



University of Utah College of Nursing

2018-2019 | Annual Report



COLLEGE OF
NURSING
UNIVERSITY OF UTAH

INTRODUCTION & OVERVIEW

Dear Friends and Colleagues,

What an honor it has been to serve as Interim Dean of the College of Nursing this past year. As we prepare for our 75th Anniversary in 2023, we remain a center of excellence committed to the advancement of nursing scholarship and science; the education of future leaders, practitioners and researchers; and the delivery of exceptional healthcare through our faculty practice.

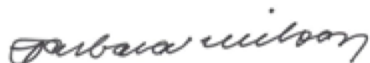
In addition to educating the nurses of tomorrow through face-to-face and state-of-the-art distance-delivered technology, we are also carrying out critically important research that is changing the future of health and healthcare. This includes such projects as:

- PRISMS, the Pediatric Research using Integrated Sensor Monitoring Systems that addresses challenges associated with using sensor systems for research on pediatric asthma (Contact PI K. Sward)
- Cancer Caregivers Interactions with the Hospice Team: Implications for End-of-Life and Bereavement Outcomes which addresses gaps in the dynamic change in patient and family needs during end-of-life care (PI L. Ellington)
- Utah Geriatric Education Center: Integrating Primary and Geriatric Long-Term Care through the Geriatrics Workforce Enhancement Program, a project to enhance healthcare provider workforce capacity and patient and family engagement to improve primary care and geriatric outcomes in long term services (PI L. Edelman)
- T32 INTERDISCIPLINARY training in Cancer, Caregiving, and End-of-Life Care, which shapes the next generation of scientists to provide evidence on how to best help patients and families sustain health and well-being, foster patient and family engagement, manage symptoms, and die free of pain and family burden through the support of pre-and-post doctoral trainees (Co-PIs K. Mooney & L. Ellington)
- Personalizing Cancer Pain Care Using Electronic Health Record Data, which facilitates personalized cancer pain care by better understanding complex pain trajectories using massive preprocessed electronic health records data (PI J. Guo)

Clinical services offered through our robust faculty practice continue to thrive and include BirthCare HealthCare, Caring Connections: A Hope and Comfort in Grief Program, Behavioral Health Services, participation at the South Main Clinic, and primary care health services delivered in a variety of locations along the Wasatch Front including RedMed Employee Clinic, Summit County Health Department, Urban Indian Center, University of Utah Student Health Services, and Juvenile Justice Services. Faculty practice overall generated more than \$5.2 million in clinical revenue for the college.

In this report, you'll find multiple examples of the research, innovations, educational excellence and practice completed by our staff, faculty, and students. Thank you for your continued support of the University of Utah College of Nursing.

Sincerely,



Barbara L. Wilson, PhD, RN
Interim Dean
Associate Dean of Academic Programs

MAJOR ACCOMPLISHMENTS

College of Nursing (CON) activity and outcome highlights from the 2018-2019 academic year:

Education:

- In the 2019 *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 21st out of more than 800 nursing programs across the U. S. The Master of Science program ranked 30th.
- The combined national certification pass rate for Advanced Practice Registered Nurse Certification in 2018-2019 was an outstanding 99.2 percent.
- A \$2.8 million, 4-year education training grant, the Advanced Nursing Education Workforce (ANEW) was awarded to the College of Nursing from the Health Resources and Services Administration (HRSA). This training grant builds and enhances academic-clinical partnerships to increase the number of primary care advanced-practice nurses in rural clinical settings and supports distance-accessible education with an emphasis on "educating in place." Over \$950,000 of support through 48 stipends to primary care nurse practitioner and nurse midwife students from rural communities, or with plans to work in rural communities after graduation, will be provided.
- The Nursing Work Force Diversity Project: Partnering for Success of Diverse Students and Investing in the Future of Nursing Development, completed its second year. The goal of this HRSA grant is to design a sustainable infrastructure and processes that facilitate successful baccalaureate registered nurse program completion to create a nursing workforce that better reflects the population served. Initiatives have been launched to increase recruitment and enrollment of racially and ethnically diverse and/or economically / educationally disadvantaged students, increase completion rates of pre-licensure and RN-BSN diverse students, and improve the student experience of inclusion in the College of Nursing.
- Consolidation of undergraduate application process to Salesforce AppExchange Partner Enrollment Rx, Salesforce Community Cloud, Salesforce Sites and FormBuilder Rx reduced internal application processing from four weeks to less than two, and significantly reduced faculty review time.
- On-site recruitment and advising was implemented for potential applicants to the RN-BS track of the undergraduate nursing program at Salt Lake Community College, the University of Utah Hospital, Huntsman Cancer Institute, and the University Neuropsychiatric Institute.
- CON faculty and staff led and/or participated in more than 80 information sessions and outreach/recruitment events with approximately 450 attendees, thirty-two new student and transfer orientations conducted in collaboration with main campus, with approximately 380 attendees. Program managers completed more than 900 one-on-one advising sessions, 430 inquiries were addressed through email, phone, or walk-in and nearly 25000 requests for information were received through our website.

- The new Nursing Organizational Leadership Post-MS to DNP track has completed its first two years, with an overall high evaluation from enrolled and graduating students. The University of Utah's associated hospitals and clinics, as well as healthcare systems throughout the Intermountain West, benefit from nurse managers and leaders prepared with the skills and knowledge to hold leadership positions in healthcare.
- As national leaders in providing distance-accessible education, the CON offers several programs fully online (RN to BS, Nursing Education, Care Management, and Gerontology Interdisciplinary Programs). Graduate students who live more than 60 miles from the University of Utah campus can attend graduate school without leaving their communities. 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, Nurse Midwifery, and Adult/Gerontology Acute Care Specialty Tracks are available to distance students via synchronous interactive videoconferencing.
- Plans for reactivating the Pediatric Nurse Practitioner (PNP) primary care specialty track are well under way, with a newly appointed specialty track director and curriculum updates completed. The specialty track plans to admit its first cohort in fall 2020.
- In collaboration with the PhD program, a dual DNP-PhD track program of study has been developed. The intent of the dual degree program is to meet increasing demand for advanced practice nurses to enter the field as clinician-scientists, prepared with both advanced clinical skills and the scientific training to lead and conduct high-impact, clinically relevant research and teach future generations of nursing students at all levels of education, research, and practice. The track will admit its first cohort in 2020.
- In partnership with the Physician Assistant (PA) Program through the School of Medicine, a dual master's of science program was developed with the Gerontology Interdisciplinary Program housed at the College of Nursing. It is anticipated that the first cohort will be admitted fall 2020.

Research:

- The college's research program ranked 26th among schools of nursing funded by the National Institutes of Health (NIH).
- Faculty and staff managed a total grant award portfolio of \$32 million in 2018-2019.
- Direct research grant expenditures increased by 5 percent during Fiscal Year 2018.
- The college's extramural grant application funding success rate was high, 38 percent in Fiscal Year 2018 (the most recent year for which all grant submissions have been reviewed).
- College faculty continue to submit increased numbers of grant funding applications, with 63 applications submitted in 2017-2018.
- The college supported early stage pilot research through small intramural funding awards, and facilitated new academic-operational collaborations for research through synergy awards.
- We sponsored visiting faculty, workshops, research teas, writing retreats in order to enrich 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) as mentees. Two faculty members – Dr. Katherine Sward and Dr. Janice Morse – served as mentors.

- The research team partnered with the School of Dentistry to assist them in submitting extramural grant applications and to provide statistical support services.
- 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 distribution of a research brochure and flyers raised the national and international visibility of the college's nursing research.

Practice:

- The American Association of Colleges of Nursing (AACN) awarded the Exemplary Academic-Practice Partnership Awards to the College of Nursing for its partnership with the Department of Health, Division of Juvenile Justice. The award was presented at AACN's Academic Nursing Leadership Conference in Washington, DC. This award is presented annually to AACN member schools and their practice partners recognizing highly productive and model academic-practice partnerships.
- The college is a full partner in advancing and transforming healthcare through alliances with the academic health sciences center and community. The College of Nursing's (CON) highly successful faculty practice has impacted care delivery within the health system and across the state of Utah. Practicing faculty are integrated in clinical practice sites within University of Utah Health as well as many community sites.

Areas of practice specialty include:

- a. Adolescent care for incarcerated youth
 - b. Primary Care
 - c. Psychiatric Mental Health
 - d. BirthCare HealthCare (BCHC) -- Midwifery and Women's Health
- Over the past five years, the faculty practice operating revenue has grown nearly 31 percent. There are three primary areas of revenue generation: a Juvenile Justice Services (JJS) contract, clinical contracts (both internal and external to University of Utah Health) and BirthCare HealthCare (BCHC). These highly successful faculty practices generated nearly \$5.3 million in revenue for Fiscal Year 2019 and provided excellent clinical sites for the education of CON students.
 - Two Nurse-Midwifery faculty received awards at the annual American College of Nurse Midwives (ACNM) meeting. The "Excellence in Teaching Award" was given to Erin Cole, Doctor of Nurse Practitioner (DNP), Women's Health Nurse Practitioner (WHNP), Certified Nurse Midwife (CNM) and the "Outstanding Preceptor Award" went to Danica Loveridge, DNP, WHNP, CNM.

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 strategic planning efforts 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. Increase online presence and facilitate robust enrollment for the fully online programs, including
 - Gerontology Interdisciplinary Program
 - Care Management
 - Nursing Education
 - RN to BS track
- b. Actively market and recruit highly qualified applicants for the PHD program
- c. Implement dual PhD / DNP track for clinician-scientists (5 year program of study)
- d. Increase student diversity
- e. Enhance curriculum diversity
- f. Facilitate accreditation of the Simulation Learning Center
- g. Initiate and grow global health opportunities

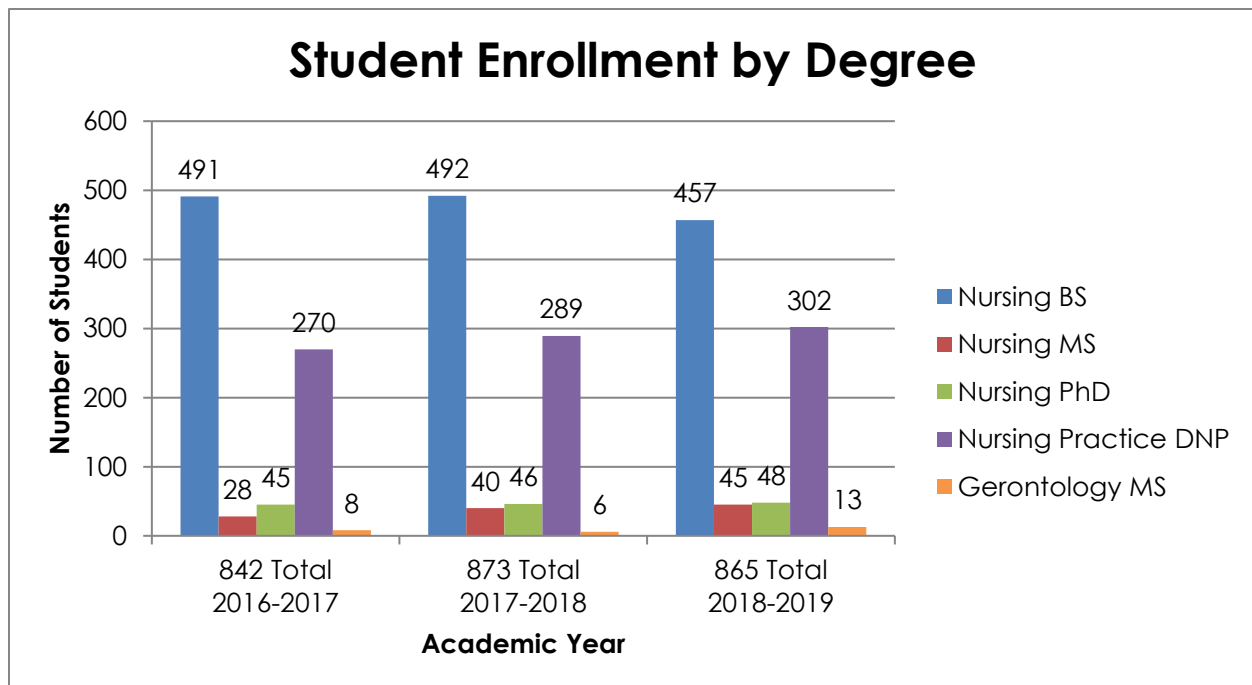


Figure 1: Student Enrollment, Academic Years 2016-2019

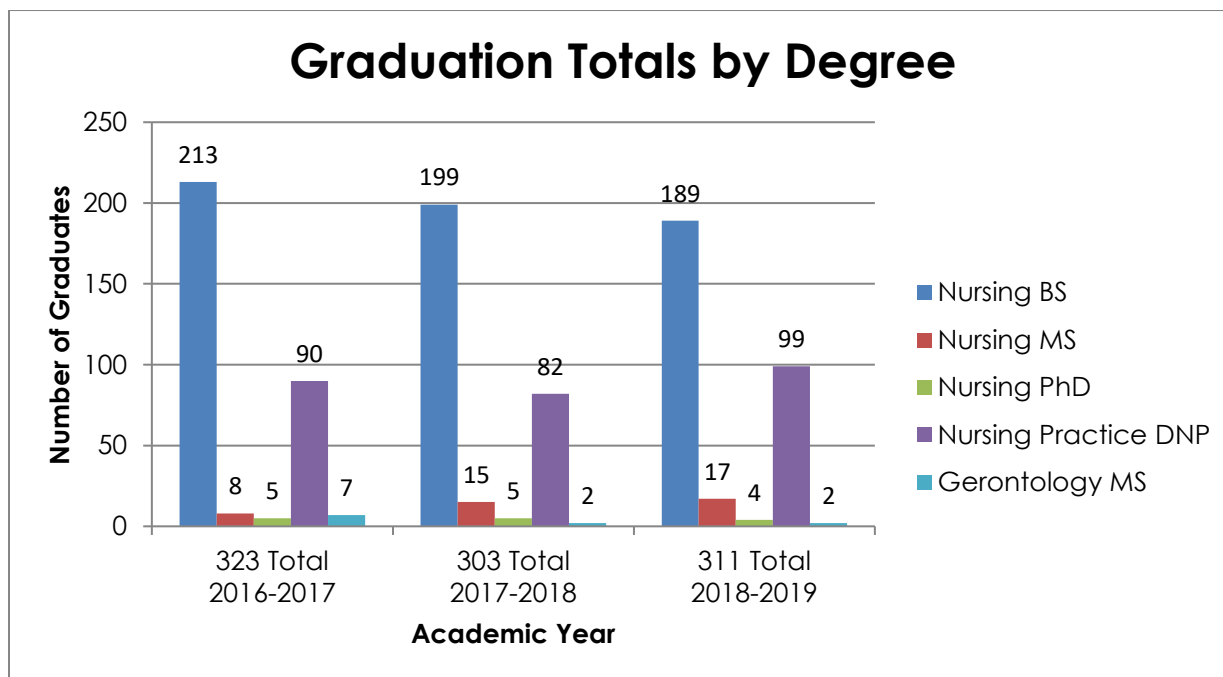


Figure 2: Number of Graduates by Degree, Academic Years 2016-2019

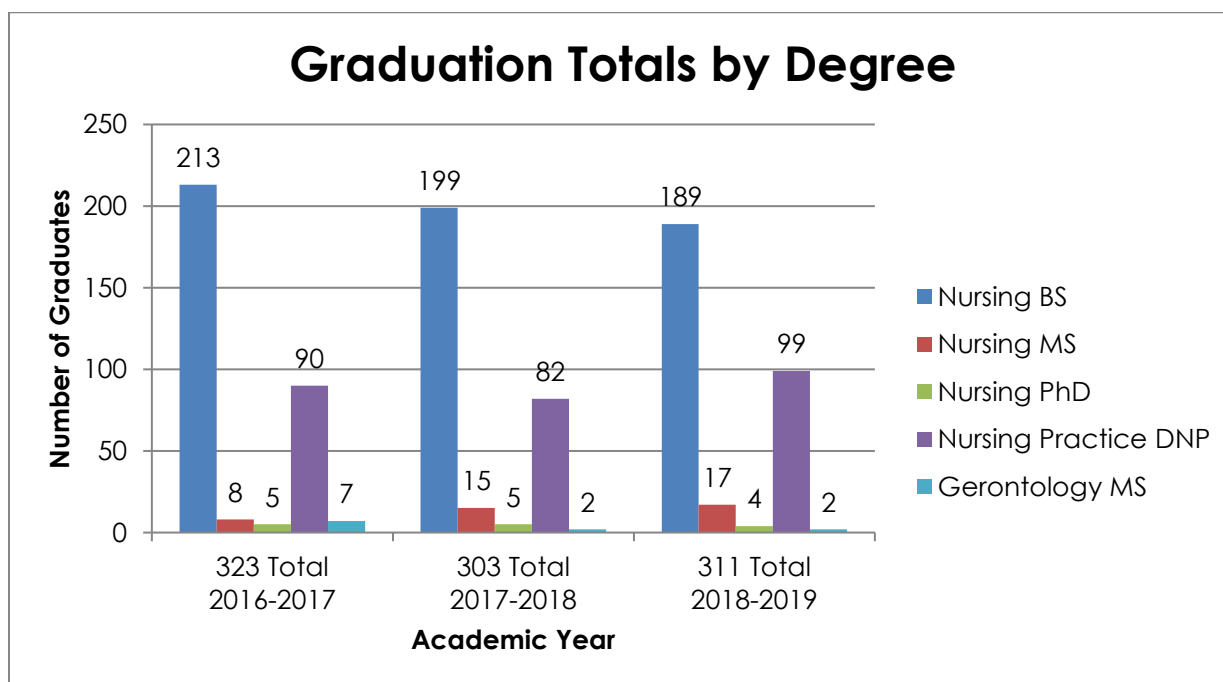


Figure 3: Grade Point Averages (GPA) of Enrolled Students (most recent term), Academic Years 2016-2019

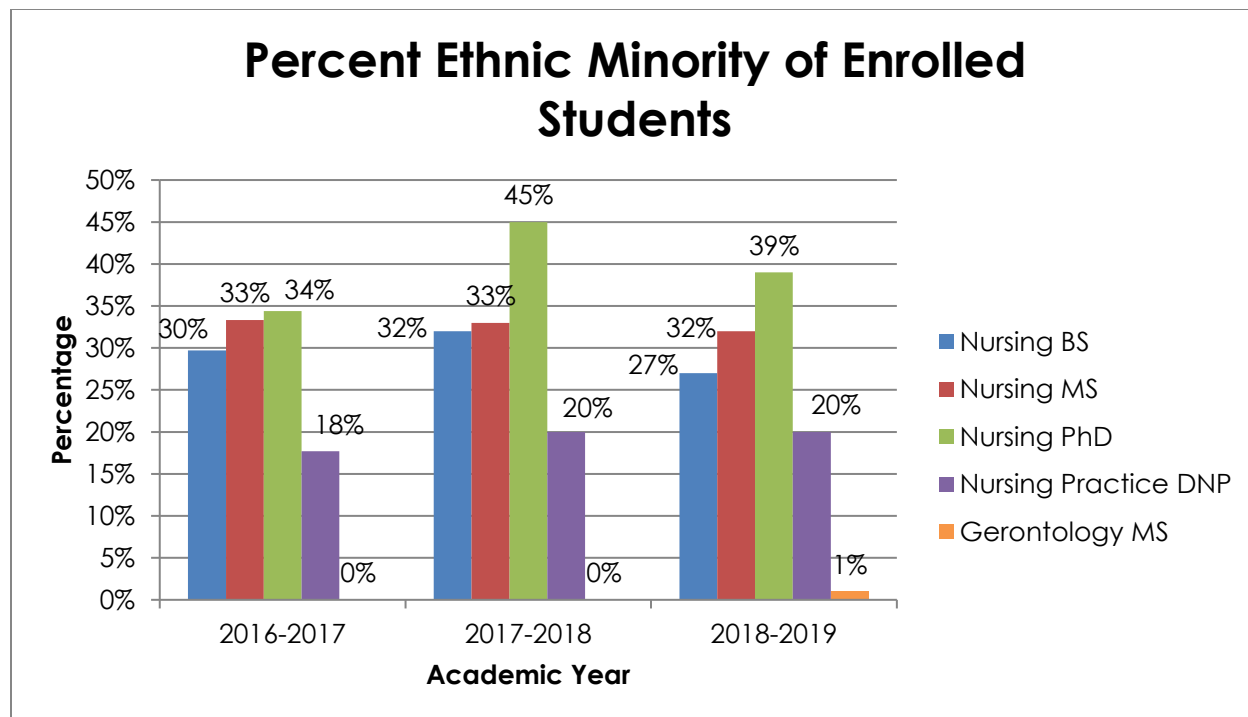


Figure 4: Percent Ethnic Minority, Academic Years 2016 – 2019 (does not include 'unknown ethnicity')

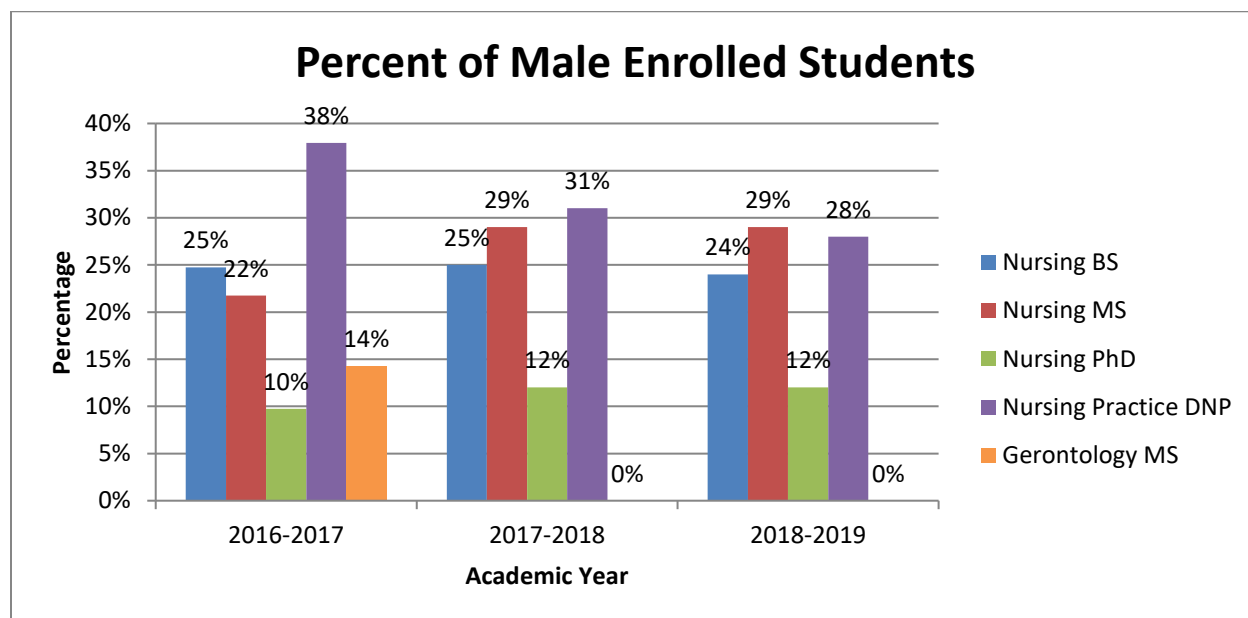


Figure 5: Percent Male Students, Academic Years 2016-2019

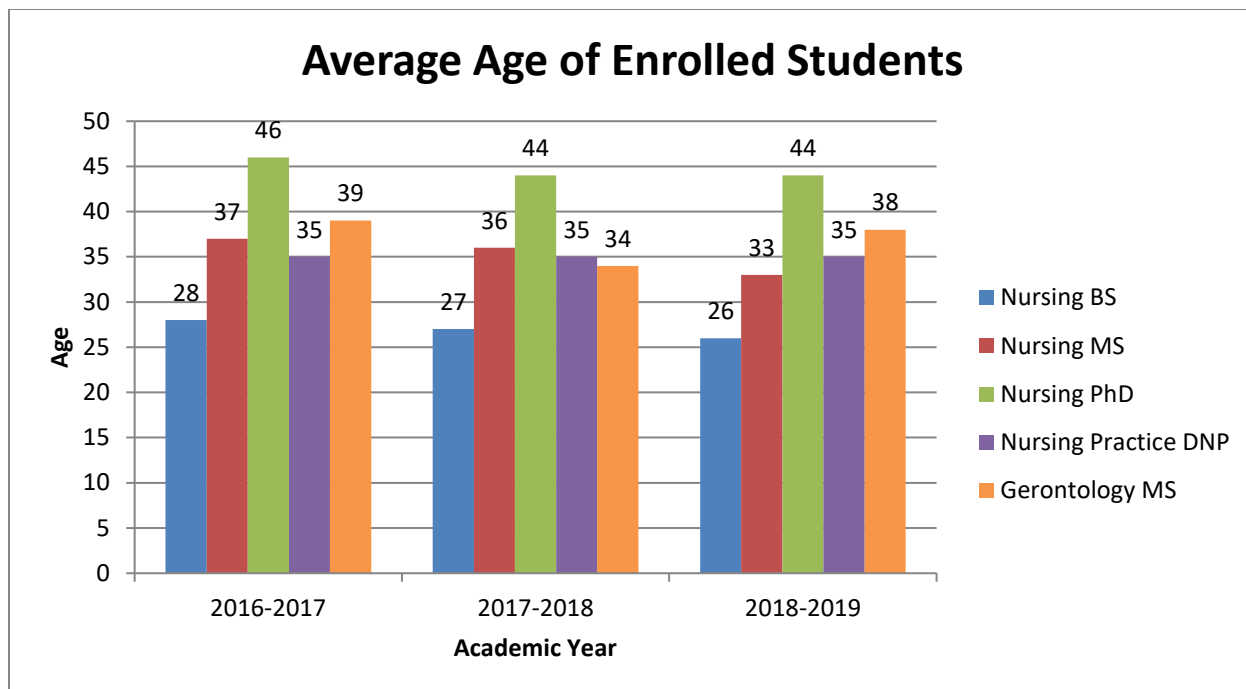


Figure 6: Average Age of Currently Enrolled Students (most recent term), Academic Years 2016-2019

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. A modified LEAN process is used to monitor and improve efficiency and effectiveness.

Accomplishments

- Development of a streamlined master's certificate application process ensuring more accurate tracking of certificate seeking students.
- Consolidation of undergraduate application process to Salesforce AppExchange Partner Enrollment Rx, Salesforce Community Cloud, Salesforce Sites and FormBuider Rx reduced internal application processing from four weeks to less than two, and significantly reduced faculty review time.
- Completion by all staff of the University of Utah Health Customer Service Training workshop, presented by the RCSS (Revenue Cycle, Support, Service) Training Team.
- Implementation of consistent on-site recruitment and advising for potential applicants to the RN-BS track of the undergraduate program at the Salt Lake Community College, University of Utah Hospital, Huntsman Cancer Institute, and the University Neuropsychiatric Institute.

- Led or participated in 80 information session and outreach/recruitment events with approximately 450 attendees, thirty-two new student and transfer orientations conducted in collaboration with main campus, with approximately 380 attendees. Program managers completed more than 900 one-on-one advising sessions, 430 inquiries were addressed through email, phone, or walk-in and nearly 25000 requests for information were received through our website.
- Successful coordination and management of numerous events in the college, including small group advising for pre-nursing students, program and scholarship information sessions, new student orientations for all programs, and the lamp of learning ceremony for newly admitted pre-licensure students.
- Our accomplishments culminated with the College of Nursing convocation on Friday, May 3, 2018 at 9:00am in Kingsbury Hall. Interim Dean Barbara Wilson welcomed new graduates and their guests along with faculty, staff, and guest dignitaries. A total of 304 graduates were recognized.

Goals

- Develop a process for consistently updating and disseminating program information, including website, recruitment materials, and social media.
- Develop a communication plan for ensuring correct and consistent communication with all stakeholders.
- Develop a process for managing requests for materials and resources for various College of Nursing health science campus and community partner events.
- Fund at least 33% of students in each program with a combination of need and merit based scholarships, as well as continue to provide emergency funds to students with unexpected financial hardships
- Continue policy, procedure and guideline development.

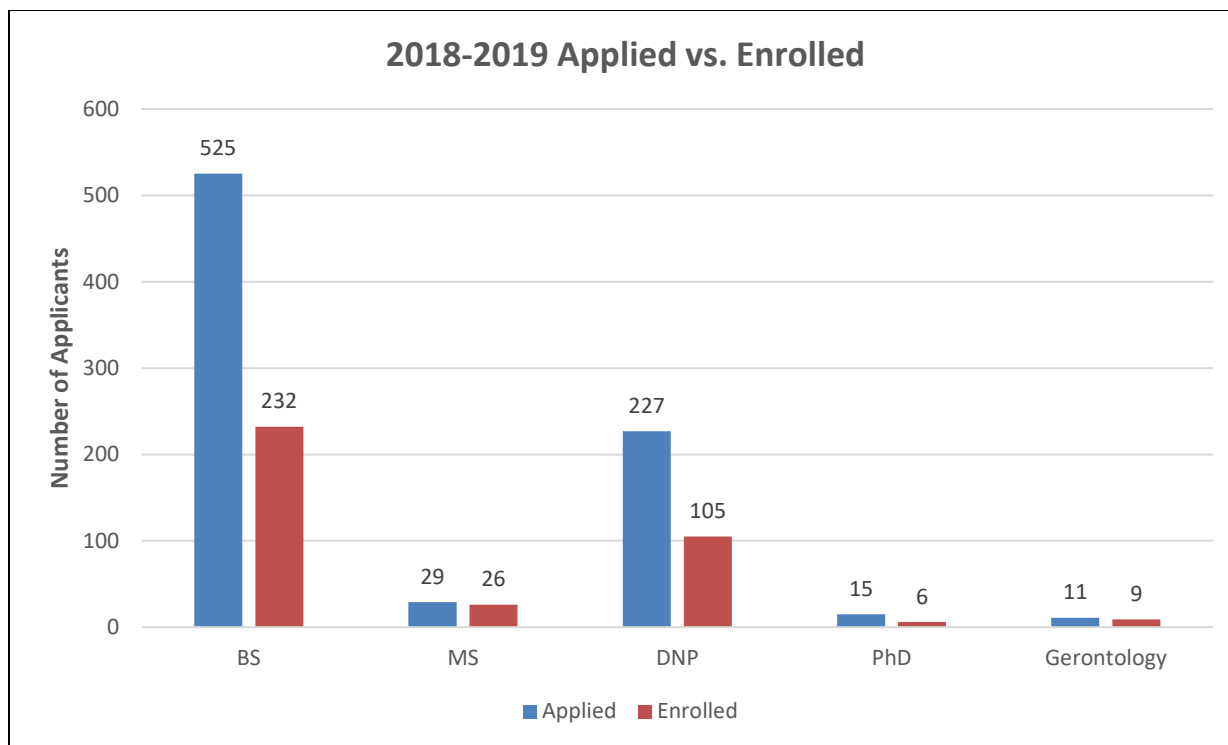


Figure 7: Number of Applications and Enrolled, Academic Year 2018-2019

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 transcripted 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 collaborates 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 three 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 UUHIPE 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 UUHIPE 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 2018-2019

College/School	Program	Number Enrolled
College of Health	Audiology, Nutrition, Athletic Training, OT, PT, RT, SLP	348
College of Nursing	BS/MS/DNP	589
College of Pharmacy	PharmD	252
School of Dentistry	Dentistry	81
School of Medicine	PA Program	153
School of Medicine	Medical School	564
College of Social Work	Master of Social Work (MSW)	63

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 2018-2019

Funding Period	PI	Funding Agency / Award Number	Title	Funds Awarded
07/01/2018-		HRSA E01HP27005		\$189,000

Funding Period	PI	Funding Agency / Award Number	Title	Funds Awarded
06/30/2019	Cloyes		Nurse Faculty Loan Program	
08/01/2018-07/31/2019	Cloyes	Jonas Center for Nursing Excellence	Jonas Nurse Leaders and Veteran Healthcare Scholar Program	\$30,000
07/01/2018-06/30/2021	De Jong	HRSA D19HP31822	Nursing Workforce Diversity	\$1,494,354
07/01/2015-06/30/2019	Edelman	HRSA U1QHP28741	Utah Geriatric Education Center: Integrating Primary and Geriatric Long TermCare	\$3,431,261
07/01/2018-06/30/2022	Edelman	HRSA UK1HP31735	Nursing Education, Practice, Quality and Retention	\$2,779,004
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
07/01/2018-06/30/2020	Ruegg	American Cancer Society DSCNR-18-073-03-SCN	Nurse Intervention to Impact Mucositis Severity and Prevent Dehydration	\$30,000
07/01/2015-12/14/2018	Wilson	US Department of Veterans Affairs	Veterans Administration Nursing Academy – Psychiatric-Mental Health	\$2,184,475

Student and Community Engagement (SACE) Program

Mission Statement: The Student and Community Engagement Program provides transformational learning opportunities that enhance students' engagement with, and responsiveness to, our local and global community.

The Student and Community Engagement Program (SACE) enriches environments for learning in ways that foster professional development and promote community engagement. SACE students fully embrace their roles as healthcare professionals, empowered to improve the health of individuals and communities through scholarship, inquiry, and community engagement.

Current SACE opportunities include Community Engaged Learning (CEL), Undergraduate Research Opportunities (UROP), Global Health Learning, and Nursing Advocacy. These 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 has grown to include two program coordinators for Global Health, Dr. Deanna Kepka, the inaugural Director of Global and International Health and Dr. Deborah Penney, who serves as our connection to the School of Medicine Global Health Certificate Program. Additional members of the SACE Advisory Committee include the Associate Dean of Academic Programs, the Coordinator of Community Engaged Learning, the Coordinator of Undergraduate Research Opportunities for the College, the Specialty Track Director of Nursing Early Assurance Program (NEAP), the two Faculty Advisors for the University of Utah Honors College, three faculty representatives, and staff from Student Services and the Office of Advancement. Table 3 displays the number of students involved in SACE programs.

Table 3: SACE Students, Academic Year 2018 – 2019

Program	Students/Participants
Community Engaged Learning Coordinator: Dr. Sara Hart	60 Undergraduate Nursing & Gerontology Students
Undergraduate Research Opportunities Program (UROP) Coordinator: Dr. Sara Hart	15 Undergraduate Students
Nurses Day at the Utah Legislature, Salt Lake City, UT Coordinators: Dr. Teresa Garrett and Dr. Sara Hart	70 Undergraduate Students
Honors College Students Coordinators: Dr. Lauri Linder and Dr. Sara Simonsen	23 Undergraduate Students
Global Health Coordinator: Dr. Deanna Kepka	10 Neonatal DNP Students taught at the University of Rwanda 4 DNP Students working on Global Health Scholarly Projects

Community Engaged Learning (CEL)

For more than three decades, the CON has partnered with the Lowell Bennion Community Service Center. This partnership has allowed the College of Nursing to be active in the University's 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 are supported to create and implement Community Engaged Learning (CEL) courses.

This year, components of the Community Engaged Learning program in the CON joined with the HRSA Nursing Workforce Diversity program to design and implement a Mentoring Hub that allows students in multiple stages of their nursing education to interact with each other and with faculty and staff who can support their learning and professional development needs. This mentoring waterfall model includes structured activities with Certified Nursing Assistant Students at Granite Technical Institute High School. These

activities are designed to provide educationally disadvantaged high school students with opportunities for peer mentoring that promote their exploration of nursing and higher education. This partnership continues to increase in the diversity of the CON applicant pool and Nursing Early Assurance Program (NEAP) cohorts.

The Undergraduate Nursing CEL program partners with community organizations to provide services that aligned with student learning objectives and meet community needs.

Additional CEL activities during the 2018-2019 academic year include:

- Ten CEL leadership students and seventy undergraduate nursing students provided healthcare services at the Junior League of Utah, Community Assistance and Resource Event (CARE Fair). This CEL activity provided students with an opportunity to positively impact the health and welfare of vulnerable individuals and families in our community, while learning skills crucial for interprofessional 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.
- In recognition of the Community Engaged Learning opportunities that have been woven into the CON's curricula, Dr. Sara Hart, Director of Student and Community Engagement received the University's Public Service Professorship for the 2019-2020 academic year.

Undergraduate Research

CON faculty often engage undergraduate students (pre-nursing, nursing, and other programs) as student research assistants who may be paid (via grants or development funds), volunteer, or serve as 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 a significant stipend for 10 hours of research work per week and are allowed to re-apply for one additional semester of funding continuation. During the 2018-2019 academic year, 15 UROP fellowships were awarded to students conducting research with CON faculty mentors. This is more than double the number funded last year.

Many more undergraduate students are able to participate in research with CON 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.

UROP students are encouraged and supported to present their research at professional meetings and conferences. This academic year, College of Nursing UROP students presented at the Western Institute for Nursing, Research Day on Capitol Hill, the Undergraduate Research Symposium and the Utah Center on Aging Retreat. The 2018-2019 the College of Nursing Outstanding Undergraduate Research Student Award was given to Kristin Stucki for her work with Dr. Gwen Latendresse focusing on barriers to women seeking perinatal mental health care in rural Utah. Additionally, College of Nursing Student Camrey Tuttle (Mentor, Dr. Sara Simonsen) received the Honors College Outstanding Undergraduate Research Award.

Nursing Advocacy

For the fourth continuous year, the second-semester cohort of prelicensure 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. Teresa Garrett and Dr. Sara Hart 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 CON 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 2019, a record seven students graduated from the CON with an Honors Degree in Nursing. An additional student received an honors certificate. Ten CON Honors students, and one student from the College of Health currently have approved thesis proposals and are being supervised by CON Faculty. An additional six nursing students have identified a mentor and are currently developing a thesis proposal. Dr. Linder and Dr. Simonsen have also met with another six additional students and are in the process of pairing them with mentors.

Since taking over as the Honors Advisors for the College of Nursing, Dr. Linder and Dr. Simonsen have restructured and standardized the advising process. As co-Advisors, Drs. Linder and Simonsen and 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. These faculty advisors 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 further recruit and guide students. Most CON Honors students receive a semester of UROP funding to support their thesis work, following completion of their proposals.

The Honors Program is an important potential pipeline for doctoral students for the College of Nursing. Dr. Simonsen and Dr. Linder often discuss graduate education opportunities with these students and encourage them to consider graduate school at the CON.

Global and International Health

The 2018/2019 academic year included the acceleration of new and exciting initiatives in global and international health at the College. Building on the needs assessment completed last year, the College has initiated several new global, local and international health education, research, and scholarship activities. The newly formed College of Nursing Global Health Committee strives to generate ideas and opportunities for our Doctor of Nursing Practice (DNP) students and Baccalaureate Nursing students to create and foster domestic and global community partnerships and learning experiences. As a global mobile society, cultural exposure and immersion will help advance learning, scholarship, and practice through study abroad programs for our students.

Dr. Deanna Kepka, an associate professor in the College and investigator at Huntsman Cancer Institute, who is also the Director of Global and International Health, in partnership with Dr. Debra Penney and our global health team aim to obtain initial startup funding for community teaching materials, student travels, and building and maintaining relationships abroad. These efforts have resulted in the CON's increasing number of DNP students seeking out global opportunities for their scholarly projects. This year (2019), four students are engaging in quality improvement projects in Rwanda, Fiji, and Nepal. Dr. Kim Friddle designed a teaching and learning experience within a required class for 15 Neonatal Specialty Track DNP students at the University of Rwanda. At the request of the University of Rwanda, Dr. Friddle's students taught a two-day neonatal assessment course, followed by two days of clinical experience, working in the three different health care facilities.

Additionally, a new interprofessional education class that intersects with the Medicine Global Health certificate was created. The class sits within the Medical Global Health certificate program and addresses important topics to frame any global initiative by giving perspective on the ethics, safety and best practices when engaging across cultures. This class is foundational and is a requirement for any student participating in an experience abroad. The growth of global and international health activities at the CON reflect the efforts of a group of faculty dedicated to ensuring students have a global health-focused education. This group continues to work toward increasing the availability and duration of local-global health learning opportunities in Salt Lake City and the Mountain West for both undergraduate and graduate nursing students.

Baccalaureate Program

The undergraduate program consists of three tracks: Nursing Early Assurance Program (NEAP), RN-BS, and prelicensure. The framework for the undergraduate curricula is based on professional standards from the following organizations and documents:

- *AACN's 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 including health and health promotion, safety and quality, communication and collaboration, person-centered care and evidence-based practice are deliberately integrated into all courses

Baccalaureate faculty members use active learning teaching strategies in an effort to help students develop professional knowledge and skills. Evaluation and 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.

The Baccalaureate Program Committee continues ongoing program improvement through 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. Table 4 shows the number of applications and enrollment in the baccalaureate program.

Pre-Licensure Track

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.

RN to BS Track

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 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 transcripted, Geriatric Nurse Leadership (GNL) emphasis. All students participate in 112.5 hours of clinical experiences where application of enhanced knowledge of leadership and quality care concepts culminates in development and implementation of a quality improvement project. Two-, three- or four-semester programs of study are available.

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 maintain a 3.0 GPA throughout the SLCC nursing program and complete all RN to BS track prerequisites and general education requirements.

RN to BS with Early MS Admission

The RN to BS with Early MS Admission program 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. One care management student is currently enrolled and projected to complete in spring 2020. Due to low enrollment, this track is no longer offered.

Nursing Early Assurance Program (NEAP)

NEAP is a baccalaureate program track for eligible high school graduates admitted to the University of Utah, or current matriculated students with less than 30 college credit hours. NEAP students are selected through a competitive 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, which include mandatory orientation and participation in specific college-sponsored events, students begin the pre-licensure track at the start of their junior year.

Accomplishments

NEAP

- NURS 2400 Explore Nursing, a required course for NEAP students, received Community Engaged Learning (CEL) certification to begin fall of 2019.
- NEAP webpage added to the Student Services website. Facebook and Instagram pages were developed.
- Canvas based virtual advising courses were developed for each NEAP cohort.
- Participation in numerous outreach activities with a variety of schools K-12 and community partners across the state.
- Policy and progression manual developed clearly outlining expectations such as mandatory advising meetings and attendance at CON events, required communication with track director and program manager, and available resources.

RN-BS

- Increased recruitment efforts through the establishment of on-site advising at University of Utah Hospital, Huntsman Cancer Institute, University of Utah Neuropsychiatric Institute, and Salt Lake Community College.
- Piloted course quality improvement process and completed review of all courses.
- Incorporated the Interprofessional Telemedicine module into NURS 3113.

Prelicensure

- Implementation of a faculty to student mentor program in which students are assigned to a faculty mentor from 1st semester through program completion.
- Updated orientation content and process.

- Implementation of semester-to-semester transition orientation for students.
- Creation of a model for tracking student success cross the program.

General Accomplishments

- Implementation of holistic admission program in all tracks.
- Integration of 12 Primary Care Modules as part of the NEPQR grant into the RN-BS and pre-licensure curriculum

Goals

- Evaluation and revision as needed of holistic admission process across all tracks.
- Focused recruitment for RN-BS program to increase enrollment, including development of strategy for reliable enrollment projection.
- Evaluation of faculty mentor program.
- Implementation of Waterfall peer mentorship program, associated with the Nursing Workforce Diversity grant.
- Focused effort for retention of NEAP students.
- On-going curriculum evaluation and documentation, including annual course review using quality improvement process.
- Faculty development related to teaching in a concept based curriculum.
- Support outreach efforts for the Nursing Education, Practice, Quality and Retention (NEPQR) and the Nursing Workforce Diversity grants.

Table 4: Applications and Enrollment, Baccalaureate Program, Academic Years 2016-2019

Major Specialty	Applications			Enrolled		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-20019
NEAP	66	65	102	49	38	34
Traditional	323	302	346	127	125	143
RN-BS	78	78	77	63	53	55

Baccalaureate Student Data

Figure 8 shows overall enrollment in the baccalaureate program, which includes pre-licensure undergraduate, RN to BS, and NEAP students.

Figure 9 shows baccalaureate graduation totals by track; and Figures 10 and 11 show the average instructor and course evaluation scores for each semester, from fall of 2016 through spring of 2019. Evaluation scores are on a 0-6 scale, with higher scores reflecting more positive evaluations. Data comes from the Student Data Warehouse.

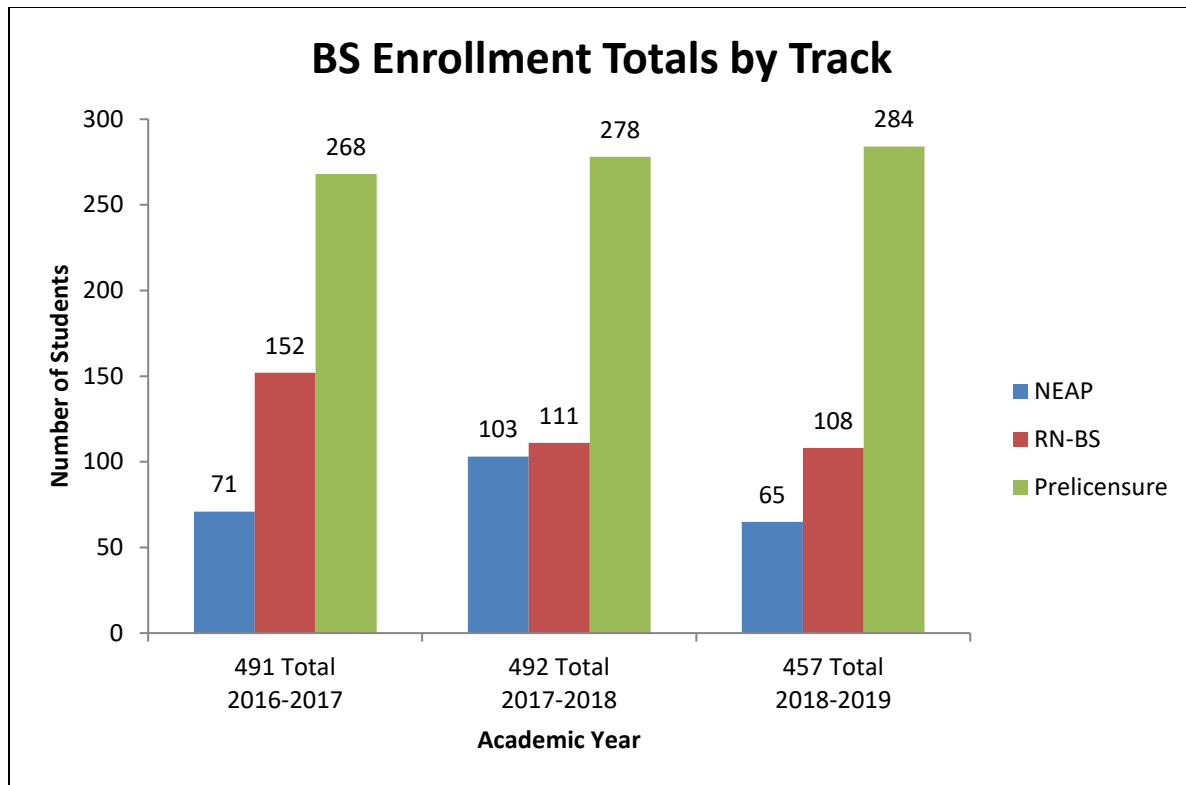


Figure 8: Baccalaureate Student Enrollment by Track, Academic Years 2016-2018

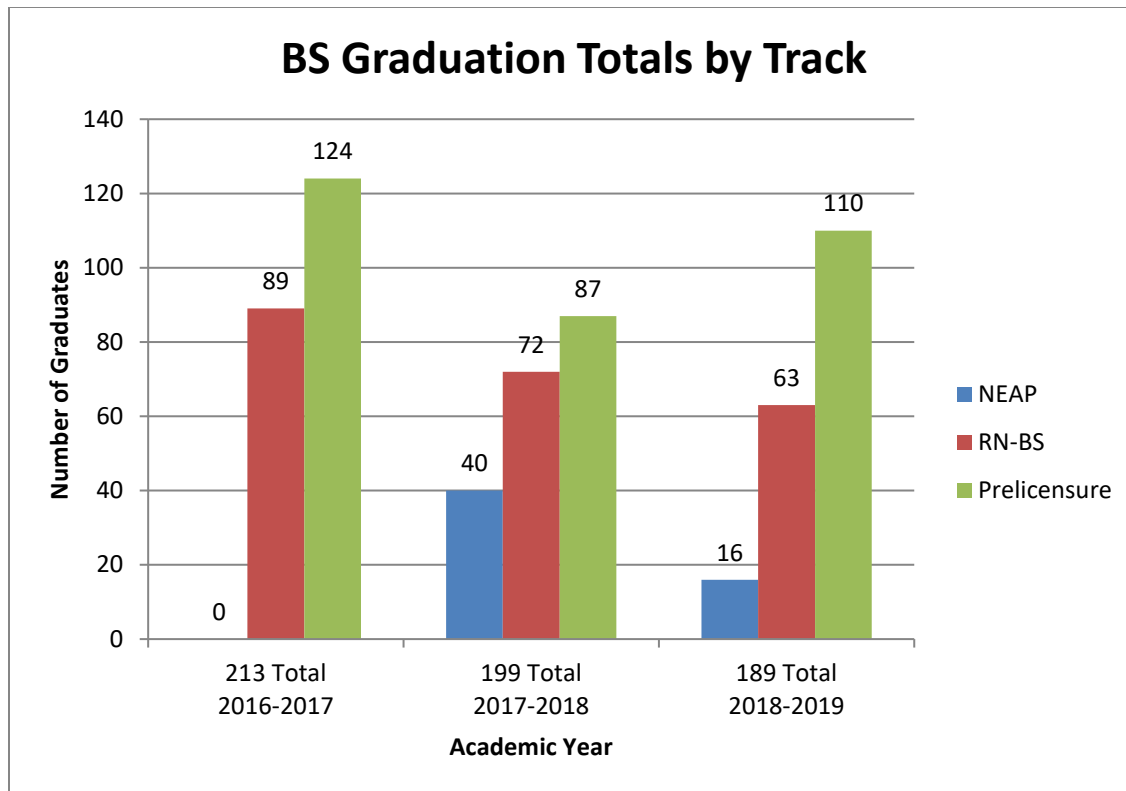


Figure 9: Baccalaureate Graduation Totals by Track, Academic Years 2016-2019

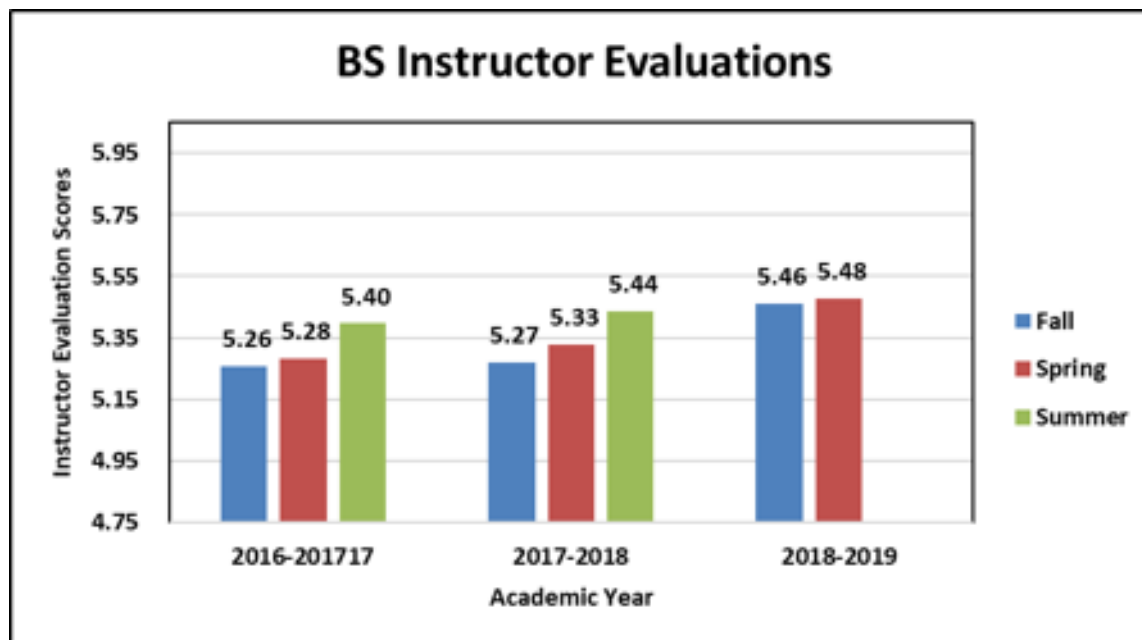


Figure 10: Average BS Instructor Evaluation Scores, Academic Years 2016-2019 (Scale 0-6)

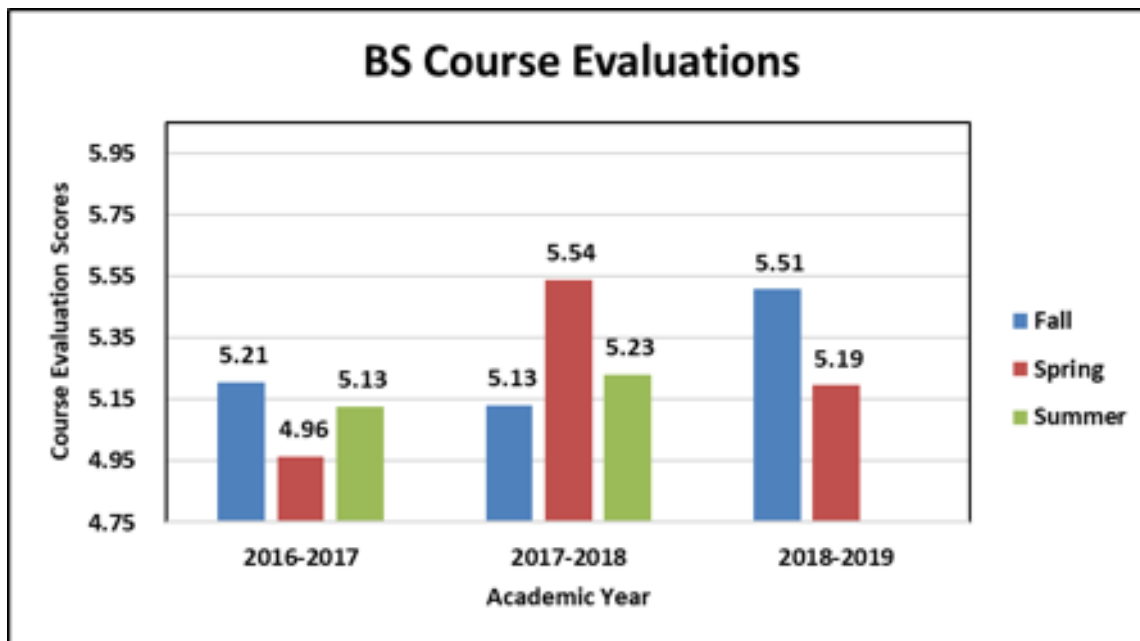


Figure 11: Average BS Course Evaluation Scores, Academic Years 2016-2019 (Scale 0-6)

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 2016-2019

	April 2016- March 2017	April 2017- March 2018	April 2019- March 2019
Graduates Tested	119	128	129
Graduates Passing	109	119	113
CON Passing Rate	92%	93%	88%
Jurisdiction Passing Rate	90%	85%	86%
National Passing Rate	85%	85%	86%

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 2015 – 2018

*Respondents rated how well the program prepared them in each area above, where “1”

FACTOR Program Outcomes*	2015-2016 n = 23	2016-2017 n = 56	2017-2018 n = 75
Deliver safe, evidence-based, patient-centered nursing care	4.48	4.49	4.45
Advocate for the well-being of patients and the profession as leaders and managers	4.43	4.54	4.44
Apply foundations of knowledge in humanities and science in your practice	4.22	4.32	4.35
Collaborate and communicate effectively to improve patient outcomes	4.3	4.44	4.43
Demonstrate professionalism consistent with standards of moral, ethical and legal nursing practice	4.39	4.53	4.53
Utilize information management and technologies to lead safe, quality patient care	4.39	4.45	4.29
Integrate theory and research into evidence-based practice	4.3	4.45	4.45
Recognize that health care delivery and professional nursing practice occur within contexts of social, economic, and political environments	4.26	4.5	4.47
Promote health and healthy behaviors through collaborative population-focused interventions	4.17	4.45	4.39

indicated ‘very ineffective’ and “5” indicated ‘very effective.’

Baccalaureate Scholarships

The college awarded over \$450,000 in scholarships for Academic Year 2018-2019 to baccalaureate students. These funds provided 272 awards to 107 students. Table 7 details the distribution of funding types. Table 8 lists the distribution of funding 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.

This is a marked increase in funding over the prior year due to an increased number of scholarship applicants for CON development funds and the new availability of external grant-funded awards for undergraduate students.

Table 7: Total Undergraduate Scholarships Awarded, Academic Year 2018 – 2019

Funding Type	Amount
CON Development Funds	\$320,856.77
External Scholarships/Fellowships/Grant-Funded Awards*	\$138,590
TOTAL	\$459,446.77

Table 8: Undergraduate Scholarships-CON Development Funds and External Funds, Academic Year 2018-2019. The percentages in this table are calculated using the number of scholarship funding recipients divided by the total population of the program or specialty track, regardless of how many students submit an application for funding.

	Students Awarded	% of Total Cohort	Amount
RN to BS	26	16%	\$68,406
BS	90	26%	\$272,290.77
NEAP	28	34%	\$118,750

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 2019 *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 21st. The Master of Science program ranked 30th. The combined national certification pass rate for Advanced Practice Registered Nurse Certification in 2018 was an outstanding 99.2 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 go on to practice as primary care providers in rural and/or underserved communities after graduation. Because 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 settings that serve underserved populations and/or rural communities.

To extend previous work, an Advanced Nursing Education Workforce (ANEW) application was submitted to HRSA in January 2019, and the notice of award was received at the end of June. This \$2.8 million, 4-year education training grant begins July 1 and establishes/fosters academic-clinical partnerships to increase the number of primary care advanced-practice nurses in rural clinical settings. The grant supports distance-accessible education with an emphasis on "educating in place," and provides \$960,000 of support through 48 stipends to primary care nurse practitioner and nurse midwife students from rural communities, or with plans to work in rural communities after graduation.

The college is a national leader in providing distance-accessible education for students enrolled in MS and DNP programs and who live more than 60 miles from the college. Nurses who are currently working in rural areas attend graduate school without leaving their communities, relocating to Salt Lake City, disrupting their families, or leaving their current 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, Nurse Midwifery, and Adult/Gerontology Acute Care Specialty Tracks are available to students living more than 60 miles from Salt Lake City via synchronous videoconferencing.

The new Nursing Organizational Leadership Post-MS to DNP track has completed its first two years, with an overall high evaluation from enrolled and graduating students. The University of Utah's associated hospitals and clinics, as well as healthcare systems throughout the Intermountain West, 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 seek 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 completed four of the five-year Veterans Affairs Nursing Academic Partnership for Graduate Education (VANAP-GE) project. Faculty created a veteran-focused curriculum, including 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) benefited all health sciences students, not just those funded by the grant. However, the grant was terminated prior to completing the full five years due to suboptimal infrastructure and preceptor availability.

Plans for reactivating the Pediatric Nurse Practitioner (PNP) primary care specialty track are well under way, with a newly appointed specialty track director and curriculum updates completed. The specialty track plans to admit its first cohort in fall 2020.

In collaboration with the PhD program, a dual DNP-PhD track program of study has been developed. The next steps include seeking approvals from the Graduate Council, Academic Senate, and on to the Board of Regents in 2019. The intent of the dual degree program is to meet increasing demand for advanced practice nurses to enter the field as clinician-scientists, prepared with both advanced clinical skills and the scientific training to lead and conduct high-impact, clinically relevant research and teach future generations of nursing students at all levels of education, research, and practice. The track will admit its first cohort in 2020.

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 2015-2016. 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."

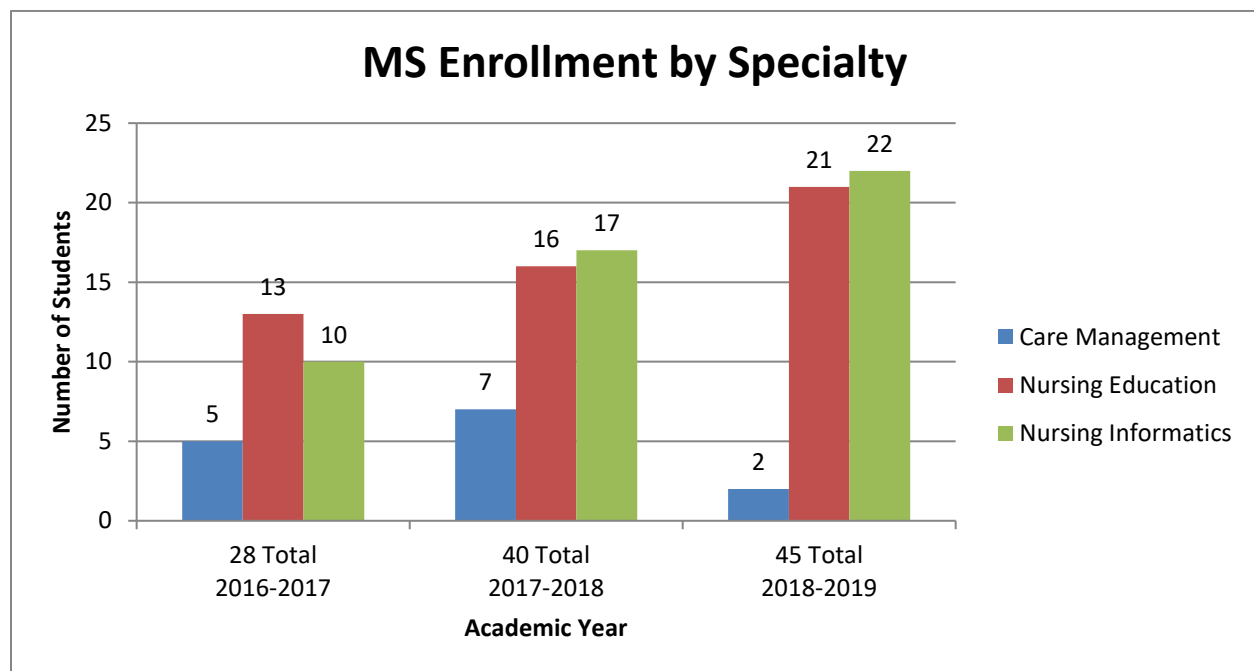


Figure 12: Master's Enrollment by Specialty Track, Academic Years 2016-2019

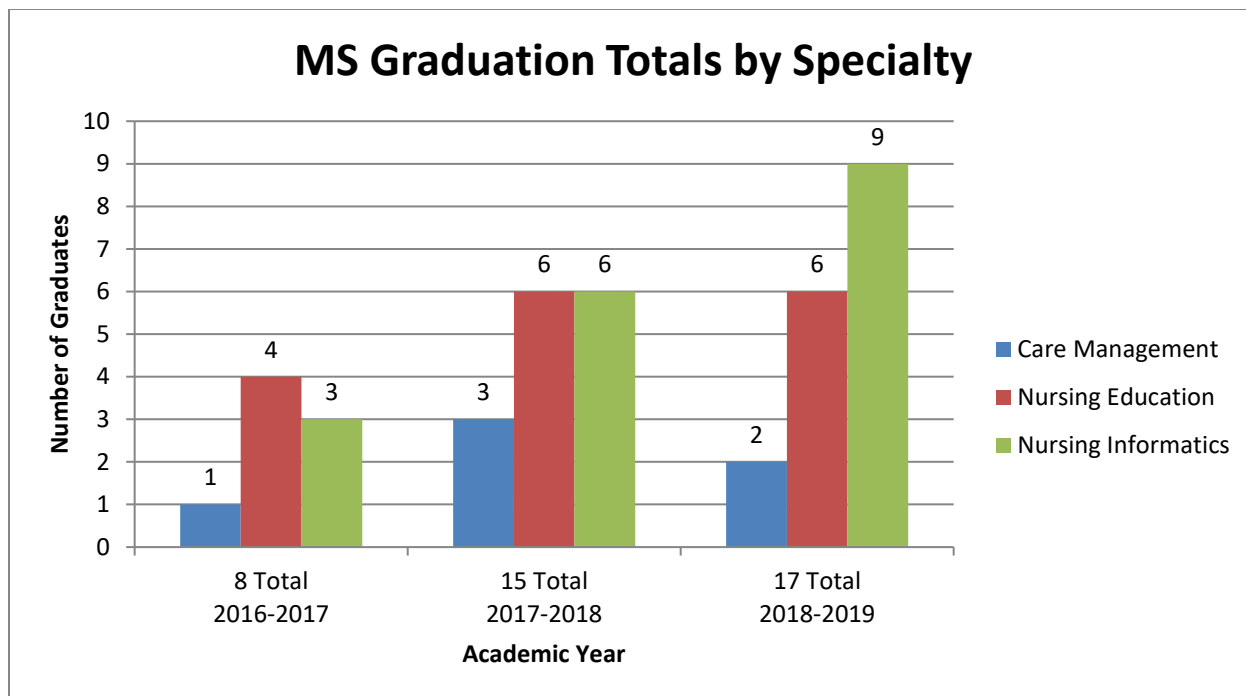


Figure 13: Master's Graduation Totals by Specialty Track, Academic Years 2016-2019

Table 9: Master's Degree Applications and Enrollment by Specialty Track, Academic Years 2016-2019

Major Specialty	Applicants			Enrolled		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
Care Management MS	5	5	1	1	1	1
Nursing Education MS	8	8	14	4	6	12
Nursing Informatics MS	9	9	14	4	10	13

Table 10: Master's Degree in Nursing Alumni Survey, Academic Years 2015-2018

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	4.75	3.5	4.22

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	4.75	3.5	4.11
Integrate advanced knowledge and skills to assure high quality outcomes for individuals, families, population groups and systems	4.75	3.5	4.44
Translate and apply evidence-based research outcomes to improve practice and associated health outcomes for patient aggregates	5	3	4.56
Deliver ethical healthcare using information and communication technologies to integrate and coordinate care	4.75	4	4.44
Exercise leadership and advocacy to positively shape the development, implementation, and evaluation of health policy and healthcare delivery	4.25	3	4.75
Lead and participate in interdisciplinary collaborations aimed at improving healthcare delivery and care coordination	4.75	2.5	4.63
Apply principles of social determinates of health to plan, deliver, manage and evaluate preventative care to diverse settings, individuals and populations	4	3.5	4.38
Demonstrate professionalism, value lifelong learning, and recognize the need to adapt practice to changing social, political and global healthcare environments	4.25	4.5	4.63

*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 2016 through spring of 2019 for the MS program. Evaluation scores are on a 0-to-6 scale, with higher scores reflecting more positive evaluations.

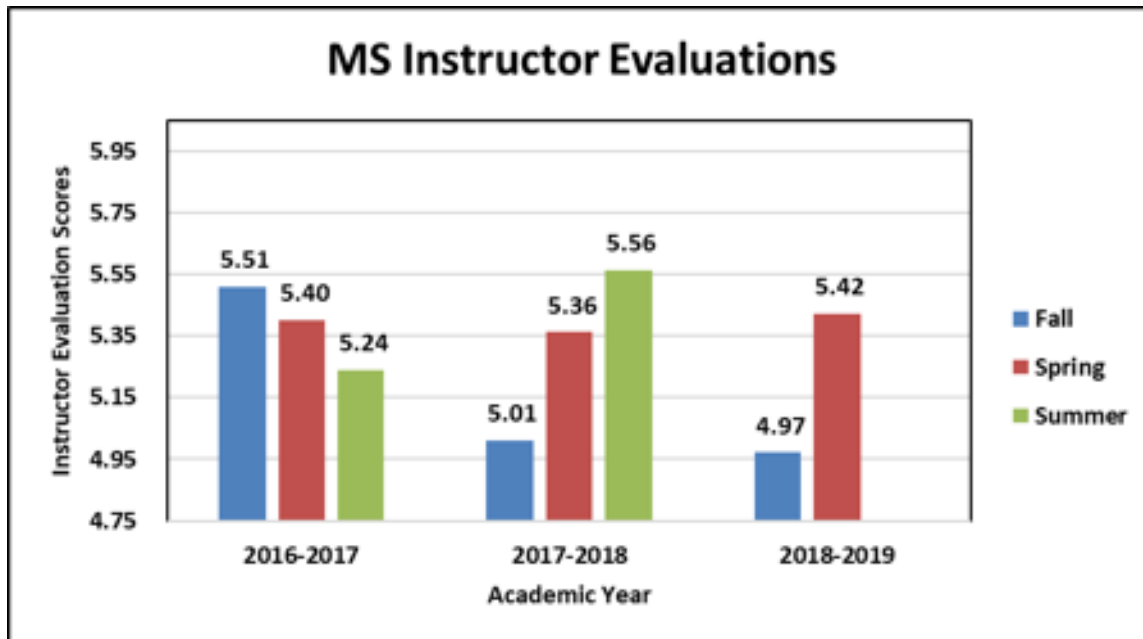


Figure 14: MS Instructor Evaluations, Academic Years 2016-2019 (Scale 0-6)

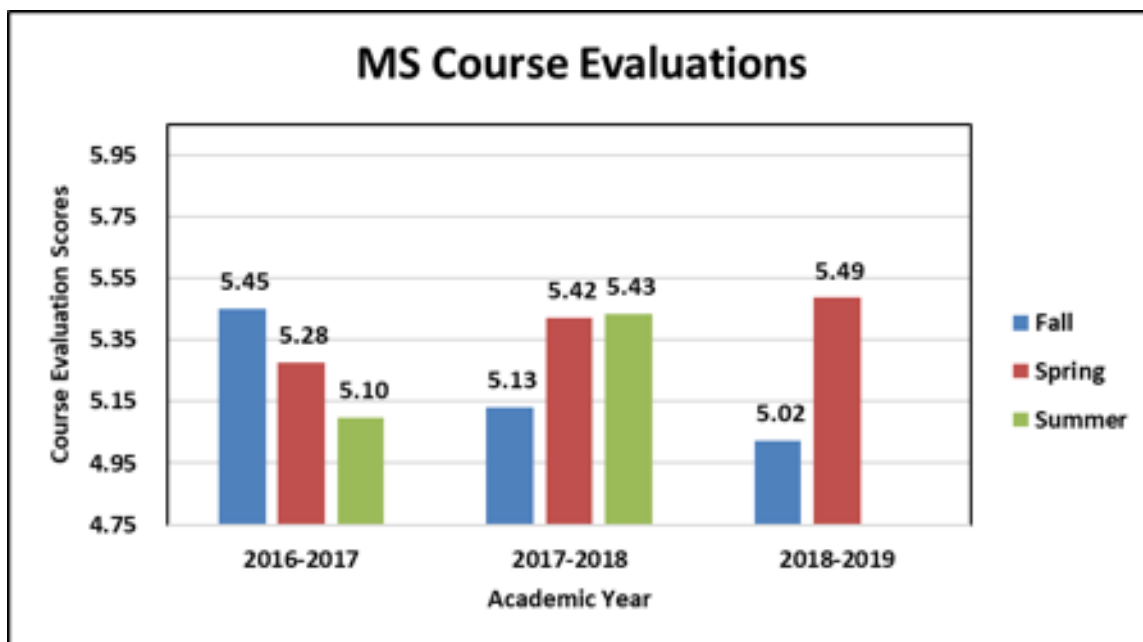


Figure 15: MS Course Evaluations, Academic Years 2016-2019 (Scale 0-6)

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.

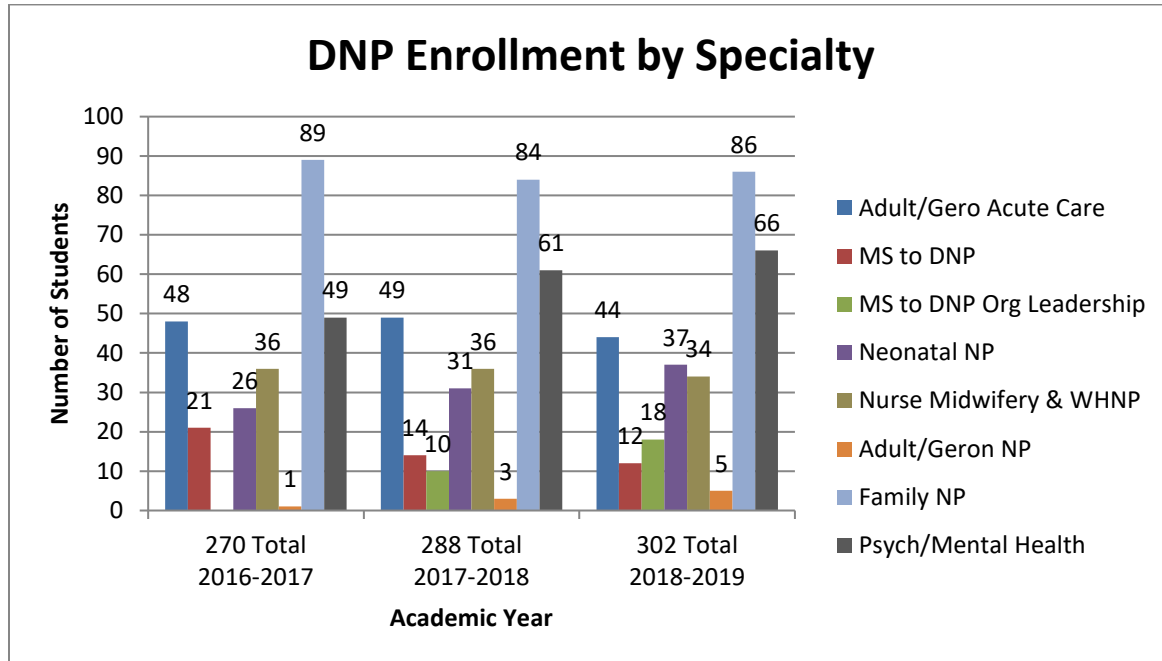


Figure 16: DNP Enrollment by Specialty Track, Academic Years 2016-2019

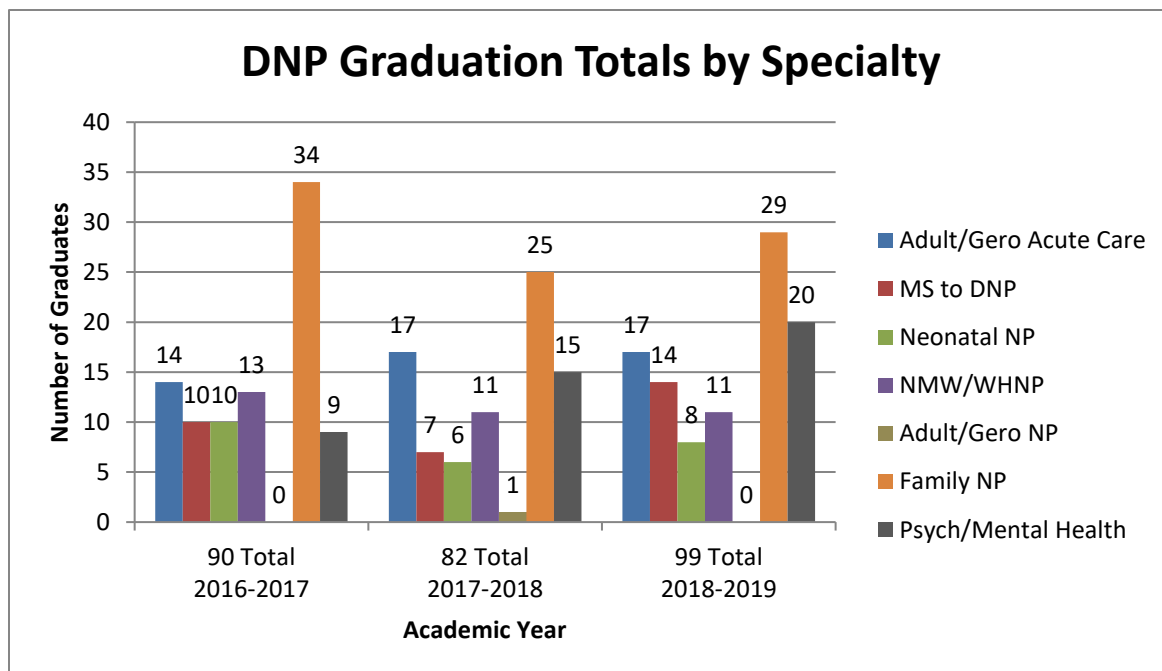


Figure 17: DNP Graduation Totals by Specialty Track, Academic Years 2016-2019

Table 11: DNP Applications and Enrollment by Specialty Track, Academic Years 2016-2019

Major Specialty	Applicants			Enrolled		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
Adult/Geron Acute Care	28	34	35	15	16	14
MS to DNP	15	6	9	7	6	6
MS to DNP Org Leadership		11	9		10	6
Neonatal	11	20	14	9	17	12
Nurse Midwifery & WHNP	20	23	28	10	13	11
Family Primary Care	116	92	91	34	29	29
Adult/Geron Primary Care	0	6	4	0	0	2
Psych/Mental Health	32	28	37	24	23	25

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

Table 12: Certification Exam Pass Rates, Academic Years 2016-2019

Specialty Track	2016	2017	2018	
			First time	Overall
Family NP	92% (23/25)	100% (32/32)	96% (24/25)	96%
Adult/Gerontology Acute Care NP	90% (9/10)	100% (13/13)	100% (17/17)	100%
Adult/Gerontology Primary Care NP	0% (0/1)	100% (1/1)	100% (2/2)	100%
Neonatal NP	NS	NS	100% (8/8)	100%
Nurse Midwifery	100% (4/4)	100% (11/11)	100% (13/13)	100%
Women's Health NP	100% (10/10)	100% (6/6)	100% (8/8)	100%
Pediatric NP	NS	NS	NS	NS
Psychiatric/Mental Health NP	100% (5/5)	100% (9/9)	0% (0/0)	0%

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

Curriculum

During the past year, two new courses were approved and eight courses were revised. Below is a listing of the courses:

New Courses:

NURS3010 Nutrition Intervention in Treatment and Prevention of Chronic Disease
NURS7023 Advanced Health Promotion and Developmental Assessment Applied to the Adolescent Population

Revised Courses:

NURS6392 Care Management: Legal, Financial, and Business Issues
NURS6661 Project Management in Health Informatics
NURS7063 Neonatal Residency I
NURS7064 Neonatal Residency II
NURS7065 Neonatal Residency III
NURS7601 PCNP Practicum I
NURS7604 PCNP Residency
NURS7701 DNP Scholarly Project I

Table 13: DNP Alumni Survey, Academic Years 2015-2018

FACTOR Program Outcomes*	2015-2016 n=12	2016-2017 n=21	2017-2018 n=25
Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences to provide the basis for advanced nursing practice.	4.75	4.24	3.84
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.	4.58	4.43	4.04
Demonstrate advanced levels of clinical judgment and decision-making, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care.	4.58	4.38	4.04
Develop and evaluate initiatives that will improve the quality of care delivery.	4.58	4.29	4

Analyze and communicate critical elements necessary to the selection, use, and evaluation of healthcare information systems and patient care technology	4.58	4.1	3.76
Actively engage in interdisciplinary collaborations aimed at improving healthcare delivery, care coordination, and policy	4.5	4.05	3.92
Demonstrate professionalism, value lifelong learning, and recognize the need to adapt practice to changing social, political, and global healthcare environments	4.75	4.29	4.08

*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 \$646,081 in funding for Academic Year 2018-2019 to MS and DNP students. These funds provided 103 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, Year 2018 – 2019

Funding Type	Amount
College of Nursing Development Funds	\$592,581
Traineeships	\$43,500
External Scholarships/Fellowships*	\$10,000
TOTAL	\$646,081

*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 2018 – 2019. The percentages in this table are calculated using the number of funding recipients divided by the total population of the program or specialty track, regardless of how many students submit an application for funding.

Degree	Students Awarded	% of Total Cohort	Amount
MS	7	10%	\$32,058.55
DNP	96	25%	\$614,022.85

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 2016 through spring of 2019. Evaluation scores are on a 0 to 6 scale, with higher scores reflecting more positive evaluations.

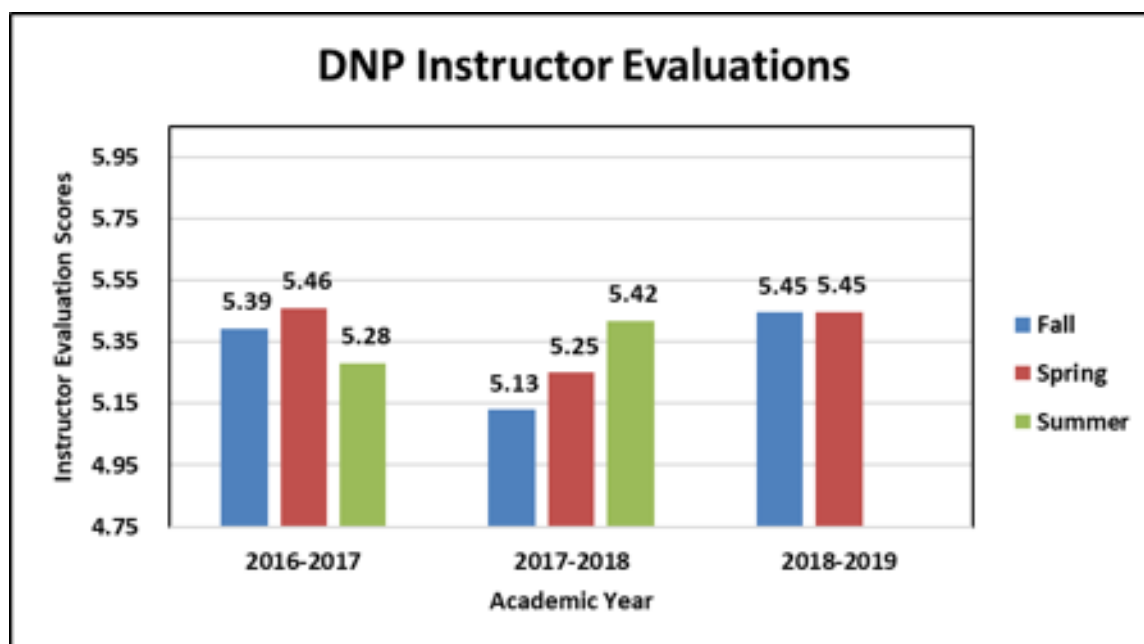


Figure 18: DNP Instructor Evaluations, Academic Years 2016-2019 (Scale 0-6)

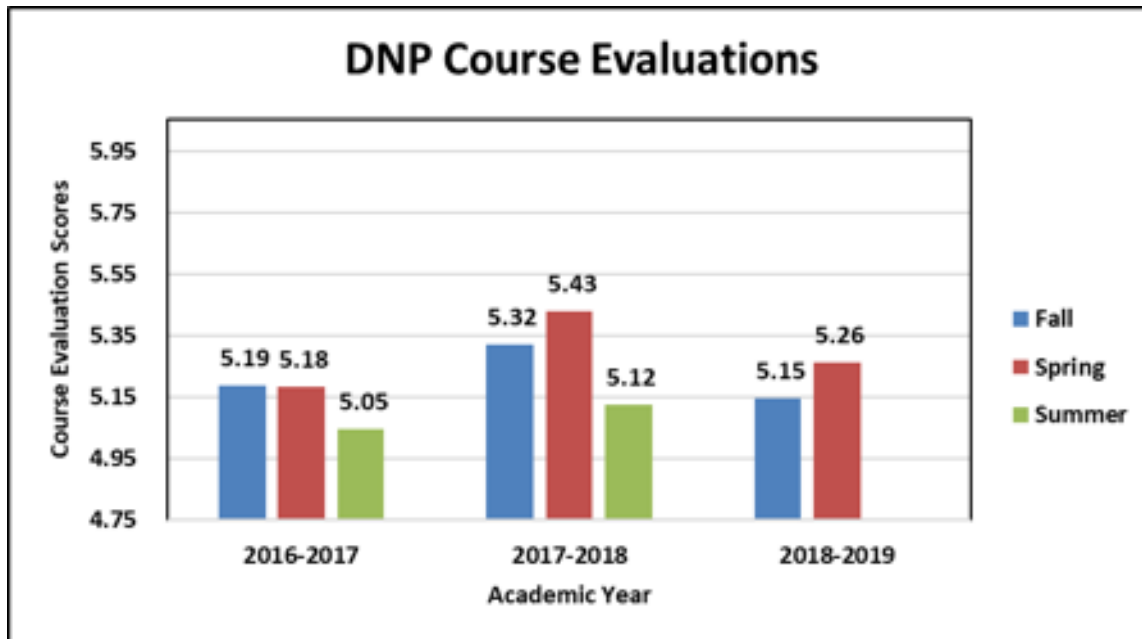


Figure 19: DNP Course Evaluations, Academic Years 2016-2019 (Scale 0-6)

Gerontology Interdisciplinary Program (GIP)

Accomplishments

The Gerontology Interdisciplinary Program (GIP) began year two of a five year Program of Merit designation from the Academy for Gerontology in Higher Education. Our online courses span undergraduate and graduate work as well as a Master's of Science degree, Graduate Certificate, Minor and Undergraduate Certificate options. Our work in the 2018-2019 academic year focused on improving processes and partnerships to increase enrollment and enhance community partnerships both internal and external to the University of Utah. In fall of 2018, we welcomed eight new MS students with interests in long-term care, end of life, healthy aging, autism, nursing, and aging policy.

In an effort to increase knowledge about the minor in Gerontology across campus, we facilitated a marketing campaign that included attending new student orientations, a-frame advertising across main campus, and online banner ads. We partnered with University Career Services to host the first of a two-part career workshop for graduate Gerontology students. These workshops provided training in communication skills gained as students in the program and identifying services and resources available as student prepare for careers post-graduation.

Faculty and students attended the Gerontological Society of America (GSA) Conference in Boston, MA. Eight Gerontology program faculty were involved in presentations and three program faculty received honors. Drs. Kara Dassel and Gail Towsley became GSA Fellows. Dr. Nanci McLeskey received the Distinguished Educator in Gerontological Nursing Award from the National Hartford Center of Geriatric Nursing Excellence.

We supported 17 students towards program completion with two students completing master's degrees, ten students receiving graduate certificates, four completing the minor, and one completing an undergraduate certificate. Program faculty nominated Amber Thomas to receive the Anna Dresel Award for Outstanding Graduate Student in Gerontology.

During spring semester, ten new members were inducted into Sigma Phi Omega, the international academic honor and professional society in Gerontology. These students meet rigid academic standards and pledge to maintain such standards in service to older persons through scholarship, professionalism, friendship, and education.

We held a community of interest meeting for University of Utah faculty with interest in Gerontology. The purpose of this meeting was to develop a strategy for strengthening interdisciplinary collaborations to support Gerontology education at the University of Utah. Eighteen faculty presenting fourteen disciplines across campus attended. Participants signed up to be faculty affiliates, participate in Gerontology education listserv, and agreed to share information about program offerings with their students.

In addition, we made steps to improve our curriculum and further support student progress. We revised and approved the graduate certificate memorandum of understanding with Nursing Education. Our program developed and approved a program wide late policy to enhance consistency across course work. We expanded our student advising canvas page to include students in the minor, certificate and masters programs. Finally, we added video to bridge our new student orientation presentations with enrollment into the minor.

In partnership with the Physician Assistant Program, we developed a dual MS program of study, which is currently in the graduate school approval process. Once approved, we will begin the process of admitting our first dual MS cohort.

Curriculum

- Approved GERON 5520: Foundations of Careers in Long Term Care; for undergraduate students desiring to take this course.
- GERON 3005, 3220, and 5001 were approved as Disability Studies Minor Electives
- GERON 3001: Experiences of Aging: Challenges and Promise was added to the course schedule for spring 2020, in order to increase entry into the minor throughout the year.
- GERON 5370/6370: Health & Optimal Aging was added to the Spring semester course schedule to facilitate the dual MS with the PA program.

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 2016-2019. Table 17 details scholarships provided to gerontology students. Figure 21 provides graduation totals by program track. Table 18 shows alumni feedback about the program.

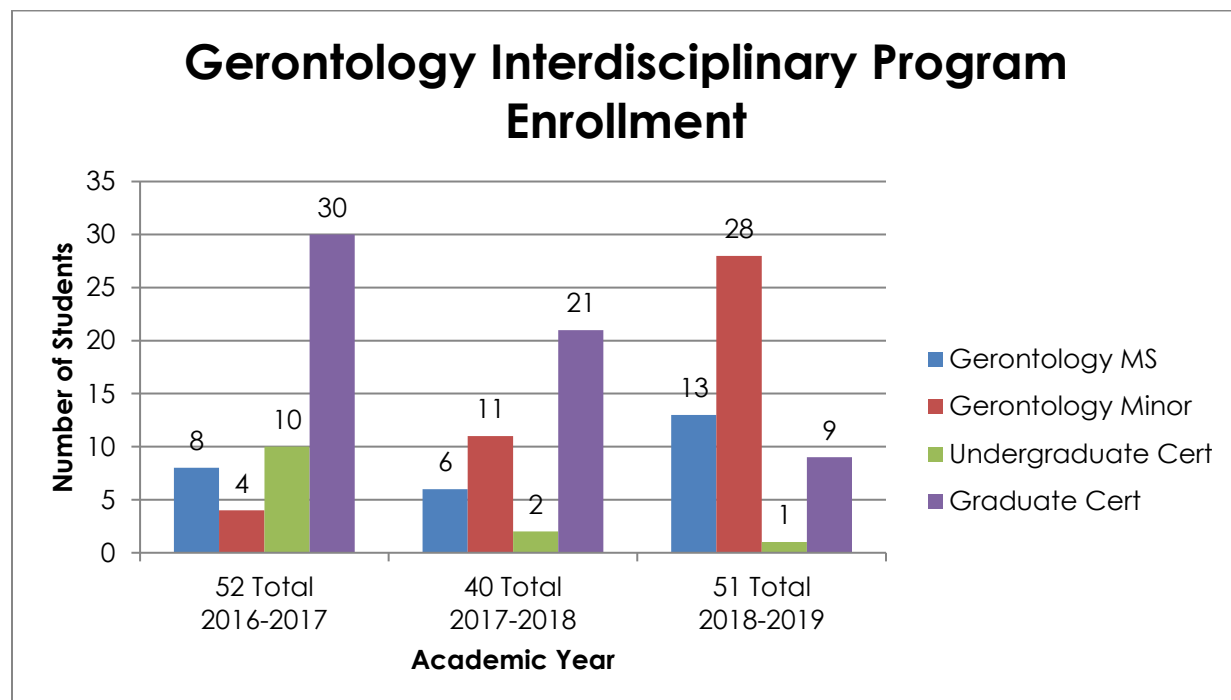


Figure 20: GIP Enrollment, Academic Years 2016-2019

Table 16: GIP Applications and Enrollment, Academic Years 2016-2018

Major Specialty	Applicants			Admitted		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
MS	10	5	11	3	4	9
Minor	4	13	11	4	13	11
Undergraduate Certificate	0	1	1	0	1	1
Graduate Certificate	7	9	9	7	7	9

Scholarships

The college awarded over \$64,000 in funding for Academic Year 2018-2019 to gerontology students. These funds provided 19 awards to nine 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	9	53%	\$64,375

* College Development Funds, Academic Year 2018 – 2019

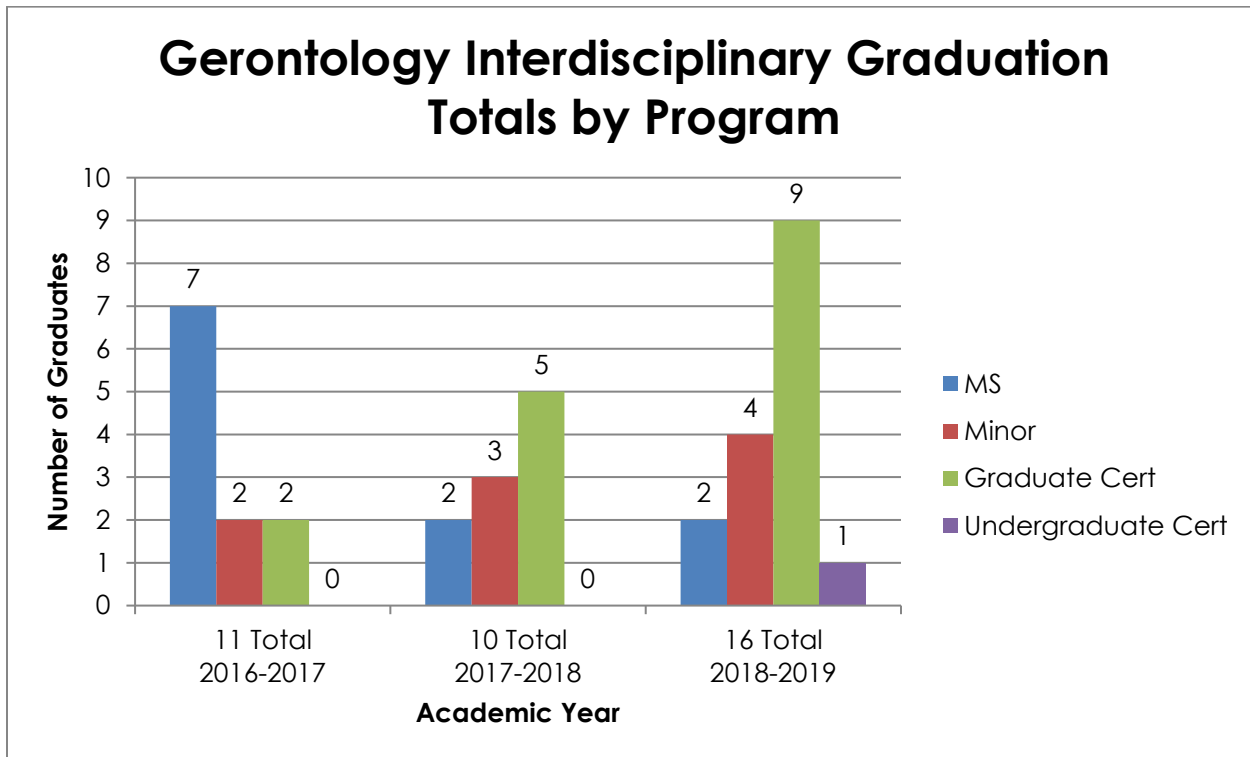


Figure 21: GIP Graduation Totals, Academic Years 2016-2018

Trends in Evaluations of Gerontology Courses and Instructors

Figures 22 and 23 present instructor and course evaluations for each semester from fall of 2016 through spring of 2019. 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.

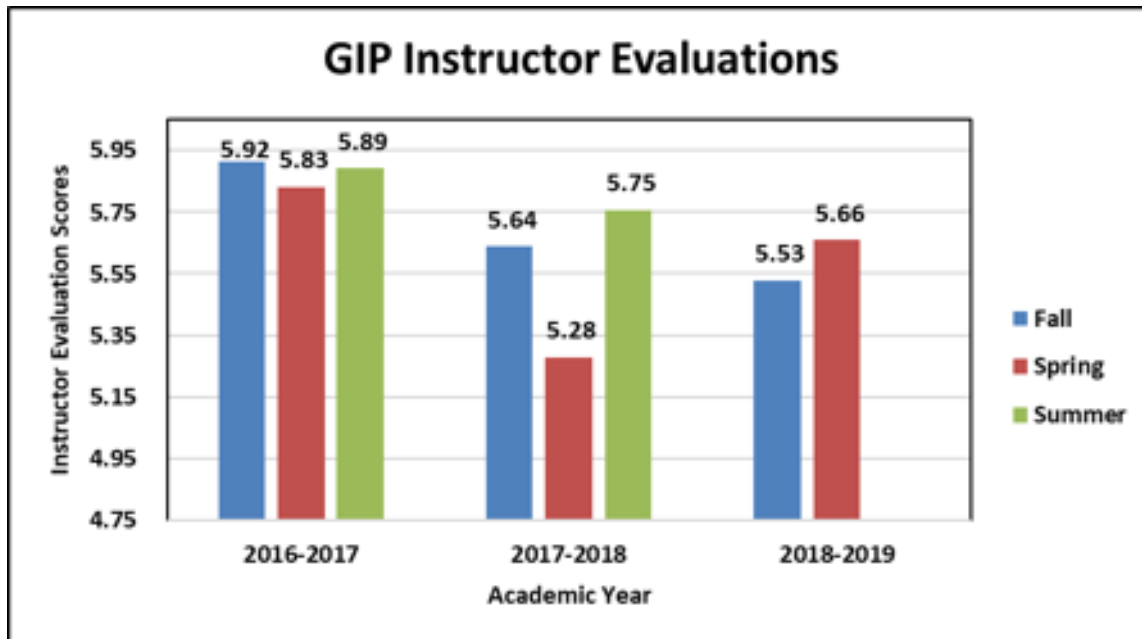


Figure 22: GIP Instructor Evaluations, Academic Years 2016-2019 (Scale 0-6)

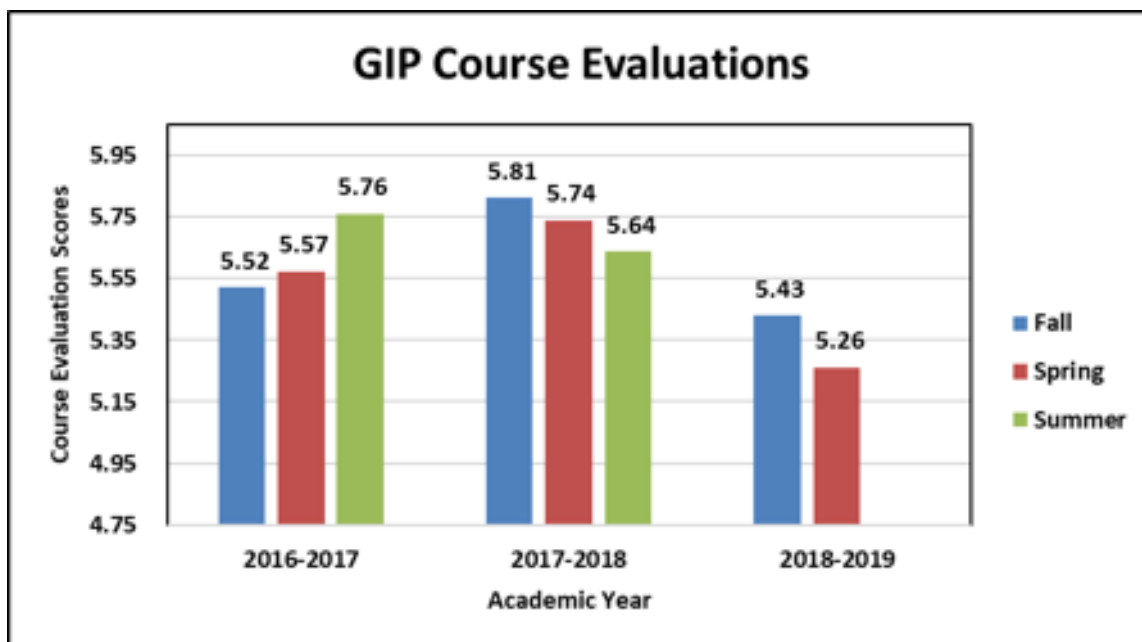


Figure 23: GIP Course Evaluations, Academic Years 2016-2019 (Scale 0-6)

Table 18: GIP Master's Alumni Survey (n=13), Academic Years 2015-2018

FACTOR Specialty Track Outcomes*	2015-2016 n = 4	2016-2017 n = 2	2017-2018 n = 2
Demonstrate an understanding of fundamental biological, psychological, and social dimensions of the aging process	4	4.5	4.5
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	3.5	5	4.5
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	3.5	5	4.5
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	3.5	4.5	4
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	2.75	4.5	4
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	3.5	5	3.5

**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 Cisco Meetings/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 2018-2017 include:

- Our NINRT32 Interdisciplinary Training in Cancer, Caregiving and End-of-Life Care grant (co-directed by Drs. Ellington and Mooney) successfully recruited the largest number of trainees yet that will be supported by this grant; four predoctoral students and five postdoctoral students will be trainees during AY 19-20
- Two predoctoral students submitted Ruth L. Kirschstein Predoctoral Individual National Service Award (F31) applications to NINR and NCI. Sarah Wawrzynski's NINR F31 application *Social media use and social support among adolescent siblings of children with cancer* (Dr. Cloyes, Sponsor; Drs. Guo and Linder, Mentors) received an impact score of 1.6 and likely will be funded
- Dr. Kristin Cloyes submitted a successful application for HRSA Nurse Faculty Loan Program funds and was awarded \$210,000, the largest NFLP award the CON has received to date and there have been significantly more inquiries and applications from CON students for NFLP loan funds at the time of this report than in past years
- Our current cohort of 2018-2020 Jonas Scholars (three Jonas Scholars and three Jonas Veterans Healthcare Scholars) have planned an alumni and networking event for current and former Jonas Scholars for September 27 2019
- Four students successfully defended their dissertations and participated in Convocation May 2019 (Sharifa Al-Qaaydeh, Katherine Doyon, Djin Tay, Rumei Yang)
- Two students received thesis release and conferral of PhD degrees
- Drs. Cloyes and Latendresse presented the podium session *Exploring empirics of nursing students' perceptions of DNP-PhD dual degree and bridge program options* (Cloyes, Vawdrey, Latendresse & Wilson) at the January 2019 AACN Doctoral Education Conference
- Predoctoral students presented their work at multiple venues including the Society of Behavioral Medicine (SBM) Annual Meeting in Washington DC, the Council for the Advancement of Nursing Science State of the Science Congress, the American Medical Informatics Association Annual Symposium, and the Western Institute of Nursing (WIN) co, and published scholarly work in peer-reviewed journals
- Djin Tay was selected by PhD program faculty for the 2019 Outstanding PhD Student
- Echo Warner was a finalist and first runner-up for the 2019 Elizabeth Fuhrman Gardner Prize for Outstanding Woman Student in the Health Sciences Award, awarded by the Women in Health, Medicine and Science (WiHMS) Program and the Office of Health Equity and Inclusion

Notable Actions

- Dr. Sumiko Martinez has created a screening and application process for NFLP loan funds that includes individualized faculty review and assessment of applications to determine if applicants need to take education-related coursework as a condition of funding
- A DNP-PhD dual degree program workgroup met throughout AY 18-19 to develop a plan and proposal to implement a dual degree option for four primary care specialty tracks: Family Nurse Practitioner (FNP-PhD), Adult and Geriatric Nurse Practitioner (AGNP-PhD), Nurse-Midwifery-PhD, and Women's' Health Nurse Practitioner (WHNP-PhD). This proposal will undergo CON, University of Utah Graduate School, Regents and Utah State Higher Education review processes fall 2019 and winter 2020, and we anticipate offering the dual degree option fall 2020
- Facilitated by the Associate Dean of Academic Programs (Dr. Wilson), the Associate Dean for Research and the PhD Program (Dr. Cummins), the Assistant Dean for the PhD program (Dr. Cloyes), the Gerontology Disciplinary Program Director (Dr. Eaton), the Assistant Dean for the Baccalaureate Program and Student Services (Dr. Madden) and the Associate Director of Student Services (Ms. Radmall) reviewed the recruitment plan submitted by Dr. Cloyes, discussed a primary goal of attracting high-quality applicants, and constructed an Affinity map to guide implementation. Results of this process indicated that promoting the visibility and expertise of PhD program faculty and providing and promoting outstanding training opportunities and experiences were the factors most essential to increasing applications from highly qualified applicants. Leveraging social media outreach and visibility was identified as a relatively low-cost, wide-reaching strategy
- In spring 2019, Dr. Michelle Litchman was assigned FTE to lead social media outreach for the CON, including the PhD program
- In fall 2018 we delivered our first Supporting Dignity, Diversity and Dialogue in Distance Education workshop during on-campus orientation week for our PhD students; the second workshop will occur during fall 2019 orientation. This workshop is mandatory for all incoming PhD students and postdocs

Enrollment, Admissions, Progression and Graduation

Enrollment

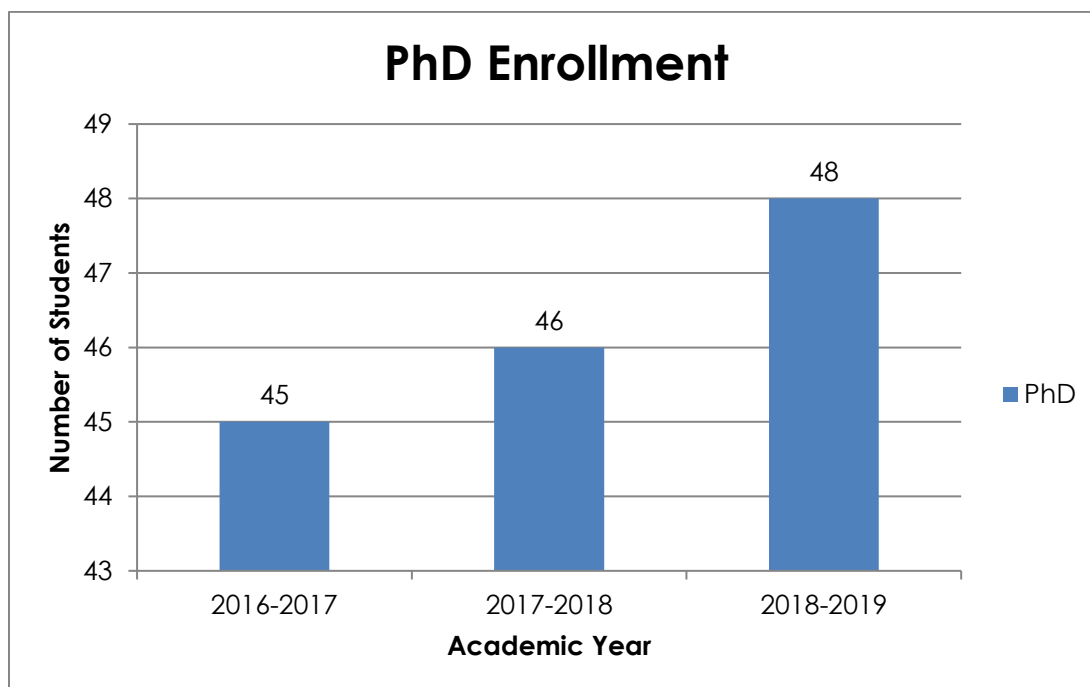
A new cohort of eight pre-doctoral students started course work in fall 2018 (the Excelsior cohort); one student transferred into a DNP track shortly thereafter, while seven students in this cohort continued in the program. In 2019, two students withdrew from the PhD program, and a candidate elected not to continue their dissertation work and transferred into a DNP track. At the time of this report, a total of 48 active PhD students and candidates are enrolled in the PhD program during Academic Year 2018-2019. Two T32 pre-doctoral fellows will continue in their second year of support, and t additional predoctoral fellows will begin fall 2019. Two post-doctoral students continued into their second year of support, and a third will begin fall 2019.

Table 19 compares the characteristics of PhD program students enrolled in the 2018-2019 cohort with the previous two cohorts. The trend is toward stabilizing cohort sizes between 7-10 students.

Table 19: PhD Admission Profile, Academic Years 2016-2019

Variable	2016-17 Nove Cohort n = 9	2017-2018 TNT Cohort n = 10	2018-2019 Excelsior Cohort n = 6
Gender	8 Female, 1 Male	9 Female, 1 Male	5 Female, 1 Male
Mean Age	45	37	38
Race	White = 7 Asian = 1 Pacific Islander = 1	White = 6 African American = 1 Asian = 2 Pacific Islander = 1	White = 3 Black = 1 Asian = 1 Unknown = 1
Hispanic or Latino/a	None*	1	0
Average GRE Scores	Verbal: 154 Quantitative: 147 Analytic writing: 3.4	Verbal: 231 Quantitative: 250 Analytic writing: 3.8	Verbal: 152 Quantitative: 146 Analytic writing: 3.75
Average Grad GPA	3.84	3.82	3.5

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 2016-2018

Admissions

Figure 25 compares the number of PhD applications to enrollments for Academic Years 2016-2019. We received feedback from enrollees and those offered but declining admission that programs offering more competitive financial aid packages and unexpected life circumstances were deciding factors in accepting or rejecting admission offers.

In academic year 2018-2019, we conducted two admissions cycles for our fall 2019 cohort with application deadlines of December 1 and May 15. The first application cycle yielded ever applicants, six of who were offered admission; four accepted and two declined. Four complete applications were submitted in the second cycle; all four were offered admission and all accepted. Shortly before the start of the fall 2019 term, one person who had accepted admission informed us that they were not going to be attending the program.

Table 20: PhD Applications, Offers and Enrollment, Academic Years 2017-2019

Category	Fall 2017 Admit	Fall 2018 Admit	Fall 2019 Admit
Applications to PhD Program	17	17	15
Offers made to applicants	13	14	10
Applicant acceptances of offers	10	7	6

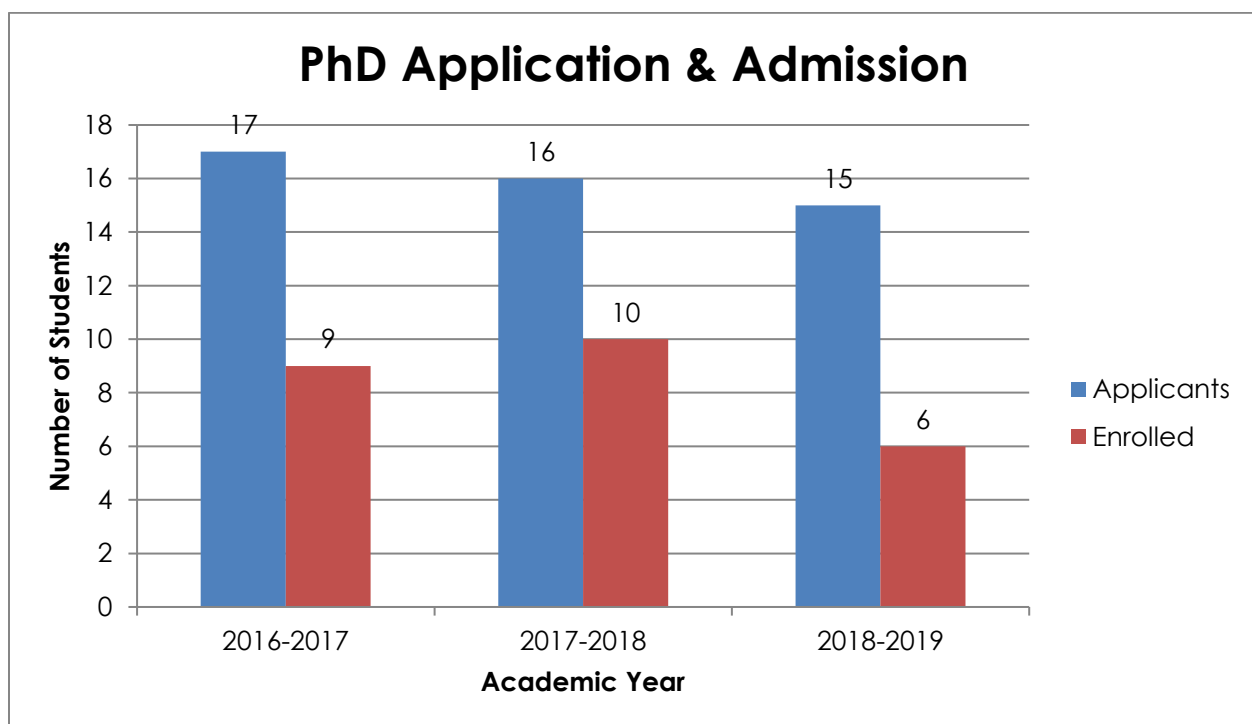


Figure 25: PhD Application and Enrollment, Academic Years 2016-2019

Progression

Table 21 compares the student progression data from 2015-2017. The average time to completion for academic years 2018-2019 was 6.4 years.

Table 21: PhD Student Progression Data, Academic Years 2015-2019

Category	2015-2016	2016-2017	2017-2018	2018-2019
Admitted to PhD Candidacy	5	7	5	6
Successful Dissertation Defenses	9	5	5	6
Thesis clearance and degree awarded	3	5	7	2
Withdrawn from program	0	2	1	3
Average time to degree (years)	5.8	9.4	6.3	6.4

Curriculum, Course Updates and Training Opportunities

Intensive campus- and conference-based learning

In April 2018, the 2014 and 2017 PhD program cohorts attended the 39th 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. In September 2018, the 2016 cohort attended the Council for the Advancement of Nursing Science meeting in Washington D.C. In April 2019, the 2017 and 2018 cohorts attended the Western Institute of Nursing (WIN) annual meeting in San Diego, CA. Required on-campus learning intensives were held in August 2018 (orientation for the 2018 cohort) and in October 2018, when 2017, 2016 and 2015 cohorts attended an on-campus intensive together.

Elective Credits Offered

NURS7070 Multivariate Statistics was selected by PhD program faculty to be offered fall 2018. Although the predoctoral students were surveyed regarding their interest in elective courses, and Multivariate was the leading choice, only two PhD program students remained enrolled in and completed this course (one other student was from outside the CON). This reflects a pattern over the years of PhD program electives being under-enrolled and/or cancelled due to lack of student interest or involvement. When students were queried as to why they did not enroll in or remain enrolled in this course, reasons given included the timing

of semester (fall) and day of the week (Friday). Because MS-PhD students are required to complete 12 elective credits as part of the program of study, and MSN-PhD students are required to complete 21 elective credits, close examination of how best to ensure students have distance-accessible elective options that are congruent with our financial aid support is warranted.

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. NEXus records from SP 18 term showed the DNP students taking courses with us paid the UU a total of \$18,975 in tuition that term. For SP 19 there were 11 DNP students taking classes with us (10 in GERON 6050) resulting in \$20,416 tuition this term coming to Utah. These 11 DNP students taking CON/GIP courses via NEXus represented 69% of all DNP students enrolled in NEXus courses that term across all participating institutions.

Table 22: NEXus Enrollment, Academic Year 2018-2019

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 2016 through the spring of 2019. Evaluations are on a 0-to-6 scale, with higher scores reflecting more positive evaluations.

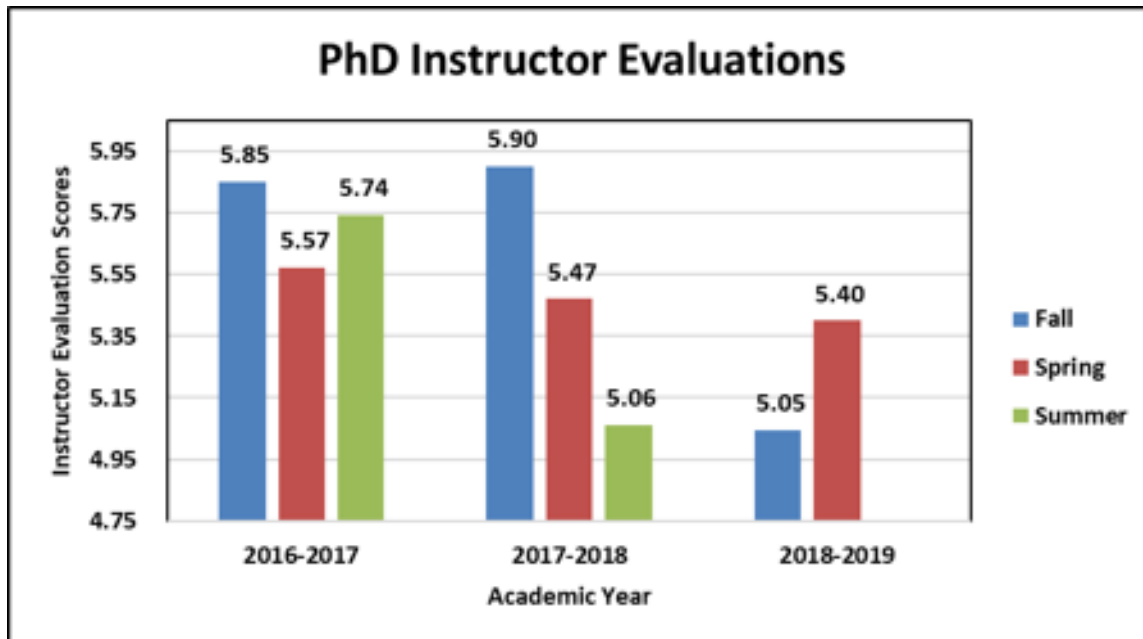


Figure 26: PhD Instructor Evaluations, Academic Years 2016-2019

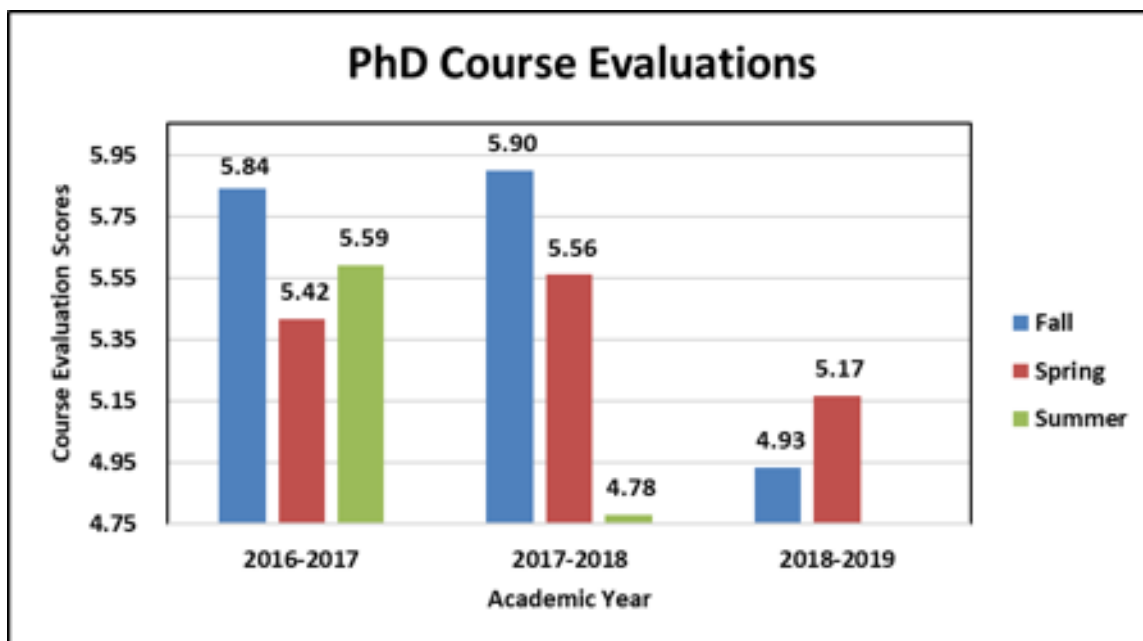


Figure 27: PhD Course Evaluations, Academic Years 2016-2019

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 2018. Results of that survey are listed in Table 23.

Table 23: PhD Alumni Survey

FACTOR Program Outcomes*	2015-2016 n = 1	2016-2017 n = 2	2017-2018 n = 3
Master in-depth knowledge in a substantive area	4	5	5
Appreciate the history and philosophy of science	5	5	4.67
Understand the evolving nature of the nursing discipline	5	5	4.67
Critique and integrate different science perspectives in the conduct of research	4	5	5
Generate new ideas based on a critical evaluation of existing knowledge	5	5	5
Conduct original research	4	5	4.33
Utilize professional and research ethics and judgment in the conduct of research	5	5	5
Assume leadership in the conduct of culturally competent scholarship to improve nursing practice	5	4.5	4.33
Communicate research findings to lay and professional audiences and identify implications for policy, nursing practice, and the profession	4	5	4.67
Integrate the components of scholarship: research, teaching, mentoring, and service to the profession	5	4	5
Communicate scholarship including peer-refereed publications and presentations for professional interdisciplinary audiences	4	4.5	4.67
Understand the evolving roles and responsibilities of a nurse scholar	4	4.5	3.67
Lead in advancing the profession	4	5	4.33
Conduct team science and participate and lead interdisciplinary research teams	5	3.5	5
Provide professional and research mentorship to others	4	4.5	4.67
Contribute to a global community of scholars	4	4	4
Contribute to the formal and informal education of future nurses through discovery, application, and integration	3	4.5	4.67

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

PhD Scholarships/Traineeships

The college awarded over \$439,000 in funding for Academic Year 2018-2019 to PhD students. These funds provided 66 awards to 28 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 2018-2019

Funding Type	Amount
College Development Funds	\$315,128
Traineeships (NIH: T32, F31)	\$101,816
External Scholarships/Fellowships*	\$23,000
TOTAL	\$439,944

*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.

Degree	Students Awarded	% of Total Cohort	Amount
PhD	28	58%	\$439,943

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 best practices through high-quality simulation for the research and education of health care 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 one new Simulation Operations Specialist (SOS) full-time
- Hired one new Simulation Administrative Assistant full-time
- Hired one new simulation faculty at the rank of Instructor (Clinical) full-time
- Hired multiple confederates and standardized/simulated patients PRN

Development/Training:

- SOS completed Emergency Medical Technician (EMT) training
- SOS completed Excel Training
- SOS completed Moulage training at the Intermountain Center for Disaster Preparedness

Professional Growth:

- Developed Simulations Operations Specialist Course partnering with the Utah Simulation Coalition to increase simulation operation specialists hiring pool in Utah
- Presented at International Meeting of the Society for Simulation in Healthcare (IMSH)
- Finance Manager completed Certified healthcare Simulation Operations Specialist (CHSOS)
- Program Manager completed Certified healthcare Simulation Operations Specialist (CHSOS)
- Finance Manager appointed to Utah Simulation Coalition (USC) board as Treasurer
- Program Manager appointed to USC board as Communication Chair
- Program Manager became a member of the Association of Standardized Patient Educators (ASPE)
- Simulation Program Manager and Finance manager obtained SSH memberships

Process Improvements:

- Implemented new inventory program and recycling with a savings of over 10%
- Implemented improved equipment and maintenance tracking system
- Implemented new finance and revenue processes for better recharge center tracking
- Implemented new cleaning process and tracking
- Implemented improved green room process to decrease waste
- Implemented one-one-one simulation operation specialists reviews monthly
- Implemented new filming policy for film students, independent films, and film industry
- Upgraded infant and child simulators to better support educational outcomes

Facilities Improvements:

- All hardware updated to current industry standards
- Upgraded all simulation rooms to support both Gaumard and Laerdal for increased flexibility
- Added virtual reality (VR) software and training room
- Added wearable technology to support realistic simulation outcomes

Figure 28 details the Simulation Learning Center's usage in hours during Academic Years 2016-2018. College of Nursing (CON) users include undergraduate and DNP students. University of Utah Health Sciences users include the School of Medicine, advanced Internal Medicine, Infectious diseases, Critical Care, Transition to Residency, Occupational Therapy and Physician's Assistant Program.

University of Utah Hospital users include Burn Trauma Intensive Care Unit staffers, Clinical Staff Education, Huntsman Cancer Institute Oncology Nurse Residency students and AirMed, and BERT team training. Research included in the College of Nursing pre-licensure program. Western Governors University and Interprofessional Education students also use the College's SIM Center. Other users include Interpreter Services, the Pace Program, Research Development and simulation tours.

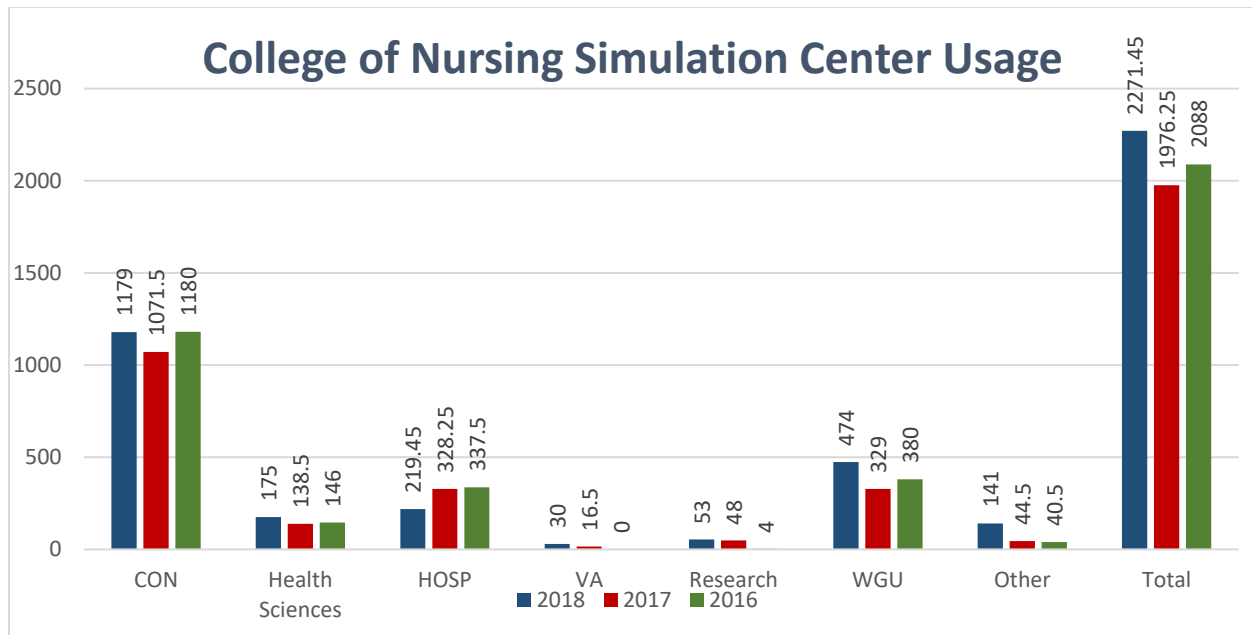


Figure 28: Intermountain Healthcare Simulation Learning Center Usage (Hours) by Program, Academic Years 2016-2018

Programs

Education:

- Implemented simulation integration processes for graduate programs
- Implemented new pre-licensure simulation feedback form
- Implemented new simulation faculty evaluation forms
- Research pilot study for adding virtual reality education to pre-licensure programs completed

Community Partnerships:

- Western Governors University Nursing Program
- Utah Simulation Coalition
- Laerdal Utah Simulation Group
- Granite Technical Institute
- Gaumard Simulation
- Veterans Affairs Salt Lake City Health Care Systems

RESEARCH

General Benchmarks

The Emma Eccles Jones Nursing Research Center (EEJNRC) achieved increases in the number of active research funding awards and rate of successful funding during Fiscal Year 2018-2019. The number of funding applications submitted during the same fiscal year reached a record high, with 63 applications in Fiscal Year 2019 in comparison to 37 applications in Fiscal Year 2015. These data appear in Figures 29 and 30, and exclude intramural College of Nursing (CON) awards. The college's success rate for funding applications increased from 33 percent in Fiscal Year 2014 to 38 percent in Fiscal Year 2018 — the last year for which all grant applications completed review by sponsoring agencies.

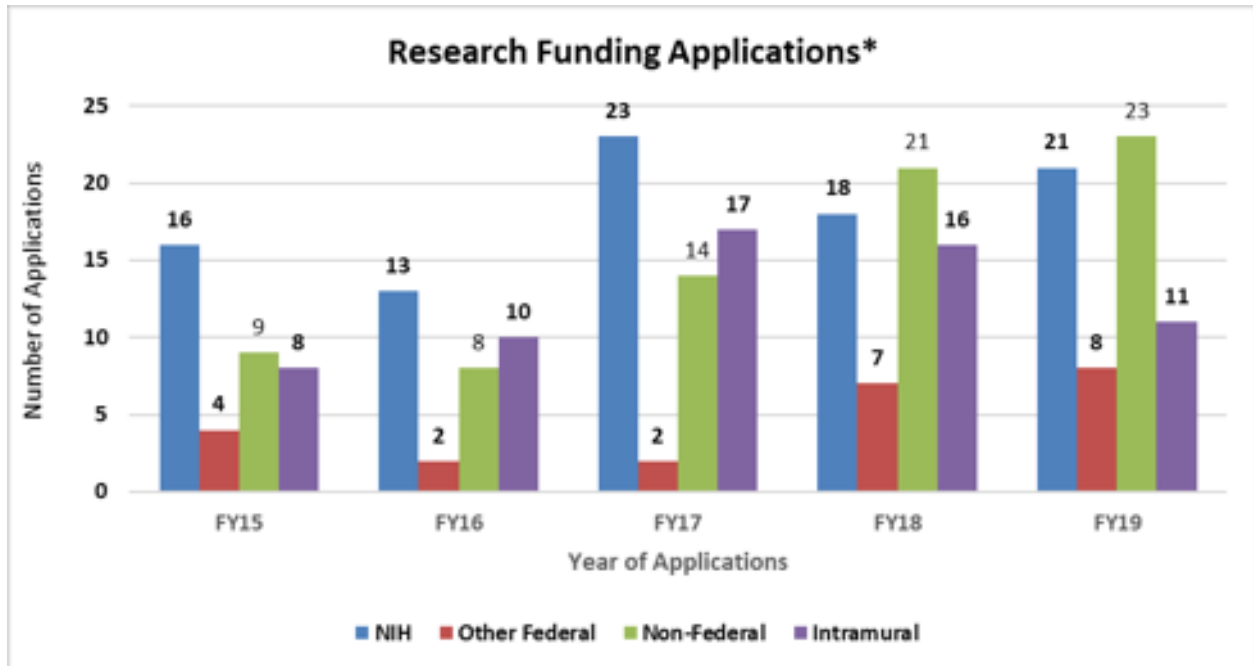


Figure 29: Number of Research Grant Applications, Fiscal Years 2015-2019

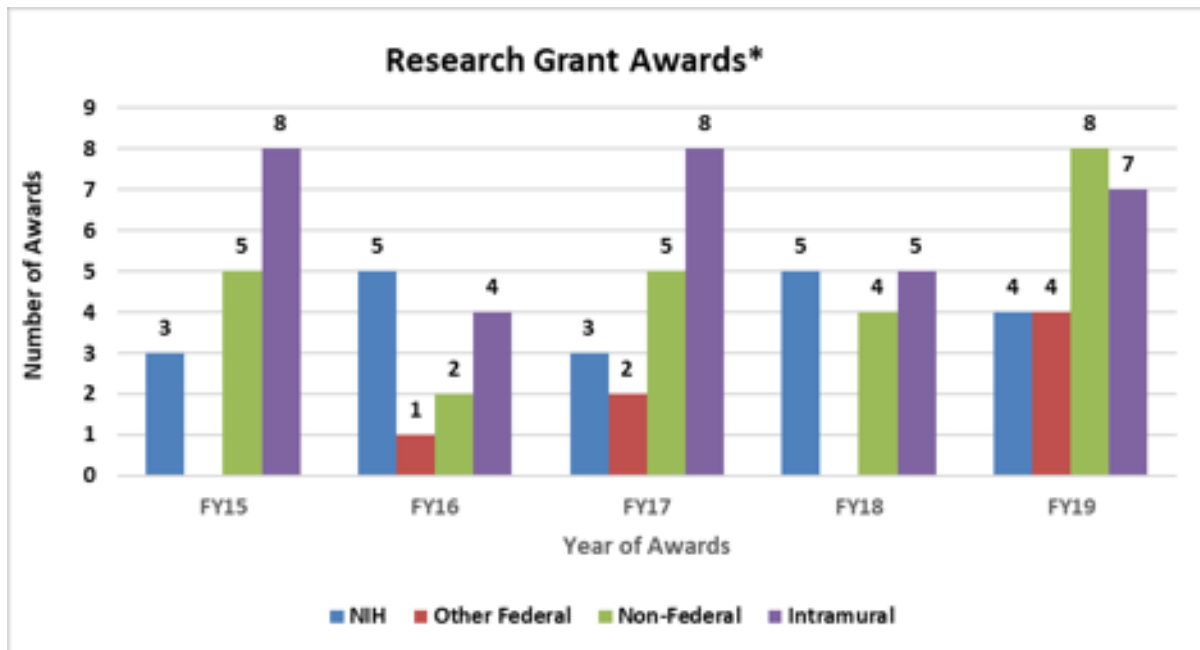


Figure 30: Number of Research Grant Awards, Fiscal Years 2015-2019

Direct costs for extramural research expenses increased markedly, with expenditures of over \$3 million in Fiscal Year 2017-2018 and \$3.6 million in Fiscal Year 2018-2019, shown in Figure 31.

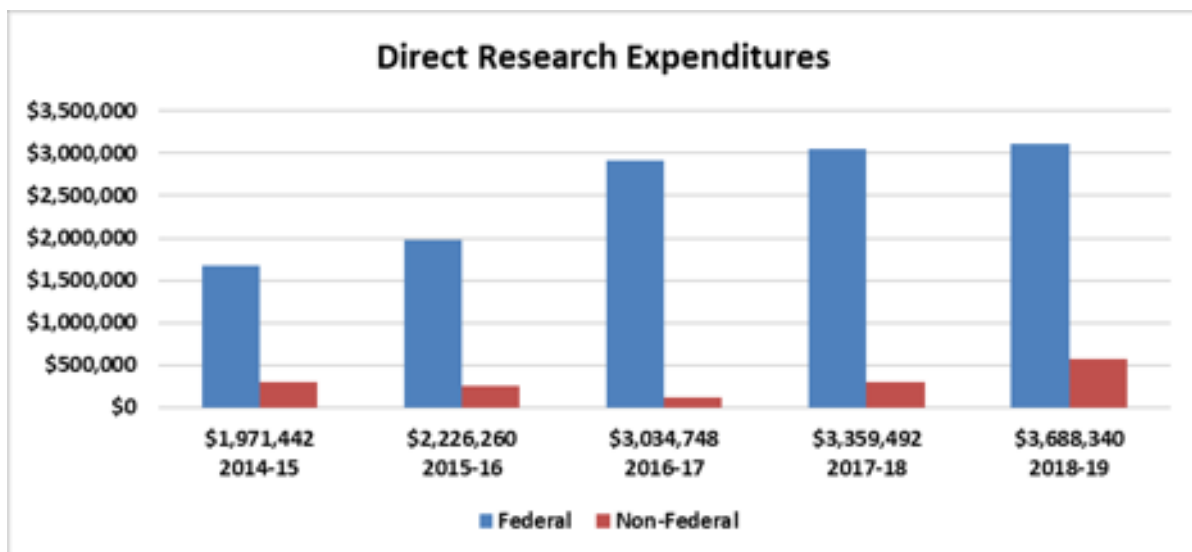


Figure 31: Direct Research Expenditures, Fiscal Years 2015-2019

The college's research portfolio increased compared to Fiscal Year 2018, with a value of over \$24 million in Fiscal Year 2019, as shown in Figure 32, continuing the overall upward trend.

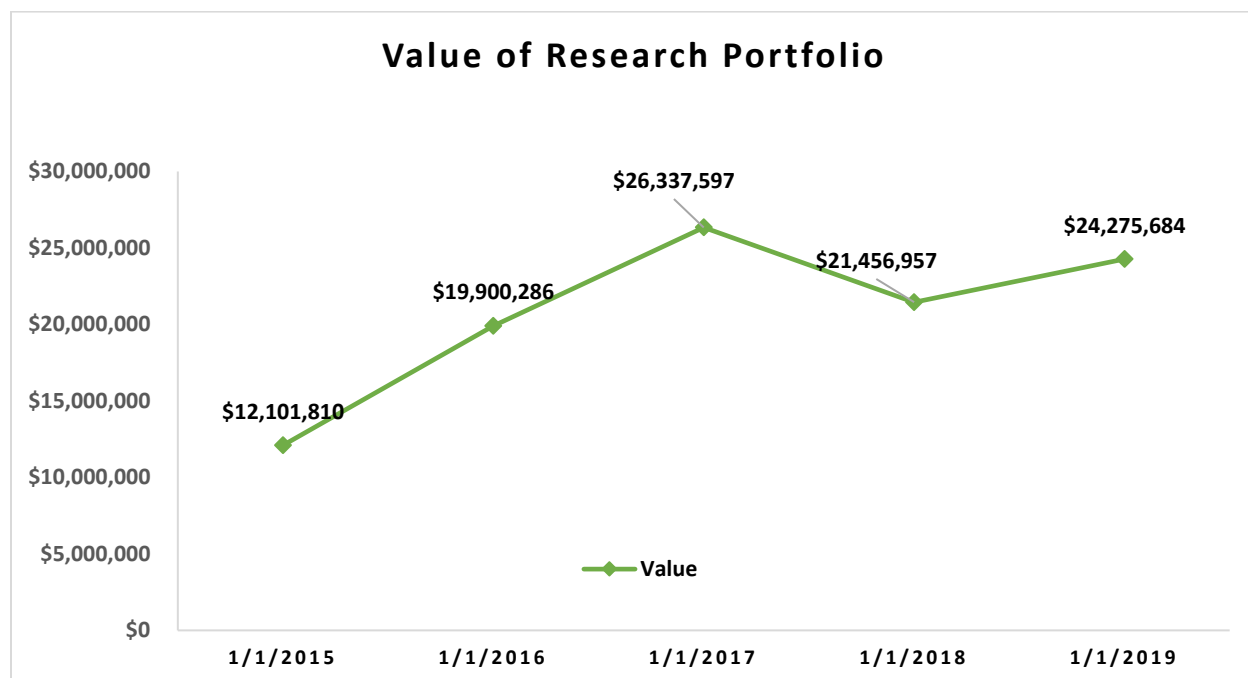


Figure 32: Value of Research Portfolio, Fiscal Years 2015-2019

The college's National Institutes of Health (NIH) ranking is No. 26 among schools of nursing (SON) nationwide for the 2018 federal fiscal year. This rank places the college in the top 37 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 two percent of all schools of nursing. Awards from the Agency for Healthcare Research and Quality (AHRQ) comprise the college's other sources of federal research funds. Non-federal grant funding includes award from the Alzheimer's Association, Cambia Health Foundation, and the Utah Department of Health.

More than two-thirds of tenure- and research-line faculty — 70 percent, or 21 of 30 faculty — receive partial salary support from extramural research funding. An additional three 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 and growing the research mission is the national shortage of nurse-scientists. During 2019, the college employed 28 tenured and tenure-line faculty and two research faculty, and we have not grown the overall number of tenure-line faculty for some years. As a frame of reference, the top ten BRIMR ranked Colleges of Nursing in 2018 employ between 38-54 tenure-line faculty compared to 28 tenure-line University of Utah faculty. Forty-three 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 maintained or increased values for most Academic Analytics productivity metrics as compared to academic year 2016-2017.



Figure 33: Academic Analytics Data, Academic Year 2017-2018

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 2018-2019

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
02/02/2019-03/01/2020	Alderden	American Association of Critical-Care Nurses	Pressure Injuries among Critical Care Patients	\$10,000
09/30/2018-05/31/2023	Caserta/ Utz	National Institutes of Health – National Institute on Aging, (NIH-NIA) R01	Virtual Coaching to Maximize Dementia Caregivers' Respite Time-Use: A Stage 1 Pilot Test for Feasibility and Efficacy	\$2,144,715
01/01/2019-06/30/2019	Clark	University of Colorado Denver/ National Institutes of Health – National Institute of Nursing Research	Factors Influencing Screen Media Use in Low-Income Mexican-American Toddlers	\$34,093
03/01/2018-02/28/2019	Clayton	University of Utah Consortium for Families and Health Research	Live Patient Discharge From Hospice: Implications for Families and Hospice Staff	\$3,200

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
08/15/2018-06/30/2020	Clayton	University of Massachusetts, Worcester/ National Institutes of Health – National Institute on Aging	Pilot Study of Standardized Patient-Centered medication Review (SPECTORx) in Home Hospice	\$101,893
10/01/2017-06/30/2019	Cohen	University of California-San Francisco/Bill and Melinda Gates Foundation, 10395SC	Improving Quality of Obstetric and Neonatal Care Through Mentoring and Simulation Training: A Collaboration in Bihar and Uttar Pradesh	\$325,177
04/01/2019-03/31/2020	Cohen	University of Utah Vice-President for Research	Interprofessional Simulation Training to Improve Out-of-Hospital Birth Transfers: A Pilot Study	\$37,251
09/30/2013-09/29/2019	Cummins	Agency for Healthcare Research and Quality (AHRQ), R01HS021472	Electronic Exchange of Poisoning Information	\$1,249,994
07/01/2018-06/30/2023	Ellington/Mooney	National Institutes of Health – National Institute of Nursing Research, (NIH-NINR) T32NR013456	Interdisciplinary Training in Cancer, Caregiving and End-of- Life Care	\$1,747,223
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
07/01/2016-05/31/2019	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
			Hub and Spoke Imitative Focused on Improving	

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
12/15/2017-09/30/2018	Kepka	American Academy of Pediatrics (AAP)	HPV (Human Papillomavirus) Rates	\$6,000
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
12/26/2018-11/30/2021	Latendresse	National Institutes of Health – National Institute of Nursing Research (NIH-NINR), R01NR017620	Randomized Trial of Telehealth Group Intervention to Reduce Perinatal Depressive Symptoms in Diverse and Rural Populations	\$1,521,189
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
01/01/2019-12/31/2019	Linder	Virginia Commonwealth University	Symptom Self-Management in Adolescents and Young Adults with Cancer: Refining the Computerized System Capture Tool (C-SCAT)	\$14,300
01/01/2018-08/31/2018	Litchman	American Association of Diabetes Educators (AADE)	Review of the Diabetes Online Community	\$2,600
01/01/2019-12/31/2019	Litchman/Allen	University of Utah Center on Aging	A Feasibility Study of Older Adults and their Care Partners using RT-CGM Share	\$20,000
04/01/2016-03/31/2022	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
08/01/2018-07/31/2121	Mooney	Cambia Health Foundation	Huntsman at Home: Evaluation of a New Cancer Supportive Care and palliative Care Delivery Model	\$277,233
07/01/2018-06/30/2020	Morse/Merryweather	Agency for Healthcare Research and Quality (AHRQ), R03HS026264	Developing Biomechanical Models from Initiated Fall Actions and Reactions in Frail Elderly Patients	\$99,990

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
9/30/2018-09/29/2023	Morse/Merryweather	Agency for Healthcare Research and Quality (AHRQ), R03HS026264	Reconfiguring the Patient Room as a Fall Protection Strategy to Increase Patient Stability During Ambulation	\$1,988,358
09/01/2015-05/31/2020	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
10/01/2018-09/30/2019	Simonsen	University of Utah Diabetes & Metabolism Center	MAPS for Healthy Women: A Pilot Study of <u>M</u> otivation <u>A</u> nd <u>P</u> roblem <u>S</u> olving to Enhance Engagement in the Diabetes Prevention Program for Reproductive-Age Women Planning to Conceive	\$50,000
10/01/2018-09/30/2019	Staes	Utah Department of Health	Utah Medicaid Hitech Controlled Substance Medication Integration (CSMI) Project	\$73,211
11/09/2018-12/31/2019	Staes	Hitachi Ltd	Data Analytics to Improve End-of-Life Care	\$49,953
04/15/2019-10/15/2019	Staes	Utah Department of Health	Improving Quality and Timeliness of Death Certification	\$11,200
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
11/14/2018-12/31/2019	Supiano	Rita & Alex Hillman Foundation	Complicated Grief Group Therapy for Community-Residing Persons with Serious Mental Illness	\$50,000
01/22/2019-09/29/2020	Supiano	Utah Department of Human Services	Grief from Overdose Death: A Project to Prepare Clinicians to Provide Grief Support to Those Bereaved by Overdose Death	\$300,000

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
09/30/2015-09/29/2019	Sward/Facelli	National Institutes of Health – National Institute of Biomedical Imaging and Bioengineering (NIH-NIBIB) U54EB021973	PRISMS (Pediatric Research Using Integrated 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
09/15/2018-04/30/2020	Towsley	National Institutes of Health – National Institute on Aging (NIH-NIA) R21AG058094	Me & My Wishes: An Efficacy Trial of Long Term Care Residents with Alzheimer's using Video to Communicate Care Preferences with Caregivers	\$435,342
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
09/30/2018-09/29/2020	Wallace	Agency for Healthcare Research and Quality (AHRQ), R21HS026505	From Emergency to Community: Implementing a Social Needs Assessment and Referral Infrastructure Using Health Information Technology	\$299,620
08/01/2017-07/31/2020	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

Funding Applications and Prospects

During Fiscal Year 2018-2019, faculty and students submitted 63 research grant applications to outside agencies, as shown in Table 28. Twenty-one of these applications were submitted to the National Institutes of Health (NIH) and eight were submitted to other federal agencies, primarily the Agency for Healthcare Research and Quality (AHRQ).

Forty-one 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 22 applications. Faculty reported 13 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, 2018-June 30, 2019

Date	PI	Agency	Title	Funds Requested
12/07/2018	Bybee	National Institutes of Health - National Cancer Institute (NIH-NCI)	Posttraumatic Growth among Couples Coping with Advanced Cancer: A Quantitative Study	\$100,857
07/06/2018	Clark	National Institutes of Health –National Institute of Nursing Research (NIH-NINR)	How Women with Intellectual Disabilities Experience Prenatal Screening, Testing, and Birth Planning and Make Choices about Their Care	\$152,500
08/10/2018	Clark	Utah State University/WITH Foundation	Reproductive Health Information for Women with Developmental and Intellectual Disabilities	\$12,134
10/15/2018	Clark	City University of New York/ National Institutes of Health National - Library of Medicine (NIH NLM)	Minority Populations on the Web: Exploring Rare Diseases through the National Libraries of Medicine (MPOWERD-NLM)	\$69,638
02/14/2019	Clark	National Institutes of Health – Eunice Kennedy Shriver National Institute of Child Health and Human Development (NIH-NICHHD)	Pregnancy-Related Decision-Making of Women with Intellectual Disabilities	\$152,500
05/13/2019	Clayton	University of Massachusetts Medical School/National Institutes of Health (NIH)	Deprescribing Trials in Home Hospice: Balancing Participant Benefit and Burden	\$20,754

Date	PI	Agency	Title	Funds Requested
06/16/2019	Clayton/Supiano/Utz	National Institutes of Health – National Institute on Aging (NIH-NIA)	End-of-Life Healthcare and Hospice Use in Alzheimer's Disease: A Comparative Secondary Data Analysis Using the Utah Population Database	\$152,500
04/19/2019	Cloyes	Rita & Alex Hillman Foundation	Assessing, Mapping, and Mobilizing Person-Centered Social Support Networks for LGBTQ Cancer Patients and Caregivers (AMaP)	\$50,000
01/15/2019	Cohen	University of Utah Vice-President for Research	Interprofessional Simulation Training to Improve Out-of-Hospital Birth Transfers: A Pilot Study	\$37,251
05/10/2019	Cohen	University of California, San Francisco/ Bill & Melinda Gates Foundation	Expanding and Sustaining Simulations and Team-Training in Bihar, India	\$486,219
05/24/2019	Cohen	United States Agency for International Development (USAID)	Using Human-Centered Precision Simulation Training to Address Health Systems Strengthening in MNCH/FP/RH	\$200,000
04/30/2019	Coombs	American Nurses' Foundation	Treatment Decision Making in Older Adults with Cancer: Measuring the Impact of Symptom Burden, Functional Status and Patient/Provider Communication	\$7,499
09/05/218	Cummins	University of Utah Vice-President for Research	College of Nursing Seed Grants Funding	\$25,000
10/02/2018	De Jong	Geneva Foundation/Uniformed Services University of the Health Sciences	An Analysis of Surgical Team Communication in a Large Military Medical Center	\$73,734
02/12/2019	Eaton	National Institutes of Health – National Institute on Aging (NIH-NIA)	Developing an Innovative Arts-Based Drama Intervention to Reduce Stress in Family Caregivers of Persons with Alzheimer's Disease and Related Dementias	\$662,577

Date	PI	Agency	Title	Funds Requested
05/17/2019	Ellington	University of Utah Center on Aging	One U for Caregiving Science: Strengthening Partnerships and Leveraging Existing Expertise for Excellence	\$40,000
05/10/2019	Guo	National Institutes of Health – National Institute of Nursing Research (NIH-NINR)	Exploring Associations between Social Determinants of Health and Disparities in Access to End-of-Life and Palliative Care among Cancer Patients Using Electronic Health Records	\$95,388
10/12/2018	Kang	National Institutes of Health – National Heart, Lung, & Blood Institute (NIH-NHLBI)	Symptom Care at Home-Heart Failure: Developing and Piloting a Symptom Monitoring and Self-Management Coaching System for Patients with Heart Failure	\$711,650
09/18/2018	Kepka	National Institutes of Health - National Cancer Institute (NIH-NCI)	Development and Implementation of Multi-Level Patient Navigator Systems for Mountain West Rural Gynecological Cancer Care	\$2,371,787
03/01/2019	Kepka	Kaiser Foundation Research Institute/ National Institutes of Health - National Cancer Institute (NIH-NCI)	Practice-Based Approaches to Promote HPV Vaccination in the Safety Net (PREVENT)	\$277,764
03/31/2019	Kepka	Huntsman Cancer Institute	Slipping through the Cracks-What the Treatment Journeys of Rural Gynecological Cancer Patients Teach Us about the Challenges of Early Detection & Referral of Rural Patients to Specialty Gynecological Cancer Care	\$35,000
03/31/2019	Kepka	Huntsman Cancer Institute	An Assessment of Radon Exposure Across the State of Utah and in Vulnerable Populations	\$20,072

Date	PI	Agency	Title	Funds Requested
08/06/2018	Latendresse	Utah Department of Health/Health Resources and Services Administration (HRSA)	Screening and Treatment for Maternal Depression and Related Behavioral Disorders Program : Telehealth Subcontract	\$820,400
08/16/2018	Latendresse	Utah Department of Health/Health Resources and Services Administration (HRSA)	Screening and Treatment for Maternal Depression and Related Behavioral Disorders Program : Maternal Mental Health Subcommittee Subcontract	\$104,000
05/16/2019	Latendresse	Utah Department of Health	Implementing a UDOH Telehealth Perinatal Depression Screening Program in Utah Rural and Frontier Communities	\$202,888
09/30/2018	Linder	Virginia Commonwealth University	Symptom Self-Management in Adolescents and Young Adults with Cancer: Refining the Computerized System Capture Tool (C-SCAT)	\$14,300
03/29/2019	Linder	St. Baldrick's Foundation	Engaging Clinicians in Designing App-Generated Symptom Reports	\$56,155
04/19/2019	Linder	University of Utah Center for Clinical & Translational Services	Enhancing the Usability of the Color Me Healthy App	\$23,900
07/06/2018	Litchman	Ivory Foundation	Addressing Gaps in Type 1 Diabetes Peer Mentoring Programs	\$116,060
08/10/2018	Litchman	University of Utah Diabetes & Metabolism Center	Diabetes Distress, Social Stigma, Resilience and A1C in the Diabetes Online Community	\$50,000
09/17/2018	Litchman	Abbott Diabetes, Inc.	Combining Flash Glucose Monitoring and Online Peer Support to Improve Outcomes in Hispanic Spanish-Speaking People with Type 2 Diabetes	\$129,348
10/01/2018	Litchman/Allen	Ivory Foundation	Hack the D	\$94,613
		University of Utah Diabetes &	Diabetes Distress, Social Stigma, Resilience and	

Date	PI	Agency	Title	Funds Requested
08/10/2018	Litchman	Metabolism Center	A1C in the Diabetes Online Community	\$50,000
09/17/2018	Litchman	Abbott Diabetes, Inc.	Combining Flash Glucose Monitoring and Online Peer Support to Improve Outcomes in Hispanic Spanish-Speaking People with Type 2 Diabetes	\$129,348
10/01/2018	Litchman/Allen	Ivory Foundation	Hack the D	\$94,613
08/10/2018	Litchman	University of Utah Diabetes & Metabolism Center	Diabetes Distress, Social Stigma, Resilience and A1C in the Diabetes Online Community	\$50,000
07/01/2018	Mooney	Cambia Health Foundation	Huntsman at Home: Evaluation of a New Cancer Supportive Care and Palliative Care Delivery Model	\$277,233
09/25/2018	Mooney/ Ellington	National Institutes of Health - National Cancer Institute (NIH-NCI)	Rethinking Cancer Caregiving Stress: A Dynamic Approach to Optimizing Personalized Support for Family Caregivers (Rethink Study)	\$22,990,734
04/04/2019	Mooney	University of Vermont/ National Institutes of Health - National Cancer Institute (NIH-NCI)	Remote Monitoring and Management of Chemotherapy Induced Peripheral Neuropathy (REMOTE- CIPN)	\$3,228,894
06/05/2019	Mooney	Rita & Alex Hillman Foundation	Huntsman at Home- A Nursing Driven Model of Care for Rural Dwelling Cancer Patients and their Families	\$600,000
09/04/2018	Newman	Oncology Nursing Society	Development and Refinement of the 'New Patient Regroup Visit' in Pediatric Oncology	\$25,000
03/27/2019	Perkins	Fahs-Beck Fund	The Use of Informed Intuition to Guide Person-Centered Care and Decision Support for Management of Behavioral and Psychological Symptoms of Dementia	\$4,949

Date	PI	Agency	Title	Funds Requested
02/01/2019	Rothwell	National Institutes of Health – Eunice Kennedy Shriver National Institute of Child Health and Human Development (NIH-NICHD)	Genomic Testing in Assisted Reproduction: Patients' Understanding and its Impact on Embryo Selection and Use	\$1,899,457
06/05/2019	Rothwell	National Institutes of Health – Eunice Kennedy Shriver National Institute of Child Health and Human Development (NIH-NICHD)	Game Education about Prenatal Screening among Diverse Populations	\$2,921,938
02/19/2019	Sanchez- Birkhead	National Institutes of Health - National Cancer Institute (NIH-NCI)	Activa tu Poder: Patient Activation for Hispanic Women in Utah	\$409,229
03/29/2019	Sanchez-Birkhead	American Cancer Society	Engaging Latina Communities to Improve Disparities in Palliative Care	\$141,891
06/16/2019	Sanchez-Birkhead	National Institutes of Health – National Institute of Nursing Research (NIH-NINR)	Strategies for Promoting Health and Well-Being among Racially/ Ethnically Diverse Mid-Life Adults	\$419,375
08/10/2018	Simonsen	University of Utah Diabetes & Metabolism Research Center	MAPS for Healthy Women: A Pilot Study of Motivation and Problem Solving (MAPS) to Enhance Engagement in the Diabetes Prevention Program for Reproductive-age Women Planning to Conceive	\$50,000
08/29/2018	Simonsen	University of Utah Diabetes & Metabolism Research Center	Motivating Reproductive Age Women to Engage in the Diabetes Prevention Program: A Feasibility Study	\$40,000
03/13/2019	Simonsen	Robert Wood Johnson Foundation	Promoting a Culture of Health for African Refugees through Reproductive Life Planning and Intimate Partner Violence Prevention.	\$125,000

Date	PI	Agency	Title	Funds Requested
06/16/2019	Simonsen	National Institutes of Health – National Institute of Nursing Research (NIH- NINR)	Motivation and Problem Solving (MAPS) to Enhance National Diabetes Prevention Program Enrollment and Completion Among Reproductive Age Women	\$419,375
10/10/2018	Staes	Hitachi Ltd	Data Analytics to Improve End-of-Life Care	\$49,953
10/15/2018	Staes	Utah Department of Health	Utah Medicaid Hitech Controlled Substance Medication Integration (CSMI) Project	\$73,211
04/08/2019	Staes	Utah Department of Health	Improving Quality and Timeliness of Death Certification	\$11,200
08/16/2018	Supiano	Utah Department of Human Services	Grief from Overdose Death: A Project to Prepare Clinicians to Provide Grief Support to Those Bereaved by Overdose Death	\$300,000
11/12/2018	Supiano	American Foundation for Suicide Prevention	Firearm Safety and Suicide Risk in Older Adults and their Families: A Motivational Interviewing Approach to Attitude and Behavior Change	\$150,000
02/01/2019	Sward	Noorda Foundation	Center of Excellence for Exposure Health Informatics	\$100,000
07/13/2018	Taylor-Swanson	Department of Defense	Veteran led Development of Educational Materials Regarding Acupuncture's Effectiveness for Gulf War Syndrome	\$381,250
06/16/2019	Taylor-Swanson	National Institutes of Health – National Center for Complementary and Integrative Health (NIH-NCCAM)	Investigating Interoceptive Awareness and Emotion Regulation in the Context of Acupuncture for the Treatment of Chronic Low Back Pain	\$433,040
06/20/2019	Tom-Orme	Indian Health Service	Utah's American Indians into Nursing to	\$1,943,927

Date	PI	Agency	Title	Funds Requested
			DHHS/Indian Health Services	
07/24/2018	Towsley	University of Utah Technology & Venture Commercialization	Initial Steps to Scaling Me & My Wishes	\$9,000
10/29/2018	Wallace	Agency for Healthcare Research and Quality (AHRQ)	Social Needs and Resources in the Evaluation and Enhancement of Discharge Support: The NEEDS Study	\$1,199,949
04/03/2019	Wawrzynski	National Institutes of Health – National Institute of Nursing Research (NIH-NINR)	Social Media Use and Social Support among Adolescent Siblings of Children with Cancer	\$126,678

Table 29: Research Grant Applications Submitted Collaboratively, July 1, 2018-June 30, 2019

Date	CON Key Personnel	Agency	Title	PI
08/10/2018	Clark	University of Utah Diabetes & Metabolism Center	Type 2 Diabetes Prevention in a Family Context	Katherine Baucom Dept. of Psychology
06/05/2019	Clayton	National Institutes of Health (NIH)	Biobehavioral Markers of High Impact Chronic Back Pain	Akiko Okifuji Hare Dept. of Anesthesiology
06/05/2019	Litchman	National Institutes of Health – National Institute of Diabetes and Digestive and Kidney Disease	Improving Self-Regulation and Social Support for Type 1 Diabetes during Emerging Adulthood	Cynthia Berg Dept. of Psychology
08/15/2018	Sanchez-Birkhead	National Science Foundation (NSF)	Parenting Effects on Individual and Share Time Use Processes & Experiences: Implications for Hispanic Adolescent and Adult Well-being	Camilla Hodge Dept. of Health, Kinesiology, and Recreation
06/16/2019	Sheng	Centers for Disease Control (CDC)	Intra-abdominal Pressure	Robert Hitchcock Dept. of Biomedical Engineering

Date	CON Key Personnel	Agency	Title	PI
06/16/2019	Sheng	National Institutes of Health – National Institute of Biomedical Imaging and Bioengineering (NIH-NIBIB)	Underfoot Load Patterns During Tibial Fracture Rehabilitation	Robert Hitchcock Dept. of Biomedical Engineering
02/05/2019	Simonsen	National Institutes of Health – National Institute of Nursing Research (NIH-NINR)	Enhancing the Management of Blood Pressure through a Technology Assisted Behavioral Sleep Extension Intervention	Kelly Baron Dept. of Family & Preventive Medicine
02/08/2019	Simonsen	National Institutes of Health (NIH)	Measuring Reproductive Health Indicators in Teen Girls with and without Depression	Nakyung Jeon Dept. of Pharmacotherapy
08/01/2018	Supiano	American Foundation for Suicide Prevention	Harms Reduction of Suicide Risk	Sonia Salari Dept. of Family & Consumer Studies
12/20/2018	Sward	National Institutes of Health – National Institute of Environmental Health Sciences (NIH-NIEHS)	TRP Channels and Air Pollution	Christopher Reilly Dept. of Pharmacology & Toxicology
02/08/2019	Sward	National Institutes of Health – National Heart, Lung, and Blood Institute (NIH-NHLBI)	Variation in Mortality and Lab Utilization Practices in Pediatric Intensive Care Units	J. Michael Dean Dept. of Pediatrics
02/22/2019	Sward	National Institutes of Health – National Center for Advancing Translational Sciences (NIH-NCATS)	TIN - HEAL Pain ERN Supplement	J. Michael Dean Dept. of Pediatrics
05/25/2019	Wilson, R	National Institutes of Health – NIDA (NIH-NIDA)	SBIRT Training	Melissa Cheng Dept. of Family & Preventive Medicine

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 2018-2019. Seventeen 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, 2018-2019

Award Date	PI	Title	Amount
03/01/2019	Cloyes	Assessing Social Support within Caregiving and Support Networks of Sexual and Gender Minority (SGM) Advanced Cancer Patients and their Primary Caregivers	\$31,965
06/30/2019	Cloyes/Towsley	Tailoring Me & My Wishes for LGBT Older Adults Anticipating Transition to Long Term Care	\$5,843
03/01/2019	Felsted	A Mindful Approach to Older Adults Receiving Rehabilitation Services in Long Term Care	\$3,000
06/30/2019	Kang	Clinicians' Perspectives of Pain in Older Adults with Heart Failure	\$19,987
10/01/2018	Linder	Preparing the Child's Symptom Self-Report for Inclusion in Electronic Health Record Systems	\$1,598
09/30/2018	Taylor-Swanson	The Nonlinear Datapalooza 2.0: A New Kind of Conference for a New Kind of Science	\$3,000
06/30/2019	Taylor-Swanson	Program Evaluation/Quality Improvement Project (QIP) for Mindfulness and Acupuncture in the Context of Chronic Pain	\$17,251
03/01/2019	Wallace	Usability of the Going Home Toolkit	\$19,967
		Total	\$102,611

Research Initiatives

During Fiscal Year 2018-2019, 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:

- *Programming to Foster Faculty and Staff Success*
 - *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 2018-2019 research teas shared information and opportunities including the Transitions and Health RITe team, post-award services, statistical support services, the Undergraduate Research Opportunities Program, and the Community Engagement & Collaboration Team from the University of Utah Center for Clinical & Translational Science
 - *Writing Retreats.* We hosted two writing retreats for College of Nursing faculty and PhD students to provide dedicated time and space for the advancement of grant applications and other scholarly writings. The retreats were held in Park City, Utah and a total of thirty people attended. During the retreats, faculty and PhD students received 1:1 coaching and consultation from our applied statistics team, senior scientists, and pre-award staff members
 - *Research and Scholarship Education.* The research center offered educational programming to faculty and staff, based upon identified needs.
 - The research center presented a workshop on preparing budgets and budget justifications for grant applications with a focus on NIH and federals, Social Network Analysis Speaker and Workshops. We hosted a visiting scholar who provided a lecture and hands-on workshops to faculty and PhD students in conducting social network analyses
- *Support for New and Early Stage Faculty*
 - *Enhanced support for post-award administration.* We added an additional half-time pre-award research associate for enhanced support of all funding applications
 - *Enhanced support for statistics.* The recent successes in obtaining funding resulted in our statistics team being overcommitted on grants. We hired a Biostatistician 1 to assist our faculty with their statistical needs
 - *Increased Opportunities for Experimentation with Technology.* We house the 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
- *Build Capacity and National Profile as Leading Research Institution*
 - NINR funded T32 training grant in "Interdisciplinary Training in Cancer, Caregiving & End-of-Life Care" continues to attract pre-doctoral and post-doctoral trainees from across the country
 - Initiated the process of preliminary center designation for a University of Utah Center of Excellence in Exposure Health Informatics
 - We continued to work with UHealth marketing and others to promote College of Nursing research via social media

- Initiated, in collaboration with other College of Nursing stakeholders, a plan to consolidate and expand College of Nursing social media efforts, resulting in the designation of a faculty social media coordinator and student assistant

Postdoctoral Program

The college is one of 16 nursing schools nationwide with a T32 training grant. Drs. Lee Ellington and Kathi Mooney lead this program. During year six on this ten-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 bi-weekly journal club; and research experiences tailored by individual mentors.

Post-doctoral fellow Dr. Amy Newman (Wisconsin) has elected to complete her post-doctoral training using distance learning. Post-doctoral fellow Dr. Lorinda Coombs has elected to complete her post-doctoral training on site. Post-doctoral researchers who elect to remain in their home states 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-doctoral fellows present their annual reports to members of the internal and external advisory committees. The site visitor this year was Dr. Christine Miaskowski, RN, PhD, FAAN, Professor and Sharon A. Lamb Endowed Chair at the University of California, San Francisco.

Research Innovation Teams (RITe) Initiative

Six RITes were active during 2018-2019, the seventh 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. 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 Sciences Education and Scholarship (HSES) – (Team Leader, Dr. Rebecca Wilson)

Information and Technology for Health (ITH) – (Team Leaders, Dr. Jia-Wen Guo and Dr. Nancy Allen) ITH members were very productive in their grants and manuscripts submission. Regarding goals to acquire research funding, almost all members who reported their productivity submitted at least one intramural or extramural grant; most of these submissions were successful in receiving the funding. Regarding our goals to communicate science, all members either published multiple manuscripts or presented research findings at local, national or international conferences.

Patient Communications – (Team Leader, Dr. Andrea Wallace) during 2018-2019, the inaugural year of this RITe group, activities focused on identifying interdisciplinary members, becoming familiar with group member expertise, and exploring potential for shared work. A primary goal of this group was to develop a rapport and safe space for peer feedback. The

group includes investigators from nursing, population health, surgery, oncology, and communications. A secondary goal was to provide feedback on members' work, which was accomplished. One funded grant, (Center of Aging pilot, Jessica Cohan, PI) was a direct result of the connections made through this group. The RITe group was instrumental in bringing together this interdisciplinary teach of health services researchers that now involves RITe members Elissa Ozanne (Population Health Sciences) and Andrea Wallace (Nursing).

Transforming Caregiving through Sciences (TACTUS) – (Team Leader, Kristin Cloyes) Progress toward TACTUS goals this year included increasing pre-doctoral student F31 submissions and supporting member NIH applications. TACTUS support the NIH grant submission of Dr. Jacqueline Eaton by providing multiple rounds of review and made significant progress in securing funding to support pilot work for NIH R level submissions in 2019-2020. Two F31 applications were submitted by student members of the group. TACTUS RITe members also submitted and published a number of peer-reviewed, data-based publications, many with co-authorship among group members.

Transitions and Health (Delta) – (Team Leader, Dr. Michael Caserta). In addition to many grant submissions and awards, Delta RITe members submitted 44 manuscripts to refereed journals, and numerous presentation at scientific meetings. Dr. Jackie Eaton's Portrait of a Caregiver was performed for wider community on five separate occasions during the 2018-2019 period. Dr. Mardie Clayton was inducted as a Fellow of the American Academy of Nursing, and Corinna Trujillo successfully defended her dissertation.

Women's Health RITe (WHRITe) – (Team Leaders, Dr. Gwen Latendresse and Dr. Sara Ellis Simonsen). During this academic year, WHRITe had five actively engaged faculty members and one PhD student attending regularly. They met bimonthly during the year, focusing on review of grant submissions, particularly the Specific Aims pages. Many of the members attended the EEJNRC grant-writing retreats. Members of the WH RITe had nine extramural grants funded, including three NIH/AHRQ/HRSA grants. In addition, RITe members had four intramural grants funded. Members of the WH RITe had 41 publications and received a number of awards and recognitions.

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 Sciences Education Scholarship (HSES)	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		

RITe Name	Conceptually coherent, innovative purpose	Grant Applications	
		NIH	Other
Leader: Dr. Rebecca Wilson Chartered: July 2017	improve approaches to care; 2) Interprofessional education; 3) Technology-enhanced education including simulation; and 4) Value-added education.	0	1
Information and Technology for Health (ITH) Leaders: Drs. Jia-Wen Guo and Nancy Allen Chartered: July 2017	Our ITH RITe group addresses novel technologies and analytical approaches to the management of research and clinical information in health. We support interprofessional and collaborative science. Our goals are to support members in their pursuit of funding and communication of science.	3	11
Patient Communications Leader: Dr. Andrea Wallace Chartered: July 2018	The focus of this new interdisciplinary group will be on developing and supporting shared scholarship related to a patient communication. Topical examples include shared decision-making, risk communication, family health team communication, health literacy, and communication among health team members.	2	1
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.	3	2
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 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.	3	3

RITe Name	Conceptually coherent, innovative purpose	Grant Applications	
		NIH	Other
Women's Health RITe (WHRITe) Leaders: Drs. Gwen Latendresse and Sara Simonsen	The Women's Health Research Innovation Team (WHRITe) is focused on improving health outcomes for women throughout the lifespan. While the group has a broad emphasis on research that impacts the lives of women, our members have specific and diverse research programs; reproductive and pregnancy outcomes, midlife and menopause transition, health promotion, family planning, breast and cervical cancer, HPV prevention, health disparities, rural communities, ethics, use of technology, perinatal mental health, delivery of healthcare services. The WH RITe has two primary goals; 1) Support for members on submission of high quality grant applications for extramural funding of research projects, and 2) Networking and support for building successful interdisciplinary research teams and collaborative projects.	4	9

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 2018-2019, the research associates also continued to support education and training grants.

INFORMATION AND TECHNOLOGY

Information Technology (IT) is an essential component of 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, and software 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. Academic Programs continues to support pedagogy and teaching "best practices" throughout the college. Below is an outline of key activities for 2018-2019.

Videoconference-Enabled Classrooms

During the past year, the IT team increased the number of Interactive Video Conferencing-enabled rooms in the college from fifteen to nineteen. Audiovisual and distance education equipment in CNB 3535, CNB 3610, CNB 4535, and CNB 5520 were upgraded during the past year. To improve the video conferencing experience of faculty, staff, and students, the projects added high-definition sound and video capabilities to these rooms. This project also included the installation Logitech Meetup Videoconferencing devices and Crestron touch controls in each room. Faculty and students can now experience a consistent technology experience while teaching in any of the college's lecture halls.

The college IT team provides technical support for all classrooms in the College of Nursing (CNB) Building. The IT department also supports college classes held in room 4100C and 5100C in the Health Sciences Education Building (HSEB).

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).

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. All synchronous distance education courses continue to run on the Cisco Meeting bridging system. 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 new solution, REC.VC, has been evaluated and approved by UEN. This cloud video capturing service 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 has completed deployment of the latest Microsoft Windows 10 operating system and Microsoft Office 2016. The team is now in the process of phasing out old noncompliant hardware. The team is now evaluating the deployment of Microsoft Office 2019 along with the latest Business approved version of Windows 10. The expected completion date for the new rollout is March of 2020.

The IT department has deployed a new client management solution. Jamf client management enables the support of all Apple devices. Mac laptop and desktop computers are not officially supported by the IT department and are in full compliance with the Department of Health and Human Services (HHS) mandates.

The IT department works closely with the Simulation Center regarding the Center's technology needs. Through Teaching and Learning Portfolio funding requests, the IT department secured \$30,000 towards purchasing a newborn simulator for the Simulation Center.

Desktop and laptop computers are on a three-year lifecycle in the college. Every year the it department replaces one-third of the computers to keep up with this lifecycle.

- *Equipment:* To improve services and ensure technology efficiency within the college, the IT department is now offering a choice of desktop or laptop computers on new faculty technology deployments. During the past twelve months, eighty 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 the building's network infrastructure. All network switches within the college have been upgraded to the latest model. Additionally, the college's fiber optic internet connection was upgraded and reconfigured. This new model improves the college's connection high-availability, as well as

providing the college with a redundant connection in case of physical damage to cables due to the multiple construction projects happening in the area.

Information Security

In compliance with directives from the University Information Security Office, the college is encrypting all computer equipment capable of storing data. 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 secured Teaching and Learning Portfolio (TLP) funding to create a new innovative recording studio within the college. The new Simple Touch and Lightboard technologies immensely improve the quality of Audio Visual (AV) production at the college while decreasing the complexity of using the technology. The IT department is working closely with Jane Price, the college's Instructional Designer, to deploy the new systems in room 5210. The project is scheduled to be completed by December of 2019.

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 display 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 an eight-year trend since 2012 in the college's overall operating revenue for faculty practice.

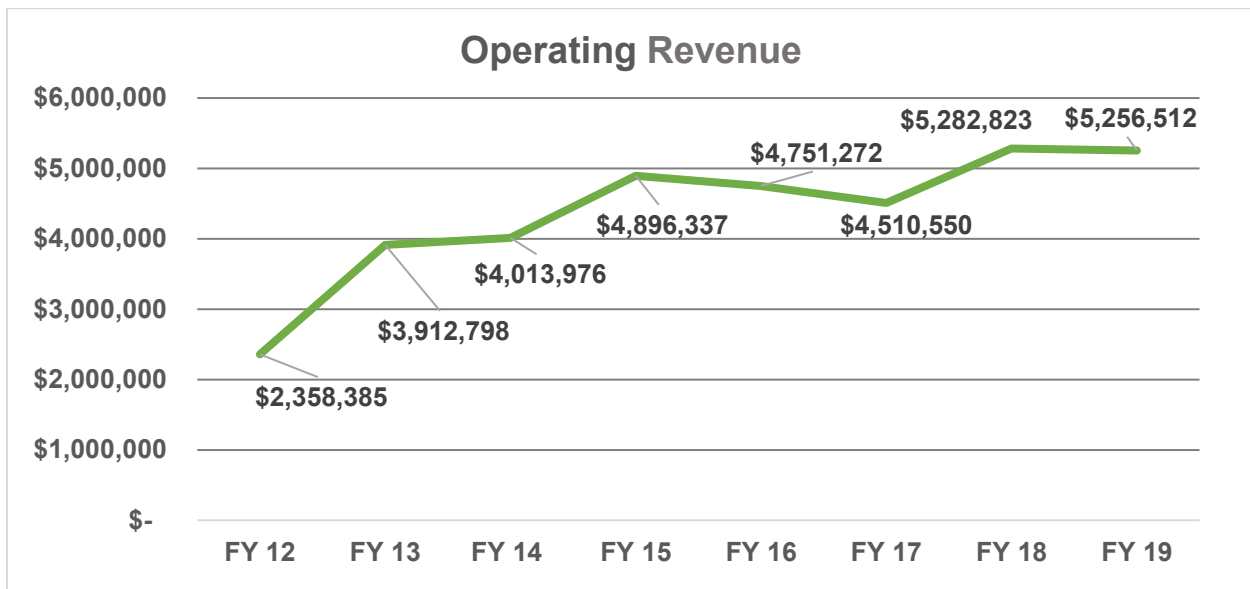


Figure 34: Eight-year operating revenue comparison for Faculty Practice Faculty, Fiscal Years 2012-2019

Faculty Practice Profile

There are 44 providers in Faculty Practice represented by 24 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 three full-time and one part-time dedicated administrative staff. Some of the registered nurses also are graduate assistants and have an opportunity to work and learn. Faculty Practice includes:

- 9.95 FTE – Primary Care (18 individuals)
- 4.0 with a decrease to 2.90 – Psychiatric/Mental Health Nurse Practitioners (PMHNP) (7 individuals)
- 9.8 FTE – Certified Nurse Midwives & Women's Health Nurse Practitioners (17 individuals)
- 0.2 FTE – Clinical Nurse Specialists / Doctors of Philosophy (PhD)
- 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 21-year contract with the State of Utah provides health care 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 seven 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 37 years of service to University of Utah Health patients in seven outpatient locations. BCHC can proudly promote a low NTSV (Nulliparous, Term, Singleton, Vertex) caesarean section rate of six percent, as compared to twenty-five percent nationally (see table 34 below for BCHC Quality Metrics).

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. A nurse evaluates youth 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.

- Nurses and nurse practitioners provided 24,386 nursing encounters in fiscal year 2019, which is an increase of 9.86% from fiscal year 2018. Nurse practitioners provided 405 annual physical exams and 566 psychiatric exams for youth in JJS.
- The CON received the American Association of College of Nursing (AACN) Exemplary Academic-Practice Partnership Award for its 21-year partnership with JJS. This partnership was highlighted by Dr. Leissa Roberts who accepted the award at the AACN Leadership Conference in Washington D.C in October 2018.
- In the fall of 2018, JJS named a new Director and Deputy Director. The CON has a positive working relationship with the new JJS leadership team.
- In the spring of 2019, the contracted laboratory provider left the market. The new contracted laboratory provider is LabCorp. The CON nursing staff are now providing the lab draws for processing.
- Pediatric Nurse Practitioner, Gina Whitehead, passed a board certification to become a Certified Correctional Healthcare Professional (CCHP).
- The JJS Practice provides unique learning opportunities for University of Utah Health students. CON staff and faculty provided clinical supervision for both pre-licensure and graduate nursing students as well as for Adolescent Medical Residents.
- The CON, under the guidance of Dr. Jennifer Clifton, provides statewide oversight

of a Sexually Transmitted Infection (STI) screening and treatment project for 16 JJS facilities.

- In Fiscal Year 2019, JJS nurses screened 1,298 urine samples with 111 youth testing positive for chlamydia, gonorrhea or both. Due to youth being discharged prior to results being available, the treatment rate is 90 percent. Data on high-risk behaviors, including sexual assault and domestic minor sex trafficking is collected.
- Dr. Clifton and Louann Hill, Licensed Practical Nurse (LPN), serve as members of the Utah Trafficking in Persons (UTIP) Juvenile and Medical Subcommittees. These subcommittees are part of the State Attorney General's Utah Trafficking in Persons (UTIP) Task Force, which addresses issues of human trafficking statewide.
- Dr. Clifton is the co-chair of the UTIP youth subcommittee.

Caring Connections

Dr. Katherine P. Supiano is the Director of Caring Connections and has a faculty practice of psychotherapy serving the University community and specializing in grief and trauma. She takes referrals from the University Hospital, Huntsman Cancer Hospital and University Neuropsychiatric Institute (UNI), Blomquist Hale and other mental health and primary care providers.

Caring Connections: A Hope and Comfort in Grief Program, a program directed by Dr. Supiano 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. Bereavement calls are also made to families who have lost a baby and resources (in English or Spanish) are also provided to the families (total calls ~50/month). A quarterly newsletter is distributed to 600 mailing and 3200 electronic addresses per issue.

Caring Connections has over 6,000 personal contacts per year and serves over 400 group participants yearly, many are patients and family of University Health Care. 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. Caring Connections expanded services in 2019, and now provides grief support group at the University of Utah South Jordan Outpatient Center, as well as in Layton, Midvale (Greenwood Clinic) and the College of Nursing.

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.

As a highly engaged member of the Utah mental health community, Caring Connections collaborates closely with the Office of the Medical Examiner, the Utah Department of Health- Suicide Prevention Program and Substance Abuse Prevention Program, and the Utah Chapters of the Alzheimer's Association and the American Foundation for Suicide Prevention.

Student Health Center

The Student Health Center is an interdisciplinary practice with Dr. Mark Pfitzner as medical director and four family nurse practitioners (FNP), who are college faculty members. These faculty practice at the University of Utah Student Health Center with direct salary support provided by the Vice President for Student Affairs.

The Student Health Center provides valuable 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. The advanced practice nursing faculty at the Student Health Center provide high-quality care for students and their family members.

Psychiatric Mental Health / Behavioral Health

The college has worked to increase practice sites for Psychiatric Mental Health Nurse Practitioner (PMHNP) faculty to maintain their specialized skills and provide a well-rounded variety of sites for the PMHNP students.

- The college's psychiatric faculty practice partners with the Impact Mental Health Clinic (formerly Polizzi) to provide no-cost behavioral health services for uninsured patients in the Salt Lake Valley. Impact Mental Health has a dual mission: to provide mental health services to the uninsured and to prepare the mental health providers of tomorrow. Three days a week, Impact Mental Health delivers 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 Impact Mental Health's clinic founder Dr. Noel Gardner are both committed to this dual mission of serving the uninsured and providing high quality clinical education to future clinicians.
- Dr. Ann Hutton maintains a Psychiatric/Mental Health Nurse Practitioner practice that focuses on delivering high quality care through therapy. She counsels individuals and families while providing learning experiences for second and third year PMHNP students. This year she has had 619 patient visits, and billed \$234,818, generating net revenue of \$73,979.
- The South Jordan Health Center PMHNPs practice has completed its fourth year of services with the college, providing 2,667 patient visits, billing \$601,943, for net payments of \$246,931. The clinic also provides an excellent educational opportunity for PMHNP students with the modalities of therapy, medication management and mental health integration. Secondary to a 40% reduction in FTE, Fiscal Year 2019 resulted in a 23% decrease in the total number of patients seen and a 25% decrease in net payments. This decrease in practice FTE resulted from a move of clinical faculty to the teaching mission. It is because of the faculty's dedication to increase practice efficiency that we did not see a 40% reduction in patient care services or payments. This speaks to the shortage of PMHNPs, not just in the state of Utah, but also in the nation.
- Faculty practice added a new partner in FY19. A&D Psychotherapy, a family owned and operated addiction clinic, where the PMHNP provides psychiatric support to people recovering from drug and alcohol addiction. A&D focuses on addressing the underlying mental health issues that led to the addiction, and provides ongoing

psychotherapy and medication management for people in recovery. This new clinical site provides another solid educational site for CON students.

Primary Care/Clinical Contracts

For Fiscal Year 2019, the college faculty practice has contracted positions at 11 sites (four 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. Summit County Health Department contract is new this year and provides an opportunity for faculty to provide reproductive health care to unfunded and ethnically diverse population in Summit County. Students have an opportunity to understand how social determinant factors affect health. Faculty practice clinical contracts are shown in Table 33.

Table 33: College of Nursing faculty practice sites with clinical services agreements

Clinical Contracts Agencies	FTE
West Ridge Academy – Psychiatric Mental Health Nurse Practitioner (PMHNP) Note: Contract terminated May 2019	0.4
Department of Pediatrics – Division of Pediatric Pulmonary and Sleep Medicine PNP, DNP	0.4
Department of Pediatrics – General Pediatrics – FNP, DNP	0.6
Primary Children's Medical Center – Service Agreement – CNS, PhD	0.2
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	1.2
Summit County Health Department	0.6

- RedMed, the University Employee Health Clinic, is located on the ground floor of the Student Union Building. College nurse practitioners provide individualized patient care by assessing and treating work-related injuries and both non-emergency and

urgent medical conditions at this walk-in clinic. They also provide flu shots and other necessary vaccinations to keep the University workforce healthy.

- West Ridge Academy terminated their contract with the CON in May 2019 after many years of partnership. This adolescent inpatient behavioral health treatment center was a wonderful site for CON students.

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. U.S. News & World Report ranks the midwifery specialty in the Doctor of Nursing Practice (DNP) program affiliated with the BCHC faculty practice number eight of nine in the nation. 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 health care. 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	University Hospital	BCHC Midwives
Low-risk Cesarean Rate (NTSV)*	25%**	18%***		6%
Overall Cesarean Rate	32%**	22%**	28%	10%
Vaginal Birth after Cesarean Section (VBAC) % Attempted Successful	12%**	22.5%***		87%
Epidural Rate	73.5%**			56%

* NTSV (Nulliparous, Term, Singleton, Vertex)

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

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

Highlights for BCHC include:

- Awards were presented to two Nurse-Midwifery faculty at the annual American College of Nurse Midwives (ACNM) meeting. The "Excellence in Teaching Award" was given to Erin Cole, DNP, WHNP, CNM and the "Outstanding Preceptor Award" went to Danica Loveridge, DNP, WHNP, CNM.
- Patient Satisfaction for BCHC ranks above the 95th percentile as measured by Press Ganey.
- BCHC providers conducted 12,075 outpatient clinic visits and attended 587 births at University Hospital. This represents an increase of 2.3 percent in outpatient visits and a 7% increase in births.
- BCHC consistently exceeds University of Utah Health template utilization goal of 82% by filling over 86% of clinic templates across the practice.
- Patients are scheduling their appointments online at a rate of 17%, which is 7% above

the institutional goal.

- Total charges for BCHC in FY 19 were \$3,631,815, a 12.4% increase over last year. Net payments were \$2,113,292, a 14.1% increase over last fiscal year.
- BCHC provided over 6,200 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.

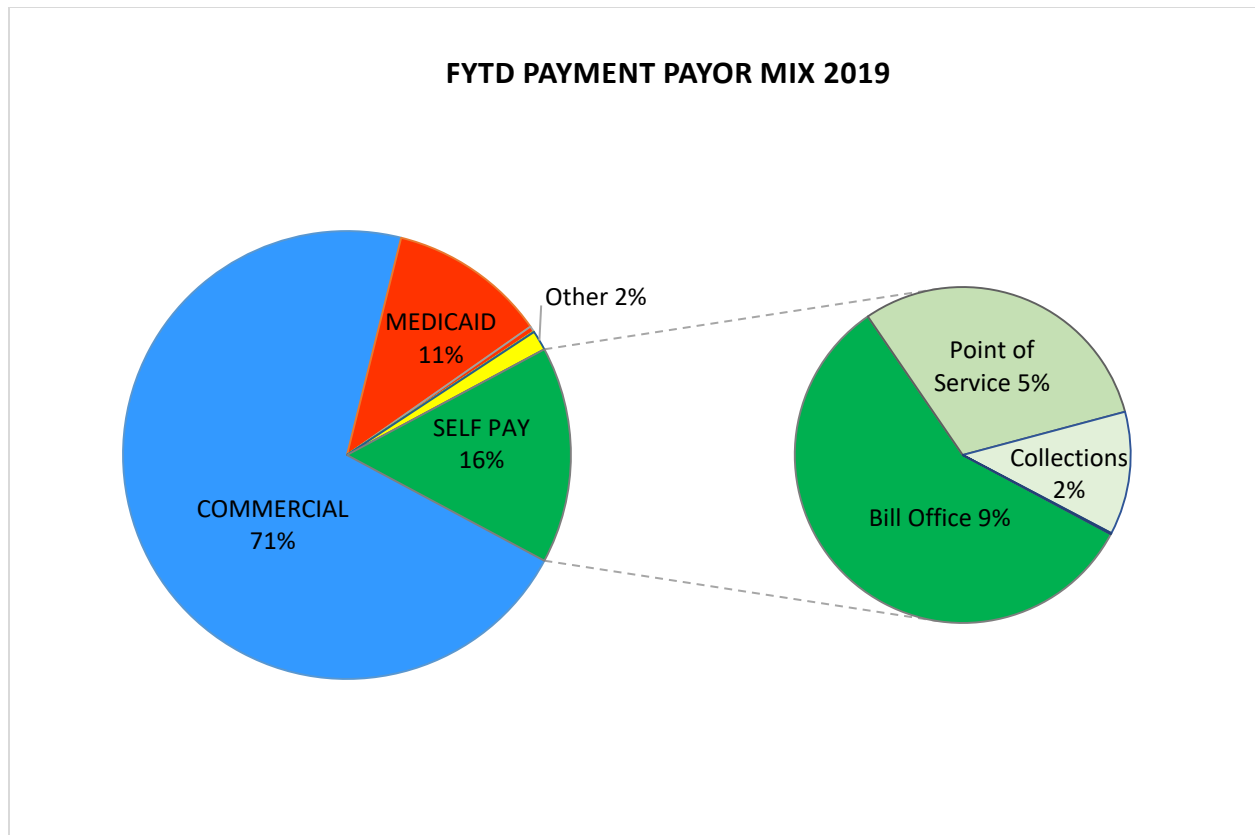


Figure 35: BCHC Charge Payer Mix, Fiscal Year 2019

DIVISION OF ACUTE AND CHRONIC CARE

Division Chair: Dr. Marla De Jong

As of July 1, 2018, the Acute and Chronic Care (ACC) Division had 49 full-time and part-time faculty

Full-Time Faculty: **43**

Tenure-Line eight (8) tenured and three (3) tenure track
Career-Line: 32 (31 clinical track and one research track)

Part-Time Faculty: **6**

Career-Line: six (6) (6 clinical track)

Paid Adjunct Faculty: **29**

Division Retirements and Resignations:

Glenda Christiaens, PhD, RN, AHN-BC	Retirement
Michael Johnson, PhD, PMHNP-BC	Resignation
Diane Kihara, MD, RN – Retirement	Retirement
Tamara Melville, DNP, PMHNP-BC	Resignation

Division Faculty Changes in Rank or Status:

Cheryl Armstrong, DNP, RN	Promotion to Assistant Professor (Clinical)
Margaret Clayton, PhD, APRN	Promotion to Professor
Nicholas Baggett, MS, PMHNP-BC	Appointed Instructor (Clinical)
Kristin Cloyes, PhD, RN	Appointed Chair-Elect for Nursing Education Exchange Educational Consortium
Michael Johnson, PhD, APRN	Appointed Assistant Professor (Clinical)
Kathleen Mooney, PhD, RN, FAAN	Appointed Interim Senior Director of Population Sciences at Huntsman Cancer Institute
Allison Pawlus, DNP, RN	Appointed Director, Nursing Early Assurance Program Specialty Track
Sara Webb, MS, PMHNP-BC	Appointed Instructor (Clinical)
Rebecca Wilson, PhD, RN, CHSE	Appointed Director of Academy of Health Sciences Educators

Division Faculty New Hires:

Stephanie Gire, MS	Instructor (Clinical)
Clare Kranz, DNP, RN, CPNP-AC	Assistant Professor (Clinical)
Jennifer Macali, DNP, RN, MPH	Assistant Professor (Clinical)
John Nerges, MS, RN, CCNS, SANE-A	Instructor (Clinical)
Zoe Robbins, MS, PMHNP-BC	Instructor (Clinical)
Xiaoming Sheng, PhD	Professor
Christopher Sneddon, MSN, RN	Instructor (Clinical)

Teaching

In conjunction with the Utah Simulation Coalition, Dr. Madeline Lassche created the Simulation Operations Specialist Course, to meet the needs of Simulation Specialists and Simulationists who seek to expand their knowledge in technology, and pursue career opportunities in simulation. Course attendees learn about the history of simulation in medicine, the simulation learner experience, communication, audio-visual basics, manikin anatomy, standardized patients, moulage, and simulation operations, including set-up, operations, debriefing, take-down, and clean-up; receive take-home resources; and earn nursing continuing education hours.

Drs. Kara Dassel, Katherine Supiano, and Rebecca Utz, and PhD student Sara Bybee developed the LEAD (Life-Planning in Early Alzheimer's and Dementia) Guide to help persons with early cognitive loss and persons concerned about possible cognitive loss document their values and preferences for end-of-life care.

Dr. Margaret Clayton reviewed and updated NURS 2270 Pathophysiology, a 3-credit course, in both content and course structure. She enhanced use of Poll Everywhere, an audience response system; improved videos and other teaching modalities such as Student Learning Activities; and reviewed and modified examination questions to reflect current pathophysiologic concepts. Further, Dr. Clayton mentored a student intern enrolled in the Weber State Nursing Education Program who participated in these efforts and met all learning objectives.

Dr. Ann Hutton revised NURS 7340 Group and Family Therapy, a 3-credit course. Consistent with the Psychiatric/Mental Health Nurse Practitioner Specialty Track emphasis on helping students develop critical thinking skills, she shifted from merely teaching family therapy theory, and added content regarding developmental theory as well as social and economic factors that influence family dynamics, marital/couple relationships, and hence, child development. In small groups, students discussed and tried out their ideas, learned from each other, and broadened their perspectives about mental health and illness. Students provided positive feedback, indicating that they got to know each other, learned from each other, and appreciated opportunities to discuss and clarify their own learning.

Dr. Brenda Luther and Dr. Rebecca Wilson led work to develop three Master of Science (MS) in Nursing core courses. Building upon baccalaureate nursing content, these courses prepare MS students to integrate advanced knowledge and skills to assure best possible outcomes for individuals, families, population groups, and systems. Areas of emphasis include diverse health care settings and systems; patient safety; and delivery of evidence-based, high quality, culturally sensitive, and cost-effective patient care. Students enrolled in a MS specialty track – Nursing Education, Nursing Informatics, or Care Management – now complete a supervised immersive clinical experience that focuses on nursing practice, enabling them to demonstrate mastery of the nine Essentials of Master's Education in Nursing. Further, this curriculum change was required to ensure continued Commission on Collegiate Nursing Education accreditation of the MS program.

NURS 6022 Pathophysiology, Pharmacology, Health Assessment of Acute Illness and Chronic Disease, 2 credits. Drs. Luther, Wilson, and Pamela Phares along with Ms. Jane Price, Instructional Designer, developed NURS 6022, which focuses on advanced health assessment of patients and population groups with acute and chronic disease, physiology and pathophysiology of selected acute and chronic diseases, and pharmacokinetics and actions of drugs commonly used for patients and population groups with selected acute and chronic diseases. Students enrolled in the MS Nursing Education and Care Management specialty tracks are required to take NURS 6022.

NURS 6023 Pathophysiology, Pharmacology, Health Assessment of Health and Wellness, 2 credits. Drs. Luther, Wilson, and Corbett Brown along with Ms. Jane Price developed NURS 6023, which focuses on health and risk assessment, health promotion, genetics/genomics, and topics surrounding drug interaction, polypharmacy and medication reconciliation. Students enrolled in the MS Nursing Education and Care Management specialty tracks are required to take NURS 6023.

NURS 6889 Masters Practicum and Project Capstone, 3 credits. Drs. Luther, Wilson, and Catherine Staes developed this course, which includes didactic content (1 credit) and a 120-hour clinical practicum (2 credits). Students integrate and apply knowledge, skills, and attitudes acquired during their program of study by leading an evidence-based practice or quality improvement outcome project in which they find and appraise evidence based on a clinical problem, work within an interprofessional team and across the healthcare system, analyze internal and external data using quality improvement methods, and inform design of evidence-based healthcare practices. By disseminating the findings, students enhance their written and verbal communication skills.

Dr. Xiaoming Sheng revised NURS 7201 Statistics I and NURS 7202 Statistics II, expanding the topics covered in class and introducing the modern statistical software package R. A free program that runs on a variety of platforms, R enables students to import data from multiple sources, program statistical methods, perform statistical analyses that other statistical software does not offer, and produce publication-ready graphics.

Table 35: Faculty Awards and Recognitions in Academic Year July 1, 2018 through June 30, 2019

Name & Credentials	Name of Award/Recognition	Organization
Ann Butt, EdD, RN, CHSE	2018 Research Article of the Year Award	International Nursing Association for Clinical Simulation & Learning
Margaret Clayton, PhD, APRN, FAAN	Inducted as a Fellow	American Academy of Nursing
Margaret Clayton, PhD, APRN, FAAN	Completed 3-year leadership term as Immediate Past President of University of Utah Academic Senate	University of Utah
Margaret Clayton, PhD, APRN, FAAN	Poster Award at the Driving Out Diabetes Symposium	University of Utah Diabetes and Metabolism Research Center

Dr. Marla De Jong, PhD, RN, CCNS, FAAN	Faculty Mentoring Award	University of Utah College of Nursing
Jenneth Doria, DNP, RN	Dare to Care Award	University of Utah College of Nursing Alumni Association
Jenneth Doria, DNP, RN	Association of American Medical Colleges Minority Faculty Leadership Travel Award	Office of Health Equity and Inclusion
Jenneth Doria, DNP, RN	Herman Hooten Faculty Travel Award	Office of Health Equity and Inclusion
Lee Ellington, PhD	One of two national subject matter experts chosen to serve on the Steering Committee for National Consensus Project for Quality Palliative Care	National Coalition for Hospice and Palliative Care
Deanna Kepka, PhD, MPH	First Place Poster Award at the Extreme Affordability Conference: Impacting Health through Collaboration and Innovation	Ensign College of Public Health, Kpong, Ghana
Deanna Kepka, PhD, MPH	Second Place, Oncology Division of the 2018 Awards of Excellence in Skin and Muscle Health	Skin and Muscle; SAMNewslink.com
Clare Kranz, DNP, RN, CPNP-AC	Best Visual Display Poster Award, Joint Doctor of Nursing Practice Conference	University of Alabama at Birmingham School of Nursing
Madeline Lassche, DNP, NEA-BC, CHSE	Earned Doctor of Nursing Practice Degree	University of Utah College of Nursing
Madeline Lassche, DNP, NEA-BC, CHSE	Earned Nurse Executive Advanced Board Certification	American Nurses Credentialing Center
Madeline Lassche, DNP, NEA-BC, CHSE	Masters Preceptor of the Year Award	University of Utah College of Nursing
Patricia Morton, PhD, RN, ACNP-BC, FAAN	Legacy Award	Gamma Rho Chapter of Sigma Theta Tau International
Denise Reeves, MS, RNC-MNN	Excellence in Education Award	Gamma Rho Chapter of Sigma Theta Tau International
Ana Sanchez-Birkhead, PhD, WHNP-BC, APRN	Competitively selected for 2018-2019 Utah Health Equity Leadership & Mentoring Program	University of Utah Health's Department of Family and Preventive Medicine and Department of General Internal Medicine
Carolyn Scheese, DNP, RN, CHSE, NE-BC	Earned Doctor of Nursing Practice Degree and Certificate in Nursing Informatics	University of Utah College of Nursing
Katherine Supiano, PhD, LCSW, FT, FGSA, APHSW-C	Earned Advanced Palliative Hospice Social Worker-Certification (APHSW-C)	APHSW-C Certification Board

Katherine Supiano, PhD, LCSW, FT, FGSA, APHSW-C	Faculty Mentoring Award	University of Utah College of Nursing
Katherine Supiano, PhD, LCSW, FT, FGSA, APHSW-C	Co-Editor, Special Issue of <i>Death Studies</i>	<i>Death Studies Journal</i>
Gail Towsley, PhD, NHA	Inducted as a Fellow	Gerontological Society of America
Denise Ward, DNP, ACNP-BC, FNP-BC	Certified Nurse Award – Acute Care Nurse Practitioner	American Nurses Credentialing Center
Denise Ward, DNP, ACNP-BC, FNP-BC	Advance Practice Clinician Clinical Excellence Award	Intermountain Healthcare

Research and Scholarship

The Division promoted faculty research and scholarship. The Division funded 11 faculty to present their research and scholarly work at professional meetings with a total funding of \$13,955. In addition, the Division approved \$6,511 in funding for four faculty to attend conferences.

The Academy of Health Sciences Educators awarded Dr. Clare Kranz and Dr. Jennifer Macali a \$3,000 Small Teaching Grant. Through a gaming activity with Mr. Potato Head characters, pre-licensure students are simulating a quality improvement (QI) project while the researchers are evaluating students' understanding of QI steps and their motivation to apply them.

Dr. Clare Kranz, Dr. Connie Madden, Dr. Ann Butt, Tamara Ekker, and John Nerges received College of Nursing intramural funding to evaluate student usage and faculty perceptions of textbook usage for pre-licensure nursing students.

The University of Utah awarded Denise Reeves, Dr. Connie Madden, and Dr. Cheryl Armstrong a \$1,785 University Teaching Grant. The purpose of their study is to understand the impact of curriculum changes in which pre-licensure students complete a clinical course during the first semester.

Table 36 details the scholarship productivity of ACC faculty. Publications include items published, in press, and accepted for publication. Publications in preparation, submitted, and in review are not included. Total numbers of publications and presentations reflect counts by author, allowing for duplicate entries by more than one division member. Table 36 summarizes the awards and recognitions for division faculty.

Table 36: Faculty Scholarship Activities in Academic Years 2016-2018

ACC Division Faculty Scholarship Activities	2016	2017	2018
Faculty authors/co-authors on journal publications	87	45	91
Faculty authors/co-authors on presentations & posters	86	36	81
Faculty authors/co-authors on books or book chapters	2	1	6

Faculty Mentorship and Development

Faculty development and mentorship remained a high priority. Division Chair Dr. Andrea Wallace (as of 1 Jan 2019) and Vice Chair Dr. Lauri Linder continued to emphasize support for Career-Line and adjunct faculty by 1) soliciting input regarding faculty development needs, 2) working with Drs. Sue Chase-Cantarini and Sara Simonsen to support Career-Line faculty members' scholarship goals, 3) updating onboarding materials and ensuring their availability on Pulse, 4) onboarding new faculty, and 5) guiding Tenure-Line and Career-Line faculty regarding formal reviews for promotion, award of tenure, and reappointment.

Division Chairs emphasized leadership development. The university offered leadership courses/seminars for senior leaders, new leaders, and faculty who are preparing for a university leadership role. Several College of Nursing senior leaders and faculty attended the Health Sciences Senior Leadership Seminar, and the Qualtrics "X4 The Experience Mgmt Summit." Eight DACC faculty and five HSCBC faculty attended Leadership I, II, III and/or Senior Leadership courses during the 2018-2019 academic year. The American Association of Colleges of Nursing (AACN) competitively selected Division Chairs Dr. Linda Edelman (until 31 Dec 2018) and Dr. Marla De Jong to attend the 2018 AACN-Wharton Executive Leadership Program in Philadelphia, PA. The Office of Health Equity & Inclusion awarded Dr. Jenneth Doria a travel award to attend the Early-Career Minority Faculty Leadership Seminar in Atlanta, GA.

To support faculty development in the teaching mission, Dr. Pam Hardin taught a series of eight teaching seminars during Fall Semester 2018 and Spring Semester 2019. Topics included teaching with transparency, developing courses, implementing recommended practices, evaluating student learning, applying the results of cognitive research, embracing survival skills, teaching on the stage, and engaging learners. Dr. Hardin published content from each session to Canvas, providing all faculty continuous access to seminar materials.

Dr. Lisa Taylor-Swanson, with assistance from Drs. Lauri Linder, Andrea Wallace, and Mollie Cummins, organized quarterly meetings with tenure-line faculty. The purpose of these meetings have been to share common concerns, and identify and address faculty needs and during the tenure-line promotion and retention process.

Faculty embraced opportunities to optimize their teaching competencies. Three faculty members attended the Intermountain Healthcare Simulator Facilitator Course, and five faculty members attended the Center for Teaching and Learning Excellence (CTLE) Boot Camp. Several faculty sought feedback from CTLE consultants regarding their syllabus, curriculum, pedagogical practices, course-specific student evaluation, and teaching strategies. Faculty participated in CTLE Faculty Learning Communities that pertained to community engaged learning, classroom technology, global and intercultural learning, and inclusivity in the classroom. Four faculty presented at the Academy of Health Sciences Educators 2018 Education Symposium. In addition, faculty attended the education symposium and other Academy-sponsored education workshops.

The Academy of Health Sciences Educators recognized exceptional College of Nursing faculty who are outstanding educators in the field and who advocate for excellence in education within the College and University of Utah Health. Accordingly, the Academy

competitively selected Drs. Susanna Cohen, Gwen Latendresse, and Brenda Luther for induction as Fellows.

The Health Systems Community-Based Care and Acute and Chronic Care Divisions promoted the Three Missions One Vision lecture series in conjunction with College Council meetings. Tenure-Line and Career-Line faculty from both Divisions as well as staff members showed their diverse and impactful contributions to the research, teaching, and practice missions of the College of Nursing.

HEALTH SYSTEMS AND COMMUNITY-BASED CARE DIVISION

Division Chair: Andrea Wallace, PhD, RN

As of July 1, 2018, the Health Systems and Community-Based Care (HSCBC) Division had 54 faculty, excluding adjunct faculty

Full-Time Faculty: **50**
Tenure-Line seven (7) tenured and eight (8) tenure track
Career-Line: 35 (35 clinical track)

Part-Time Faculty: **4**
Career-Line: four (4) (4 clinical track)

Paid Adjunct Faculty: **29**

Division Retirements and Resignations:

Angela Deneris, PhD, CNM, FACNM	Retirement
Corbett Brown, PhD, Assistant Professor	Resignation

Division Faculty Changes in Rank or Status:

Catherine Schultz, DNP, MS, APRN, FNP-BC	Promotion to Assistant Professor (Clinical)
Susan Hall, DNP, APRN, FNP-C	Promotion to Associate Professor (Clinical)
Suzanne Martin, DNP, RN, FNP-C	Promotion to Associate Professor (Clinical)
Katarina Felsted, PhD	Promotion to Associate Professor (Clinical)

Division Faculty New Hires:

Catherine Staes, PhD, MPH, RN, FACMI	Professor (Clinical)
Kimberly Garcia, DNP, ANM, WHNP	Associate Professor (Clinical)

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:

Dr. Linda Edelman received funding from HRSA for a Nurse Education, Practice, Quality and Retention Program (NEPQR) to increase the capacity and competencies of nurses working in primary care clinics in rural and underserved areas. With other participating College faculty, the program will infuse primary care content throughout the undergraduate nursing curricula.

Because of the work related to the HRSA NEPQR, the College of Nursing hosted a workshop for faculty and community leaders related to care coordination and nursing curriculum. NEPQR grant consultant, Dr. Beth Ann Swan, facilitated dialogue related to 'Transforming Nursing Curriculum: Bending the Curve Towards Primary Care'. Dr. Swan is a professor and

past Dean of the Jefferson College of Nursing, Thomas Jefferson University. Dr. Swan was instrumental in the development of national curriculum related to care coordination and transition management (CCTM).

The NEPQR also hosted a one-day retreat in spring 2019 for undergraduate faculty and primary care nurse partners from community clinics to discuss the role of clinical preceptors for students engaged in primary care nursing clinical rotations.

Dr. Sara Hart received the Bennion Center Public Service Professorship. Her Professorship focuses on developing a Community Engaged Learning Hub for Health Sciences, the goal of which is to assist all health sciences programs in identifying, building, sharing and supporting interprofessional community engaged learning activities. The Hub will serve as an extension of the main campus Bennion Center, allowing for community-engaged learning to be integrated in health sciences education at the University of Utah.

Dr. Jackie Eaton and the Gerontology Interdisciplinary Program faculty developed the first dual MS in Physician Assistant Studies (MSPS) /MS in Gerontology in the nation. This dual 30-month program will provide students the opportunity to achieve proficiency in the required competencies for both degree programs / professions. This program has been approved through both the School of Medicine and the College. If approved through all levels up to and including the Board of Regents, the first dual cohort will be admitted to the Physician Assistant program in Spring 2020.

Drs. Jessica Ellis, Erin Colin and Ms. Christina Elmore conducted national workshops for midwifery education at the American College of Nurse Midwives. Topics included digital and manual rotation of the persistent posterior fetus and abnormal uterine bleeding and endometrial biopsy.

Dr. Jennifer Clifton held national webinars and discussions for clinician education based for the National Coalition of Sexually Transmitted Disease (STD) Directors (NCSD). NCSD is a national public health membership organization representing health department directors, their support staff, and community-based partners across 50 states, 7 large cities, and 8 US territories, all dedicated to preventing *sexually transmitted diseases*.

Dr. Nanci McLeskey was named into the 2019 End of Life Nursing Education Consortium Hall of Fame. The ELNEC project is a national education initiative, the mission of which is to improve palliative care both within the United States and internationally. ELNEC is a partnership between the American Association of Colleges of Nursing (AACN) and the City of Hope. Nanci has facilitated the ELNCE education of our undergraduate nursing students for the past several years.

Sue Chase-Cantarini and Susan Hall presented an hour-long webinar for the National Consortium Telehealth Resource Centers. They were selected to present their work with the Interprofessional Education Model for Telehealth in an Academic Setting, representing the Northwest Telehealth Region. The consortium consists of 12 regional telehealth centers across the U. S. focused on advancing accessibility of telehealth notably in rural areas; and advancing telehealth in practice, care delivery, and education. Table 37 summarizes the awards and recognitions for division faculty.

Table 37: Faculty Awards and Recognitions in Academic Years 2018-2019

Name & Credentials	Name of Award/Recognition	Organization
Al-Khudairi, Amanda, DNP, APRN, FNP, WHNP	Utah State NP Advocate Award	American Association of Nurse Practitioners
Allen, Nancy, PhD, ANP-BC	Inclusive Excellence in Research Award	University of Utah
Clifton, Jennifer, DNP, FNP-BC, CNE, CCHP	ANCC Certified Nurse Awards- Family Nurse Practitioner	American Nurses Association
Clifton, Jennifer, DNP, FNP-BC, CNE, CCHP	Exemplary Academic Practice Partnership Award	American Association of Colleges of Nursing
Cohen, Susanna, DNP, MSN, CNM, FAAN	Fellow FAAN	American Academy of Nursing
Cummins, Mollie, PhD, RN, FAAN, FACMI	John A. Huntsman Presidential Chair Award	Huntsman Family Foundation
Angela Deneris, PhD, CNM, FACNM	Mentorship Award	Sigma Theta Tau (STT) International
Edelman, Linda, PhD, MPhil, RN	Amy J. Berman Geriatric Nursing Leadership Award	Sigma Theta Tau (STT) International
Felsted, Katarina, PhD	Rising Star Early Career Faculty Award	Gerontological Society of America (GSA)
Felsted, Katarina, PhD	Faculty Fellow	Utah Geriatric Education Consortium (UGEC)
Felsted, Katarina, PhD	National President-Elect for Sigma Phi Omega	International Academic Honor and Professional Society in Gerontology
Flattes, Valerie, MS, APRN, FNP-C	Excellence in Service Award	University of Utah, College of Nursing
Garrett, Teresa, DNP, RN, PHNA-BC	Beatty Award	Utah Public Health Association (UPHA)
Hamilton, Jennifer, DNP, APRN, CPNP-PC	Excellence in Teaching Award	University of Utah, College of Nursing
Hart, Sara, PhD, RN	Public Health Nurse Creative Achievement Award	American Public Health Association
Hart, Sara, PhD, RN	Public Service Professorship Award	University of Utah, Bennion Center

Hart, Sara, PhD, RN	Faculty Fellow, Museum-based Arts in Health Professions Education	Harvard Macy Institute
Martin, Suzanne, DNP, RN, FNP-C	Excellence in Practice Award	University of Utah, College of Nursing
McLeskey, Nanci, DNP, MCG, MDIV, RN-BC, CHPN, FNGNA	Distinguished Educator in Gerontological Nursing	National Hartford Center of Gerontological Nursing Excellence
Morse, Janice, PhD, RN, FAAN	Distinguished Professor	University of Utah
Staes, Catherine, PhD, MPH, RN, FACMI	Faculty Fellow (FACMI)	American College of Medical Informatics
Staes, Catherine, PhD, MPH, RN, FACMI	Faculty Fellow	American Medical Informatics Association
Staes, Catherine, PhD, MPH, RN, FACMI	Alumni Award	University of Utah, Department of Biomedical Informatics
Tufts, Gillian, DNP, APRN, CFNP	Nurse Practitioner State Award for Excellence	American Association of Nurse Practitioners
Wallace, Andrea, PhD, RN	Excellence in Research Award	Sigma Theta Tau International
Wilson, Barbara, PhD, RN	Excellence in Leadership Award	Sigma Theta Tau International

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, 26 requests were filled for faculty to travel to professional meetings to present their scholarly work at a cost of \$33,170. Table 38 summarizes the scholarship activities of the division faculty.

Table 38: Faculty Scholarship Activities in Academic Years 2016-2018

HSCBC Division Faculty Activities and Productivity*	2016	2017	2018
Faculty authors/co-authors on journal publications	65	45	65
Faculty authors/co-authors on presentations & posters	93	94	89
Faculty authors/co-authors on books or book chapters	9	8	5

BUDGET

Revenue

Figure 36 shows major revenue sources as a percentage of total College of Nursing revenue. Overall, the college grew revenue by 10 percent from fiscal year 2018 to fiscal year 2019. Revenue increased in almost all categories including grants and contracts, gifts, state funds and tuition differential received.

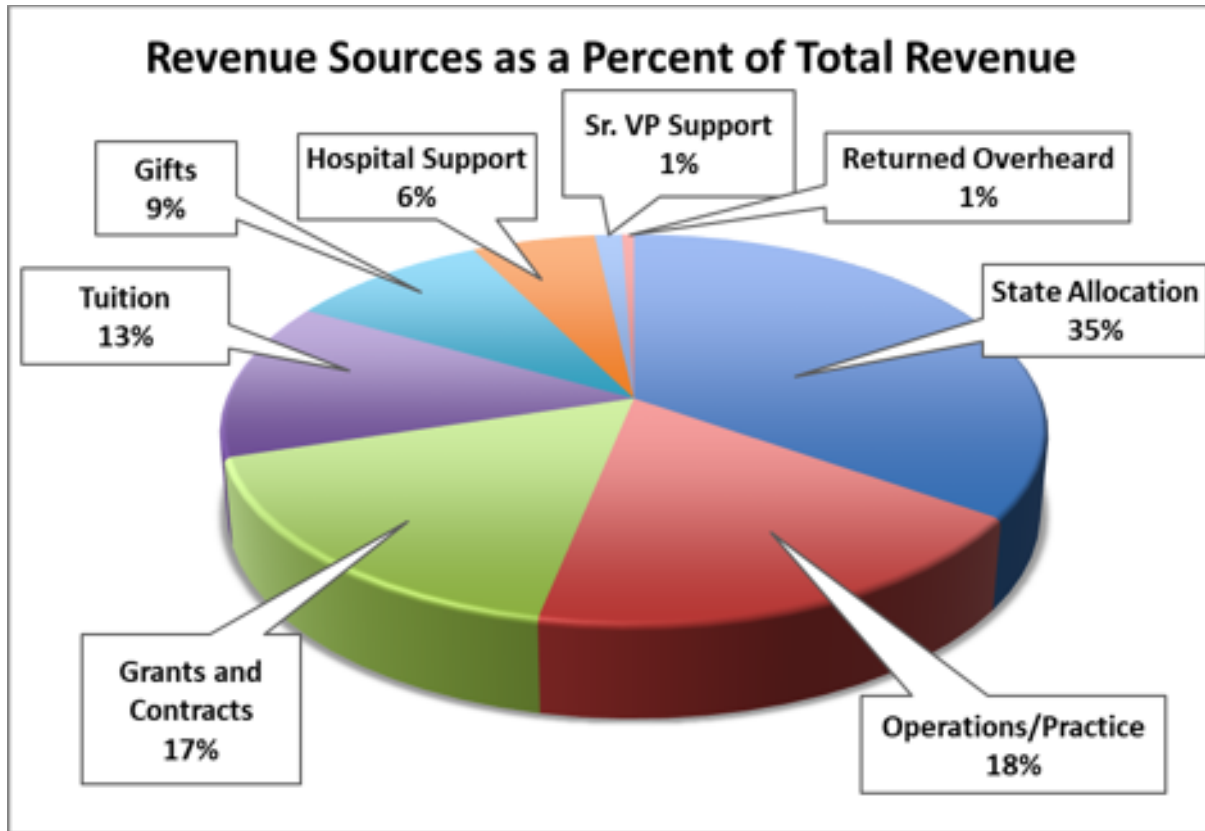


Figure 36: College of Nursing Revenue Sources, Fiscal Year 2018

Expenditures

Figure 37 shows major expense categories as a percentage of all college expenses. Overall, expenses increased 8 percent from fiscal year 2018 to fiscal year 2019. Salaries, benefits as well as other non-personnel expenses increased in order to increase research, student enrollment and scholarships awarded.

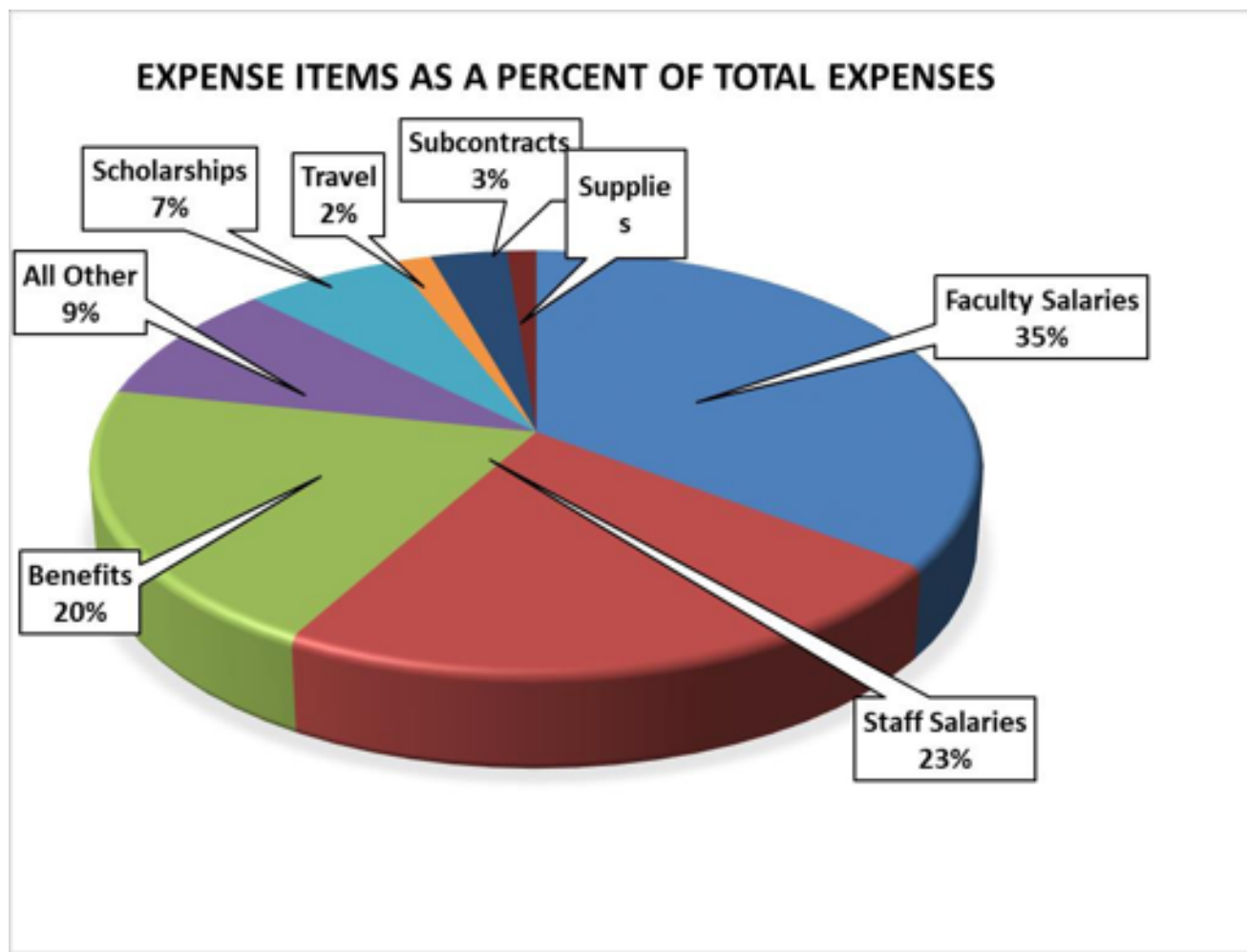


Figure 37: College of Nursing Expenditure Items, Fiscal Year 2018

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

Barbara Wilson
Cathleen P. Davis
Karen B. Edson
Lora Erickson
Ronald M. Larkin
James L. Macfarlane
The Joan Mason Trust
Wallie and Harriet Rasmussen
The Ross Family Trust
Janice Ruggles
Justin R. White
Rosanne Gordon
Alex Wubbels
Diane Kihara
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 Osteyee
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