, inclusivity, and best practices for effective and productive communication in an online learning environment, and in support of scientific and professional teamwork.

### Decision to Offer Fewer Electives Taught by PhD Program Faculty

To address issues of cost relative to student enrollment and faculty workload/time, a decision was taken to reduce the number of electives offered by PhD program faculty, while making more use of extant resources, including NEXus elective offerings (described below) and electives offered through other University of Utah departments. We conducted a survey of PhD students assessing which currently approved PhD program electives were of most interest to

them for the 2018-2019 academic year. Results of that survey were presented to the PhD program faculty and discussed, and this information informed a vote on which single elective would be offered by the program in the upcoming academic year: NURS7070 Multivariate Statistics was selected to be offered Fall 2018.

### **Research Immersion NURS 7780**

This course, part of the curricular redesign launched in 2013, provides PhD students with hands-on opportunities to engage in intensive research activities and mentorship with PhD faculty. PhD program faculty oversee course organization and student placement. Students are required to complete a minimum of four credits of Research Immersion as part of their program of study, but often take more. This course provides exposure to a range of research activities, teams, methods and experiences, and student participation has resulted in co-authorship on faculty publications, conference presentations (symposia and posters) and students' gaining a better understanding of the role of PhD prepared nursing scientists. There were 17 students enrolled in NURS7780 in fall 2017 and nine in the spring of 2018. Based on student feedback, PhD program faculty have formed a workgroup to examine ways to optimize research immersion experiences and ensure high-quality learning experiences.

### **Nursing Education Xchange (NEXus) Participation**

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 college can take NEXus courses offered by other NEXus-approved universities, and students at other universities are eligible to take courses at the college.

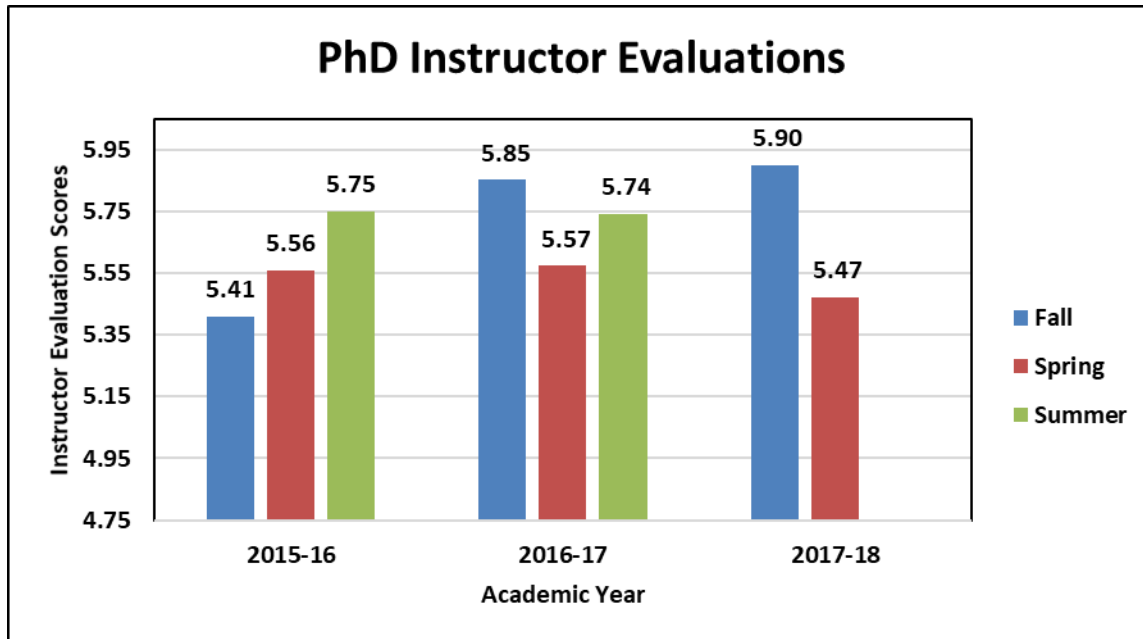
Table 22 shows NEXus enrollment data for Academic Year 2017-2018. To date, a total of 161 students from other universities have taken courses from the college through the NEXus collaboration since its creation.

**Table 22:** NEXus Enrollment, Academic Year 2017 – 2018

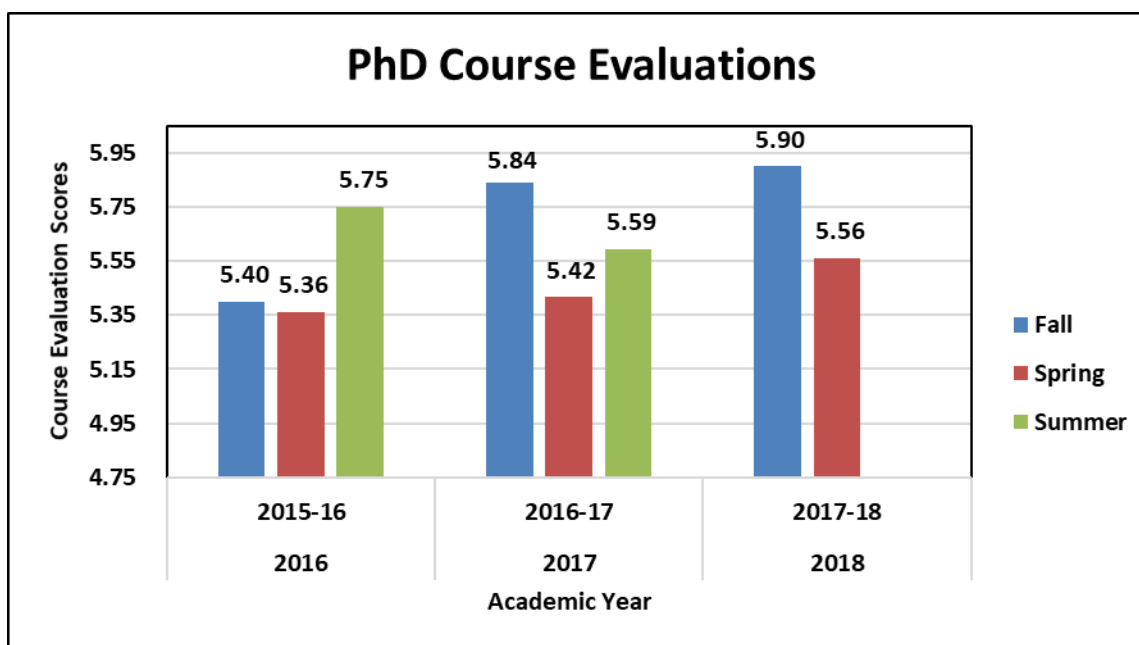
Semester	Courses at College of Nursing taken by students from member schools			Courses taken by University of Utah students at member schools		
	Course Enrollment	PhD Students	DNP Students	Course Enrollment	PhD Students	DNP Students
Fall 2017	1	0	1	0	0	0
Spring 2018	12	4	7	1	1	0
Summer 2018	3	2	1	1	1	0

### Trends in PhD Course and Instructor Evaluations

Figures 26 and 27 present instructor and course evaluations for each semester, from fall of 2015 through the spring of 2018. Evaluations are on a 0-to-6 scale, with higher scores reflecting more positive evaluations.



**Figure 26:** PhD Instructor Evaluations, Academic Years 2015 – 2018



**Figure 27:** PhD Course Evaluations, Academic Years 2015 – 2018

### PhD Program Alumni Survey Data

Consistent with the alumni surveys conducted for all programs at the college, alumni from the PhD Program were surveyed in spring of 2017. Results of that survey are listed in Table 23.

**Table 23:** PhD Alumni Survey

<b>FACTOR Program Outcomes*</b>	<b>2014-2015 n=12</b>	<b>2015-2016 n=2</b>	<b>2016-2017 n=3</b>
Master in-depth knowledge in a substantive area	4.33	4.5	5
Appreciate the history and philosophy of science	4.33	4.5	5
Understand the evolving nature of the nursing discipline	4.08	4.5	4.67
Critique and integrate different science perspectives in the conduct of research	4.25	4	4.67
Generate new ideas based on a critical evaluation of existing knowledge	4.25	4	5
Conduct original research	4	4.5	5



Utilize professional and research ethics and judgment in the conduct of research	4.5	5	5
Assume leadership in the conduct of culturally competent scholarship to improve nursing practice	4	4	4.67
Communicate research findings to lay and professional audiences and identify implications for policy, nursing practice, and the profession	4.17	4	4.67
Integrate the components of scholarship: research, teaching, mentoring, and service to the profession	4	4	4.67
Communicate scholarship including peer-refereed publications and presentations for professional interdisciplinary audiences	3.67	3	4.33
Understand the evolving roles and responsibilities of a nurse scholar	4.25	5	4.33
Lead in advancing the profession	4.08	4.5	4.33
Conduct team science and participate and lead interdisciplinary research teams	3.25	4	4
Provide professional and research mentorship to others	3.75	3.5	4
Contribute to a global community of scholars	3.83	4	3.67
Contribute to the formal and informal education of future nurses through discovery, application, and integration	3.75	4.5	4

\*Respondents rated their satisfaction, where “1” indicated ‘very dissatisfied’ and “5” indicated ‘very satisfied’

### **PhD Scholarships/Traineeships**

The college awarded over \$430,000 in funding for Academic Year 2017-2018 to PhD students. These funds provided 48 awards to 31 students over the academic year. Table 24 displays the breakdown of funding types. Table 25 breaks out the awarding of college-raised scholarships.

**Table 24:** PhD Program: Funds Awarded, Academic Year 2017 – 2018

<b>Funding Type</b>	<b>Amount</b>
College Development Funds	\$309,392
Traineeships (NIH: T32, F31)	\$86,188
External Scholarships/Fellowships*	\$35,000
<b>TOTAL</b>	<b>\$430,580</b>

\*The college either manages funds and recipients are selected by outside entities, or the college has awarding authority but funds are managed outside of the institution.

**Table 25:** PhD Award – Scholarships. The percentages in this table are calculated using the number of scholarship recipients divided by the total population of the program or specialty track, regardless of how many students submit an application for scholarships.

<b>Degree</b>	<b>Students Awarded</b>	<b>% of Total Cohort</b>	<b>Amount</b>
PhD	31	62%	\$430,580

## SIMULATION LEARNING CENTER

The Simulation Learning Center (SLC) is a state-of-the-art, simulated hospital and training center located on the first floor of the College of Nursing. The SIM is in its seventh year of operation and is principally employed for educating the next generation of nurses and other healthcare professionals for Utah and the region. SIM managers are dedicated to facilitating high-quality simulation for the research and education of healthcare professionals to improve communication, patient outcomes and decrease medical errors.

The college mission includes delivering high-quality simulation education and research in a safe environment for students/learners, faculty, clinical staff and community partners through innovative simulation technology and programs. In addition, long-term goals include attaining national and international recognition for excellence in simulation methodologies, becoming self-sustaining, and increasing fidelity with realistic technologies.

### Accomplishments

#### Operations

##### Hiring/Onboarding:

- Hired Simulation Operations Specialists Full-time & Part-time
- Promoted Simulation Operation Specialists to Program Manager, Standardized Patient Program.

##### Development/Training:

- Presentations at International Meeting of the Society for Simulation in Healthcare (IMSH) by Program Manager, Simulation Operations Specialist, and Executive Director of Simulation
- Simulation Operations Specialist completed Moulage Training
- Simulation Operations Specialist completed Health Services Certificate Program
- Executive Director of Simulation attended the International Nursing Association for Clinical Simulation and Learning (INACSL) conference
- Executive Director of Simulation attended the Designing and Implementing Simulation-Based Mastery Learning Curricula at Northwestern University.

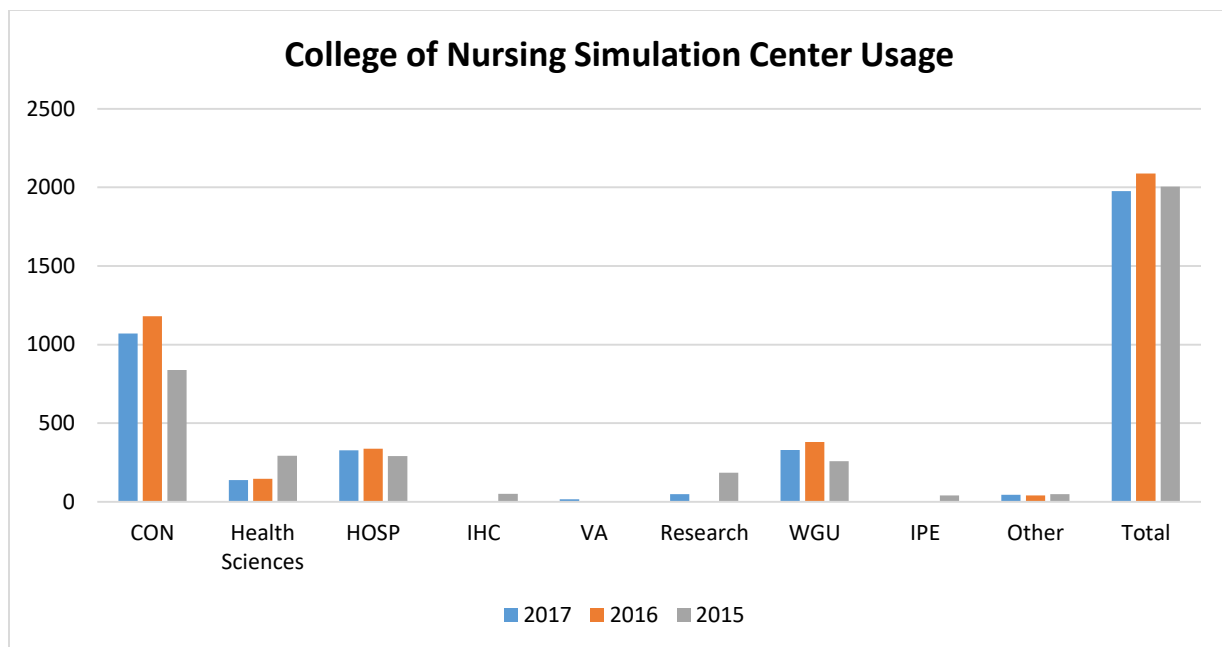
##### Process Improvements:

- Initiated recycling program
- Created marketing materials for advertising
- Advertising Booth at Customer Appreciation Day resulting in one booking.
- Laerdal SimMan3G discounted purchase by selling back 10 Nursing Annes
- Created process improvement to preserve manikin lifespan by computers and vitals monitors training to decrease manikin usage.
- Intravenous access training arms replaced with self-sealing models to increase lifespan

##### Facilities Improvements:

- Upgrade computer monitors in Debrief Rooms A, B, C and D with 80-inch multipurpose monitors to increase flexibility of room usage.
- Replaced all iMacs and Mac Mini's for current software.
- Upgraded the operating system to increase flexibility in software usage.

Figure 28 details the Simulation Learning Center's usage in hours during Academic Years 2015 – 2017. College users include undergraduate and DNP students. University of Utah Health Sciences users include the School of Medicine, Critical Care, Transition to Residency, Occupational Therapy and Physician's Assistant Program. University Hospital users include Burn Trauma Intensive Care Unit staffers, Clinical Staff Education, Huntsman Cancer Institute Oncology Nurse Residency students and AirMed. Research included the Department of Epidemiology at the VA. Western Governors University and Interprofessional Education students also use the college's SIM Center. Other users include Infectious Diseases, Interpreter Services, the Pace Program, Research and Development.



**Figure 28:** Intermountain Healthcare Simulation Learning Center Usage (Hours) by Program, Academic Years 2015 – 2017.

## Programs

### Education:

- Updates all undergraduate baccalaureate program simulations to current national standards, including peer review processes.
- Created professional roles simulation to reflect transitions of care and home health outcomes.

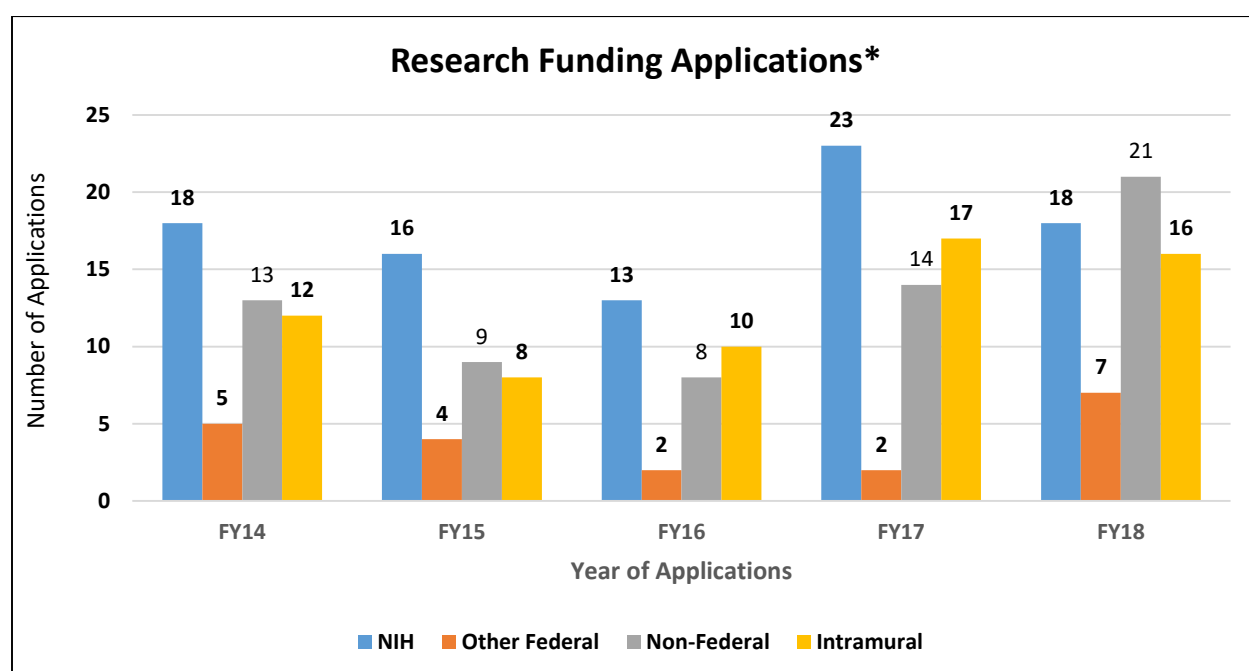
- Instituted simulation policy that all nursing faculty must be formally trained in simulation pedagogy to continue teaching simulation in the simulation learning center.
- Grants submitted for educational research on mastery learning in the undergraduate baccalaureate simulation program.

Community Partnerships:

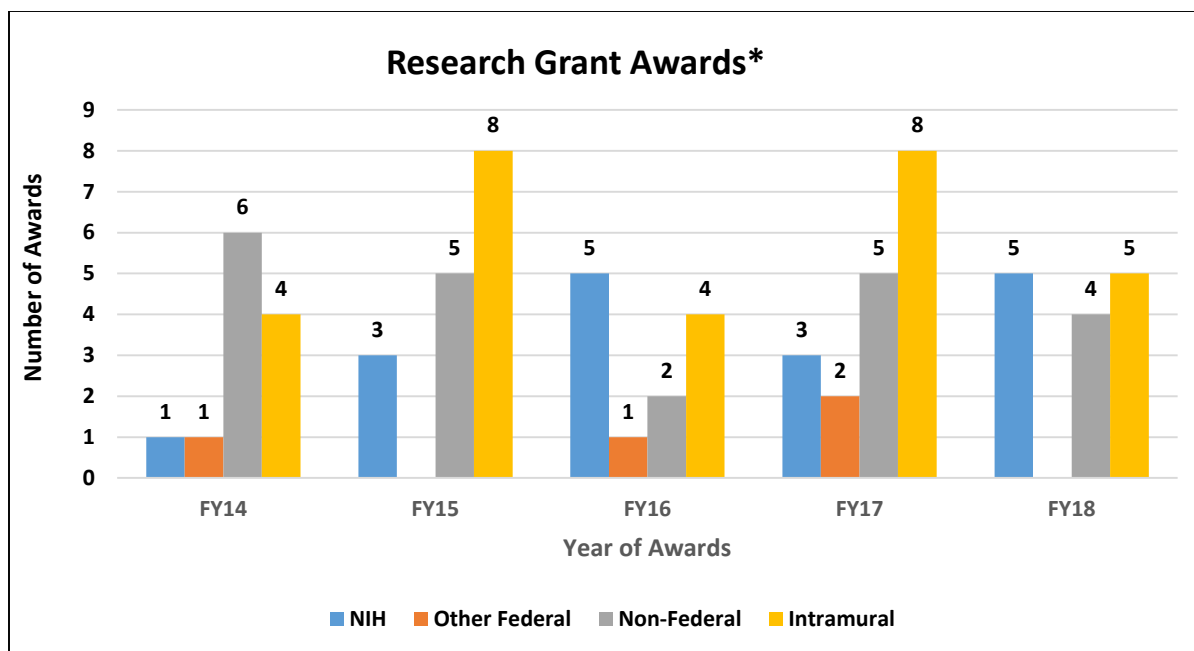
- Western Governors University Nursing Program
- Utah Simulation Coalition
- Laerdal Utah Simulation Group

## General Benchmarks

The Emma Eccles Jones Nursing Research Center (EEJNRC) achieved substantive increases in the number of active research funding awards and rate of successful funding during Fiscal Year 2017-2018. The number of funding applications submitted during the same fiscal year reached a record high, with 62 applications in Fiscal Year 2018 in comparison to 48 applications in Fiscal Year 2014. These data appear in Figures 29 and 30, and exclude intramural College of Nursing (CON) awards. The college's funding success rate for funding applications increased from 20 percent in Fiscal Year 2013 to 35 percent in Fiscal Year 2017 — the last year for which all grant applications completed review by sponsoring agencies.

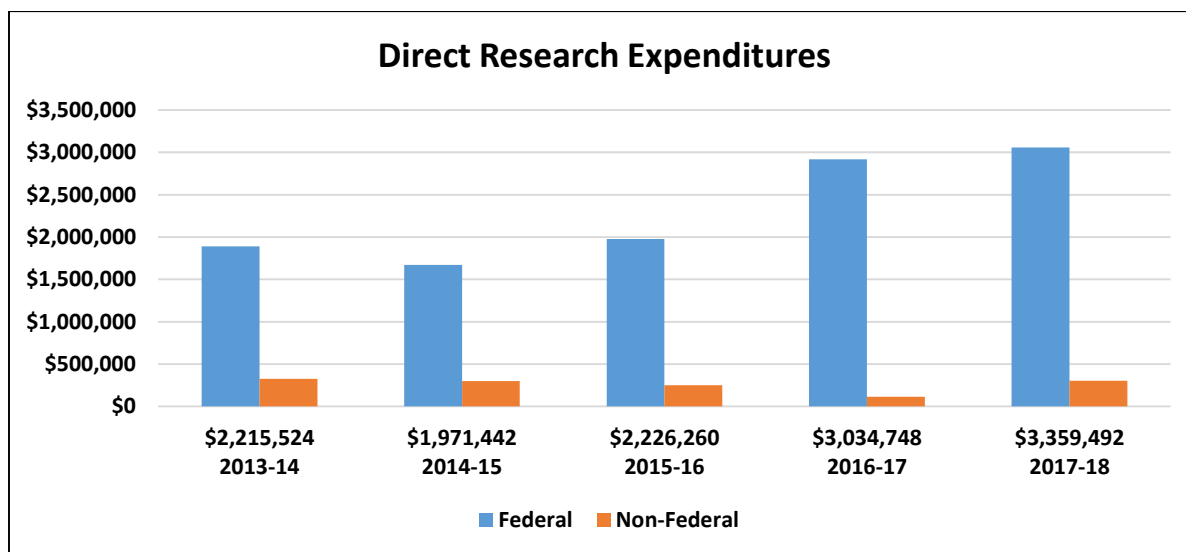


**Figure 29:** Number of Research Grant Applications, Fiscal Years 2014 – 2018



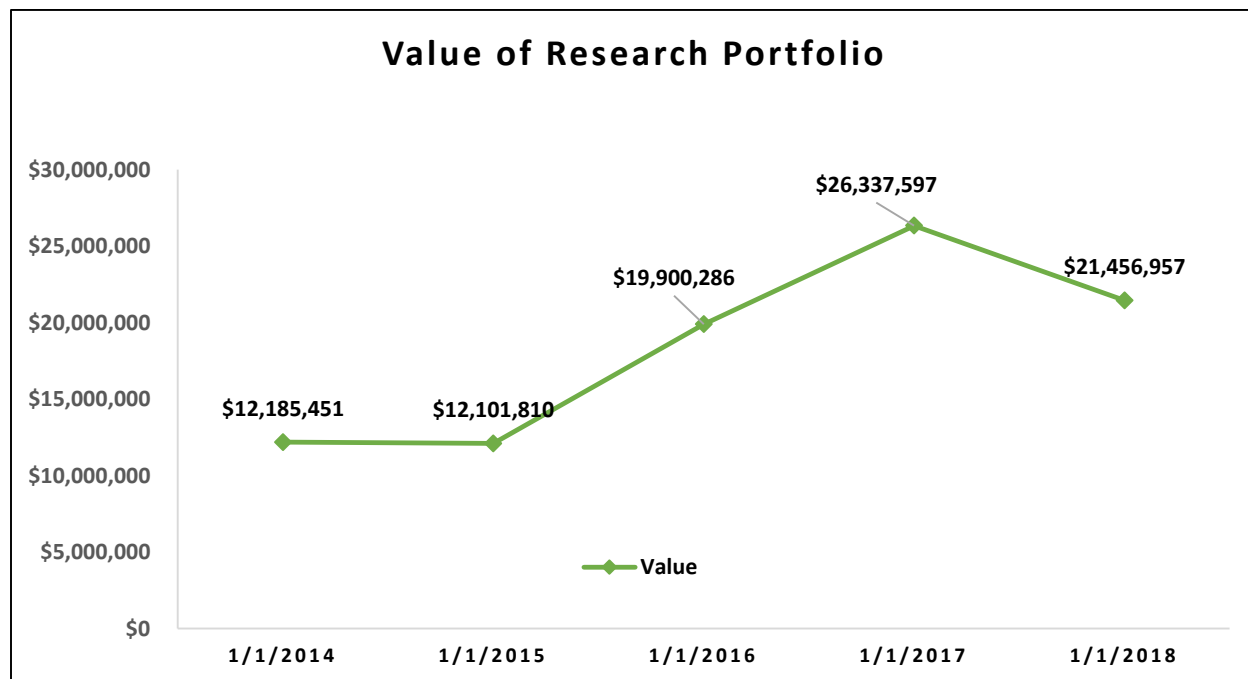
**Figure 30:** Number of Research Grant Awards, Fiscal Years 2014 – 2018

Direct costs for extramural research expenses increased markedly, with expenditures of over \$3 million in Fiscal Year 2016 – 2017 and \$3.3 million in Fiscal Year 2017-2018, shown in Figure 31.



**Figure 31:** Direct Research Expenditures, Fiscal Years 2014 – 2018

The college's research portfolio decreased slightly compared to Fiscal Year 2017, with a value of over \$21 million in Fiscal Year 2018, as shown in Figure 32. However, the overall trend is upward.



**Figure 32:** Value of Research Portfolio, Fiscal Years 2014-2018

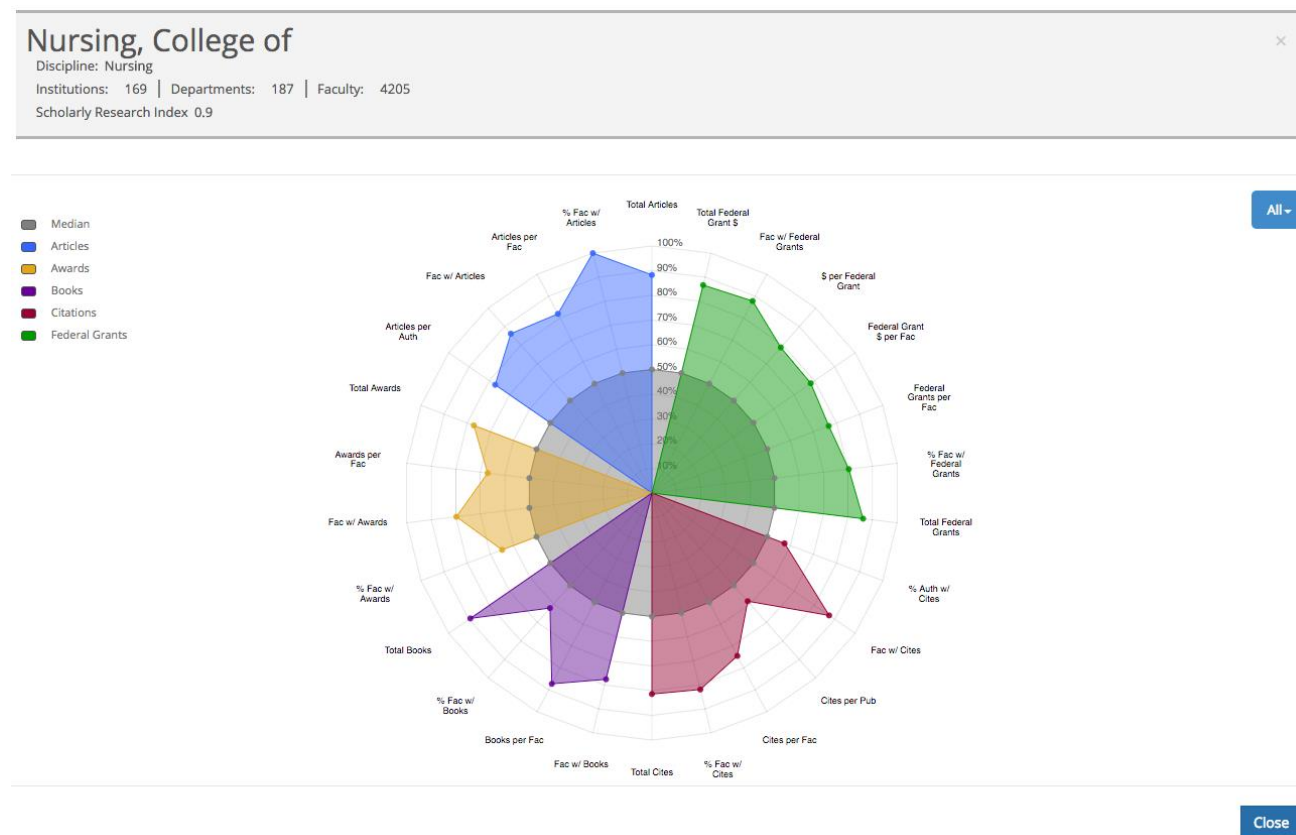
The college's National Institutes of Health (NIH) ranking is No. 23 among schools of nursing (SON) nationwide for the 2017 federal fiscal year. This rank places the college in the top 35 percent of Blue Ridge Institute for Medical Research (BRIMR) ranked schools. With more than 1,900 nursing education institutions in the U.S., the ranking places the college in the top 2 percent of all schools of nursing. Awards from the Agency for Healthcare Research and Quality (AHRQ) and Office of the National Coordinator for Health Information Technology (ONC) comprise the college's other sources of federal research funds. Non-federal grant funding includes awards from the Alzheimer's Association, Cambia Health Foundation, and the Utah Department of Health.

More than half of tenure- and research-line faculty — 57 percent, or 17 of 30 faculty — receive partial salary support from extramural research funding. An additional four faculty receive partial salary support with educational 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 2018, the college employed 28 tenured and tenure-line faculty (one of whom is on a phased retirement plan) and two research faculty. Forty-six percent of the tenure-line faculty — who have the primary responsibility of implementing the research mission — are pre-tenure. Additionally, 32 percent 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. This does restrict access to some forms of funding limited to nurses and other healthcare practitioners.



Among PhD-granting schools of nursing in the U.S., Academic Analytics ranked the scholarly accomplishments of tenure-line faculty at the college above or substantially above the median in all areas, as shown in Figure 33. CON faculty members increased their ranking in articles, grants and citations as compared to academic year 2015.



**Figure 33:** Academic Analytics Data, Academic Year 2016

Table 27 is a comprehensive list of all active funded research awards for the past fiscal year.

**Table 27:** Active Funded Research Awards, Fiscal Year 2017-2018

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
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
			Improving Quality of Obstetric and Neonatal Care Through Mentoring	

<b>Funding Period</b>	<b>PI</b>	<b>Agency and Award Number</b>	<b>Title</b>	<b>Funds Awarded</b>
10/01/2017 - 12/31/2018	Cohen	University of California-San Francisco/Bill and Melinda Gates Foundation, 10395SC	and Simulation Training: A Collaboration in Bihar and Uttar Pradesh	\$325,177
09/30/2013 - 09/29/2018	Cummins	Agency for Healthcare Research and Quality (AHRQ), R01HS021472	Electronic Exchange of Poisoning Information	\$1,249,994
07/27/2015 - 07/26/2017	Cummins	Utah Health Information Network/ Office of the National Coordinator for Health Information Technology, 901X0003/01	Collaboration for Healthier Communities	\$294,108
09/01/2015 - 08/31/2017	Eaton, L	American Nurses Foundation, 5215	Hypnosis for Pain Management With Cancer Survivors	\$5,000
07/01/2013 - 06/30/2018	Ellington/ Mooney	National Institutes of Health – National Institute of Nursing Research, (NIH-NINR) T32NR013456	Interdisciplinary Training in Cancer, Aging and End-of-Life Care	\$1,722,725
07/20/2016 - 04/30/2020	Ellington	National Institutes of Health – National Institute of Nursing Research (NIH-NINR), R01NR016249	Cancer Caregivers Interactions With the Hospice Team: Implications for End of Life and Bereavement Outcomes	\$2,352,243
07/01/2016 - 06/30/2018	Guo	Primary Children's Hospital Foundation	Automatic Self-Monitoring for Adolescent Depression (ASAP)	\$50,000
05/04/2018 - 04/30/2021	Guo	National Institutes of Health – National Institute of Nursing Research (NIH-NINR), K01NR016948	Personalizing Cancer Pain Care Using Electronic Health Record Data	\$286,542
01/01/2016 - 12/31/2018	Kepka	National Institutes of Health – National Cancer Institute (NIH-NCI), R03CA202566	Analysis of Contextual Factors that Relate to HPV (Human Papillomavirus) Vaccination Among Girls and Boys in the United State	\$163,204
11/19/2016 - 08/31/2017	Kepka	American Academy of Pediatrics (AAP)	District Hub and Spoke Initiative Focused on Improving HPV (Human Papillomavirus) Vaccination Rates	\$8,000

<b>Funding Period</b>	<b>PI</b>	<b>Agency and Award Number</b>	<b>Title</b>	<b>Funds Awarded</b>
12/01/2016 - 12/31/2017	Kepka	American Academy of Pediatrics (AAP)	AAP Adolescent Vaccinations and Wellness Grant Program for Chapters	\$4,000
01/01/2017 - 12/31/2017	Kepka/ Kirchhoff	University of Utah Huntsman Cancer Institute Cancer Control and Population Sciences	Geographic Disparities in HPV (Human Papillomavirus) Vaccination for Survivors of Pediatric and Adolescent Cancer in Utah	\$11,000
05/01/2017 - 04/30/2018	Kepka/ Beckerle	National Institutes of Health – National Cancer Institute (NIH-NCI), P30CA042014-28S6	Cancer Center Support Grant: HPV (Human Papillomavirus) Supplement	\$75,709
12/15/2017 - 09/30/2018	Kepka	American Academy of Pediatrics (AAP)	Hub and Spoke Initiative Focused on Improving HPV (Human Papillomavirus) Rates	\$6,000
10/01/2016 - 09/30/2017	Lai	University of Utah Consortium for Families and Health Research	A Feasibility Study: Dyadic Coping and Concordance of End of Life Decisions in Home Health Patients and Their Family Caregivers	\$1,000
08/16/2017 - 05/15/2018	Lai	University of Utah Graduate School	University Graduate Research Award	\$18,000
09/01/2017 - 08/31/2019	Latendresse	Utah Department of Health (UDOH), 182700408	Telementalhealth: A Promising Approach to Reducing Perinatal Depression in Utah's Rural and Frontier Communities	\$298,458
09/25/2014 - 07/31/2018	Linder	National Institutes of Health – National Institute of Nursing Research (NIH-NINR), K23NR014874	Engaging School-Age Children with Cancer in Designing a Symptom Assessment App	\$385,528
01/01/2017 - 12/31/2017	Linder	University of Utah Center for Medical Innovation	University of Utah National Science Foundation I-Corps 2016 Application	\$3,000
05/01/2017 - 04/30/2018	Litchman	University of Utah Diabetes & Metabolism Center	Improving Clinical, Behavioral and Psychosocial Type 1 Diabetes Outcomes With an Online Peer Health Intervention: A Pilot Study	\$30,000
01/01/2018 - 08/31/2018	Litchman	American Association of Diabetes Educators (AADE)	Review of the Diabetes Online Community	\$2,600

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
04/01/2016 - 03/31/2021	Mooney	National Institutes of Health – National Cancer Institute (NIH-NCI), R01CA206522	SymptomCare@Home (SCH): Deconstructing an Effective, Technology-Assisted, Symptom Management Intervention	\$4,647,229
08/01/2017 - 06/30/2018	Mooney	University of Utah Vice-President for Research	Sustaining Family Caregiver Health and Well-Being: The Cancer Caregiver Study II	\$11,690
03/06/2015 - 02/28/2018	Rothwell	National Institutes of Health – National Institute of Child Health and Human Development (NIH-NICHHD), R21HD083832	Improved Genetic Screening Decision Making Through Interactive Technology	\$407,887
09/01/2015 - 05/31/2019	Rothwell/ Botkin	National Institutes of Health – National Institute of Child Health and Human Development (NIH-NICHHD), R01HD082148	The Effect of Electronic Informed Consent Information (EICI) on Residual Newborn Specimen Research	\$1,985,443
04/01/2017 - 03/31/2018	Rothwell	University of Utah Research Committee	Patient Experiences and Attitudes Concerning Developmental Uncertainty in Prenatal Genomic Testing	\$4,440
05/01/2017 - 02/15/2018	Simonsen	March of Dimes Utah Chapter	One Key Question for Utah Women	\$8,000
01/15/2018 - 12/31/2018	Simonsen	Jax Foundation	Healthcare Innovation to Help Women Achieve Wellness and Healthier Pregnancies	\$7,000
06/01/2017 - 05/31/2020	Supiano	Alzheimer's Association, AARG-17-503706	Group Therapy for Dementia Caregivers at Risk for Complicated Grief	\$149,998
07/01/2017 - 08/31/2019	Supiano	Cambia Health Foundation	Grief Support Groups for Frontier and Rural Utah: A Pilot Study to Develop and Evaluate Tele-health Distance Technology to Provide Grief Support and Develop the Bereavement Care Professional Workforce in Utah	\$127,660
		National Institutes of Health – National	PRISMS (Pediatric Research Using Integrated	

<b>Funding Period</b>	<b>PI</b>	<b>Agency and Award Number</b>	<b>Title</b>	<b>Funds Awarded</b>
09/30/2015 - 09/29/2019	Sward/ Facelli	Institute of Biomedical Imaging and Bioengineering (NIH-NIBIB)	Sensor Monitoring) Informatics Platform – Federated Integration Architecture	\$5,629,484
03/01/2018 - 02/28/2019	Towsley	University of Utah Consortium for Families and Health Research	Me & My Wishes: Developing a Family Conversation Component to Enhance Communication about Care Preferences in Assisted Living Communities	\$9,650
10/01/2016 - 09/30/2017	Trujillo	University of Utah Consortium for Families and Health Research	Posttraumatic Growth Among Older Adults With Age Related Macular Degeneration	\$1,000
10/01/2017 - 09/30/2018	Wallace	University of Utah Diabetes & Metabolism Center	Collaborative Goal Setting in Primary Care Diabetes: Facilitating PCP (Primary Care Providers) Reinforcement	\$46,928
02/13/2018 - 02/12/2019	Wallace	University of Utah Research Committee	Digitizing the Going Home Toolkit	\$6,000
08/01/2017 - 07/31/2018	Warner	National Institutes of Health – National Cancer Institute (NIH-NCI), F31CA221000	The Role of Social Media in Social Support Acquisition for Young Adult Informal Cancer Caregivers: A Mixed-Methods Study	\$125,372
07/01/2016 - 06/30/2018	Wilson	Agency for Healthcare Research and Quality (AHRQ), R03HS024607	Labor and Delivery Nurse Staffing: A Patient Safety Intervention	\$99,998
10/01/2016 - 09/30/2017	Yang	University of Utah Consortium for Families and Health Research	Fear of Falling in Older Adults and Corresponding Fears in Family Caregivers: Dyads Coping With Fall Risks	\$1,000

### **Funding Applications and Prospects**

During Fiscal Year 2017-2018, more than 60 research grant applications were submitted by college faculty and students to outside agencies, as shown in Table 28. Eighteen of these applications were submitted to the National Institutes of Health (NIH) and seven were submitted to other federal agencies, primarily the Agency for Healthcare Research and Quality (AHRQ). Thirty-five of these applications have received funding decisions to date and 34 percent of those have been funded. We have yet to receive funding decisions on 28 applications. Faculty

reported 19 additional collaborative submissions where they are participating as key personnel on research projects, detailed in Table 29. As many faculty do not report collaborative submissions, this is only a partial list. It reflects substantial collaborative engagement across departments and colleges.

**Table 28:** Research Funding Applications Submitted July 1, 2017 – June 30, 2018

Date	PI	Agency	Title	Funds Requested
10/05/2017	Allen	National Institutes of Health – National Institute of Nursing Research (NIH-NINR)	Improving Outcomes in Individuals with Cognitive Impairment and Diabetes by Sharing Continuous Glucose Monitoring Data	\$3,106,758
10/23/2017	Allen	University of New Mexico/ National Institutes of Health (NIH)	Dementia Dialogue Intervention: A Multi-Site, Cross-CTSA (Clinical and Translational Science Awards) Efficacy Trial in Rural and Frontier Areas of New Mexico and Utah	\$256,619
09/25/2017	Butt	Boise State University/ Agency for Healthcare Research and Quality (AHRQ)	Practice Makes Perfect: Improving Patient Safety Using Oculus Rift With Haptics (OcH) for Refreshing Sterile Urinary Catheter Skills in Practicing Nurses and Nursing Students	\$162,388
09/29/2017	Clark	The Resource Exchange/Patient Centered Outcomes Research Institute (PCORI)	Community-Engagement Board for the Resource Exchange	\$50,000
10/16/2017	Clark	National Institutes of Health (NIH) – Eunice Kennedy Shriver National Institute of Child Health and Human Development	Prenatal Screening and Diagnostic Testing for Pregnant Women With Intellectual and Developmental Disabilities	\$152,500
02/07/2018	Clark	University of Colorado, Denver/ National Institutes of Health (NIH)	Factors Influencing Screen Media Use in Low-Income Mexican-American Toddlers	\$181,043

Date	PI	Agency	Title	Funds Requested
10/16/2017	Clayton	University of Massachusetts Medical School/National Institutes of Health (NIH)	Pilot Study of Standardized Patient-Centered Medication Review (SPECTORx) in Home Hospice	\$101,892
02/01/2018	Clayton	University of Utah Consortium for Families and Health Research	Live Patient Discharge from Hospice: Implications for Families and Hospice Staff	\$3,200
08/02/2017	Cloyes	B.W. Bastian Foundation	Portrait of an LGBT (Lesbian, Gay, Bisexual, and Transgender) Caregiver	\$15,000
11/07/2017	Cohen	Bill & Melinda Gates Foundation	Learning to Listen: An Extremely Low Cost Fetal/ Neonatal Heart Rate Auscultation Simulation Device to Train Birth Attendants in Resource-Limited Settings	\$100,000
08/21/2017	Eaton	University of Utah Research Foundation	Caregiver Skill Acquisition Through Imagined Interaction: A Feasibility Study	\$35,000
02/15/2018	Eaton	University of Utah Research Foundation	Caregiver Skill Acquisition Through Imagined Interaction: A Feasibility Study	\$20,000
02/15/2018	Eaton	University of Utah Research Foundation	Caregiver Skill Acquisition Through Imagined Interaction: A Feasibility Study	\$35,000
07/12/2017	Guo	National Institutes of Health – National Institute of Nursing Research (NIH-NINR)	Personalizing Cancer Pain Care Using Electronic Health Record Data	\$287,440
09/29/2017	Kang	University of Utah Center for Clinical & Translational Science/National Institutes of Health (NIH)	Associations Between Pain and Re-Hospitalization of Older Patients With Heart Failure	\$225,000
12/01/2017	Kang	Sigma Theta Tau International (STTI)	Experiences of Pain and Co-occurring Symptoms	\$5,000



Date	PI	Agency	Title	Funds Requested
			among Older Adults With Heart Failure	
03/16/2018	Kang	University of Utah Center on Aging	Clinicians Perspectives of Pain in Older Adults With Heart Failure	\$17,984
07/07/2017	Kepka	City of Hope National Medical Center	A Multi-Level Intervention Utilizing Patient Informed Provider Prompts to Enhance Adolescent HPV (Human Papillomavirus) Vaccination in Low Vaccination Community Clinics	\$21,470
10/26/2017	Kepka	National Institutes of Health - National Cancer Institute (NIH-NCI)	Investigation of Differences in HPV (Human Papillomavirus) Vaccine Receipt Among Urban, Suburban, and Rural Teens	\$168,325
01/01/2018	Kepka	Utah Department of Health (UDOH)	Utah HIV (Human Immunodeficiency Virus) Population Needs Assessment	\$40,000
02/01/2018	Kepka	University of Utah Consortium for Families and Health Research	HPV (Human Papillomavirus) Vaccination Intervention for Primary Care Practices	\$9,997
02/17/2018	Kepka	American Academy of Pediatrics (AAP)	Hub and Spoke Initiative Focused on Improved HPV (Human Papillomavirus) Rates	\$6,000
02/15/2018	Kepka	University of Utah Research Foundation	Development of HPV (Human Papillomavirus) Vaccination Photonovelas in Partnership With Community Faces of Utah	\$20,000
02/15/2018	Kepka	University of Utah Research Foundation	Development of Primary Care HPV (Human Papillomavirus) Vaccination Intervention	\$35,000
03/05/2018	Kepka	National Institutes of Health - National Cancer Institute (NIH-NCI)	Multi-level Primary Care Intervention to Link Provider Recommendations to Adolescent HPV (Human Papillomavirus) Vaccine Uptake	\$3,146,871



Date	PI	Agency	Title	Funds Requested
04/30/2018	Kepka	National AHEC (Area Health Education Centers) Organization	Intermountain West HPV (Human Papillomavirus) Vaccination Coalition	\$15,261
08/18/2017	Latendresse	Utah Department of Health (UDOH)	Telementalhealth: A Promising Approach to Reducing Prenatal Depression in Utah's Rural & Frontier Communities	\$298,457
03/05/2018	Latendresse	National Institutes of Health – National Institute of Nursing Research (NIH- NINR)	Randomized Trial of Telehealth Group Intervention to Reduce Perinatal Depressive Symptoms in Diverse and Rural Populations	\$1,601,250
10/18/2017	Linder	University of Wisconsin, Milwaukee/ Patient Centered Outcomes Research Institute (PCORI)	Adjuvant Acupressure on Chemotherapy-Induced Nausea in Adolescents and Young Adults With Cancer	\$246,645
05/16/2018	Linder	Association of Pediatric- Hematology/ Oncology Nurses (APHON)	Preparing the Child's Symptom Self-Report for Inclusion in Electronic Health Record Systems	\$10,000
08/23/2017	Litchman	University of Utah Diabetes & Metabolism Center	Going Where Patients Are: Predicting Prediabetes Through Social Media Postings	\$50,000
03/09/2018	Litchman	American Association of Diabetes Educators (AADE)	Review of the Diabetes Online Community	\$2,600
04/16/2018	Litchman	American Diabetes Association (ADA)	Understanding the Impact of Diabetes Online Communities on Patient Outcomes	\$552,000
03/16/2018	Litchman/ Allen	University of Utah Center on Aging	A Feasibility Study of Older Adults and their Care Partners Using RT- CGM (Real-time Continuous Glucose Monitoring) Share	\$20,000

Date	PI	Agency	Title	Funds Requested
07/21/2017	Mooney	University of Utah Vice-President for Research	Sustaining Caregiver Health and Well-being: The Cancer Caregiver Study II	\$11,690
10/16/2017	Morse	Agency for Healthcare Research and Quality (AHRQ)	Developing Biomechanical Models from Initiated Fall Actions and Reactions in Frail Elderly Patients	\$100,000
01/25/2018	Morse	Agency for Healthcare Research and Quality (AHRQ)	Reconfiguring the Patient Room as a Fall Protection Strategy to Increase Patient Stability During Ambulation	\$1,990,321
03/30/2018	Newman	St. Baldrick's Foundation	Day 2 Talk: A Pilot among Pediatric Cancer Patients, Families, and Providers	\$50,000
02/05/2018	Pett	National Institutes of Health (NIH) – Eunice Kennedy Shriver National Institute of Child Health and Human Development	Nothing About Us Without Us: A Cognitively Accessible Health-Related Quality of Life Assessment Measure (HRQoL-IDD app) for Persons With Intellectual and Developmental Disabilities	\$3,462,562
11/03/2017	Rothwell	National Institutes of Health (NIH) – Eunice Kennedy Shriver National Institute of Child Health and Human Development	A Decision Aid to Improve Pregnant Couples' Decision Making About Expanded Carrier Screening	\$3,071,345
02/15/2018	Rothwell	University of Utah Research Foundation	Gamification of the Clinical Trials Tool Process	\$34,172
06/28/2018	Rothwell	National Institutes of Health (NIH) – Eunice Kennedy Shriver National Institute of Child Health and Human Development	Center for Fertility, Infertility, and Genomics (C-FIG)	\$9,190,387
04/27/2018	Sanchez-Birkhead/Taylor-Swanson	The Hillman Foundation	AcuLatina: Attitudes and Barriers Regarding Acupuncture Among	\$50,000

Date	PI	Agency	Title	Funds Requested
			Latina Breast Cancer Survivors	
10/05/2017	Simonsen	National Institutes of Health – National Institute of Nursing Research (NIH-NINR)	Using Motivation and Problem Solving (MAPS) to Promote Weight Loss and Enhance Fertility in Overweight/Obese Women with Delayed Conception	\$3,233,650
01/05/2018	Simonsen	Jax Foundation	Healthcare Innovation to Help Women Achieve Wellness and Healthier Pregnancies	\$7,000
01/10/2018	Simonsen	William T. Grant Foundation	Youth Education and Advocacy to Promote Healthy Relationships and Prevent Sexual Violence in Utah Communities of Color	\$450,000
06/05/2018	Simonsen	Oklahoma State/National Institutes of Health (NIH)	Pathways to Rapid Retreat Pregnancy and Adverse Birth Outcomes	\$67,075
11/01/2017	Supiano	American Group Therapy Association (AGTA)	A Feasibility Analysis of Complicated Grief Group Therapy Implementation	\$14,098
01/29/2018	Supiano	Cambia Health Foundation	Sojourns Scholar Leadership Program	\$180,000
04/10/2018	Supiano	National Institutes of Health – National Institute on Aging (NIH-NIA)	Telehealth Delivered Complicated Grief Group Therapy for Bereaved Dementia Caregivers	\$2,108,474
04/26/2018	Supiano	The Hillman Foundation	Complicated Grief Group Therapy for Community-Residing Persons With Serious Mental Illness	\$50,000
06/16/2018	Supiano	National Institutes of Health – National Institute on Aging (NIH-NIA)	Pre-loss Grief Support to Enhance Death Preparedness in Alzheimer's Disease Caregivers	\$419,375
02/15/2018	Taylor-Swanson	University of Utah Research Foundation	Discovering More About Midlife Women Who Take Prescribed Opioids: Psychological Diagnoses and Prescriptions	\$35,000

Date	PI	Agency	Title	Funds Requested
11/16/2017	Towsley	National Institutes of Health – National Institute on Aging (NIH-NIA)	Me & My Wishes: An Efficacy Trial of Long Term Care Residents With Alzheimer's Using Videos to Communicate Care Preferences With Caregivers	\$417,407
02/01/2018	Towsley	University of Utah Consortium for Families and Health Research	Me & My Wishes: Developing a Family Conversation Component to Enhance Communication About Care Preferences in Assisted Living Communities	\$9,650
08/23/2017	Wallace	University of Utah Diabetes & Metabolism Center	Collaborative Goal Setting in Primary Care Diabetes: Facilitating PCP (Primary Care Providers) Reinforcement	\$46,928
10/05/2017	Wallace	Agency for Healthcare Research and Quality (AHRQ)	Social Needs and Resources in the Evaluation and Enhancement of Discharge Support: The NEEDS Study	\$1,197,599
11/15/2017	Wallace	University of Utah Research Foundation	Digitizing the Going Home Toolkit	\$6,000
02/07/2018	Wallace	Agency for Healthcare Research and Quality (AHRQ)	From Emergency to Community: Implementing a Social Needs Assessment and Referral Infrastructure using Health Information Technology	\$299,999
03/14/2018	Wallace	Robert Wood Johnson Foundation	Developing Rural Health Infrastructure for Understanding and Addressing Social Needs	\$125,000
04/19/2018	Wallace	The Hillman Foundation	Translation of the Going Home Toolkit: Imagine Creating the Perfect Support Network for Each Patient	\$50,000
	Wilson, B	Agency for Healthcare	Using eL&D (electronic Labor & Delivery) to Improve Care and Birth	\$1,583,437

Date	PI	Agency	Title	Funds Requested
09/25/2017		Research and Quality (AHRQ)	Outcomes for Rural and Frontier Childbearing Families	

**Table 29:** Research Grant Applications Submitted Collaboratively, July 1, 2017 – June 30, 2018

Date	CON Key Personnel	Agency	Title	PI
06/05/2018	Allen	National Institutes of Health (NIH)	mHealth (mobile health app) Enhanced Diabetes Self-Management Education for Hispanic Males With Type 2 Diabetes	Bryan Gibson Dept. of Biomedical Informatics
04/10/2018	Caserta	National Institutes of Health (NIH)	Virtual Coaching for Alzheimer's Caregivers Using Respite Time	Rebecca Utz Dept. of Sociology
11/17/2017	Clark	National Institutes of Health (NIH)	A New Self-Management Model for Children With Medical Complexity	Flory Nkoy Dept. of Pediatrics
12/12/2017	Clark	National Institutes of Health (NIH)	Piloting a Web-Based Positive Psychology Intervention for Couples Coping With Traumatic Brain Injury	Alexandra Terrill Dept. of Occupational/Recreational Therapy
06/04/2018	Clark	National Institutes of Health (NIH)	Caregiving Self-Management Intervention for Parents of Children With Medical Complexity	Flory Nkoy Dept. of Pediatrics
05/08/2018	Cummins	Utah Department of Health (UDOH)	Opioid Surveillance Contract	Barbara Crouch Dept. of Pharmacotherapy
05/15/2018	Cummins	Boise State College of Health Sciences	Validating Pressure Injury Prediction Model	Jenny Alderden Boise State College of Health Sciences
12/15/2017	Kepka	Alex's Lemonade Stand	Statewide Assessment of Vaccination Practices Among Pediatric Cancer Survivors	Anne Kirchhoff Dept. of Pediatrics
08/23/2017	Litchman	University of Utah Diabetes & Metabolism Center	Improving Diabetes Prevention Via Social Media Engagement	Sun Ye Dept. of Communication

Date	CON Key Personnel	Agency	Title	PI
03/01/2018	Morse	Veterans' Administration	Improving Patient Safety: Passive Fall Protection and Injury Prevention for Patients With Strokes, by Reconfiguring the Patient Room	Kenneth Foreman Dept. of Physical Therapy and Athletic Training
11/07/2017	Rothwell	National Institutes of Health (NIH)	Utah Stimulating Access to Research in Residency Transition Scholar	Kolawole Okuyemi Dept. of Family and Preventive Medicine
11/27/2017	Rothwell	National Institutes of Health (NIH)	Center for Child Maltreatment	Kristine Campbell Dept. of Pediatrics
01/24/2018	Rothwell	Agency for Healthcare Research and Quality (AHRQ)	Learning Health Systems	Rachel Hess Dept. of Internal Medicine
07/05/2017	Simonsen	U.S. Department of Health and Human Services Office of Minority Health (HHS)	Screening for Opioids in Obstetrics (SOS) – Community-based SBIRT (Screening, Brief Intervention, and Referral to Treatment) Training of Obstetrical Providers	Marcela Smid Dept. of Obstetrics and Gynecology
08/21/2017	Simonsen	University of Utah Research Foundation	Improving Clinician Knowledge and Attitudes About Systematic Reviews and Their Role in Clinical Decision Making	Joanne Lafleur Dept. of Pharmacotherapy
11/01/2017	Simonsen	Utah Department of Health (UDOH)	Infertility in Utah: Preparing a Synthesized Report of Current Data for the Utah Legislature	Joseph Stanford Dept. of Family and Preventive Medicine
06/05/2018	Simonsen	National Institutes of Health (NIH)	National Prospective Registry of Pregnancy in Women with Disabilities (DAPr Project)	Alan Tita University of Alabama, Birmingham
09/01/2017	Sward	National Institutes of Health (NIH)	Detailed Personalized Care Computer Protocols and Complexity Science	Alan Morris Dept. of Internal Medicine
10/01/2017	Taylor-Swanson	Patient Centered Outcomes Research Institute (PCORI)	Using Acupressure to Decrease Severity of Chemotherapy-Induced Nausea in Adolescents and Young Adults (AYAs) With Cancer	Jeanne Erickson University of Wisconsin, Milwaukee

## Intramural Funding and Support

Pilot funding is a critical ongoing need in our effort to support faculty in developing and sustaining extramurally funded research programs. After peer review and recommendation by the research committee, the college awarded funds to faculty for pilot projects and other small projects as detailed in Table 30. This list includes only new awards for Fiscal Year 2017-2018. Ten other studies continued from the previous fiscal year. We funded studies that support new collaborations with University of Utah Health or its community partners through Synergy awards, using funds allocated for this purpose by the Office of the Senior Vice President for Health Sciences.

**Table 30:** Research Committee Funding Awards, 2017-2018

Award Date	PI	Title	Amount
03/21/2018	Allen	A Community Health Worker Program to Improve the Oral Health Status of Latino Individuals with Prediabetes: A Feasibility Study	\$20,000
06/18/2018	Cummins	Enhancing Poison Control Intervention and Surveillance in the Opioid Epidemic	\$4,169
12/19/2017	Ellington	The Me in We Intervention Development and Feasibility Pilot for Advanced Cancer Patients and Their Family Caregivers	\$28,850
10/16/2017	Johnson, M	A Neurophenomenological Investigation of Compassion Virtue in Nurses	\$1,948
12/18/2017	Kang	Experiences of Pain and Co-Occurring Symptoms Among Older Adults With Heart Failure	\$5,719
03/22/2018	Litchman	Contagion of Health Behaviors Within the Diabetes Online Community: A Social Network Analysis	\$12,600
12/19/2017	Morse	Developing Biomechanical Models from Initiated Fall Actions and Reactions in Frail Elderly Patients	\$19,844
04/19/2018	Sward	Examining the Role of Informatics in Capturing, Analyzing and Interpreting Patient Generated Data for Precision Health	\$1,476
12/19/2017	Taylor-Swanson	Acupuncture Treatment of Chemotherapy-Induced Peripheral Neuropathy in Women With Breast Cancer: Mechanisms of Action and Feasibility	\$20,000
<b>Total:</b>			<b>\$114,606</b>

---

## Research Initiatives

During Fiscal Year 2017-2018, we worked to enhance the college's culture of research and scholarship, provide research education, and advance service delivery to meet faculty needs. Initiatives included the following:

- *Building a Culture that Fosters Research and Scholarship.*
  - *Research Teas.* The research center continued to host monthly research teas. The research tea is a hybrid educational and social activity that brings faculty and research staff together each month for an informal presentation by collaborative partners at the University of Utah. These activities foster collaboration, informal discussion, and idea generation. The teas also create opportunities for informal face-to-face interaction between faculty and research staff. Guest speakers at 2017-2018 research teas shared information and opportunities including the Department of Population Sciences, the CCTS Systematic Review Core and Congressional Medical Research Program funding opportunities,
  - *Support for New and Early Stage Faculty.* We developed and adopted a new process for onboarding faculty in relation to the research mission in which we designate a pre-award staff member to serve as liaison to individual faculty, and we use a checklist of required and recommended orientation, mentoring and educational activities as guidance. Each new faculty member was paired with a designated research mentor. The college continued to participate in the Center for Clinical and Translational Science (CCTS) Vice President's Clinical and Translational Scholars Program (VPCAT); our faculty participated as both mentors and scholars. During Fiscal Year 2017-2018, all three new, junior college faculty submitted VPCAT applications and two faculty (Dr. Jackie Eaton and Dr. Youjeong Kang) were newly selected as scholars. Two faculty members (Dr. Michelle Litchman and Dr. Jia-Wen Guo) continued in the program.
  - *Support for Mid-Career Faculty.* Dr. Mollie Cummins led a six-week program for mid-career faculty titled "Strong and Sustained (Your Research at Mid-Career)." This program was based upon materials developed by the National Institute of Nursing Research (NINR), with opportunities for interactive discussion.
  - *Support for Career-Line Faculty.* We conducted an assessment of career-line faculty scholarship needs, in collaboration with two faculty who serve as career-line scholarship champions (Dr. Sue Chase-Cantarini and Dr. Sara Simonsen). We conducted outreach to career-line faculty to promote use of research center services, including pre-award support for funding applications, statistical consultation and editing support. Outreach included distribution of a research center brochure focused on services for career-line faculty and promotion of research center utilization at College Council.
- *Research and Scholarship Education.* The research center offered educational programming to faculty and staff, based upon identified needs.
  - *HR for PIs.* This workshop provided information to faculty about hiring and supervising staff on their research projects and the resources available from the college and university to support them.
  - *National Institutes of Health (NIH) Forms-E.* The research center presented a workshop on the new NIH Forms-E application process. The new NIH grant application package was reviewed in detail for faculty, including a discussion about



- updated clinical trial definitions, and how these changes would impact applications to the NIH.
  - *Productivity for Tenure Line Faculty.* Mary Ann Berzins, University of Utah Human Resources Assistant Vice President of Workforce Planning, and Dr. Wendy Hobson-Rohrer, University of Utah Health Assistant Vice President for Education and Faculty Development, presented the workshop “Getting the Most Out of the Time That You Have.” This program was a productivity workshop aimed at tenure-line faculty, and discussed such topics as prioritizing the things you say yes to, saying no and still staying friends, personalized strategies for enhancing writing productivity, and mastering your inbox.
- *Advance Research Support Services.*
  - *Enhanced support for post-award administration.* We previously completed a needs assessment to guide the strategic direction of the research center. In response to the findings, we added a full-time post-award administrator for enhanced support of all funded grants and contracts.
  - *Implemented full pre- and post-award support for students.* We began providing full pre- and post-award support for doctoral (PhD) students who submit and are awarded extramural funding applications.
  - *Increased Opportunities for Experimentation with Technology.* We provided space for the newly established Nursing Technology Exploration Center (NTEC), led and funded through the Information Technology (IT) team. NTEC staff plan to work closely with faculty to facilitate exploration and experimentation with technologies, to support innovation in both education and research.
  - *Recruited a New Director of Applied Statistics.* We collaborated with the search committee to conduct a search and recruit a new director of Applied Statistics, whose appointment will begin in Fiscal Year 2018-2019. During Fiscal Year 2017-2018, Dr. Bob Wong served as interim director.

## **Postdoctoral Program**

The college is one of 30 nursing schools nationwide with a T32 training grant. Drs. Lee Ellington and Kathi Mooney, who lead this program, learned of the successful renewal of our National Institutes of Health (NIH) grant this year. During year five of this 10-year program, two pre-doctoral students and two post-doctoral trainees continued their training for the successful beginning of their research careers in nursing. This program includes a Seminar in Cancer, Palliative Care, and End of Life; a bi-weekly journal club; and research experiences tailored by individual mentors.

Post-doctoral fellows Drs. Lindsey Miller (Oregon) and Amy Newman (Wisconsin) 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 videoconferencing and other 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 pre-doctoral and post-doctorate fellows present their annual reports to members of the internal and external advisory committees. The site visitor this year was Dr. Mary Happ, RN, FAAN, Distinguished Professor at Ohio State University.

## **Research Innovation Teams (RITe) Initiative**

Six RITes were active during 2018, the sixth year of the college's RITe initiative. The purpose of the RITes is to promote extramural scholarship through peer support and mentoring. RITes are primarily comprised of college faculty, but may invite faculty from outside the college and PhD students to participate. During Academic Year 2017-2018, we implemented an updated model for the RITe Initiative. We now embed both a statistician and pre-award specialist with each RITe to provide early stage input and guidance. Associate Dean for Research and the PhD Program Dr. Mollie Cummins meets with the RITe leaders on a quarterly basis to coordinate efforts, address needs, solicit input on decisions related to the research mission, and facilitate information sharing. The unifying themes of the six RITes are summarized in Table 31, and a summary from each RITe team's annual report follows:

*Health Equity, Research, and Education (HERE)* – (Team Leader, Dr. Lauren Clark). This large, interdisciplinary group remained stable at 15 scholars, including 2 PhD students, 6 college faculty, and faculty from psychiatry, nutrition, occupational therapy, rehabilitation science, and clinical colleagues in informatics and physical medicine and rehabilitation. At each meeting we reviewed members' needs and progress relative to research publication and funding. We celebrated new Consortium for Families and Health Research (C-FAHR) funding to Dr. Alexandra Terrill (PI) that included Dr. Elizabeth Cardell and Dr. Lauren Clark, and the submission of R01 (Dr. Marge Pett) and R03 (Clark) grants. We also celebrated the submission of two grants to support Sebastian Romero, a PhD student working on RITe-related research.

*Health Sciences Education and Scholarship (HSES)* – (Team Leader, Dr. Rebecca Wilson). We have identified several potential funding mechanisms that match the expertise of members. We identified our strengths/interests as integration of population health, use of simulation and virtual reality in education, student value-added education, and diversity. We have identified likely mechanisms and tentatively have members championing submissions. This may need to be revisited with the recent Health Resources and Services Administration (HRSA) grant awards. Dr. Ann Butt and Maddie Lassche submitted several grant proposals. They are working on building a research program around virtual reality for deliberate practice of skills.

*Information and Technology for Health (ITH)* – (Team Leader, Drs. Jia-Wen Guo and Nancy Allen). Our members were very productive in their grants and manuscripts submission. Each member of our RITe submitted at least one intramural or extramural grant submission. Members of the group successfully received federal funding and other grants. All members either published multiple manuscripts or presented research findings at local, national or international conferences.

*Technology, Innovation and Ethics in Reproductive Care (TIER)* – (Team Leader, Dr. Erin Rothwell). The TIER RITe held a 2-day grant writing retreat. The Emma Eccles Jones Nursing Research Center (EEJNRC) will be sponsoring a larger grant-writing retreat next year based on the success of our retreat. Members of the TIER RITe had 13 extramural grants funded, including 3 NIH/AHRQ grants. In addition, RITe members had 5 intramural grants funded (see table below). Members of the TIER RITe had 54 publications and received a number of awards and recognitions

*Transforming Caregiving through Science (TACTUS)* – (Team Leader, Dr. Kristin Cloyes). Our first year together has focused on defining the purpose, structure and expectations for the RITe, assessing member needs and goals, and setting short-term and long-term objectives

collectively and individually. We have formulated the following broad, long-term objectives: 1) Supporting members in publishing data-based manuscripts that directly support and strengthen extramural funding applications; 2) Supporting pre-doctoral students in writing and submitting extramural funding applications (e.g. F31, R36, ACS Fellowship, foundation funding); and 3) Supporting members in writing and submitting external funding applications that focus on caregiver-oriented research, including identifying opportunities for new collaborations among TACTUS RITe members. Our overall objective is to actively work to establish the college as a recognized center for caregiving science, and a hub for interdisciplinary and translational caregiving team science.

*Transitions and Health (Delta)* – (Team Leader, Dr. Michael Caserta). In addition to our many grant submissions and awards, Delta RITe members submitted 41 manuscripts to refereed journals, of which 30 have been published or are in press and 11 are under review. One book chapter has been published (Dr. Mardie Clayton). Dr. Kara Dassel completed a book review for *The Gerontologist*. Delta members also were highly active submitting abstracts and presenting their research at scientific meetings this past year. Dr. Jackie Eaton was recognized by the Marriott Library and the Vice President for Research as a Creative Works Honoree for her work on “Portrait of a Caregiver.” Dr. Gail Towsley was named a fellow of the Gerontological Society America (GSA), joining existing Delta GSA Fellows Drs. Caserta, Dassel, Kathie Supiano, and Rebecca Utz.

The unifying themes of the six RITes are summarized in Table 31.

**Table 31:** Names and Foci of Research Innovation Teams

RITe Name	Conceptually coherent, innovative purpose	Grant Applications	
		NIH	Other
Health Equity, Research, and Education (HERE) Leader: Dr. Lauren Clark Chartered: May 2012	Our collective of researchers will investigate factors that enhance quality of life and positive daily functioning among people with (or at risk for) disabling conditions.	4	7
Health Sciences Education Scholarship (HSES) Leader: Dr. Rebecca Wilson Chartered: July 2017	Our group will pursue research and scholarship in the science of education as it relates to nursing and health sciences by synergistically building upon the educational scholarship of our faculty, with special emphases on: pedagogical innovation, collaborative models of education, and robust data collection for testing educational interventions and outcomes. We will focus on: 1) How education can improve approaches to care; 2) Interprofessional education; 3) Technology-enhanced education including simulation; and 4) Value-added education.	0	5
Information and Technology for Health (ITH)	Our ITH RITe group addresses novel technologies and analytical approaches to the management of research and clinical	4	8

RITe Name	Conceptually coherent, innovative purpose	Grant Applications	
		NIH	Other
Leaders: Drs. Jia-Wen Guo and Nancy Allen Chartered: July 2017	information in health. We support interprofessional and collaborative science. Our goals are to support members in their pursuit of funding and communication of science.		
Technology, Innovation and Ethics in Reproductive Care (TIER) Leader: Dr. Sara Simonsen Chartered: May 2013	Members of the Technology, Innovation and Ethics in Reproductive healthcare (TIER) RITe are focused in improving patient outcomes, informed decision making, and clinical interventions around reproductive healthcare across a woman's reproductive spectrum, from preconception to menopause. There are a number of health-related issues within this spectrum of women's health, such as mental health, IVF (in-vitro fertilization), disparities, sexual activity, genetics, screening, pregnancy, obesity and postpartum care that are of importance to several federal funding agencies. This focused research agenda is creating more energy and interdisciplinary collaborations with the Departments of Medicine, Engineering and Social Work.	6	9
Transforming Caregiving through Science (TACTUS) Leader: Dr. Kristin Cloyes Chartered: May 2012	Our Transforming Caregiving through Science (TACTUS) RITe will unite an interdisciplinary group of investigators with the objective of creating innovations in caregiving science. Our overarching goal is to create synergy by leveraging extant programs of research, clinical and community partnerships and national networks to identify opportunities where we can apply scientific approaches to solving caregiving problems, generating and applying new knowledge. Our definition of "caregiving" will broadly encompass informal caregiving, family caregiver, and forms of paid caregiving with a special emphasis on under-researched and underserved groups. We also aim to translate scientific productivity into action and policy by including investigators with expertise in these arenas.	2	10
Transitions and Health (Delta) Leader: Dr. Mike Caserta Chartered: May 2012	Our Transitions and Health Research Innovation Team brings together senior and junior faculty, as well as pre-doctoral investigators from multiple disciplines with a	1	4

RITe Name	Conceptually coherent, innovative purpose	Grant Applications	
		NIH	Other
	common focus on examining and facilitating health and quality of life outcomes associated with transitions over the life course. The team will continue grant submissions and dissemination activities as in the past; provide pre-reviews for anticipated submissions; and explore a group project.		

### Research Associates

The RITe Initiative and support from the college's two research associates, staff who specialize in pre-award support, have been critical to increasing the numbers of faculty researchers' National Institutes of Health (NIH) grant applications. 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 2017-2018, the research associates also continued to support education and training grants.

### The College of Nursing Research Committee

This year, the research committee's major accomplishments included:

- Revising research committee funding and application processes to include: 1) confirmation of Institutional Review Board (IRB) submission within 30 days of award receipt; and 2) funding match language, and allowance for grant funds to be used for specialty staff.
- Determining of a systematic process for no-cost extension requests. This process is being finalized.
- Revising the process of providing feedback to faculty on funding applications.
- Reviewing Western Institute of Nursing (WIN) R&IE abstracts with 10 posters accepted.
- Conducting scientific peer review of 14 intramural funding applications and making funding recommendations for nine intramural funding applications.

### The College of Nursing PhD Program Committee

This year, the PhD Program Committee's major accomplishments included:

- Jonas Nursing and Veterans' Healthcare chose the college to receive a \$60,000 grant in support of four PhD pre-doctoral students during Academic Years 2018-2020, including three Jonas Nurse Leader Scholars (Sara Bybee, Ryoko Pentecost, Victoria Tiase) and one Jonas Veterans' Health Scholar (Mary Tran).
- Five students successfully defended their dissertations and participated in the college's Convocation in May 2018 (Rosaleen Bloom, Katarina Felsted, Linda Hoffman, Kevin

Langkeit, and Angela Njenga). Seven have received thesis release and conferral of a PhD degree as of June 2018.

- Drs. Mollie Cummins and Kristin Cloyes had three PhD program/education-related presentations accepted for the January 2018 American Association of Colleges of Nursing (AACN) Doctoral Education Conference: "Maximizing Value in Research-Focused Doctoral Programs," Cummins & Cloyes, podium presentation; "Increasing the Visibility of Nursing Research Through Social Media," Cummins & Kume, poster; "Tipping Sacred Cows: Disrupting Assumptions on Education in the 21st Century," Cloyes, Lassche, Hardin & Wilson, poster).
- Pre-doctoral students presented their work at multiple venues including the Society of Behavioral Medicine Conference (SBMC) and Western Institute of Nursing (WIN).
- Dr. Katarina Felsted was selected by PhD program faculty for the 2018 Outstanding Dissertation Award, and Marie Prothero was selected as the 2018 Outstanding PhD Student.

Other notable actions of the PhD Program Committee included:

- Dr. Kristin Cloyes was appointed as Assistant Dean of the PhD Program beginning February 1, 2018, after serving as interim director for seven months.
- Dr. Kristin Cloyes successfully submitted a competing continuation grant application to the Health Resources and Services Administration (HRSA) Nurse Faculty Loan Program for Academic Year 2018-2019, which was funded in the amount of \$123,577.
- A work group to explore and develop a proposal for integrating PhD and Doctor of Nursing Practice (DNP) education (including bridge DNP-PhD, dual degree options, and opportunities for co-education) was convened in February 2018. A survey to assess market interest was conducted in May 2018 among current graduates, with a 42% response rate (n = 304).
- A work group to explore social media best practices for PhD program marketing, recruitment, retainment and communication was convened in December 2017.
- A comprehensive and evidence-based PhD Program recruitment plan was drafted and submitted to the dean in May 2018.
- In consultation with Dr. Mary Ann Berzins, Assistant Vice President of Workforce Planning for Human Resources; Dr. David Derezotes, Director of University of Utah Peace and Conflict Studies; and Sarah L. Prince, equal opportunity consultant from the University of Utah Office of Equal Opportunity and Affirmative Action to develop training and support resources for students and faculty regarding challenging communication and conflict, diversity and inclusivity.

## INFORMATION AND TECHNOLOGY

Information Technology (IT) is threaded throughout the College of Nursing's vision and strategic plan. Every year the IT office revisits its mission to align itself with the college's vision. The IT team supports education, research, practice and college administration/operations. To do this, IT employs state-of-the-art information and communications hardware as well as technical support for information management, systems updates, and technology procurement. The IT team collaborates with academic programs to support distance teaching and education with up-to-date technology. Pedagogy, teaching "best practices" and multimedia creation are supported through Academic Programs. Key activities for 2017-2018 are outlined below.

### **Videoconference-Enabled Classrooms**

During the past year, the IT team increased the number of Interactive Video Conferencing-enabled rooms in the college from seven to 15. Audiovisual and distance education equipment in CNB 3205, Betz Conference Room (CNB 4510), and CNB 5220 were upgraded during the past year. The projects added high-definition sound and video capabilities to improve the video conferencing experience of college graduate students. This project also included the installation of 86-inch touchscreens in each room. Faculty and students now can experience a consistent technology experience while teaching in any of the college's lecture halls. Additionally, the Student Computer Lab and all Simulation Center debriefing rooms were upgraded with new display systems.

The college IT team provides technical support for all classrooms in the College of Nursing Building (CNB). The IT department also supports college classes held in rooms 4100C and 5100C in the Health Sciences Education Building (HSEB). IT has recently developed an ad-hoc support request system to ensure the quality of service outside of the CNB. By utilizing the Internet of Things (IoT) technology, faculty are able to send a help request to IT by pressing a button anywhere on campus.

### **Videoconferencing (Telemedicine/Bridge) Infrastructure**

The college has been recognized as a leader in teaching with technology. This method of providing synchronous online courses has become nationally known as "The Utah Model" for doctoral nursing education. Over the past year, PhD and Doctor of Nursing Practice (DNP)

distance education programs continued to use the Utah Education Network (UEN) for video conference bridge services. In keeping with parallel efforts throughout the University of Utah, college IT staff moved all synchronous distance education courses to the Cisco Meeting bridging system. This move has significantly improved the overall experience of the distance education programs. The Inter-Professional Education (IPE) telehealth program will continue using the Utah Telehealth Network (UTN)-paid services.

The IT team is in the process of evaluating new technologies to replace the college's LifeSize UVC video capturing server. The UVC server is approaching its end of life. This video capturing server enables the IT department to stream live events and record and archive video recordings of classes and seminars.

## **Other Technologies for Teaching and Research**

### **IT/Computer Equipment and Support**

Support Services: To accomplish a Federated Information Systems governance model, the IT office continues to work with the University Information Technology (UIT) department in utilizing centrally provided resources, including the Help Desk, Network Management, Phone Systems, and Data Storage. The College IT Director works directly with UIT to keep abreast of changes and ensure the college remains in compliance with health sciences and university IT policies.

The college IT team is in the process of phased deployment of the latest Microsoft Windows 10 operating system and Microsoft Office 2016. The upgrade is on schedule to be completed by December of 2018.

One-third of the college's computers have been upgraded to the latest hardware technology available. The remainder is scheduled to be updated in fiscal years 2019 and 2020.

- *Equipment:* To improve services and ensure technology efficiency within the college, the IT office has started deploying Dell brand computers. During the past 12 months, 80 desktop workstations were upgraded to the highest computer models available.
- *Software:* The university's Office of Software Licensing signed a licensing agreement with Adobe Systems Inc. Adobe Creative Cloud products now are available to all employees and students at no cost.

### **College IT Efficiency**

Several major innovations were adopted to help improve the effectiveness of IT services.

Computer client management servers within the college have been upgraded to support this new technology and continue to support imaging PCs, operating system patching, and software update control. During the past year, the IT department upgraded its back end infrastructure--from the traditional single server model to cloud-based hyper-converged technology. This new model allows the college to utilize its services more efficiently, as well as providing the ability to forecast IT costs more accurately.

### **Information Security**

In compliance with directives from the University Information Security Office, the college has started to encrypt all desktops computers in addition to notebooks and portable data storage devices. College of Nursing remains one of the leading departments on campus in complying



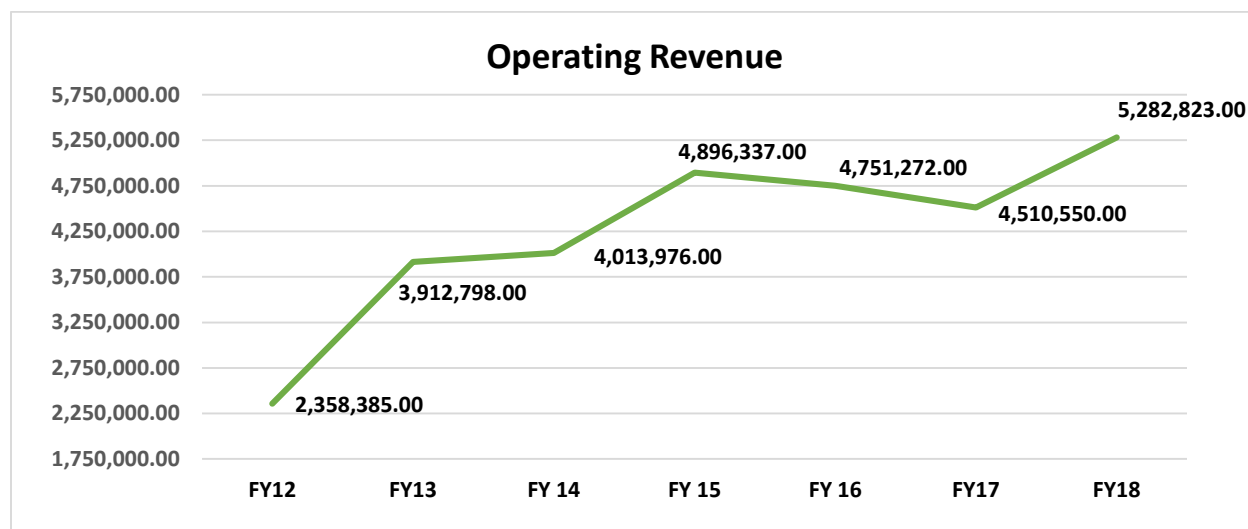
with the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). The IT department continues scanning and searching the college network environment to address any potential HIPAA and FERPA compliance issues.

### Audio Visual Services

The IT office added an Audio-Visual Specialist position to assist faculty and staff with their multimedia needs. Cole Wandler provides technical audio-visual, multi-media, and video support services for a variety of classroom needs, meetings, training sessions, and events. Cole films and edits class sessions; sets up, troubleshoots and maintains multimedia equipment; and monitors and troubleshoots synchronous video conferencing classrooms.

## FACULTY PRACTICE

The College of Nursing's faculty practice and practice sites are essential to the college's academic, clinical and research missions. Faculty practice exists to showcase excellence in advanced practice nursing, support financial viability, provide scholarship opportunities, and to maintain sites for student placements to enhance clinical learning. The faculty practice continues to grow and support not only the clinical mission, but also academic programs through provision of didactic instructors, simulation instructors, clinical instructors and preceptors. The figure below shows a seven-year trend since 2012 in the college's overall operating revenue for faculty practice.



**Figure 34:** Seven-year operating revenue comparison for Faculty Practice Faculty, Fiscal Years 2012-2018

### Faculty Practice Profile

There are 53 providers in Faculty Practice represented by 22.75 FTE career-line faculty and non-ranked, full-time adjunct clinicians, as well as 0.35 PRN providers. Additionally, Faculty

Practice employs 20 registered nurses in both clinical and clinical leader roles, a team of nine full- and part-time dedicated administrative staff. Some of the registered nurses also are graduate assistants and are provided with an opportunity to work and learn. Faculty Practice includes:

- 7.9 FTE – Primary Care (16 individuals)
- 4.95 – Psychiatric/Mental Health Nurse Practitioners (10 individuals)
- 9.55 FTE – Certified Nurse Midwives & Women’s Health Nurse Practitioners (22 individuals)
- 0.3 FTE – Clinical Nurse Specialists / PhD (two individuals)
- 0.05 – Licensed Clinical Social Worker / PhD

## Faculty Practice Summary

Faculty Practice has four major arenas for expenses and revenue:

- **Juvenile Justice Services (JJS):** This 20-year contract with the State of Utah provides healthcare services to justice-involved youth across the Wasatch Front.
- **Primary Care Services:** Includes multiple small clinical contracts, both internal to University of Utah Health and in the community at large.
- **Psychiatric Mental Health Nurse Practitioner (PMHNP) Services:** Due to a severe shortage of psychiatric mental health providers, the college began building PMHNP services six years ago to meet community demand. The increase in behavioral health sites has allowed increased enrollment, providing an opportunity to educate more students. Practice sites provide clinical instruction and mentoring.
- **BirthCare HealthCare (BCHC):** This nurse midwifery and women’s health practice began in April of 1982 and is celebrating 36 years of service to University of Utah Health patients in eight outpatient locations. BCHC can proudly promote a low primary Caesarean section rate of 5 percent, as compared to 26 percent nationally (see Table 32 below for BCHC Quality Metrics). BCHC patient satisfaction scores run in the 98<sup>th</sup> percentile.

## Utah Department of Human Services: Division of Juvenile Justice Services

Since 1998, the college has maintained a contract to provide healthcare services for Juvenile Justice Services (JJS) facilities across the Wasatch Front. Each year, college faculty and staff update evidence-based protocols and carry out process improvement projects in the JJS facilities. Youth are evaluated by a nurse within 48 hours of arrival to a facility, unless they have a medical complaint, in which case they are evaluated the same or next day. Youth are medically screened and the appropriate care is provided upon evaluation. All staff receive training regarding Utah laws for reporting neglect, abuse, sexual violence and human trafficking.

- In Spring of 2018, the Wasatch Youth Center was closed and youth were transferred to both Millcreek and Decker Lake facilities.
- New facilities were opened in Davis County, and youth were transferred from old facilities to the new Weber Valley Detention Center and Archway.
- The contract reallocated hours to accommodate these closures and transfers, resulting in a slight loss of nursing hours and a slight increase in Psychiatric/Mental Health Nurse Practitioner hours.

- DJJS staff completed an annual audit of the college's contract in April 2018. Results are currently under review
- The JJS Practice provides unique learning opportunities for University of Utah Health students:
  - College staff provided clinical supervision for RN students under their community health rotation, for 438 hours; for DNP students for 295 hours; and for Adolescent Medical Residents for 99 hours.
- The college provides statewide oversight of a Sexually Transmitted Infection (STI) screening and treatment project for 16 JJS facilities.
  - In Fiscal Year 2018, JJS nurses screened 1,775 urine samples with 96 youth testing positive for chlamydia, gonorrhea or both. Due to youth being discharged prior to results being available, our treatment rate is 80 percent. Data on high-risk behaviors, including sexual assault and domestic minor sex trafficking, is being collected.
- Dr. Jennifer Clifton presented *High-Risk Sexual Behaviors & Outcomes Among Utah's Incarcerated Youth- Focus on Domestic Minor Sex Trafficking* in November of 2017 at the National Commission on Correctional Health Care Conference (NCCHCC).
- Dr. Clifton and LouAnn Hill, LPN, serve as members of the Utah Trafficking in Persons Juvenile and Medical Subcommittees. These subcommittees are part of the State Attorney General's Utah Trafficking in Persons Task Force which address issues of human trafficking statewide.
- Nurses and nurse practitioners provided 22,197 healthcare visits, 523 annual physical exams and 718 psychiatric exams for youth in JJS.

### **Caring Connections**

Caring Connections is a Hope and Comfort in Grief Program, directed by Dr. Katherine Supiano. This program, housed within the College of Nursing, makes a follow-up bereavement call to the family of every patient that dies in the University Hospital. In each of these nearly 500 calls per year, condolences are offered, guidance is given, and referral information is provided as needed. Caring Connections has over 6,000 personal contacts, and serves over 400 group participants each year. A quarterly newsletter is distributed 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; and two professional education conferences for health care professionals per year. Caring Connections collaborates closely with the Office of the Medical Examiner, the Utah Department of Health-Suicide Prevention Office, the Utah Chapters of the Alzheimer's Association, and the American Foundation for Suicide Prevention.

This year, Caring Connections began offering a 12-week complicated grief group psychotherapy program specifically designed for persons whose grief is disabling and meets clinical criteria for complicated grief under the direction of Dr. Supiano, who has a faculty practice specializing in grief and trauma.

### **Student Health Center**

The Student Health Center is an interdisciplinary practice with Dr. Mark Pfitzner as medical director, Internal Medicine and Sports Medicine physician consultation, and five family nurse practitioners (FNP). Four of the five FNPs are college faculty members and practice at the University of Utah Student Health Center with direct salary support provided by the Vice President for Student Affairs. The advanced practice nursing faculty at the student health center provide high-quality care for students and their family members. Additionally, the Student Health

Center provides Advanced Practice Registered Nurse (APRN) student training for primary care, women's health and midwifery students.

- The center provides many services, including acute and chronic care, sexually transmitted disease screening, immunizations for foreign travel, tuberculosis testing, and screening for depression, with referrals for low-cost counseling as needed. Some of the team's accomplishments include:
  - Piloting a health coach program for weight loss counseling (start date 11/1/2017; end date 4/1/2018)
  - Integrating a reminder in the EMR to facilitate HPV vaccination completion rates (start date 8/1/2017; end date 12/1/2018)
  - Improving adherence to CDC gonorrhea and chlamydia screening recommendations through staff education (start date 3/1/18; end date 1/2/2019)

### **Psychiatric Mental Health / Behavioral Health**

The college has worked to increase practice sites for Psychiatric Mental Health Nurse Practitioner (PMHNP) faculty in an effort to increase clinical sites for the ever-growing PMHNP student class size.

- The college's psychiatric faculty practice has partnered with the Polizzi Clinic to provide no-cost behavioral health services for uninsured patients in the Salt Lake Valley three days per week. The Polizzi Clinic provides critical services to low-income individuals, improving their mental health so they are able to work, support their families and contribute to their communities. College faculty and Polizzi clinic founder, Dr. Noel Gardner, are committed to providing high quality clinical education to prepare future clinicians.
- Dr. Ann Hutton 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 students. Dr. Katherine Supiano maintains a counseling practice for those patients experiencing grief and loss. Together, these providers completed 750 visits in fiscal year 2018. This practice generated \$104,648 in total net payments for fiscal year 2018, a 19-percent increase from Fiscal Year 2017.
- The South Jordan Health Center PMHNPs practice has completed its third year of services with the college, providing 3,447 patient visits in Fiscal Year 2018. The clinic provides an excellent educational opportunity for PMHNP students with the modalities of therapy, medication management and mental health integration. The South Jordan Health Center hired Wanda Dunn, BSN, RN, in support of the PMHNP practice. Wanda comes with many years of experience, and has been instrumental in helping to serve our patients and deliver high quality care. This practice generated \$327,535 in total net payments for Fiscal Year 2017, a 32-percent increase from Fiscal Year 2017. Psychiatric faculty practice continues to participate in discussions with potential future partners and anticipates practice expansion into tele-health.

### **Primary Care/Clinical Contracts**

For Fiscal Year 2018, the college faculty practice has contracted positions at 11 sites — three external to the university — which provide faculty practice opportunities and education

experiences for students. Contracts are written to cover base and market faculty salary and benefits, as well as administrative and overhead costs. Faculty practice clinical contracts are shown in Table 33.

**Table 33: FY18 Clinical Contracts**

Clinical Contracts Agencies	FTE
West Ridge Academy – Psychiatric Mental Health Nurse Practitioner (PMHNP)	0.4
Department of Pediatrics – Division of Pediatric Pulmonary and Sleep Medicine	0.4
Department of Pediatrics – General Pediatrics – FNP, DNP	0.6
Primary Children’s Medical Center – Service Agreement – CNS, PhD	0.2
Wasatch Homeless Health Care, Inc, (4 <sup>th</sup> Street Clinic) – Psychiatric/Mental Health Nurse Practitioner (PMHNP)	0.8
Department of Internal Medicine – Division of Endocrinology at the Utah Diabetes and Endocrinology Center – FNP, PhD and Diabetes Researchers	1.0
Department of Internal Medicine – Division of Gastroenterology – FNP, DNP	0.9
Department of Neurology – Cognitive Disorders Clinic – FNP, PhD	0.1
Department of Psychiatry University Neuropsychiatric Institute (UNI) – HOME, PMHNP, EdD	0.4
Department of Psychiatry Polizzi Clinic, PMHNP, DNP	0.6
University of Utah Campus HR – RedMed, Primary Care Nurse Practitioner (PCNP)	1.2

RedMed, the University Employee Health Clinic, is located on the ground floor of the Union Building. College nurse practitioners provide individualized patient care by assessing and treating work-related injuries and other non-emergency medical conditions at this walk-in clinic. In Fiscal Year 2018, the clinic provided 2,120 visits to university employees. This is a 41.2-percent increase from Fiscal Year 2017.

### **BirthCare HealthCare (BCHC)**

The college’s Certified Nurse-Midwifery (CNM) and Women’s Health Nurse Practitioner (WHNP) faculty provide obstetrical and women’s health services at seven 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 (DNP) program affiliated with the BCHC faculty practice is ranked number 9 in the nation by U.S. News & World Report. College faculty have collegial relationships enhancing shared respect and trust with the faculty members in the University of Utah School of Medicine, Department of Obstetrics and Gynecology.

BCHC faculty pride themselves on practicing the art and philosophy of midwifery while promoting evidence-based models of healthcare. Quality maternal healthcare is enhanced by midwifery-led continuity of care, minimal interventions, and integration within the health system. The following table showcases BCHC statistics against national obstetrical quality measures.

**Table 34: BCHC Quality Metrics**

Metric Rates	United States	Utah 2016	University Hospital	BCHC Midwives
Low-risk Cesarean Rate (NTSV)*	26%**	17%***		5%
Overall Cesarean Rate	32% **	22%**	27%	14%
Vaginal Birth after Cesarean Section (VBAC) % Attempted Successful	12%**	22.5***		82%
Epidural rate	73.5%**			48%

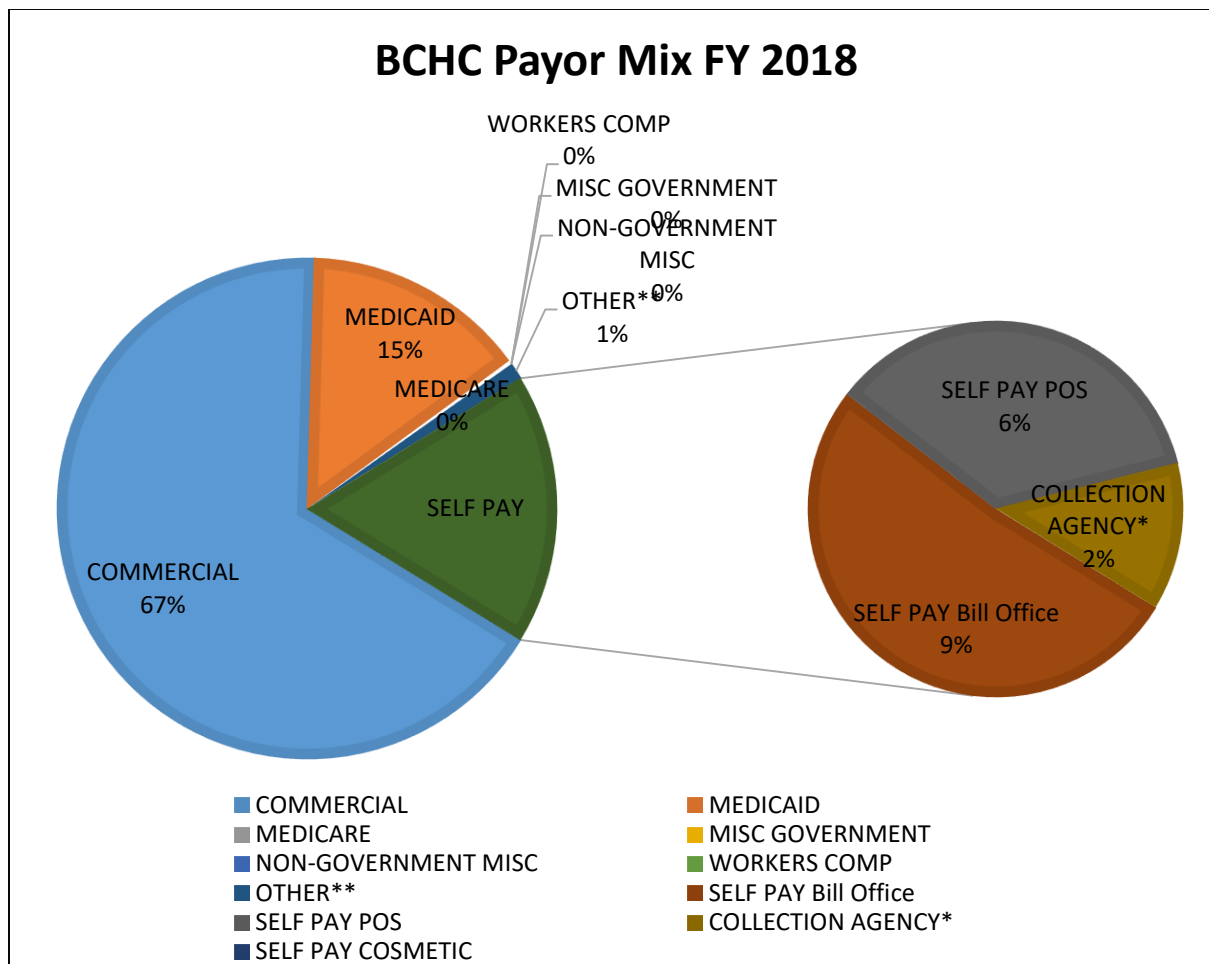
\* NTSV (Nulliparous, Term, Singleton, Vertex)

\*\*Source: <https://www.cdc.gov>

\*\*\* <https://www.cesareanrates.org>

**Highlights for BCHC include:**

- “With Women, For a Lifetime,” exemplary service commendation from the American College of Nurse Midwives (ACNM). Awarded to the BCHC nurse-midwives and nurse practitioners for providing care to the women of Utah for 36 years, since 1982.
- Patient Satisfaction for BCHC ranks in the 98th percentile as measured by Press Ganey.
- BCHC providers conducted 11,797 outpatient clinic visits and attended 547 births at University Hospital. This represents an increase of 17.3 percent in outpatient visits. The majority of this growth was in new gynecologic patients.
- BCHC provided over 6,220 hours of DNP/CNM student supervision in clinical settings, at no additional cost to the college.
- As part of its inter-professional mission, BCHC providers continue their active collaboration with faculty from other University of Utah Health and School of Medicine departments, including participation in the Maternal Fetal Medicine Division’s Extension for Community Health Outcomes (ECHO) program, OB team training, and participation on the Substance Use Disorder Safety Bundle Committee.



**Figure 35:** BCHC Charge Payer Mix, Fiscal Year 2018

## ADVANCEMENT

The College of Nursing Advancement Office is charged with creating awareness and understanding of the college and seeking support from various constituencies in order to secure resources and to advance the mission of the college. This charge is accomplished through fundraising, stewardship, communications and partnerships with alumni and friends.

## Development, Alumni Relations and Communications

### Activities of Advisory Council and Development Board

During Fiscal Year 2017-2018, the advancement team held the annual Joint Advisory Council and Development Board meeting. Members met at the college for a reception and presentation

by Dinny Trabert, Senior Director, who reviewed the accomplishments of the previous year. Dean Patricia Morton presented the college's goals for the fiscal year. And Dr. Lee Ellington talked about the new Caregiver Initiative.

### **Development**

With the Utah Nursing Consortium in its second year, the college again took the lead in advocating at the Utah Legislature for additional funding for the state's eight public nursing education institutions and Brigham Young University and Westminster University. Dr. Teresa Garrett garnered support from nursing deans and school administrators to begin meeting with officials at the Utah System of Higher Education (USHE) and State Board of Regents. Together, they persuaded the regents to prioritize a proposal for \$4.5 million in funding for workforce initiatives at the state's colleges and universities. Once the legislative session started, Dr. Garrett worked closely with State Sen. Ann Millner on legislation enacting Senate Bill 147, the Nursing Initiative. Ultimately, lawmakers set aside \$9.2 million for statewide workforce efforts; about half of that--\$4.2 million--was reserved for Nursing, Health and Wellness programs at the eight institutions. The University of Utah received \$2.6 million of that funding, and University President Ruth Watkins provided \$1 million to the College of Nursing. Using this funding, the college will enroll a new, eight-student baccalaureate cohort in the fall of 2018 and another eight-student cohort in the spring of 2019.

At the same time, the college's generous donors and foundations provided \$3.6 million in funding during the 2017-2018 fiscal year. Highlights include:

- Emma Eccles Jones Foundation -- \$ 749,997.50 (Pledge Payment, Emma Eccles Jones Endowed Faculty Fund)
- Hazel M. Robertson Trust -- \$700,000 (Jack and Hazel Endowed Scholarship)
- Claire Dumke Ryberg -- \$651,665 (Presidential Endowed Chair)
- Frederick Q. Lawson Foundation -- \$375,000 (Fellows and Endowed Chair)
- Dick and Timmy Burton -- \$180,000 (Research funding, faculty and staff development, faculty support, Caring Connections, scholarships)
- Ruth E. and John E. Bamberger Foundation -- \$100,000 (Pledge Payment, Bamberger Faculty Fund)
- Dr. Ezekiel R. and Edna Wattis Dumke Foundation -- \$100,000 (Utah Nursing Consortium)
- Ray and Tye Noorda Foundation -- \$100,000 (Noorda Scholarship in Geriatric Nursing)
- C. Scott and Dorothy E. Watkins Foundation -- \$65,000 (Watkins Scholarship)
- Thomas and Candace Dee Family Foundation -- \$50,000 (Thomas and Candace Dee Faculty Fund)
- McGillis Charitable Foundation -- \$50,000 (Desert Dames)
- Smith Family Foundation -- \$50,000 (Maryam Smith Endowed Scholarship)
- Auxiliary Nursing Trust -- \$47,500 (Undergraduate Scholarships)
- John C. Griswold Foundation -- \$25,000 (Henry Barraclough Endowed Scholarship)
- Joseph and Margaret Viland -- \$20,575 (Faces of Nursing, Desert Dames)
- The Mark and Kathie Miller Foundation -- \$17,000 (Graduate Scholarships)
- R. Harold Burton Foundation -- \$15,000 (Burton DNP Fellowship)
- Marriner S. Eccles Foundation -- \$15,000 (Marriner Eccles Faculty Fellowship)
- John H. and Mary W. Short Family Foundation -- \$15,000 (Honors for Nursing)
- Sorenson Legacy Foundation -- \$15,000 (Hardship Scholarships)
- Larkin Mortuary -- \$12,322.66 (Caring Connections)



- Gordon and Marcia Olch Trust -- \$10,000 (Gordon and Marcia Olch Endowed Scholarship)
- Nick and Nancy Ward -- \$10,000 (Honors for Nursing Scholarship)

## **Meetings and Events**

In a busy year, the advancement team:

- Held two Women Interested in Nursing (WIN) events – one in the fall, “Resilient Caregiving,” presented by Dr. Linda Edelman, Director of the Hartford Center of Geriatric Nursing Excellence; and Dr. Kathie Supiano, Director of Caring Connections: A Hope and Comfort in Grief Program. In the spring, the “Insights Seminar” held with members of the Half Century Society, shared tips on healthy living from Chef Peter and Kary Woodruff nutrition and integrative physiology professor.
- Hosted the Desert Dames luncheon on October 3, 2017 at the Salt Lake Country Club, where Dr. Sara Hart and Instructor Jenneth Doria thanked the women for their faculty funding donations. At a second event March 6 at the Thunderbird Country Club in Rancho Mirage, California, Dr. Jackie Eaton talked about her “Portrait of a Caregiver” ethnography. Together at both events, the Desert Dames raised \$26,000 and Dames Founder Joanne McGillis donated \$50,000 to support faculty salaries.
- Helped Alumni Board Co-Presidents Teresa Garrett and Dianne Stewart serve out the final years of their two-year term. New President-elect Chris Johnson will take over leadership in the fall.
- Helped Development Board Co-Presidents Karen Edson and Nancy Ward finish out their terms as well. New Chair-elect Bonnie Newman will begin her two-year term in the fall of 2018.
- Facilitated three Caring Connections’ Events – a 20<sup>th</sup> Anniversary Celebration, Grief and the Holidays and Seeds of Remembrance.

## **Alumni Relations**

### **Alumni Board of Directors**

The mission of the Alumni Board of Directors is to foster lifelong relationships among alumni, students and faculty with opportunities to learn, network, be recognized and give back to the College of Nursing and nursing profession.

Alumni Board members and Advancement Office Staff achieved several new initiatives and built upon existing events, including:

- Launching the college’s first Alumni Weekend, Nov. 2-4, 2017. Events included unveiling the Faces of Nursing mural; facilitating tours of the building; inducting and hosting a dinner for 30 alums from the Classes of 1947 to 1967; and hosting a reunion for the “7s” classes.
- Presenting Kathleen Kaufman, MS, RN, Class of 1987, with the 2017 Distinguished Alumni Award.
- Presenting Amy Hartman, RN, Class of 2004, with the new Young Alumni Award.
- Held graduation celebrations for each graduating class and cohort.
- Revamped the college’s mentorship program, facilitating 22 matches between working nurses and students.
- Started a program to raise funds for student stethoscopes—LISTEN (Love Infused Stethoscopes To Educate Nurses).

- Produced a quarterly e-newsletter for alums.
- Honored over 200 nurses and raised over \$38,000 for student scholarships at the 24<sup>th</sup> Annual Honors for Nursing May 11, 2018.

## **Communications**

### **Publications**

The College of Nursing releases three major publications each year:

- Annual Magazine—This 40-page publication featured stories about significant college initiatives, researchers, students, alumni and donors. It was mailed to more than 7,000 alumni, 100 deans and 20 peers at colleges throughout the University of Utah.
- Research Report—This 20-page publication focuses exclusively on the work of the college's researchers and PhD students. It is handed out at conferences around the country, but also serves as recruitment material for prospective PhD students.
- Annual Report—This 115-page report is produced each year to document annual benchmarks, including enrollment and faculty/course evaluation, the college's research grant portfolio, and faculty practice revenue. Two dozen copies are printed and distributed to university leadership and is available online at <http://nursing.utah.edu>.

### **Digital Communications**

The College of Nursing maintains a web page as well as multiple social media sites:

- College of Nursing Website (<http://nursing.utah.edu>)-- The website features regular photo and text updates throughout the site and writing and posting of news blogs. Upcoming student, alumni and Sigma Gamma Rho events are featured on this platform, which serves as a registration site as well.
- Social Media – The college's Facebook page is a less formal platform for posting news and photos for approximately 1,500 followers. The Twitter account, @uofunursing, serves as a news "feed" about researchers' work, upcoming events and policy discussions. Instagram, a photo platform, is growing and currently reaches about 125 followers.
- Electronic Newsletters – The college's nearly 9,000 alumni receive a quarterly digital newsletter. Research-focused newsletters are sent to peers within the university and at nursing institutions across the country at regular intervals.

## ACUTE AND CHRONIC CARE DIVISION

**Division Chair:** Dr. Marla De Jong

As of July 1, 2017, the Acute and Chronic Care (ACC) Division had 43 faculty.

**Full Time: 38** – Tenure Line: 7; Tenure Track: 3; Career Line: 28 (Clinical Track: 26; Research Track: 2)

**Part Time: 5** –Career Line: 5 (Clinical Track: 5)

**Teaching Adjuncts: 32**

### **Division faculty retirements and resignations:**

- Susan Beck, PhD, APRN, FAAN – Retirement
- Alexa Doig, PhD, RN – Resignation
- Lynn Hollister, MS, RN, BC – Retirement
- Beverly Patchell, PhD, APRN, PMH-BC – Resignation
- Ginette Pepper, PhD, RN, FAAN – Retirement
- Marsha Tadge, MS, RN – Retirement
- Paul Olavson, MS, RN – Retirement
- Samuel Vincent, DNP, MSN, PMHNP – Resignation

**Division faculty changes in rank or status:**

- |                                        |                                                                                                                                                |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| • Margaret Clayton, PhD, APRN          | Elected as President of the University of Utah Academic Senate                                                                                 |
| • Kristin Cloyes, PhD, RN              | Appointed as Assistant Dean of the PhD Program                                                                                                 |
| • Jenneth Doria, DNP, RN               | Appointed as Director of the Veterans Administration Nursing Academic Partnership for the College of Nursing                                   |
| • Lee Ellington, PhD                   | Promotion to Professor                                                                                                                         |
| • Deanna Kepka, PhD, MPH               | Appointed as Director of Global and International Health                                                                                       |
| • Melody Krahulec, DNP, RN             | Appointed as Director of the Pre-Licensure Bachelor of Science in Nursing Track.                                                               |
| • Lauri Linder, PhD, APRN, CPON        | Promotion to Associate Professor with award of tenure; appointed as Vice Chair of Division of Acute & Chronic Care                             |
| • Connie Madden, PhD, RN, BC           | Promotion to Associate Professor (Clinical)                                                                                                    |
| • Tamara Melville, DNP, PMHNP-BC       | Appointed Assistant Professor (Clinical).<br>Appointed as Interim Director of the Psychiatric Mental Health Nurse Practitioner Specialty Track |
| • Susan Scott, APRN, FNOP-BC, PMHNP-BC | Appointed Clinical Director of Psychiatric Faculty Practice                                                                                    |
| • Rebecca Wilson, PhD, RN, CHSE        | Promotion to Associate Professor (Clinical)                                                                                                    |
| • Bob Wong, PhD                        | Appointed as Interim Director of Applied Statistics                                                                                            |

**Division faculty new hires:**

- Marla De Jong, PhD, RN, CCNS, FAAN; Professor with tenure

**Teaching**

Division faculty members continue to teach across academic programs and in clinical, simulation, laboratory and didactic settings. Examples of how DACC faculty are contributing to the teaching mission include:

In 2017, the University of Utah's Teaching and Learning Technologies and UOnline center awarded the College of Nursing support for instructional design and redevelopment for all 12 of the Master of Science core courses and 5 of the care management courses. Dr. Brenda Luther is leading this project which is expected to be completed in May 2019.

Dr. Kim Friddle has implemented revisions in the Neonatal Nurse Practitioner (NNP) specialty track. NURS 7060: Introduction to Neonatal Practicum was created to develop students' beginning clinical competence. Students work with NNP faculty in the classroom setting and learn to utilize clinically relevant data to develop a plan of care for variety of neonatal patients in a simulated environment. NURS 7269: Advanced Health Promotion and Development was created to expand the NNP students' focus to the pediatric population from birth to two years.

This course emphasizes health promotion and disease prevention of pediatric patients within the context of the family. The NNP clinical practicum was also increased to 3 semesters to help expand clinical placement opportunities.

Dr. Denise Ward led Adult/Gerontology Acute Care Nurse Practitioner (AGACNP) faculty in completing final curriculum changes. They also have secured additional clinical placements in for students in Nephrology and Cardiovascular Intensive Care Units. They are continuing to evaluate courses and make minor revisions as needed.

DACC faculty provide leadership and support for the University of Utah Health Sciences Interprofessional Education (IPE) program. Dr. Connie Madden and Dr. Rebecca Wilson are members of the Health Sciences IPE Advisory Committee and IPE Curriculum Subcommittee. Dr. Wilson is the chair of the IPE Curriculum Subcommittee. Dr. Sara Hart is a member of the IPE Research/Scholarship Subcommittee. During AY2017, three DACC faculty have completed initial training to become IPE facilitators. Six additional DACC faculty have completed training and continue to serve as IPE facilitators.

Several DACC faculty have also participated in simulation training to support students' learning experiences. Charleen Angell and Zoe Robbins who support the Veterans Administration Nursing Academic Partnership (VANAP) attended Intermountain Healthcare's Simulation Facilitator Course. Maddie Lassche and Dr. Ann Butt also participated in ongoing training related to simulation-based education.

Table 35 summarizes the awards and recognitions of faculty in the division.

**Table 35:** Faculty Awards and Recognitions in Academic Year July 1, 2017 through June 30, 2018

Name & Credentials	Name of Award/Recognition	Organization
EILOis Bailey, DNP, APRN, PMHNP-BC	Earned certification as a Certified Functional Medicine Practitioner	The Institute for Functional Medicine
Ann Butt, EdD, RN, CNE, CHSE	Recognized for outstanding faculty member who contributed to students' career development and exploration	University of Utah Career and Professional Development Center
Kristin Cloyes, PhD, RN	Distinguished Teaching Award	University of Utah
Kristin Cloyes, PhD, RN	Appointed as Assistant Dean of the PhD Program	University of Utah College of Nursing
Grace Gardner, MSN, RN	Nominee Spirit of George E. Wahlen	George E. Wahlen VA Medical Center
Lynn Hollister, MS RN	Distinguished Teaching Award	University of Utah

Lynn Hollister, MS RN	Received Emeritus status	University of Utah
Deanna Kepka, PhD, MPH	Geographic Management Program for Cancer Health Disparities Region 6, Research Scholar Rising Star Award	Geographic Management of Cancer Health Disparities Program (GMAP) Region 6
Deanna Kepka, PhD, MPH, MA	Geographic Management Program for Cancer Health Disparities Travel Award Recipient	Geographic Management of Cancer Health Disparities Program (GMAP) Region 6
Deanna Kepka, PhD, MPH, MA	Research Nominee, Leadership in Inclusive Excellence Award	The Office of Health Equity and Inclusion, University of Utah
Lauri Linder, PhD, APRN	Novice Researcher Award	Association of Pediatric Hematology/Oncology Nurses
Lauri Linder, PhD, APRN	5 <sup>th</sup> Annual Anna Marie Jensen Cramer Lecturer	University of Nebraska Medical Center College of Nursing
Ana Sanchez-Birkhead, PhD, RN	Ildaura Murillo-Rohde Award for Education Excellence	National Association of Hispanic Nurses
Ana Sanchez-Birkhead, PhD, RN	Re-nominated to serve on American College of Obstetricians and Gynecologists Committee called Women's Preventive Services Initiative Multidisciplinary Steering Committee	National Association of Hispanic Nurses
Carolyn Scheese, MS, RN, CHSE	Selected to serve 2018 Graduate Nursing Student Academy (GNSA) Advocacy Leaders	Graduate Nursing Student Academy (GNSA)
Katherine Supiano, PhD, LCSW	Daniels Fund Leadership in Ethics Education Award	University of Utah David Eccles School of Business
Katherine Supiano, PhD, LCSW	2018 Award for Excellence in Psychosocial Research	Social Work Hospice & Palliative Care Network (SWHPN)

### Research and Scholarship

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

According to division travel fund disbursement, 16 requests were filled for faculty travel to professional meetings to present their scholarly work with a total funding of \$15,580.03.

Table 36 details the scholarship of division faculty. Publications include items published, in press and accepted for publication; in books; and book chapters. Those in preparation, submitted and in review are not included. Total numbers of publications and presentations reflect counts by author, allowing for duplicate entries for publications or presentations with more than one division member with listed authorship. Data for 2017 will be available after January 1, 2018.

**Table 36:** Faculty Scholarship Activities in Academic Years 2015-2017

<b>ACC Division Faculty Scholarship Activities</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Faculty authors/co-authors on journal publications	76	87	45
Faculty authors/co-authors on presentations & posters	120	86	36
Faculty authors/co-authors on books or book chapters	5	2	1

*\*Note:* data were aggregated from year-end, faculty-entered Faculty Activity Reports (FAR). These data were pulled on June 6, 2018 and do not take into account any activities that occur through the end of the fiscal year.

### **Faculty Mentorship and Development**

In October 2017, Dr. Andrea Wallace assumed the position of Vice-Chair for Health Systems and Community-Based Care, and Dr. Lauri Linder assumed the position of Vice-Chair for Acute and Chronic Care. A primary focus of this new role is to improve faculty support, particularly for career-line and adjunct faculty. In response, the Vice-Chairs have undertaken a number of activities, including 1) soliciting ongoing input from career-line and adjunct faculty regarding their professional development needs; 2) working with Dr. Sue Chase-Cantarini and Dr. Sara Simonsen's effort to support scholarship; 3) updating adjunct orientation and onboarding materials and making them available on Pulse; 4) facilitating onboarding of paid adjuncts; and 5) organizing means of fostering sense of community for, and appreciation of, adjunct faculty.

The university offered leadership programs for faculty in senior leadership as well as those new to a leadership position or preparing for leadership in the college or university. A number of DACC faculty participated in Leadership I, II, III or Senior Leadership courses this year. Dr. Marla DeJong attended the University of Utah Health Senior Leadership Seminar sponsored by Human Resources and the Office of Faculty Development.

### **The Health Systems Community-Based Care Division and Acute and Chronic Care**

Division hosted the College of Nursing Lunch and Lecture series for 2017-2018 that showcased faculty research in seminars held before monthly College Council meetings. DACC faculty who presented at these seminars were Dr. Kathie Supiano, "Evidence-Based Practices in Clinical Evaluation of Grief Status and Research in Promising Interventions for Complicated Grief," and Dr. Lauri Linder, "Children Should Be Seen and Heard: Children's Perspectives of their Illness-Related Experiences."

The Health Systems Community-Based Care and Acute and Chronic Care Division Chairs also provided monthly orientation brown-bag lunches for new faculty.

The Health Systems Community-Based Care and Acute and Chronic Care Divisions supported faculty to attend the Center for Teaching and Learning Excellence Summer Bootcamp and faculty were referred to the Center for Teaching and Learning Excellence Program for seminars, an evaluation of their course(s) or individual consultation.

Faculty from both divisions provided leadership and participated in activities through the Academy of Health Science Educators (AHSE). AHSE's goals include enhancing quality academic programs, providing superior faculty development, and honoring and promoting exceptional teachers. The AHSE offered a monthly academic workshop series and an annual, full-day education symposium for faculty.

## HEALTH SYSTEMS AND COMMUNITY-BASED CARE DIVISION

**Division Chair:** Dr. Linda S. Edelman

As of July 1, 2017, the Health Systems and Community-based Care (HSCBC) Division had 54 faculty, excluding adjunct faculty

**Full Time: 51** – Tenure Line: 8; Tenure Track: 6; Career Line: 37 (Clinical Track: 36; Research Track: 1)

**Part Time: 3** – Tenure Line: 1; Career Line: 8 (Clinical Track: 8; Research Track: 0)

### **Division faculty retirements and resignations:**

- Gerrie Barnett, PhD, RN-C –Retired
- Andrew Black, PhD, MBA, MSHI –Resignation
- Leah Mitchell, MSN, RN, BSN –Resignation
- Heather Sobko, PhD, RN, APRN, CCRP – Resignation
- Scott Wright, PhD – Retired

### **Division faculty changes in rank or status:**



- Corbett Brown, PhD, FNP-C, RN – Appointment to Primary Care Director of Faculty Practice
- Jennifer Clifton, DNP, FNP, CNE – Promotion to Associate Professor (Career)
- Mollie Cummins, PhD, RN – Promotion to Professor (Tenure)
- Jacqueline Eaton, PhD – Appointment to Assistant Professor (Tenure)
- Valerie Flattes, APRN, MS, ANP-BC – Elected to Chair of Executive Committee of College Council
- Susan Hall, DNP – Appointment to Doctor of Nursing Practice (DNP) Primary Care Track Director
- Andrea Wallace, PhD, RN – Appointment to Vice-Chair of HSCBC
- Barbara Wilson, PhD, RN – Tenure

#### **Division faculty new hires:**

- Erin Cole, CNM – Assistant Professor (Clinical)
- Linda Hofmann PhD, RN, NEA-BC, NE-BC – Assistant Professor (Clinical)
- YouJeong Kang, PhD, MPH, CCRN – Assistant Professor (Tenure)
- Lisa Taylor-Swanson, PhD, MAcOM – Assistant Professor (Tenure)

#### **Teaching**

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

- Utah Geriatric Education Consortium faculty—including HSCBC faculty members Dr. Kara Dassel, Dr. Linda Edelman and Ms. Valerie Flattes—used funding from the Health Resources and Services Administration (HRSA) Geriatric Workforce Enhancement Program (GWEP), developed a Gerontology Interdisciplinary Program (GIP) post-graduate certificate with a post-acute and long-term care emphasis for Doctor of Nursing Practice (DNP) students committed to working with older adults in those settings.
- Dr. Sue Chase-Cantarini used GWEP funding to develop an interdisciplinary, long-term care experience for health sciences and social work students hosted by a local long-term care center.
- Dr. Nanci McLeskey was instrumental in providing palliative care content for the new cohort of nursing students in Spring 2018 semester. By the end of the semester, all 64 students had completed the End of Life Nursing Education Consortium (ELNEC) course and received an ELNEC certificate. The course is comprised of six, one-hour online modules: Introduction to Palliative Nursing; Communication in Serious Illness; Pain Assessment and Management; Symptom Assessment and Management; Loss, Grief and Bereavement; and Care of the Imminently Dying Patient. These modules were threaded throughout the Foundations of Nursing course.
- Drs. Gillian Tufts and Barbara Wilson developed the Nursing Organizational Leadership post-master's, a new specialty DNP track which was initiated in 2017 with Dr. Tufts serving as director. This unique specialty track is geared to advanced practice registered nurses (APRNs), non-APRNs and master's prepared nurses who are in management, education, quality improvement, patient safety and system-level leadership positions.
- Gerontology Interdisciplinary Program (GIP) faculty applied for and received "Program of Merit" designation from the Association for Gerontology in Higher Education (AGHE).

- Dr. Debra Penney, Dr. Susanna Cohen, Ms. Catherine Hatch Schultz and Ms. Amy Cutting received the Global Learning Across the Disciplines (GLAD) grant award of \$10,000 for their project, “Bridging Gaps in Global Learning and Leadership,” to incorporate global health education into the curriculum. The grant provided two, one-day, multicultural orientation workshops—one for faculty and another for students, to improve skills and knowledge in approaching cultural opportunities with patients and students. An assessment of global learning from student, faculty and curriculum content was analyzed in hopes of strategically enhancing global learning values at the College of Nursing.

Table 37 summarizes the awards and recognitions for division faculty.

**Table 37:** Faculty Awards and Recognitions in Academic Years 2015 – 2017

Name & Credentials	Name of Award	Organization
Nancy Allen, PhD, ANP-BC	Inclusive Excellence Award	University of Utah Office of Equity and Inclusion
Julie Balk, DNP, APRN, FNP-BC, CNE	Utah State Leadership Award	Utah Nurse Practitioners (UNP)
Lauren Clark, PhD, RN, FAAN	Appointment to the Role of Ombudsman	University of Utah Health Sciences
Lauren Clark, PhD, RN, FAAN	Excellence in Teaching Award	University of Utah College of Nursing
Jennifer Clifton, DNP, FNP-BC, CNE, CCHP	Liaison to the National Commission on Correctional Health Care (NCCHC)	American Association of Nurse Practitioners (AANP)
Amy Cutting, MS, FNP	Outstanding Preceptor Award	University of Utah College of Nursing
Ann Deneris, PhD, CNM, FACNM	Excellence in Teaching Award	University of Utah College of Nursing
Jacqueline Eaton, PhD	2018-2019 Vice President's Clinical & Translational Scholar (VPCAT)	University of Utah Health Sciences
Jacqueline Eaton, PhD	Celebrate U Recognition for “Portrait of a Caregiver”	University of Utah Office of the Vice President of Research
Katarina Felsted, PhD	C-FAHR Fellow	Center for Families and Health Research (C-FAHR)

Valerie Flattes, MS, APRN, ANP-BC	2018 Regional Geriatric Nursing Education Award	Western Institute of Nursing (WIN)
Valerie Flattes, MS, APRN, ANP-BC	Rising Star Award	Sigma Theta Tau International (STTI)
Teresa Garrett, DNP, RN, APHN-BC	Outstanding Nurse Leader in Utah	Utah Organization of Nurse Leaders (UONL)
Teresa Garrett, DNP, RN, APHN-BC	Excellence in Service	University of Utah College of Nursing
Jia-Wen Guo, PhD, RN	Excellence in Scholarship and Research	University of Utah College of Nursing
Sara Hart, PhD, RN	Leadership in Ethics Education Award	Daniels Fund, David Eccles School of Business
Sara Hart, PhD, RN	Honorable Mention, 2018 Public Health Excellence in Interprofessional Education Collaboration Award	U.S. Public Health Service
Emily Hart Hayes, DNP, CNM, WHNP-BC	Thacher Fellowship Award	American College of Nurse Midwives (ACNM)
Emily Hart Hayes, DNP, CNM, WHNP-BC	Appointment as Chair of the Division of Advocacy and Affiliate Support	American College of Nurse Midwives (ACNM)
YouJeong Kang, PhD, MPH, CCRN	2018-2019 Vice President's Clinical & Translational Scholar (VPCAT)	University of Utah Health Sciences
Gwen Latendresse, PhD, CNM, FACNM	Appointment as Chair of the Research and Dissemination Committee	American College of Nurse Midwives (ACNM)
Michelle Litchman, PhD, FNP-BC, FAANP	First Place Winner, #WeAreNotWaiting: "I Want Life" - The Medical Device Hacking Patient Movement	Stanford Medicine X   Symplur Signals Everyone Included Research Challenge.
Michelle Litchman, PhD, FNP-BC, FAANP	Scholar	Health Data Exploration Summer Institute, University of California—San Diego

Michelle Litchman, PhD, FNP-BC, FAANP	Nightingale Award	Sigma Theta Tau International (STTI), Nu Nu Chapter
Nanci McLeskey, DNP, MCG, MDIV, RN-BC, CHPN, FNGNA	Hospice Hero Award	Utah Hospice and Palliative Care Organization (UHPCO)
Katherine Sward, PhD, RN	Inducted as Fellow	American Academy of Nursing (AAN)
Andrea Wallace, PhD, RN	Excellence in University Clinical Research Partnership Award with team members Jia Wen Guo PhD, RN, and Brenda Luther, PhD, RN	University of Utah College of Nursing
Barbara Wilson, PhD, RNC-BC	Nomination for Best Feature Article, Evaluating the Implementation of an Interdisciplinary Evidence-Based Practice Educational Program in a Large Academic Medical Center	The American Society of Healthcare Publication Editors

### 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 formal mentoring of career line faculty.

According to division travel fund disbursement, 27 requests were filled for faculty to travel to professional meetings to present their scholarly work, at a cost of \$25,430. Table 38 summarizes the scholarship activities of the division faculty.

**Table 38:** Faculty Scholarship Activities in Academic Years 2015 – 2017

HSCBC Division Faculty Activities and Productivity*	2015	2016	2017
Faculty authors/co-authors on journal publications	74	65	45
Faculty authors/co-authors on presentations & posters	131	93	94
Faculty authors/co-authors on books or book chapters	5	9	8

\*Note: Data aggregated from year-end, faculty-entered FAR reports. Publications are inclusive of published, in-press, and accepted journals, books, and book chapters, and exclusive of 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 2017 will be available after January 1, 2018.

### **Faculty Mentorship and Development**

Drs. Sue Chase Cantarini and Sara Simonsen conducted an assessment of career-line faculty scholarship needs and implemented a new program which matches career-line faculty with experienced tenure-line faculty. The purpose of this program is to foster peer support and collaboration as career-line faculty develop their scholarship. As of May 2018, 12 tenure-line faculty have volunteered and been trained as scholarship mentors. Recruitment of career-line faculty for this partnership will begin in Summer 2018.

In October 2017, Dr. Andrea Wallace assumed the position of Vice-Chair for Health Systems and Community-Based Care (HSCBC), and Dr. Lauri Linder assumed the position of Vice-Chair for Acute and Chronic Care (ACC). A primary focus of this new role is to improve faculty support, particularly for career-line and adjunct faculty. In response, the vice-chairs have undertaken a number of activities, including:

- 1) soliciting ongoing input from career-line and adjunct faculty regarding their professional development needs;
- 2) working with the scholarship support program;
- 3) updating adjunct orientation and onboarding materials and making them available on Pulse;
- 4) facilitating onboarding of paid adjuncts; and
- 5) organizing means of fostering sense of community for, and appreciation of, adjunct faculty.

The university offered leadership programs for faculty in senior leadership as well as those new to a leadership position or preparing for leadership in the college or university. A number of HSCBC faculty participated in Leadership I, II, III or Senior Leadership courses this year. Dr. Michelle Litchman continued as a Vice President's Clinical and Translational (VPCAT) Research Scholar, and was joined by Dr. YouJeong Kang and Dr. Jacqueline Eaton, who were awarded the VPCAT designation in 2017.

The Health Systems Community-Based Care Division (HSCBC) and Acute and Chronic Care Division (ACC) hosted the college's Lunch and Lecture series for 2017-2018, showcasing faculty research in three seminars held before monthly College Council meetings.

The division chairs also provided monthly orientation brown-bag lunches for new faculty.

The divisions supported faculty attending the Center for Teaching and Learning Excellence's (CTLE) Summer Bootcamp and faculty were referred to the center's Learning Excellence Program for seminars, an evaluation of their course(s) or individual consultation.

Faculty from both divisions provided leadership and participated in activities through the Academy of Health Science Educators (AHSE). AHSE's goals include enhancing quality academic programs, providing superior faculty development, and honoring and promoting exceptional teachers. The AHSE offered a monthly academic workshop series and an annual, full-day education symposium for faculty.

HSCBC faculty Drs. Susan Chase-Cantarini, Jacqueline Eaton and Jia-Wen Guo received a 2017-2018 AHSE grant for their project titled, "Advancing Interprofessional Telemedicine

Education: A Mixed Methods Analysis of Student Knowledge, Beliefs, and Attitudes—  
Development of Assessment Tools to Determine Critical Care Competency in Medical  
Students.”

**COLLEGE OF NURSING BOARDS**

**Advisory Council**

Annette Cumming  
Beth Cole  
Tim Dee  
Nancy Giles  
Robyn Carter Keller  
Carl Laurella  
Frederick Lawson  
Norma Matheson  
Joanne McGillis  
Claire Ryberg, Chair  
Joyce Rice

*\*Student Representative*

**Development Board**

Alicia Bremer  
Katherine Broadbent  
Jane Coats  
Teresa Cutis  
Linda Edeman

Karen Edon, Co-Chair  
Harriett Gesteland  
Melissa Hansen  
Ron Larkin  
Brian Lloyd  
Kathie Miller  
Bonnie Newman, Chair-  
Elect  
Robyn Rollins-Root  
Mary Wilkes Short  
Nancy Ward, Co-Chair  
David Wolach

Brenda Luther  
Gail McGuill  
Nanci McLeskey  
Jody Osteyee  
Robin Phillips  
Dianne Stewart, Co-  
President  
Denise Ward

**Alumni Board**

Melissa Alm  
Matthew Anderson  
Therese Aschkenase  
\*Nichole Faught Ranuio  
Teresa Garrett, Co-  
President  
Chris Johnson, President-  
Elect  
Yuri Kubotera  
Vanessa Laurella  
Deena Lofgren

## STAFF NEW HIRES

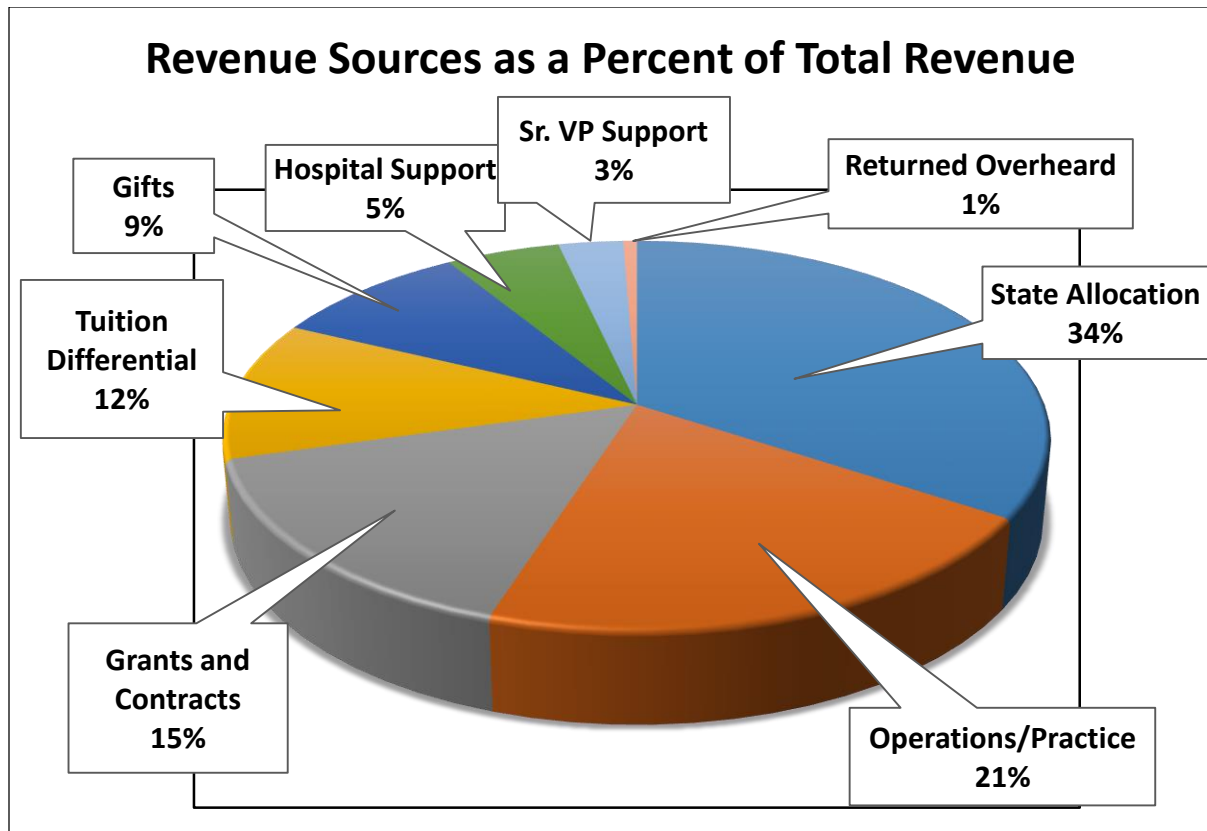
<b>Jane Wolfarth</b>	Instructional Designer	Academic Programs
<b>Austin Ulugalu</b>	Simulation Operations Specialist	Simulation Center
<b>Thomas Rowley</b>	Family Nurse Practitioner	Faculty Practice
<b>Lynn Dixon</b>	Assistant Dean Finance/Admin	Finance
<b>Emily Holdaway</b>	Clinical Care Specialist	Faculty Practice
<b>Nicholas Baggett</b>	Psych/Mental Health Nurse	
<b>Megan Whittaker</b>	Practitioner	Faculty Practice
<b>Jacqueline Telonidis</b>	Executive Assistant	Finance
<b>Emily Miller</b>	Data Analyst - Edelman Lab	Research
<b>Rachael Hemmert</b>	Certified Nurse Midwife	Faculty Practice
<b>Chase Roberts</b>	Research Analyst - Simonsen Lab	Research
<b>Cole Wandler</b>	Out-Patient Clinic Manager	Faculty Practice
<b>Moniqa Arnes</b>	Audio-Visual Specialist	IT
<b>Sarah Brown</b>	Simulation Technology Specialist	Simulation Center
<b>Nancy Nelson</b>	Academic Division Coordinator	Academic Programs
<b>Christine Baczek</b>	Program Manager - GWEP	Research
	Post-Award Administrator	Research



## BUDGET

### Revenue

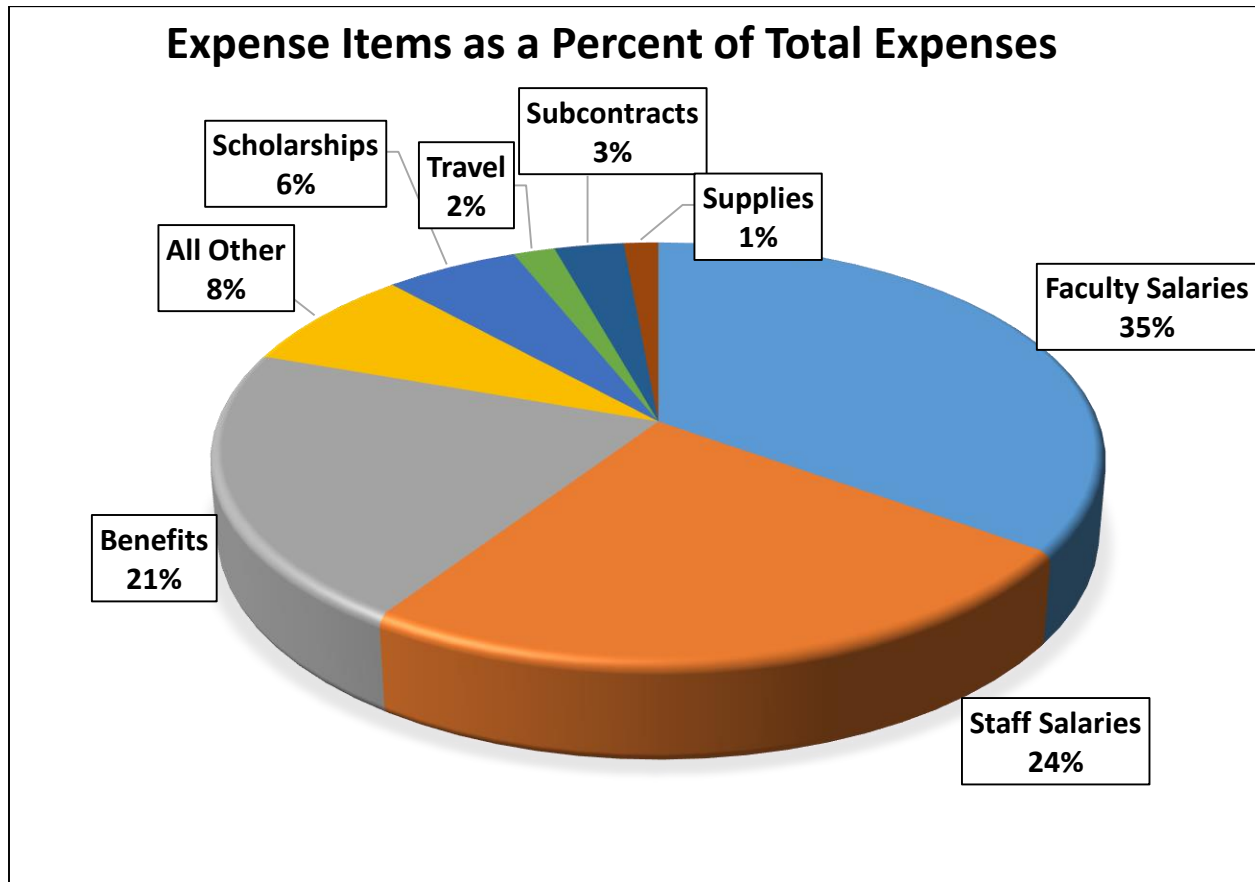
Figure 36 shows major revenue sources as a percentage of total College of Nursing revenue. Overall, the college grew revenue by 7 percent from fiscal year 2017. Revenue increased in faculty practice, gifts and tuition differential received.



**Figure 36:** College of Nursing Revenue Sources, Fiscal Year 2018

## Expenditures

Figure 37 shows major expense categories as a percentage of all college expenses. Overall, expenses remained flat from Fiscal Year 2017 to Fiscal Year 2018. Salaries and benefits increased slightly while other expenses decreased to make up for it.



**Figure 37:** College of Nursing Expenditure Items, Fiscal Year 2018

## COLLEGE OF NURSING DONORS

### **\$100,000 +**

The Emma Eccles Jones Foundation  
The Hazel M. Robertson Trust  
Claire Dumke-Ryberg  
The Frederick Q. Lawson Foundation  
The Ruth E. and John E. Bamberger Memorial Foundation  
The Dr. Ezekiel R. and Edna Wattis Dumke Foundation  
The Ray and Tye Noorda Foundation

### **\$25,000 - \$99,999**

The C. Scott and Dorothy E. Watkins Foundation  
The Thomas and Candace Dee Family Foundation  
The McGillis Charitable Foundation  
The Smith Family Foundation  
Auxiliary Nursing Care Trust  
The John H. and Mary W. Short Family Charitable Foundation  
The John C. Griswold Foundation

### **\$5,000 - \$24,999**

The Mark and Kathie Miller Foundation  
R. Harold Burton Foundation  
The Marriner S. Eccles Foundation  
The Sorenson Legacy Foundation  
The Tanner Second Charitable Support Trust  
Larkin Mortuary  
Margaret and Joe Viland  
The Gordon and Marcia Olch Trust  
Allan M. Lipman  
Patricia and John Morton  
The Robert S. Carter Foundation  
The Jax Foundation  
Carl and Vanessa Laurella  
The Clark L. Tanner Foundation  
Thomas D. Dee  
Elizabeth Wilder  
FJC  
The Janet Q. Lawson Foundation  
Judith W. Wolfe

### **\$500 - \$4,999**

The Castle Foundation  
Gary W. Rodgers  
Constance R. Baring-Gould  
Kathleen Marie Kaufman  
Bonnie Barry  
C. and G. Venizelos  
The Henry W. and Leslie M. Eskuche Foundation

The Herbert and Elsa Michael Foundation  
Matthews International  
Linda Kay Amos  
The Howard and Betty Clark Foundation  
The Barbara R. Burnett Charitable Trust  
May Farr  
Vicki B. Merchant  
Marc F. Probst  
Vanguard Charitable Endowment Program  
Maysie E. Watts  
The Helen Zsohar Trust  
Wilma F. Dolowitz  
Elise K. Hutchings  
William K. Reagan  
Katherine P. Supiano  
Carolyn H. Scheese  
Robert Kanner  
Barbara H. Aamodt  
Katherine D. Broadbent  
Cathleen P. Davis  
Karen B. Edson  
Lora Erickson  
Ronald M. Larkin  
James L. Macfarlane  
The Joan Mason Trust  
Wallie and Harriet Rasmussen  
The Ross Ramily Trust  
Janice Ruggles  
Justin R. White  
Rosanne Gordon  
Alex Wubbels  
Diane Kiuvara  
Merrill Wall  
Lauren Clark  
Kenneth Crossley  
Melissa Hansen  
Kathy McCance  
Metlife Foundation  
City Journals  
Milcreek Home Health and Hospice  
William Aldrich  
Jeff Baron  
Ann Butt  
Pamela Cipriano  
Janice Corbin  
Anna Dresel  
Joan Firmage  
Frances Muir Revocable Family Trust  
Katharine Garff  
Christina Lee  
Bonnie Newman

Jody Ostegee  
The John and Sandra Powell Family Trust  
Christine Redgrave  
Suzanne Scott  
Anthony G. Skedros Charitable Foundation  
Saundra Snyder  
Lauree Ann White  
Diane Whittaker  
Harriett Gesteland