UNIVERSITY OF UTAH
COLLEGE OF NURSING
2019–2020 Annual Report

COLLEGE OF
NURSING
UNIVERSITY OF UTAH

ANNETTE POULSON CUMMING BUILDING

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INTRODUCTION & OVERVIEW

Dear Colleagues and Friends of the College of Nursing,

What an eventful year 2019-2020 has been! We ended this academic year with the announcement of our next dean, Dr. Marla DeJong, who has served as Chair of the Acute and Chronic Care Division since arriving at the College of Nursing in November 2017. We know Dr. DeJong will continue to lead the College of Nursing to national prominence as we prepare the next generation of health care leaders and gerontologists to serve the people in our community, our nation, and across the globe.

Perhaps most profound this year was the coronavirus (COVID-19) outbreak, officially declared a 'public health emergency of international concern' by the World Health Organization, its highest level of alarm, in late January 2020. By the end of March, the Annette Poulson Cumming College of Nursing building closed, all in-person classes at the University of Utah were cancelled and converted to distance-accessible formats, and clinical rotations for all health science students came to an abrupt halt. The James E. Faust Law Library, Marriott Library, and Spencer Eccles Health Sciences Library closed, all computer labs shut down, and on-campus dorms were vacated when possible. By April, students were given the option of "credit / no credit" in their courses, faculty and staff were donating vacation time to help one another, and federal funds targeted to help students in need were put in place. As one of America's leading research universities, the University of Utah sought new innovative collaborative research and scholarship possibilities, educational approaches, and creative partnerships during one of the most challenging times in our history. Our College of Nursing faculty and staff managed these challenges with incredible resiliency and flexibility, keeping the needs of the students and patients / clients in mind and converting teaching, research, and clinical strategies to align with the challenges that an international pandemic mandates.

Also very significant this year was the 200th anniversary of the birth of the founder of modern nursing, Florence Nightingale. Born May 12th 1820, Nightingale came to prominence during the Crimean War, where she organized care for wounded soldiers. A brilliant statistician and healthcare reformist, Nightingale's innovative approaches to patient care led to a significant decline in morbidity and mortality rates among the Crimean soldiers. How fitting that in the year of a global pandemic, we celebrate the birth of a true social reformist who revolutionized health care and highlighted the role of the nurse and nurse scientist in patient care. In this year, 2020, the Year of the Nurse and Midwife, never before has the public been more aware of the profound and ongoing contribution that nurses bring to the health and well-being of patients and communities. I believe Florence would be proud of the profession she helped launch into prominence – nursing is truly a profession whose actions change lives.

As always, the College of Nursing is committed to the advancement of nursing and gerontology scholarship and science; the education of future leaders, practitioners and researchers; and the delivery of exceptional healthcare through our faculty practice. Despite the immense challenges that the pandemic brought, the following were particularly noteworthy accomplishments of this past academic year:

- The College of Nursing once again received the Health Resources & Services Administration (HRSA) Nurse Faculty Loan Program award in the amount of $207,907
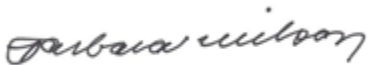
- which will provide forgivable loans for our graduate students for the 2020-2021 academic year who pursue careers in nursing education
  - Nursing faculty submitted a record 95 grant applications during the first six months of 2020 – a truly remarkable achievement. This would not be possible without the staff of the Emma Eccles Jones Nursing Research Center (EEJNRC), whose ongoing efforts continue to fuel our success
  - Our faculty maintained over $10.5M in active educational grants including extramural funding from the American Cancer Society, Health Resources and Services Administration, and the Jonas Center for Nursing Excellence as well as internal funding from the University of Utah and the College of Nursing
  - Faculty and staff managed a total grant award portfolio of $35M in 2019-2020, with a national ranking of 27th among schools of nursing funded by the National Institutes of Health
  - Clinical services offered through faculty practice continue to thrive. Areas of practice specialty include adolescent care for incarcerated youth through the Utah Juvenile Justice Services, Primary Care, Psychiatric Mental Health, and BirthCare HealthCare – midwifery and women's health. These highly successful faculty practices generated over $5M in revenue during the 2019-2020 year and provided excellent clinical sites for the education of many of the College of Nursing students
  - The Gerontology Interdisciplinary Program (GIP) began year three of a five-year Program of Merit designation from the Academy for Gerontology in Higher Education (AGHE). In addition, the GIP and PhD programs had a highly successful seven-year review by the Graduate School in December 2019, with many accolades for their exceptional distance-delivered programs
  - Over $2.3M in new funding came to College of Nursing Advancement Office from generous College of Nursing donors. This included a new pledge of $125,000 to broaden the college's culture of generosity
  - The College of Nursing's Systems and Technology (CONSYSTECH – formerly 'IT') and the Simulation Learning Center remained essential components of our success, particularly during the pandemic when all activities (e.g., meetings, classes, dissertation defenses) converted to distance-accessible formats. By providing outstanding support and ensuring state-of-the-art technology, we continue to maintain best practices in educational pedagogy

In this year's annual report, you will find multiple examples of research and scholarship, innovation, educational excellence and exemplary faculty practice completed by our students, staff, and faculty. Thank you for your continued support of the University of Utah College of Nursing.

In closing, it has been my honor and privilege to serve as Interim Dean and Associate Dean of Academic Programs. The future remains bright for the flagship nursing program in Utah, the University of Utah College of Nursing.

Kind Regards,

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

MAJOR ACCOMPLISHMENTS

College of Nursing (CON) activity and outcome highlights from the 2019-2020 academic year:

Education:

- In the 2020 *U.S. News and World Report* rankings of *Best Graduate Schools in Nursing*, the University of Utah CON continues to rank among the top universities in the nation with more than 800 nursing schools represented. For example, Nursing Informatics specialty track ranked No. 3 among public universities and No. 6 overall; Midwifery ranked No. 6 among public universities and No. 9 overall; the master's program ranked No. 18 among public universities and No. 30 overall; and Nursing DNP program ranked No. 12 among public universities and No. 21 overall.
- The combined national certification pass rate for Advanced Practice Registered Nurse Certification in 2019-2020 was an exceptional 99.5%.
- July 2019 began a $2.8 million, 4-year education training grant, the Advanced Nursing Education Workforce (ANEW) 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." Stipends totaling $960,000 will be provided to primary care nurse practitioner and midwifery students from rural communities, or with plans to work in rural communities after graduation. This past year, 5 DNP students were supported with stipends, In year two (July 2020-2021), 13 DNP students will receive stipends. Clinical partners include Summit County Health Department, Memorial Hospital in Sweetwater Wyoming, Utah Navajo Health Systems in Montezuma Creek, Mountain Utah Family Medicine in Richfield, and Carbon Medical Services.
- The Psychiatric-Mental Health Nurse Practitioner Program designed and implemented a post-master's certificate program of study which will be initiated in fall 2020.
- The CON reactivated the Pediatric Primary Care Nurse Practitioner specialty track as an option for primary care with a fall 2020 start including 4 students.
- CON's instructional designer implemented a quality improvement process that focused on best practices in educational pedagogy for CANVAS courses, beginning with the baccalaureate program. This included automatically importing standardized syllabus templates into each course that included University of Utah and CON updates (e.g. Student Code, American with Disabilities Act accommodations, and the University Safety Statement, among others). In addition, a pre-semester checklist was implemented for all CON programs, where faculty are sent a link two weeks before the start of the semester with reminders of what needs to be completed prior to the start of their courses(s).
- Perhaps most noteworthy this past academic year was the effect of the COVID-19 pandemic on the academic mission beginning March 2020. Once the CON Building closed to students, faculty and staff on March 23, all non-distance accessible courses converted to distance accessible formats via asynchronous or interactive video conferencing with the help of the CON Systems and Technology Department, the faculty and staff in the Simulation Learning Center, and the CON in-house instructional designer.
- Student and Community Engagement (SACE) activities continue to thrive. More than 100 nursing and gerontology students participated in a variety of activities

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including Nurses Day at the Utah Legislature, Honors College projects, Global Health scholarly projects, the Undergraduate Research Opportunities Program (UROP), and the Junior League of Utah Community Assistance and Resource Event (CARE Fair) among other activities.

- In collaboration with the PhD program, a dual DNP-PhD track program of study was implemented with a fall 2020 start date. 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.

- The RN to BS online program will be offering significantly reduced 'capped' tuition ($260/credit hour with no nursing differential) option to associate-prepared nurses to achieve their baccalaureate degree beginning fall 2020. In partnership with University of Utah Health and UHealth affiliate hospitals, this reduced tuition will allow nurses to achieve their baccalaureate degree for less than $8000.

Research:
- The college's research program ranked 27th among schools of nursing funded by the National Institutes of Health (NIH).
- Faculty and staff managed a total grant award portfolio of $35 million in 2019-2020.
- Direct research grant expenditures increased by 6 percent during Fiscal Year 2020, totaling over $3.9 million.
- The college's extramural grant application funding success rate was high, 39 percent in Fiscal Year 2019 (the most recent year for which all grant submissions have been reviewed).
- College faculty continue to submit increased numbers of grant funding applications, both extramural and intramural, with 72 research applications and 11 educational & training applications submitted in 2019-2020.
- The college supported early stage pilot research through small intramural funding awards, and facilitated new academic-operational collaborations for research through synergy awards.
- Four tenure-line faculty members – Dr. Jenny Alderden, Dr. Jacqueline Eaton, Dr. Youjeong Kang, and Dr. Lisa Taylor-Swanson -- participated in the Vice President's Clinical & Translational Scholars Program (VPCAT) as mentees. Two faculty members – Dr. Katherine Sward and Dr. Mollie Cummins – 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 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.
- Faculty and staff pivoted their research and programs to an on-line or remote format in order to respond to the unprecedented pandemic, resulting in the continuation of the majority of grant supported programs.
- Faculty applied for, and received, several funding opportunities related to COVID-19 research.

Practice:
- The College of Nursing remains a full partner in advancing and transforming healthcare through alliances with the academic health sciences center and community. The College's nurse practitioner faculty influences 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 various community sites. Areas of practice specialty include:
  - Adolescent care for incarcerated youth
  - Primary Care
  - Psychiatric Mental Health
  - BirthCare HealthCare (BCHC) -- Midwifery and Women's Health
- Over the past five years, the faculty practice operating revenue has grown over 11 percent. There are four primary areas of revenue generation: a Juvenile Justice Services (JJS) contract, Primary Care clinical contracts, Psychiatric Mental Health, and Midwifery and Women's Health services provided by BCHC. These highly successful faculty practices generated over $5.3 million in revenue for Fiscal Year 2020 and provided excellent clinical sites for the education of CON students.
- Dr. Leissa Roberts received the Distinguished Service Award at the annual American College of Nurse Midwives (ACNM) meeting. This award recognizes a midwife for unusual and exemplary effort in the field of community service, innovation in midwifery practice, education, or research. Dr. Roberts received this award in part for the development of the Coping with Labor Algorithm and its subsequent integration into care across the nation and internationally.
- Dr. Jennifer Clifton, Clinical Director for Primary Care, will serve as the Vice Chair of the Juvenile Health Committee for the National Commission on Correctional Health Care (NCCHC). Dr. Clifton is also the first nurse to become a member of the accreditation and standards committee for NCCHC.
- Two of the College's Psychiatric Mental Health NP faculty hold positions on the board of the Utah Chapter of the American Psychiatric Nurses Association (APNA): Dr. Zoe Robbins (President Elect, a three-year appointment); and Dr. Susan Scott (at-large board member). Dr. Robbins will also serve as a member of the Utah Telehealth Network Advisory Committee.
- Two of the College's Nurse Midwifery faculty hold officer positions in the Utah chapter affiliate of the American College of Nurse Midwives: Christie Elmore (Chair) and Julie King (secretary).
- Numerous DNP and undergraduate research projects were conducted in faculty practice sites.

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 of Nursing's educational three-year plan 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
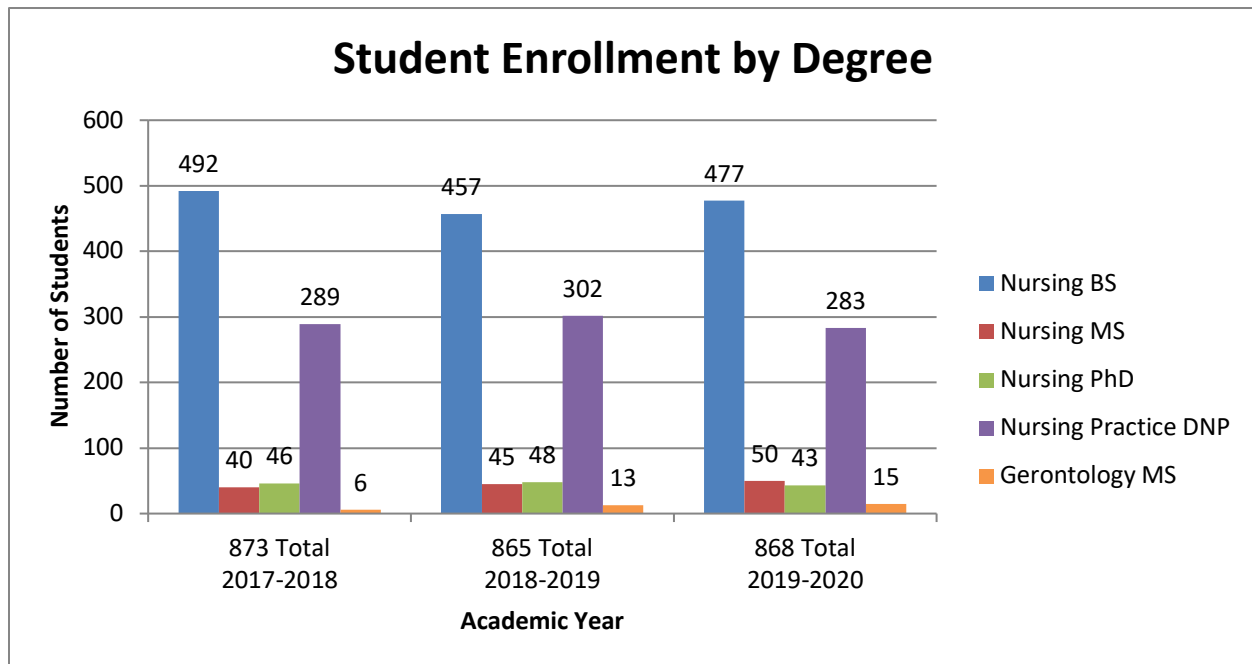g. Initiate and grow global health opportunities

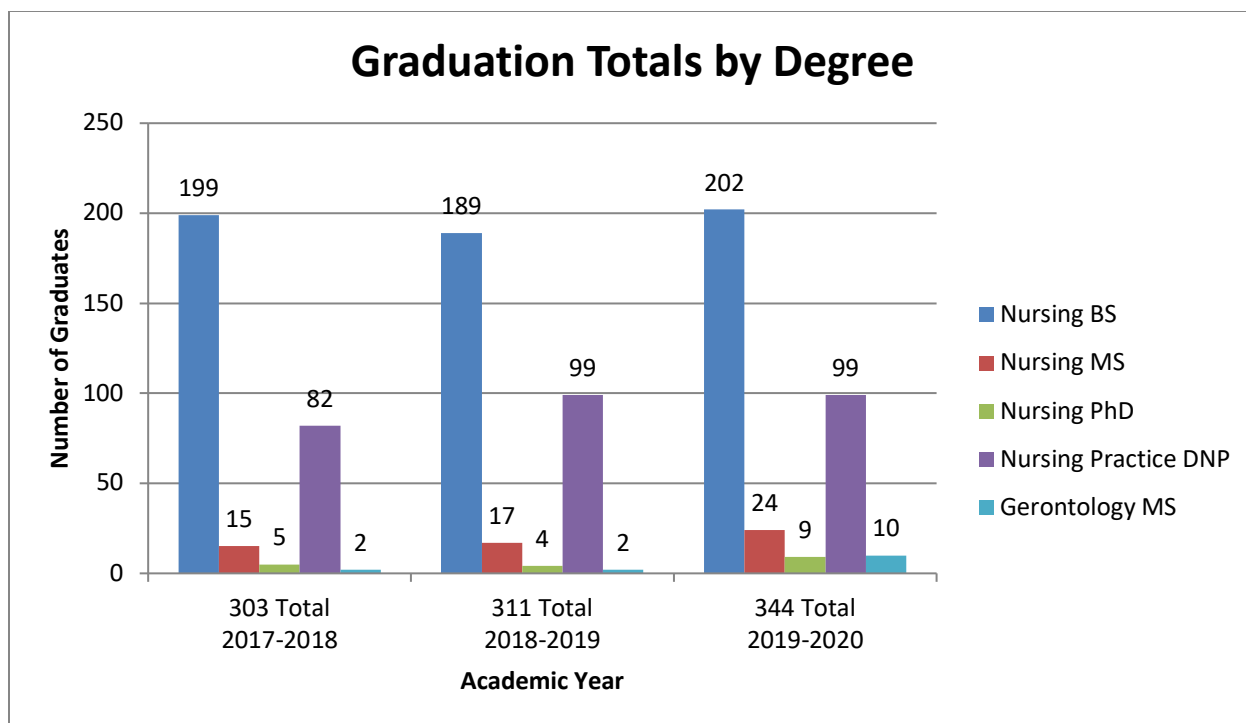**Figure 1:** Student Enrollment, Academic Years 2017-2020

Graduation Totals by Degree

Chart showing Number of Graduates by degree across academic years:

303 Total 2017-2018: Nursing BS = 199, Nursing MS = 15, Nursing PhD = 5, Nursing Practice DNP = 82, Gerontology MS = 2

311 Total 2018-2019: Nursing BS = 189, Nursing MS = 17, Nursing PhD = 4, Nursing Practice DNP = 99, Gerontology MS = 2

344 Total 2019-2020: Nursing BS = 202, Nursing MS = 24, Nursing PhD = 9, Nursing Practice DNP = 99, Gerontology MS = 10

Figure 2: Number of Graduates by Degree, Academic Years 2017-2020

Average Cumulative GPA of Enrolled Students

Chart showing Grade Point Average by degree across academic years:

2017-2018: Nursing BS = 3.63, Nursing MS = 3.82, Nursing PhD = 3.90, Nursing Practice DNP = 3.86, Gerontology MS = 3.58

2018-2019: Nursing BS = 3.64, Nursing MS = 3.83, Nursing PhD = 3.87, Nursing Practice DNP = 3.87, Gerontology MS = 3.79

2019-2020: Nursing BS = 3.66, Nursing MS = 3.90, Nursing PhD = 3.90, Nursing Practice DNP = 3.88, Gerontology MS = 3.88
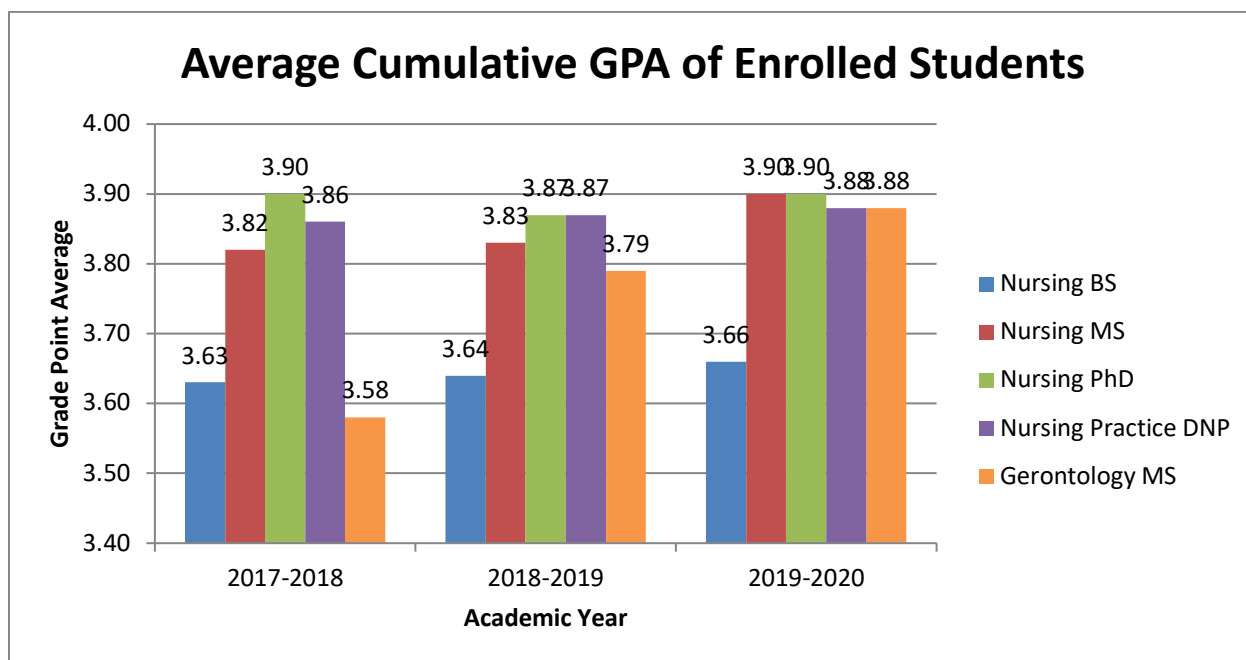
Figure 3: Grade Point Averages (GPA) of Enrolled Students (most recent term), Academic Years 2017-2020
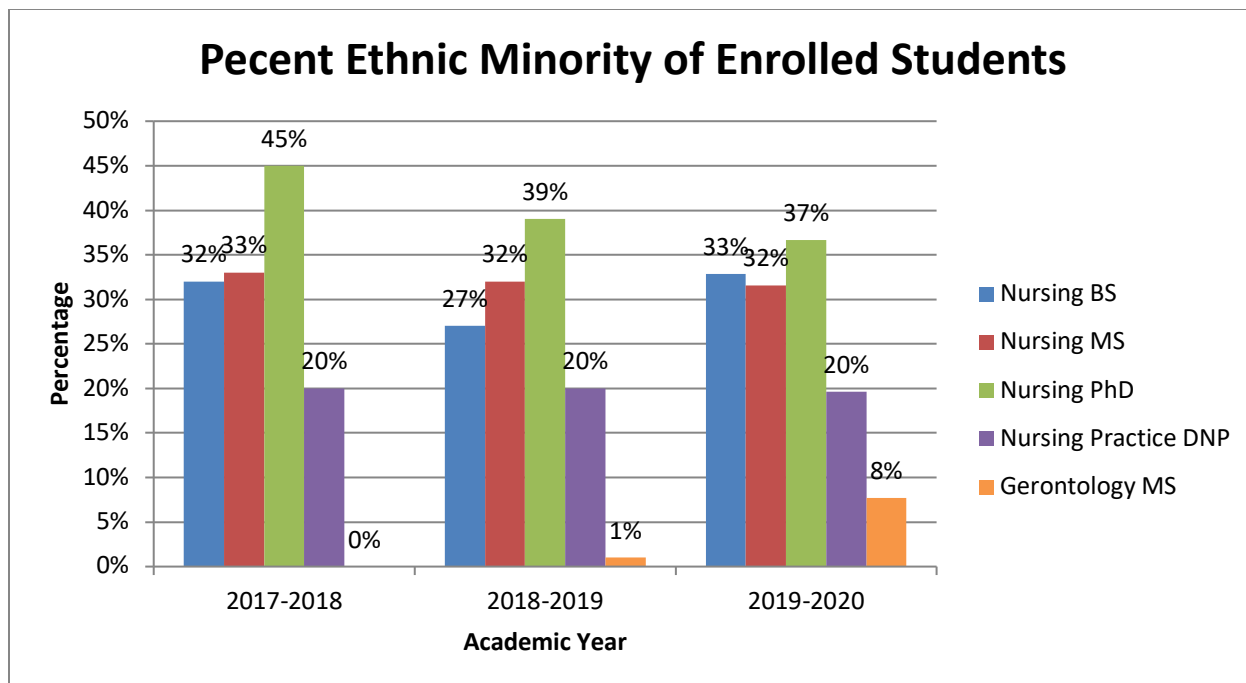
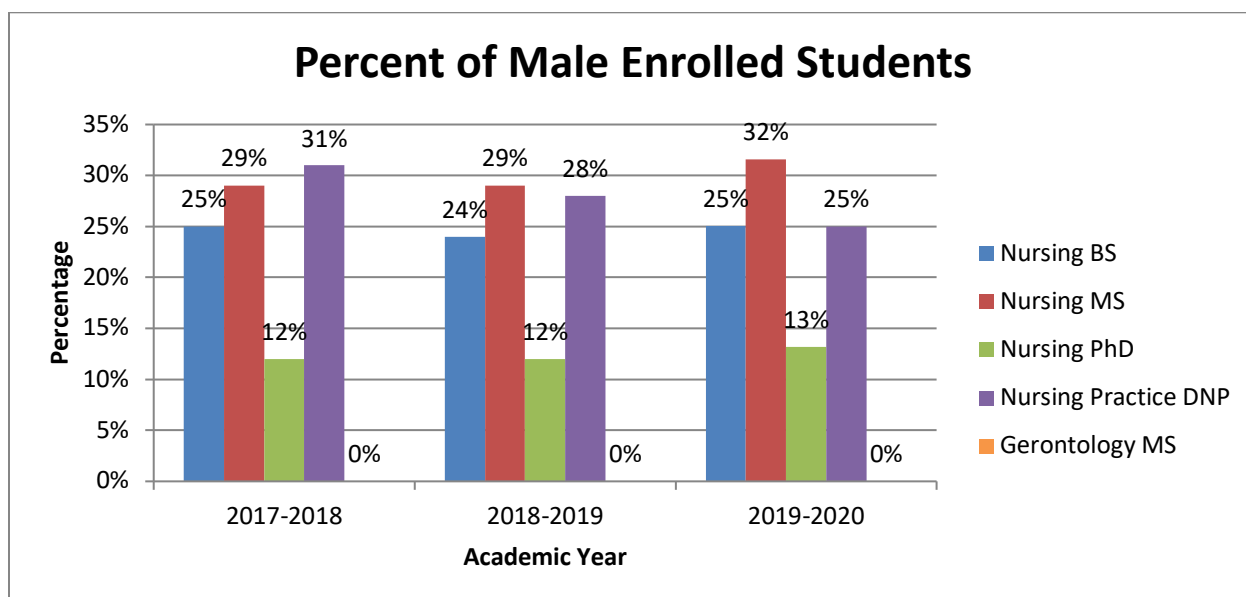**Figure 4**: Percent Ethnic Minority, Academic Years 2017 – 2020 (does not include 'unknown ethnicity')

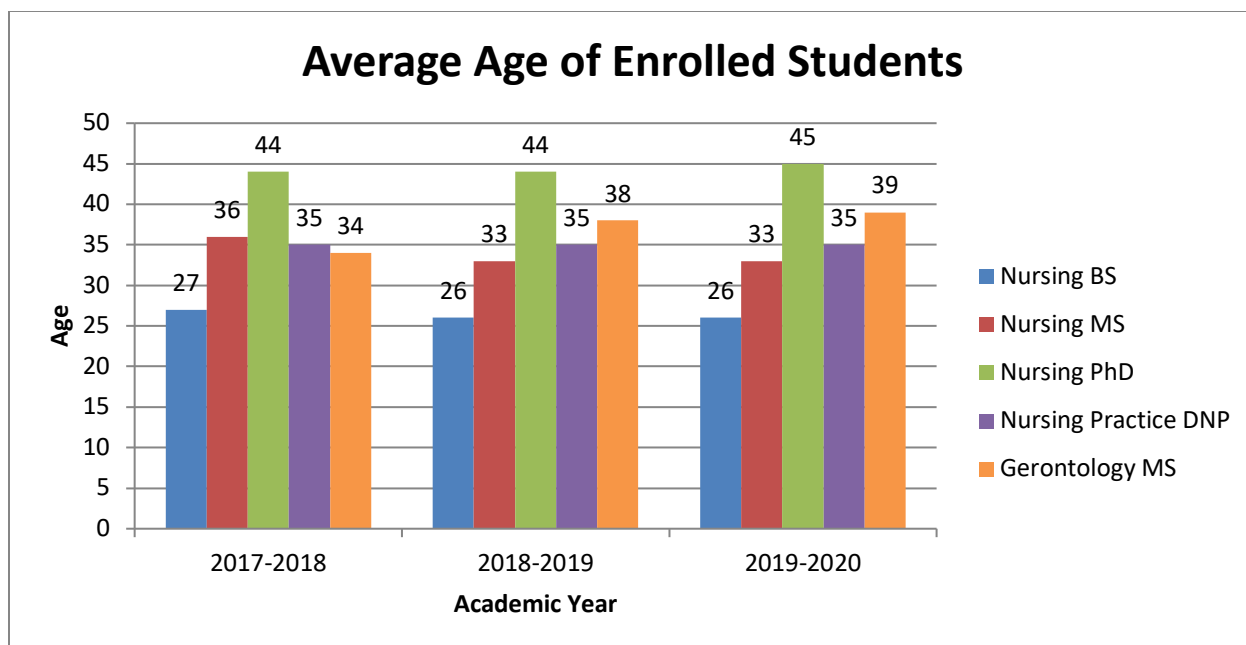**Figure 5**: Percent Male Students, Academic Years 2017-2020

Figure 6: Average Age of Currently Enrolled Students (most recent term), Academic Years 2017-2020

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 consists of academic program managers who provide advising and support to students in Nursing Early Assurance (NEAP), BS, MS (including GIP), DNP, and PhD programs, specialists that manage data and processes, course and transcript evaluation, scholarships, and an administrative team. All members of the student service office work closely with faculty members, staff and administration in the College of Nursing (CON) and across campus to support our students from inquiry to graduation. A modified LEAN process is used to monitor and improve efficiency and effectiveness.

Accomplishments

- Successful management of nearly 1000 applications across programs, and hosted more than 500 potential applicants at graduate and undergraduate information sessions.
- Recruited and advised potential applicants to the RN-BS track of the undergraduate program at the Salt Lake Community College, University of Utah Hospital, Huntsman Cancer Institute, the University Neuropsychiatric Institute, and expanded efforts beyond the Salt Lake Valley with recruitment trips central Idaho, Southern Utah, and the Navajo Nation in the four-corners area.

- Scripted, filmed, and created undergraduate application and program information videos, which can be accessed on the CON student services website, with over 850 views.
- Program managers conducted more than 1,100 one-on-one advising sessions, in addition to the hundreds of email interactions each month. Over 1,350 general inquiries were addressed through email, phone, or walk-in and nearly 1,450 requests for information were received through the CON 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.
- Collaborated closely with the Office of Advancement to assist in securing and delivering over $1 million in private scholarship funds to students.
- Worked with project director and research center staff to secure the CON's largest continuing award yet for the Nurse Faculty Loan Program; administered in conjunction with the University Office of Scholarships and Financial Aid for 22 students, an increase of 169% over last year's borrower volume.
- Participated in planning and development of programming to begin fall 2020 for students living in the new student residential community – Kahlert Village Health and Wellness Tower.

In response to the COVID-19 pandemic:
- Transitioned twenty-two new student and transfer orientations conducted in collaboration with main campus, to an on-line format resulting in assisting more than 300 students for fall class registrations.
- Partnered with Office of Advancement to send out 413 graduation gifts to our 2020 College of Nursing graduates, in lieu of an in-person convocation ceremony.
- Responded quickly to changing financial circumstances associated with the COVID-19 pandemic, by streamlining our emergency funding application and working with CON Advancement and college leadership to secure additional funds for emergency/hardship scholarships. Distributed $76,900 in emergency aid to 48 nursing students between March 31 and August 31, 2020.
- In March of 2020, the entire office transitioned to working from home in response to the COVID-19 pandemic. With support from CON Systems and Technology Department, the necessary equipment and access were quickly set-up up with no lapse in service or processes. Student Services staff continue to effectively interact with applicants, students, CON and campus staff, faculty and administration.

Goals
- Continue refinement of processes for updating and disseminating program information, including website, recruitment materials, and social media.
- Continuing development of 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.

- Continue toward goal of funding 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.
- Advise and collaborate with the Baccalaureate Curriculum Committee to make necessary changes to the student services processes in conjunction with revision of the NEAP program.
- Advise and collaborate with the MS-DNP admissions taskforce development of holistic admissions process.
- Collaborate with the Diversion, Equity, Inclusion and Outreach Committee, and other CON groups to facilitate efforts to increase diversity and equity, and reduce bias in the CON.
- Collaborate with Colleges of Health Science Psychologist (appointed summer 2020) for improved access to mental health support for our students, in-person and remotely.
- Develop and implement process for assessing undergrad student mental health status and needs to inform future development of mental health programming and timing for resource information sharing with students.

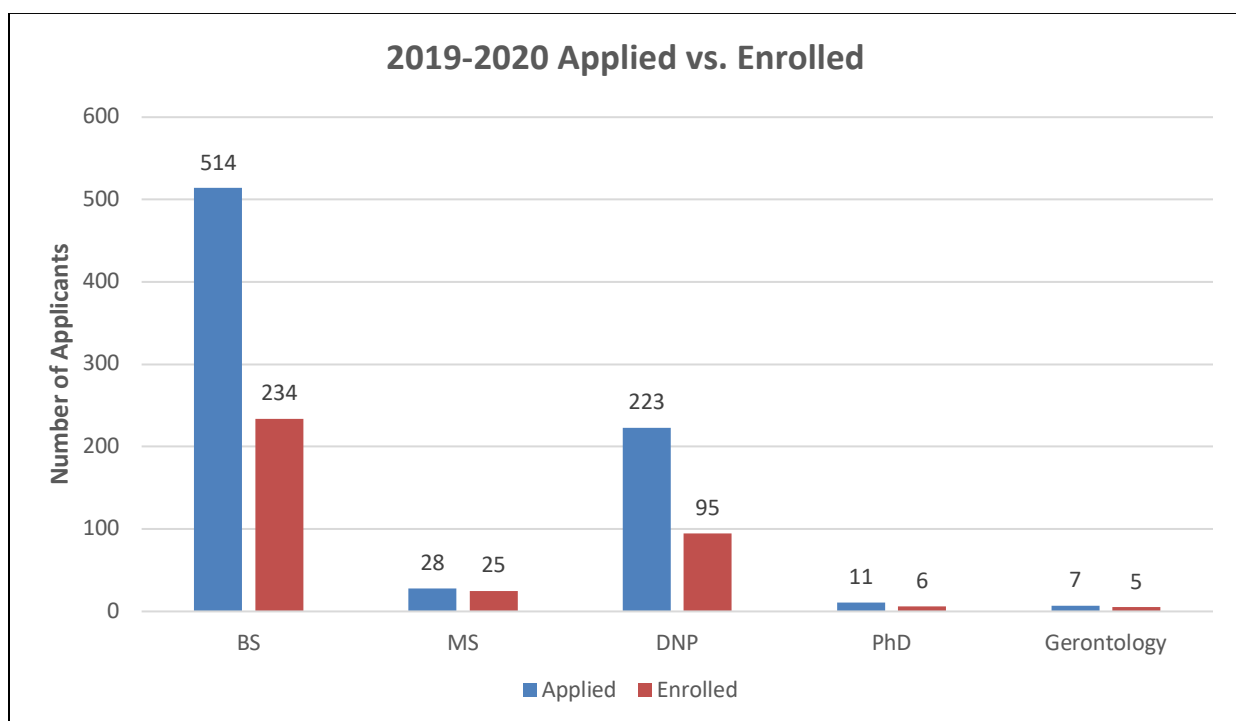**Figure 7:** Number of Applications and Enrolled, Academic Year 2019-2020

George E. Wahlen Department of Veterans Affairs Nursing Academy Program
The University of Utah College of Nursing (UUCON) 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. Changes within VA administration and processes have resulted in changes to our VANAP partnership. Both VA and UUCON leaders remain committed to our on-going partnership and the development of mutually beneficial goals which includes:

- expanding reciprocal faculty professional development in veteran care and nursing education
- developing and providing opportunities for educational and practice innovations, and
- Increasing recruitment and retention of VA nurses as a result of enhanced roles in nursing education

Over the past year, professional development was fostered with UUCON Faculty who taught specific topics (Nursing Informatics, Evidence-Based Practice, Health Care Finances, and End-of-Life Issues) in the VA's Post Baccalaureate Nursing Residency (PBNR) Program. Four VA-based instructors taught prelicensure students in Foundations, Medical-Surgical and Mental Health clinical rotations. Educational opportunities with the VA continued with focused veteran care onsite learning experiences for 16-20 baccalaureate students in Medical-Surgical, Mental Health and Capstone clinical practicums. Five of the 10 graduates accepted in the VA Post-baccalaureate Nurse Residency program were UUCON graduates. Students in our Psychiatric/Mental Health Nurse Practitioner track completed the final year of a five-year collaborative grant resulting in 23 graduates 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 Health Sciences and 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 falls 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)

IPE classes have been included in the baccalaureate program and in all Nursing MS and Doctor of Nursing Practice (DNP) programs of study. All students are required to take two courses during their program.

Table 1 provides information on the number of health science and College of Social Work students enrolled in IPE classes during the 2019-2020 academic year, exceeding 1900 learners.

Table 1: Inter-professional Education, Total Student Enrollment, Academic Year 2019-2020

College/School	Program	Number Enrolled
College of Health	Audiology, Nutrition, Athletic Training, OT, PT, RT, SLP	332
College of Nursing	BS/MS/DNP	606
College of Pharmacy	PharmD	212
School of Dentistry	Dentistry	98
School of Medicine	Medical School	606
College of Social Work	Master of Social Work (MSW)	50

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 and innovation.

Table 2: Active Funded Education and Training Awards, Academic Year 2019-2020

Funding Period	PI	Funding Agency / Award Number	Title	Funds Awarded
02/01/2020-01/31/2021	Butt	University of Utah (UU) Teaching Committee	Operation Escape Lab	$1,410
		Health Resources and Services Administration		

Funding Period	PI	Funding Agency / Award Number	Title	Funds Awarded
07/01/2019-06/30/2020	Cloyes	(HRSA), E01HP27005	Nurse Faculty Loan Program	$189,000
08/01/2018-07/31/2020	Cloyes	Jonas Center for Nursing Excellence	Nurse Leaders and Veteran Healthcare Scholar Program	$60,000
07/01/2018-07/31/2021	DeJong	HRSA D19HP31822	Nursing Workforce Diversity	$1,494,354
07/01/2018-06/30/2022	Edelman	HRSA UK1HP31735	Nursing Education, Practice, Quality and Retention – Registered Nurse in Primary Care	$2,779,004
07/01/2019-06/30/2024	Edelman	HRSA U1QHP28741	Geriatric Workforce Enhancement Program	$3,750,000
05/01/2020-04/30/2021	Edelman	HRSA T1MHP39052	Geriatric Workforce Enhancement Program COVID	$90,625
05/01/2020-04/30/2021	Edelman	HRSA T1PHP39115	Nursing Education, Practice, Quality and Retention – Registered Nurse in Primary Care COVID	$78,571
04/01/2020-03/31/2021	Kepka/ Penney	UU Office of Global Engagement	Improving Health Providers' Cultural and Linguistic Proficiency	$10,000
05/01/2019-04/30/2020	Kranz	UU Academy of Health Science Educators	Slicing, Dicing, and Mashing: Understanding Process Improvement Through Gaming	$3,000
01/01/2020-12/31/2020	Lassche	UU Academy of Health Science Educators	Interprofessional Attitudes Scale 2.0	$3,000
07/01/2019-06/30/2023	Latendresse	HRSA T94HP32908	Advanced Nursing Education Workforce	$2,091,684
02/01/2020-01/31/2021	Penney/ Frye	UU 1U4U	Increasing Access to Special Education and Disability Legal Information for Refugee, Immigrant, and Native Utahans	$15,000
07/01/2018-06/30/2020	Ruegg	ACS, DSCNR-18-073-03-SCN	Nurse Intervention to Impact Mucositis Severity and Prevent Dehydration	$30,000

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.

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), and two program coordinators for Global Health. Additional members include 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 program leadership and the number of students involved in SACE programs.

Table 3: SACE Students, Academic Year 2019 – 2020

Program	Students/Participants
Community Engaged Learning Coordinator: Dr. Sara Hart	107 Undergraduate Nursing & Gerontology Students
Undergraduate Research Opportunities Program (UROP) Coordinator: Dr. Sara Hart	18 Funded 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	21 Undergraduate Students
Global Health Coordinator: Dr. Deanna Kepka	4 DNP Students completed Global Health Scholarly Projects

Community Engaged Learning (CEL)
For more than three decades, the College of Nursing (CON) has collaborated with the Lowell Bennion Community Service Center. This partnership has allowed the CON 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.

The Undergraduate Nursing CEL program partners with community organizations to provide services that aligned with student learning objectives and meet community needs.
This year, the College of Nursing Early Assurance Program (NEAP) applied for and received the Community Engaged Learning designation for the 'Explore Nursing' course. Thirty-five NEAP students met select course objectives through engagement with community partners including: Friends for Sight, William E Christoffersen, Salt Lake Veterans Nursing Home, Utah Naloxone, Rides for Wellness, Hospice and U, Primary Children's Hospital, the Ronald McDonald House, St. Mark's Hospital, St. Joseph Villa, Legacy House Bountiful, U Fit Special Activities Program, Habitat for Humanity, the Maliheh Clinic, and the Utah AIDS Foundation..

The CON CEL program also continued to collaborate with the HRSA Nursing Workforce Diversity Grant on implementation of mentoring activities with students in multiple stages of their nursing education. This mentoring waterfall model includes structured activities with Certified Nursing Assistant Students at Granite Technical Institute High School designed to provide educationally disadvantaged high school students with opportunities to explore nursing and higher education. NEAP, first semester pre-licensure students and DNP students. This partnership continues to increase in the diversity of the College of Nursing applicant pool as well as NEAP cohorts.

Additional CEL activities during the 2019-2020 academic year include:

- 10 CEL leadership students and 70 undergraduate nursing students provided healthcare services at the 2019 Junior League of Utah, Community Assistance and Resource Event (CARE fair). This CEL activity provided students with an opportunity to positively affect the health and welfare of vulnerable individuals and families in our community, while learning skills crucial for interprofessional team communication and team-based care.
- 25 Gerontology students enrolled in the Caregiving and Aging Families course partnered with information, unpaid caregivers in our community to provide support services connections and more fully understand the experience of caregivers.
- Dr. Sara Hart, PhD RN, Director of Student and Community Engagement, was the 2019-2020 *University of Utah Public Service Professor*.

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 2019-2020 academic year, 18 UROP fellowships were awarded to students conducting research with CON faculty mentors. The following funded projects are just a highlight of the diversity and rigor of undergraduates' research activities:

- Physical Activity and Pregnancy: How the Diabetes Prevention Program Can Improve Pregnancy Outcomes, Student: Jennifer Russo, Faculty: Sara Simonsen
- Adolescents and Young Adults with Cancer: An Analysis of Priority Symptoms, Student: Makenna Terrell, Faculty: Lauri Linder
- Visiting Hospice Nurses and Work-Related Stress Among Family Caregivers, Student: Kalen Gunter, Faculty: Lee Ellington

Many undergraduate students were 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 (IRB) 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, Twelve College of Nursing students had their work published in the 2020 Undergraduate Research Journal. A link to the journal can be found at: https://our.utah.edu/urj2020/

Bruno Rodriguez-Gonzales was the 2019-2020 College of Nursing Outstanding Undergraduate Research Student. Bruno was mentored by Dr. Michelle Litchman as he worked on two funded research projects with Hispanic individuals with prediabetes and diabetes, including a live, online chat intervention to discuss diabetes risk, resources, and healthy behaviors. Bruno recruited participants, conducted the intervention – which required tremendous coordination, and organized the data so it could be easily analyzed. He also managed several IRB addendums, document translations, peer facilitator training and schedules, recruitment, study visits and data collection.

Nursing Advocacy
For the fifth 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 helps 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. During the 2019-20 academic year, a record nine students graduated from the CON with an Honors Degree in Nursing, and one student graduated with an Honors Certificate. An additional student who received mentorship from a CON faculty member graduated with an Honors Degree in Kinesiology. Eleven CON Honors students, and one student from the College of Health have approved thesis proposals and are being supervised by CON faculty.

Dr. Linder and Dr. Simonsen have continued to refine and standardize the advising process. They have also sought to engage more faculty, including career line faculty, as mentors for students pursuing Honors Degrees. To support students and faculty mentors, they have created a structured proposal template as well as a detailed timeline to support timely completion of the thesis. As co-advisors, Drs. Linder and Simonsen continue to engage students as early as possible in their undergraduate education and have been intentional in engaging incoming freshmen who identify pre-nursing as a major as well as students who part of the NEAP program. They continue to encourage students to participate in the UROP, and most CON Honors students receive at least one 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 CON. 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 2019-2020 academic year continued the acceleration of new and exciting initiatives in global and international health at the College. New global, local and international health education, research, and scholarship activities have been initiated. The recently formed College of Nursing Global Health Committee is engaging multiple stakeholders to generate opportunities for students and faculty. This work has spurred 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 are helping to advance learning, scholarship, and practice through study abroad programs for our students.

Dr Deanna Kepka, Director of Global and International Health in partnership with Dr. Debra Penney and our global health ream are actively seeking funding for student opportunities for CEL, student travel, and building and maintaining relationships abroad. Working with the Department of Pediatrics, Drs. Kepka and Penney were awarded a GLAD (Global Learning Across Disciplines) grant from the University's Office of Global Engagement to fund local interdisciplinary activities to provide pediatric home health resources and health education materials to refugee families. In addition, DNP students have received some support for global scholarly projects. In the summer of 2019, four students engaged 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.

In addition, an existing class in the Medicine Global Health certificate was re-designed as an interprofessional class that specifically addresses ethical considerations and preparation for short-term global experiences. This class is foundational and is a requirement for any student participating in an experience abroad. The growth of global health activities at the CON reflect the growing interest of students and the efforts of a group of faculty dedicated to providing student opportunities for 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 prelicensure (NEAP), RN-BS, and upper division prelicensure. The framework for the undergraduate curricula is based on professional standards from the following organizations and documents:

- AACN's *Essentials of Baccalaureate Education* (2008)
- *Scope and Standards of Nursing Practice, 3rd Edition* (ANA, 2015)
- National Center for Biotechnology Information's *Quality and Safety Education for Nurses* (QSEN)

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 integrated into all courses.

Baccalaureate faculty members use active learning teaching strategies that promote student development of 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 the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing. Table 4 shows the number of applications and enrollment in the baccalaureate program.

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 on average, 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.

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 Nursing. 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 synthesizing program coursework, and applying enhanced knowledge of leadership and quality care concepts, culminates in development and implementation of a quality improvement project. Admission cycles occur every semester with two, three, or four semester programs of study 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.

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 900 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 throughout each semester.

Accomplishments
NEAP
- NURS 2400 Explore Nursing, a required course for NEAP students, received Community Engaged Learning (CEL) certification
- 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 activates 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
- Focused recruitment with the UHealth Office of Network Development and Telehealth increasing recruitment efforts in the University of Utah's Regional Network throughout rural Utah and regional agencies (NV, ID, WY)
- Partnership with UOnline Campus in the planning, development and implementation of flat rate tuition beginning fall 2020(current capped at $260/credit hour)
- Streamlined application and admission process (eliminating video interview)

- Piloted and developed RN-BS Bridge course to support student transition to online learning
- Developed online clinical hours due to COVID-19 restrictions
- Full implementation of Primary Care modules throughout program

Prelicensure
- Streamlined orientation process for incoming students
- Refined faculty-led semester-to-semester transition orientations
- Implemented primary-care competency modules; funding of students dedicated to primary care nursing
- Updated framework for providing community-based care clinical experiences
- Increased focus on wellness and self-care
- Initiated new plan for supporting students in NCLEX-preparation
- Transitioned all courses mid-spring through summer semester to distance learning, using Zoom, CANVAS, and various virtual simulation software, in response to the COVID-19 pandemic
- Developed a fall semester course delivery plan to minimize in-person contact, and maintain health department recommendations for social distancing, mask and sanitizing requirements for necessary in-person interaction

Goals

NEAP
- Focus on retention efforts for NEAP students
- Support outreach efforts for the Nursing Education, Practice, Quality and Retention (NEPQR) and the Nursing Workforce Diversity (NWD) grants
- Implement NEAP revisions by fall Semester 2021

RN-BS
- Implement fully online orientation program/course (integrating Bridge course)
- Initiate RN-BS Virtual Lounge "course" and monthly "check-in" to engage and support students
- Refine elective course list to include those from the UOnline Campus program (e.g. Gerontology, Sociology, Social Work, behavioral Science)
- Initiate recruitment efforts through Social Media campaign and Virtual Meetings
- Continue to develop strategies to better predict program enrollments
- Support outreach efforts for NEPQR and Workforce Diversity grants (e.g. scholarship students)
- Continue curriculum evaluation and documentation, including annual course review, using quality improvement process

Prelicensure
- Develop primary care precepted experiences for prelicensure students
- Integrate revised AACN Baccalaureate Essentials domains and competencies
- Complete content-mapping and leveling across prelicensure curriculum
- Review and revise Concept definitions as needed

General program goals
- Support outreach efforts for NEPQR and Workforce Diversity grants (e.g. scholarship students)

- Participate in on-going curriculum evaluation and documentation, including annual course review, using quality improvement process

Table 4: Applications and Enrollment, Baccalaureate Program, Academic Years 2017-2020

Major Specialty	Applicants			Enrolled		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
NEAP	65	102	73	38	34	33
Traditional	302	346	371	125	143	142
RN-BS	78	77	70	53	55	59
	445	525	514	216	232	234

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 2017 through spring of 2020. Evaluation scores are on a 0-6 scale, with higher scores reflecting more positive evaluations. Data comes from the Student Data Warehouse.
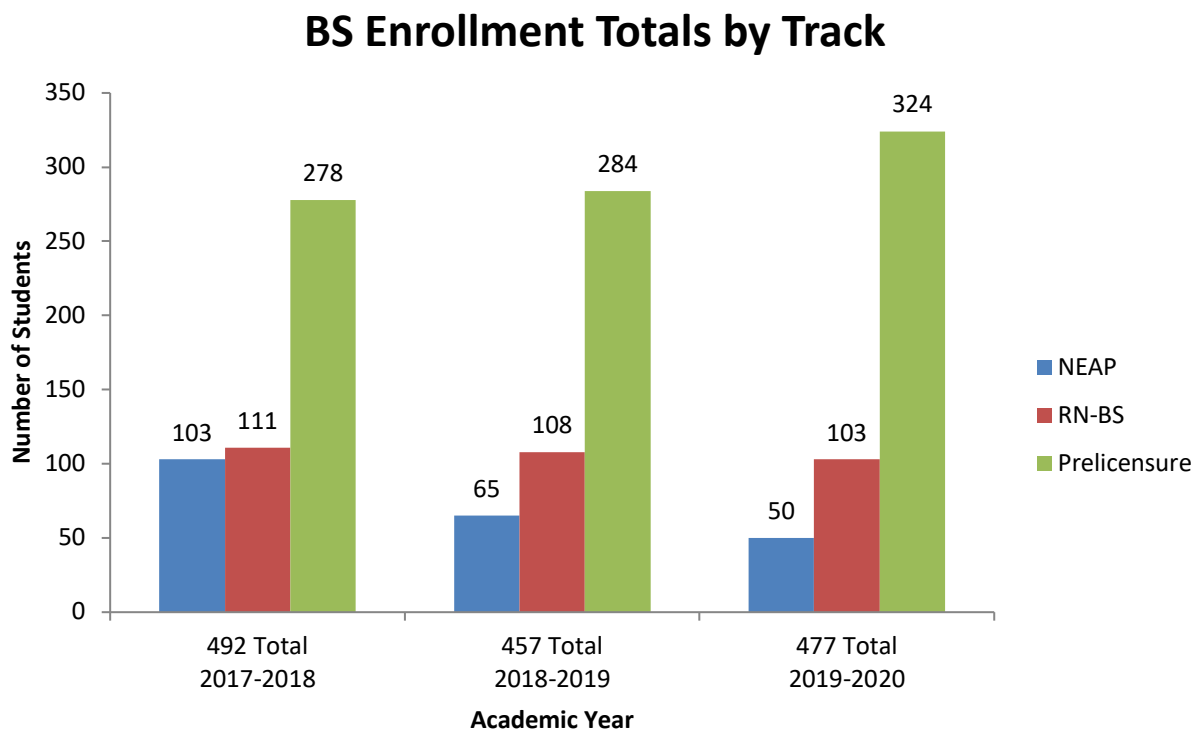
BS Enrollment Totals by Track

Figure 8: Baccalaureate Student Enrollment by Track, Academic Years 2017-2020
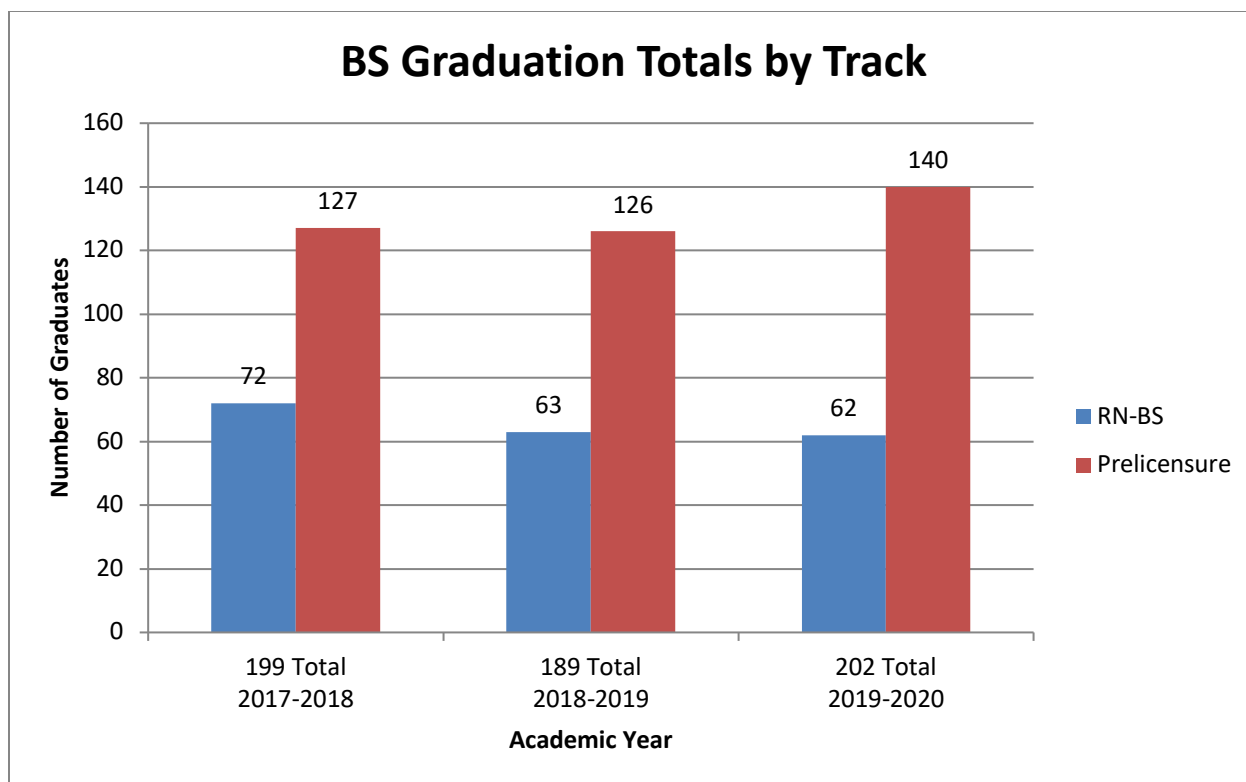
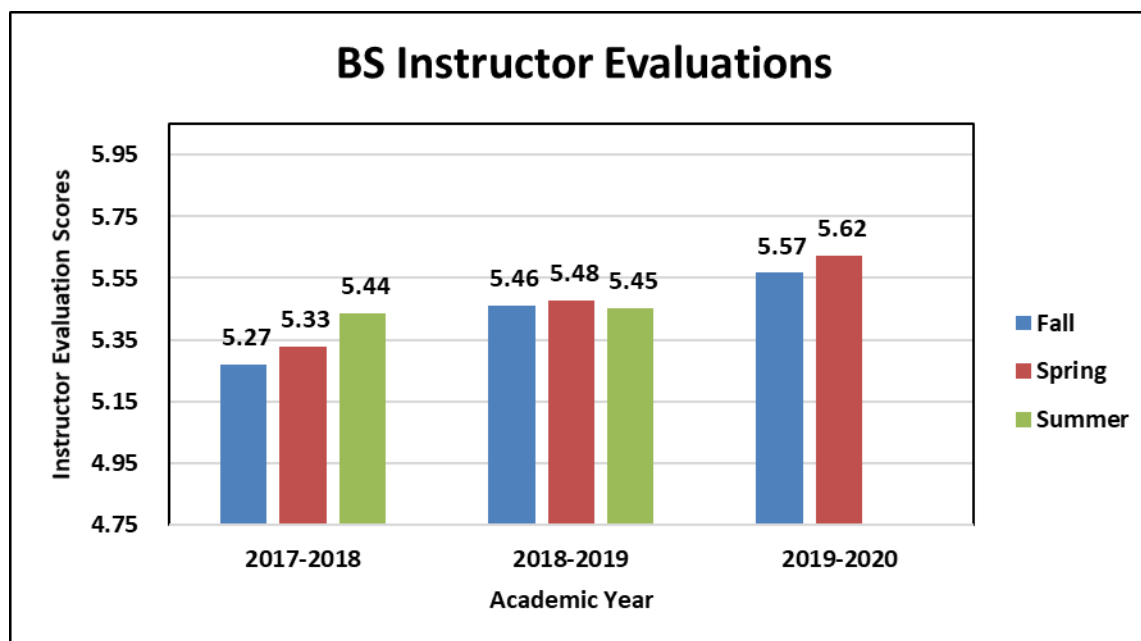**Figure 9:** Baccalaureate Graduation Totals by Track, Academic Years 2017-2020

Figure 10: Average BS Instructor Evaluation Scores, Academic Years 2017-2020 (Scale 0-6)
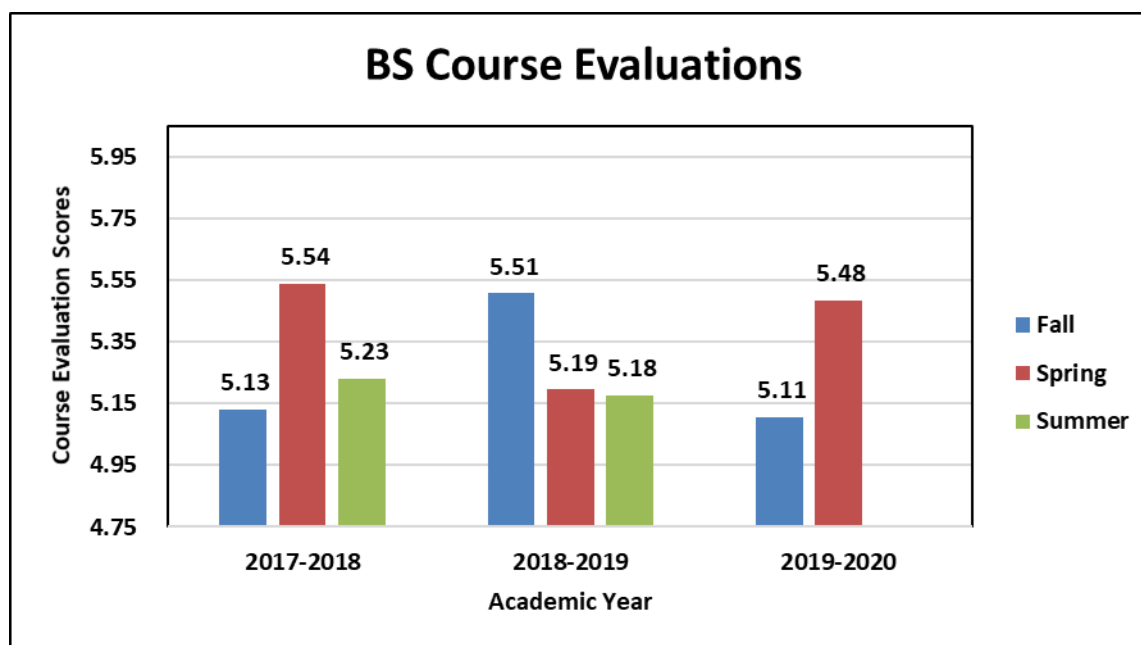
Figure 11: Average BS Course Evaluation Scores, Academic Years 2017-2020 (Scale 0-6)

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 20176-2020

	April 2017-March 2018	April 2019-March 2019	April 2019-March 2020
Graduates Tested	128	129	132
Graduates Passing	119	113	124
CON Passing Rate	93%	88%	94%
Jurisdiction Passing Rate	85%	86%	85%
National Passing Rate	85%	86%	87%

Alumni Surveys

Using the online survey software Qualtrics, the CON Information and Data Base Administrator 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 the student 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 2016-2019.

Table 6: Baccalaureate Alumni Survey, Academic Years 2016-2019

FACTOR Program Outcomes*	2016-2017 n = 53	2017-2018 n = 56	2018-2019 n = 82
Deliver safe, evidence-based, patient-centered nursing care	4.7	4.6	4.5
Advocate for the well-being of patients and the profession as leaders and managers	4.6	4.6	4.5
Apply foundations of knowledge in humanities and science in your practice	4.5	4.5	4.5
Collaborate and communicate effectively to improve patient outcomes	4.6	4.5	4.5
Demonstrate professionalism consistent with standards of moral, ethical and legal nursing practice	4.7	4.6	4.6
Utilize information management and technologies to lead safe, quality patient care	4.5	4.4	4.4
Integrate theory and research into evidence-based practice	4.5	4.4	4.4
Recognize that health care delivery and professional nursing practice occur within contexts of social, economic, and political environments	4.6	4.5	4.5
Promote health and healthy behaviors through collaborative population-focused interventions	4.5	4.5	4.5

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

Baccalaureate Scholarships

The college awarded over $410,000 in scholarships for Academic Year 2019-2020 to baccalaureate students. These funds provided 227 awards to 102 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.

Table 7: Total Undergraduate Scholarships Awarded, Academic Year 2019-2020 (Excluding emergency funding programs)

Funding Type	Amount
CON Development Funds	$162,237.14
External Scholarships/Fellowships/Grant-Funded Awards*	$248,746.47
TOTAL	**$410,983.61**

Table 8: Undergraduate Scholarships-CON Development Funds and External Funds, Academic Year 2019-2020. 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. Emergency funding programs are reported separately.

	Students Awarded	% of Total Cohort	Amount
RN to BS	23	19%	$64,260.00
Prelicensure BS	61	28%	$243,969.14
NEAP	18	26%	$102,754.47

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

Accomplishments
Faculty teaching in the Doctor of Nursing Practice (DNP) and Master of Science in Nursing (MS) programs continue to make substantial contributions to the academic mission, practice, and research missions of the College of Nursing. In the most recent U.S. News and World Report Rankings (2020 Edition), the MS program ranked No. 18 among public universities and No. 30 overall; the Nursing DNP programs ranked No. 12 among public universities and No. 21 overall; and the Nursing Informatics specialty track ranked No. 3 among public universities and No. 6 overall. The College of Nursing (CON) Nurse Midwifery Program ranked No. 6 among public universities and No. 9 overall. In addition, the combined national certification pass rate for Advanced Practice Registered Nurse Certification within the CON was an exceptional 99.5%.

The College remains committed to educating the next generation of providers needed to deliver care for all residents in the state of Utah and beyond, particularly underserved populations and those living in rural areas. In 2016, the primary care nurse practitioner programs received a one-year, Health Resources and Service Administration (HRSA) Advanced Education Nursing Traineeship (AENT) with the purpose of increasing the number of advanced education nursing students to practice as primary care providers in rural and/or underserved communities after graduation. The grant afforded the clinical placement of 25 primary care students serving underserved and rural patients.
To extend this work, a four-year, $2.8 million Advanced Nursing Education Workforce (ANEW) grant was initiated in July 2019. This grant establishes and fosters academic-clinical

partnerships to increase the number of primary care advanced-practice nurses in rural clinical settings while supporting distance-accessible education with an emphasis on "educating in place." In addition, the grant provides $960,000 of support through 48 stipends to primary care nurse practitioner and nurse midwife students from rural communities or students who plan to work in rural communities after graduation. To date, accomplishments of the current ANEW grant include:

a. Developing an 'Educational Hub' with the Utah Navajo System to provide rurally-based students the opportunity to convene on-site and engage in more participatory learning without having to leave their home community
b. Creating virtual reality modules in collaboration with the University of Utah's GApp Lab, Eccles Health Science Librarians, and the College of Nursing's Simulation Learning Center faculty and staff
c. Leveraging the Eccles Health Sciences librarians so CON DNP students have a fluent and comfortable means of navigating the library's resources during school and beyond
d. Developing narrative storytelling and integration of the arts that engages students in both the arts and sciences while using many of the native cultural resources (e.g., paintings and stories) to enrich learning and synthesis of course work

In the first year of the grant (2019-2020), five DNP trainees were supported with stipends. In year two (July 2020 – June 2021), the grant will provide stipends for 13 DNP trainees. Clinical partners include Summit County Health Department; Memorial Hospital in Sweetwater, Wyoming; Utah Navajo Health Systems in Montezuma Creek, Utah; Mountain Utah Family Medicine in Richfield, UT; and Carbon Medical Services.

The college is a national leader in providing distance-accessible education for students enrolled in MS and DNP programs 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, Adult/Gerontology Acute Care Nurse Practitioner, and the recently reactivated Pediatric Nurse Practitioner Specialty Tracks are available to students living more than 60 miles from Salt Lake City via synchronous videoconferencing.

The post-masters MS to DNP specialty track in Nursing Organizational Leadership enters its third year in fall 2020. The curriculum emphasis is ideal for both advanced practice registered nurses (APRNs) working in leadership positions, as well as the master's prepared RNs who seeks a terminal, non-research degree with a focus on the complexities of leadership, organizational development, project planning and quality improvement. This track has attracted various nursing leaders throughout the state and Intermountain West. The Psychiatric-Mental Health Nurse Practitioner Program designed and implemented a post-master's certificate program of study, to be initiated in fall 2020. In addition, the CON reactivated the Pediatric Primary Care Nurse Practitioner specialty track, ensuring that the DNP program offered this specialty track as an option for primary care.

In collaboration with the PhD program, a dual DNP-PhD track program of study was developed and approved, with plans for fall 2020 admission to qualified students. This dual

degree program will meet increasing demand for advanced practice nurses to enter healthcare 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.

During this past academic year, the CON also utilized the skills of the CON embedded instructional designer to begin a quality improvement process where CANVAS (the Learning Management System utilized by the University of Utah) courses were analyzed based on best practices in educational pedagogy. This also included importing standardized syllabus templates into each course that automatically included University of Utah and CON updates, such as changes to the University of Utah Student Code, consequences for plagiarism, the American with Disabilities Act (ADA) Policy, University Safety Statement, and a Wellness Statement with an embedded link to the Center for Student Wellness, among others. A pre-semester checklist was also implemented for all CON programs, where faculty were sent a link two weeks before the start of the semester with reminders of what they needed to complete prior to the beginning of their course(s), such as:

a. Utilizing the official CON syllabus template
b. Activating their course in CANVAS
c. Updating assignment due dates and module dates if a previous course template was being utilized
d. Linking course objectives with course content and assignments
e. Reviewing and incorporating (when needed) suggestions for improvement based on previous course feedback

Perhaps most noteworthy this past academic year was the effect of the COVID-19 pandemic on our academic mission, starting March 2020. The CON officially closed the building to students, faculty and staff on March 23rd, 2020 and immediately converted all non-distance accessible courses to distance accessible formats via asynchronous or via interactive video conferencing. With the help of the CON Systems and Technology Department and our in-house instructional designer, faculty were able to change the on campus class format to an online format in the middle of spring semester.

Faculty, students and staff demonstrated considerable resiliency and creativity during this unprecedented time. For example, the Adult / Gerontology Acute Care NP students were able to gain additional direct patient hours via interactive video conferencing to participate in patient care rounds on the Bone Marrow Unit of Huntsman Cancer Hospital during spring semester. Students were also able to participate in Tele Critical Care rounding at Intermountain HealthCare for a few hours each day. Both virtual Bone Marrow rounding at Huntsman Canter Hospital and Tele Critical Care rounds at Intermountain were continued into the summer semester until physical presence at clinical sites were once again accessible to students.

Likewise, the Psychiatric Mental Health NP students were immediately placed in a variety of Tele Mental Health settings during spring semester where they could participate in remote psychotherapy, utilizing appropriate protected health information (PHI) standards. Where appropriate, DNP students also participated in virtual simulation exercises via iHuman and GoReact, both interactive platforms used to teach performance-based skills online.

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 2017-2018. 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."

MS Enrollment by Specialty

Care Management: 2017-2018 = 7, 2018-2019 = 2, 2019-2020 = 5
Nursing Education: 2017-2018 = 16, 2018-2019 = 21, 2019-2020 = 26
Nursing Informatics: 2017-2018 = 17, 2018-2019 = 22, 2019-2020 = 19

Academic Year: 40 Total 2017-2018, 45 Total 2018-2019, 50 Total 2019-2020
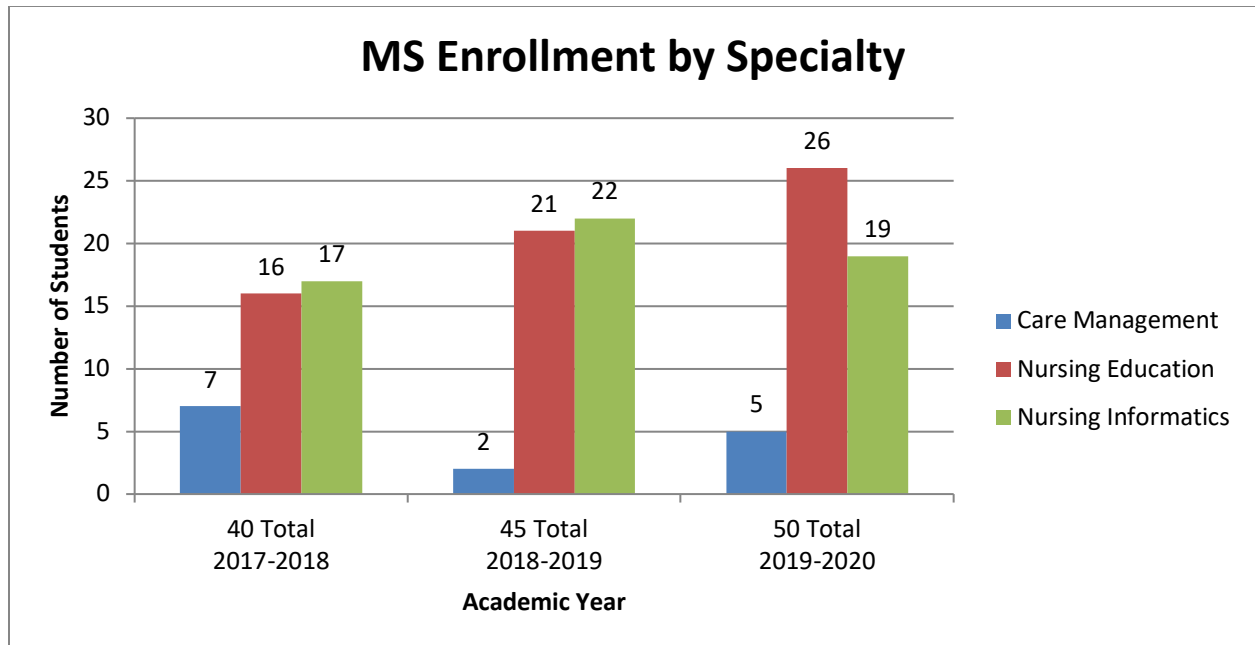
Figure 12: Master's Enrollment by Specialty Track, Academic Years 2017-2020

MS Graduation Totals by Specialty

Care Management: 2017-2018 = 3, 2018-2019 = 2, 2019-2020 = 1
Nursing Education: 2017-2018 = 6, 2018-2019 = 6, 2019-2020 = 12
Nursing Informatics: 2017-2018 = 6, 2018-2019 = 9, 2019-2020 = 11

Academic Year: 15 Total 2017-2018, 17 Total 2018-2019, 24 Total 2019-2020
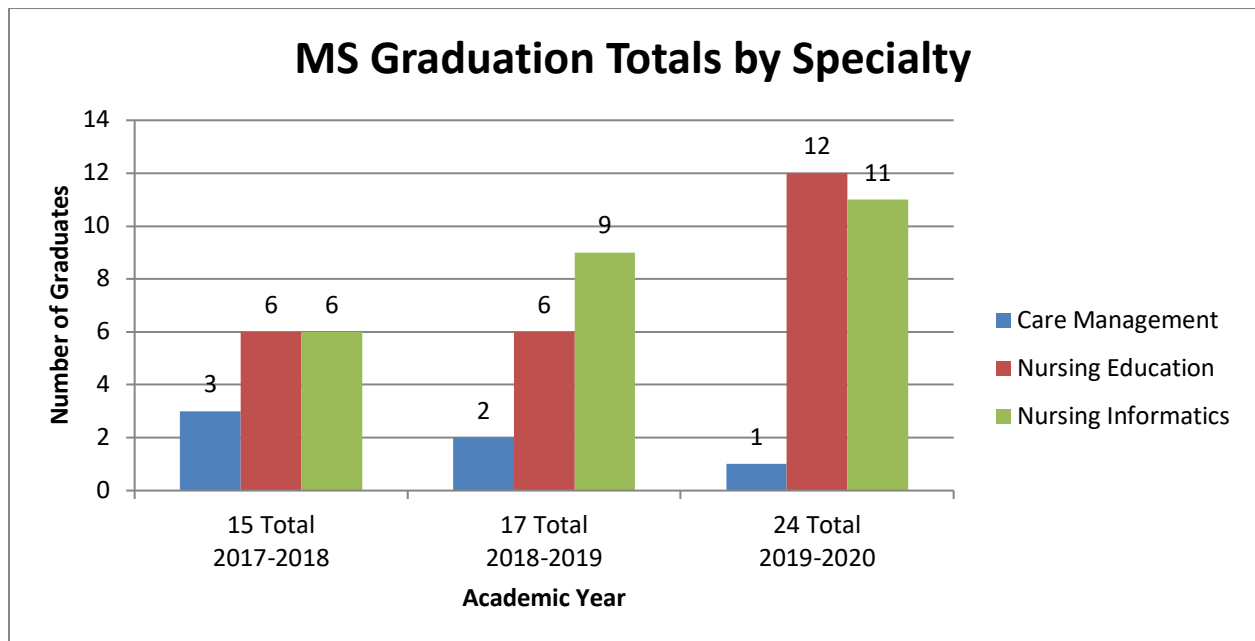
Figure 13: Master's Graduation Totals by Specialty Track, Academic Years 2017-2020

Table 9: Master's Degree Applications and Enrollment by Specialty Track, Academic Years 2017-2020

Major Specialty	Applicants			Enrolled		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
Care Management MS	5	1	5	1	1	4
Nursing Education MS	8	14	14	6	12	13
Nursing Informatics MS	9	14	9	10	13	8
	22	29	28	17	26	25

Table 10: Master's Degree in Nursing Alumni Survey, Academic Years 2017-2020

FACTOR Program Outcomes*	2016-2017 n = 2	2017-2018 n = 7	2018-2019 n = 10
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	4.5	4.6	4.4
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	4.5	4.3	4.4
Integrate advanced knowledge and skills to assure high quality outcomes for individuals, families, population groups and systems	4	4.6	4.5
Translate and apply evidence-based research outcomes to improve practice and associated health outcomes for patient aggregates	4.5	4.9	4.7
Deliver ethical healthcare using information and communication technologies to integrate and coordinate care	4.5	4.6	4.6
Exercise leadership and advocacy to positively shape the development, implementation, and evaluation of health policy and healthcare delivery	4.5	4.6	4.2
Lead and participate in interdisciplinary collaborations aimed at improving healthcare delivery and care coordination	4	4.3	4.5
Apply principles of social determinates of health to plan, deliver, manage and evaluate preventative care to diverse settings, individuals and populations	4	4.3	4.5
Demonstrate professionalism, value lifelong learning, and recognize the need to adapt practice to changing social, political and global healthcare environments	4	4.7	4.5

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

Trends in MS Course and Instructor Evaluation

Figures 14 and 15 show the average instructor and course evaluation scores for each semester from fall of 2017 through spring of 2020 for the MS program. Evaluation scores are on a 0-to-6 scale, with higher scores reflecting more positive evaluations.
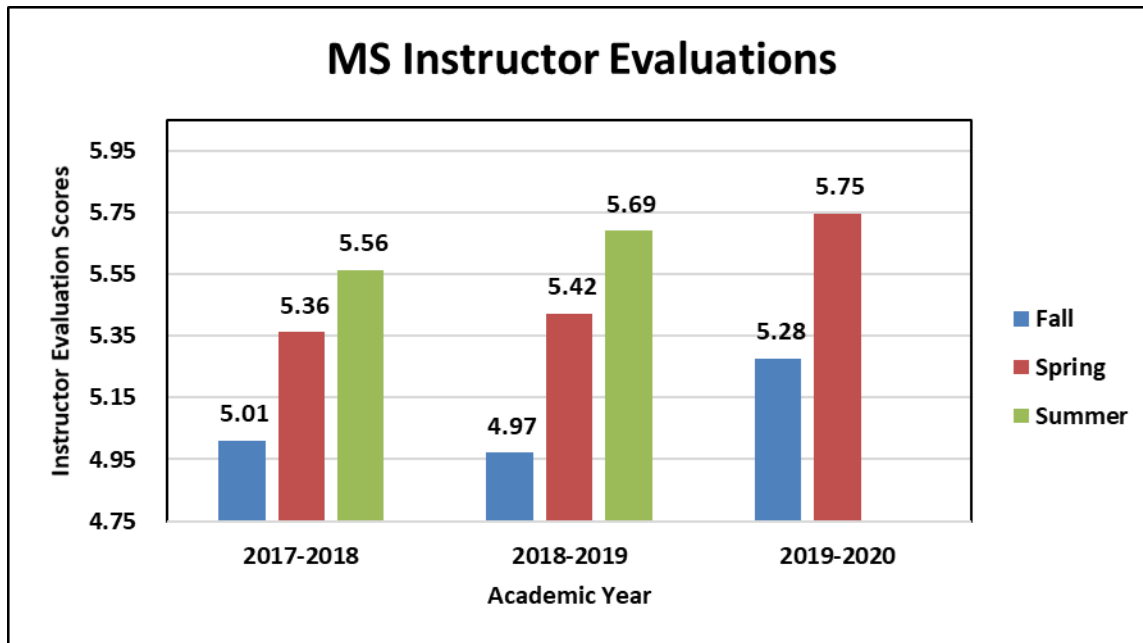
Figure 14: MS Instructor Evaluations, Academic Years 2017-2020 (Scale 0-6)
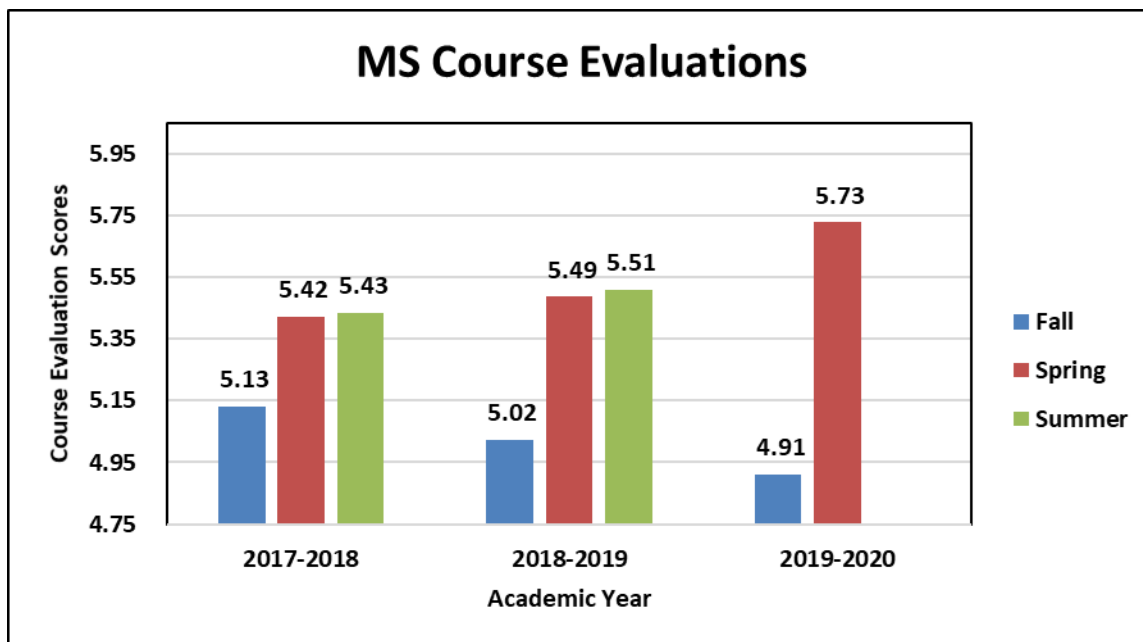
Figure 15: MS Course Evaluations, Academic Years 2017-2020 (Scale 0-6)

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. Table 12 outlines certification examination pass rates by specialty track. Table 13 details alumni evaluation scores.

Figure 16: DNP Enrollment by Specialty Track, Academic Years 2017-2020

Figure 17: DNP Graduation Totals by Specialty Track, Academic Years 2017-2020

Table 11: DNP Applications and Enrollment by Specialty Track, Academic Years 2017-2020

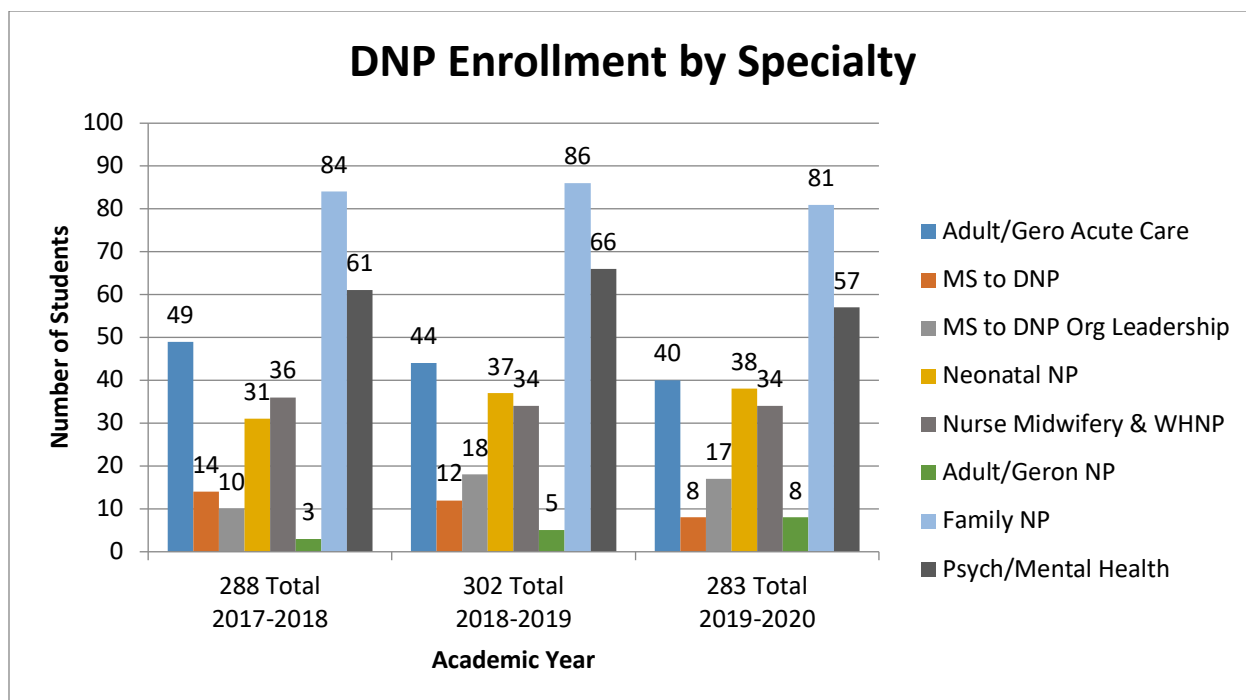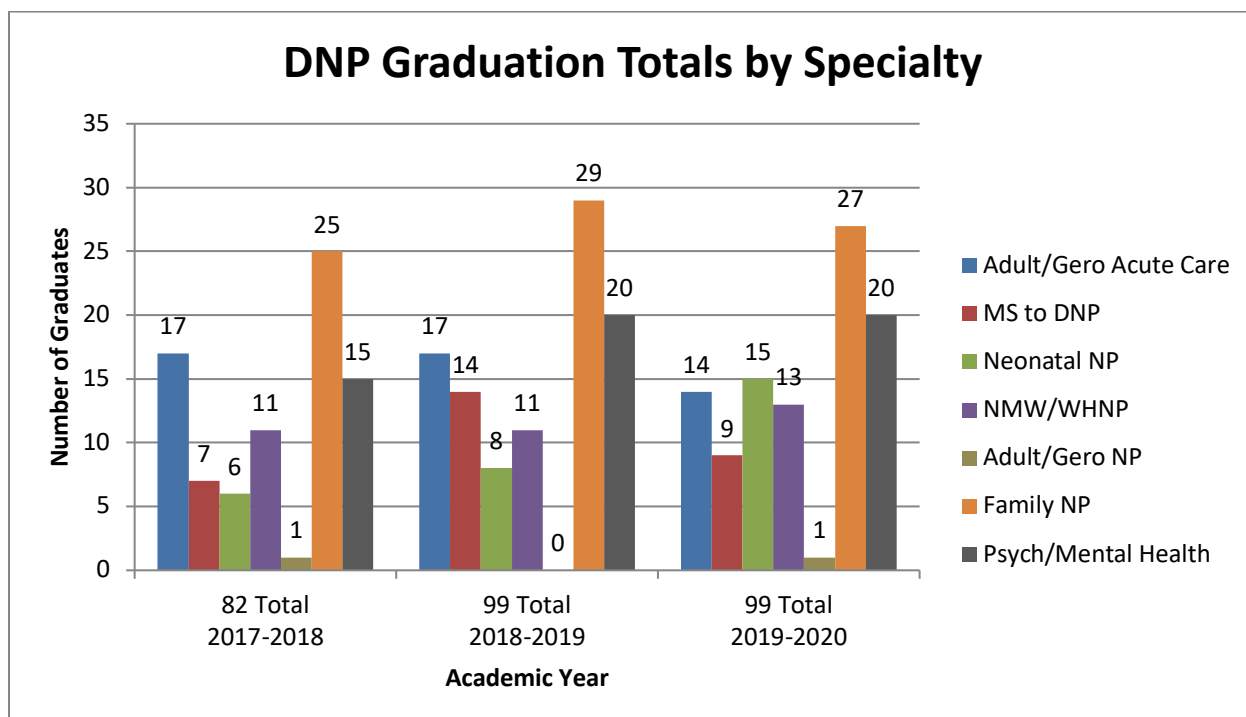| Major Specialty	Applicants			Enrolled		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
Adult/Geron Acute Care	34	35	29	16	14	14
MS to DNP	6	9	8	6	6	7
MS to DNP Org Leadership	11	9	7	10	6	7
Neonatal	20	14	18	17	12	12
Nurse Midwifery & WHNP	23	28	28	13	11	12
Family Primary Care	92	91	95	29	29	25
Adult/Geron Primary Care	6	4	4	0	2	3
Psych/Mental Health	28	37	34	23	25	15
	220	227	223	114	105	95

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

Table 12: Certification Exam Pass Rates, Academic Years 2017-2020

Specialty Track	2017	2018	2019	
			First time	Overall
Family NP	100% (32/32)	96% (24/25)	93% (26/28)	100% (28/28)
Adult/Gerontology Acute Care NP	100% (13/13)	100% (17/17)	100% (18/18)	100% (18/18)
Adult/Gerontology Primary Care NP	100% (1/1)	100% (2/2)	100% (2/2)	100% (2/2)
Neonatal NP	NS	100% (8/8)	100% (13/13)	100% (13/13)
Nurse Midwifery	100% (11/11)	100% (13/13)	80% (4/5)	100% (5/5)
Women's Health NP	100% (6/6)	100% (8/8)	100% (7/7)	100% (7/7)
Psychiatric/Mental Health NP	100% (9/9)	0% (0/0)	100% (19/19)	100% (19/19)

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

Table 13: DNP Alumni Survey, Academic Years 2016-2019

FACTOR Program Outcomes*	2016-2017 n = 13	2017-2018 n = 18	2018-2019 n = 39
Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences to provide the basis for advanced nursing practice.	4.1	4	4.4
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.	4.2	3.9	4.3
Demonstrate advanced levels of clinical judgment and decision-making, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care.	4.2	4.1	4.4
Develop and evaluate initiatives that will improve the quality of care delivery.	4.1	3.9	4.4
Analyze and communicate critical elements necessary to the selection, use, and evaluation of healthcare information systems and patient care technology.	4.1	3.8	4.2
Actively engage in interdisciplinary collaborations aimed at improving healthcare delivery, care coordination, and policy.	4.2	4	4.4
Demonstrate professionalism, value lifelong learning, and recognize the need to adapt practice to changing social, political, and global healthcare environments.	4.4	4.1	4.5

*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 $858,672 in funding for Academic Year 2019-2020 to MS and DNP students. These funds provided 176 awards to 89 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 2019-2020

Funding Type	Amount
College of Nursing Development Funds	$743,644.35
Traineeships	$91,527.65
External Scholarships/Fellowships*	$23,500
TOTAL	**$858,672.00**

*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 Education, Resource, and Development Council (ERDC) Scholarship.

Table 15: MS and DNP Scholarships – College Development and External Funds, Academic Year 2019-2020. 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	11	21%	$114,527.65
DNP	78	28%	$744,144.35

Trends in DNP Course and Instructor Evaluations

Figures 18 and 19 show the average DNP program instructor and course evaluation scores for each semester from fall of 2017 through spring of 2020. Evaluation scores are on a 0 to 6 scale, with higher scores reflecting more positive evaluations.
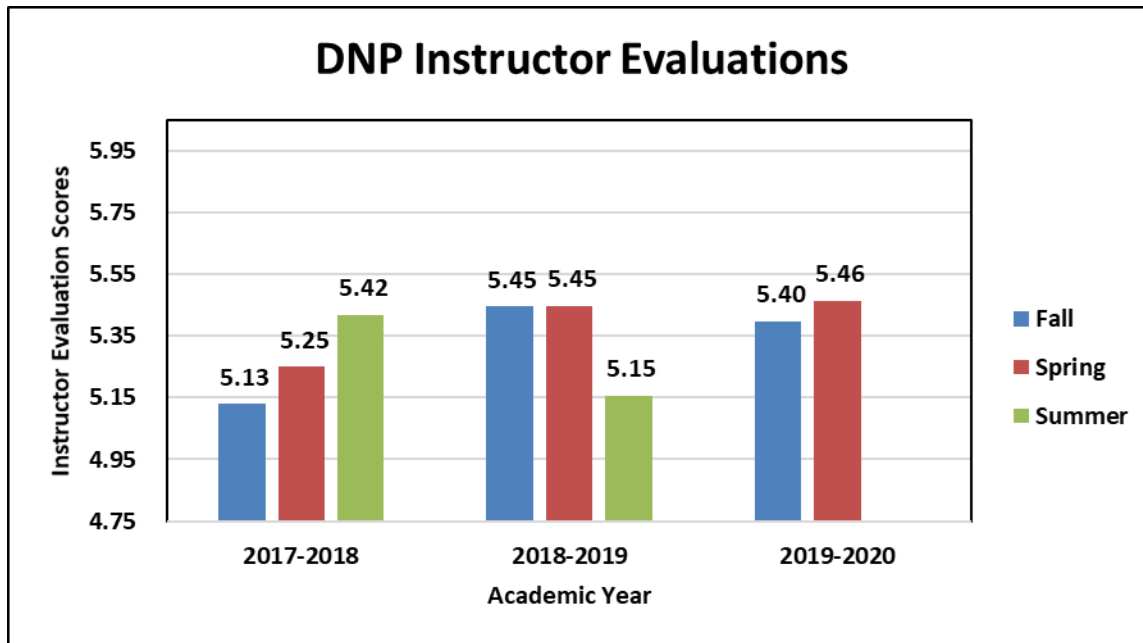
Figure 18: DNP Instructor Evaluations, Academic Years 2017-2020 (Scale 0-6)
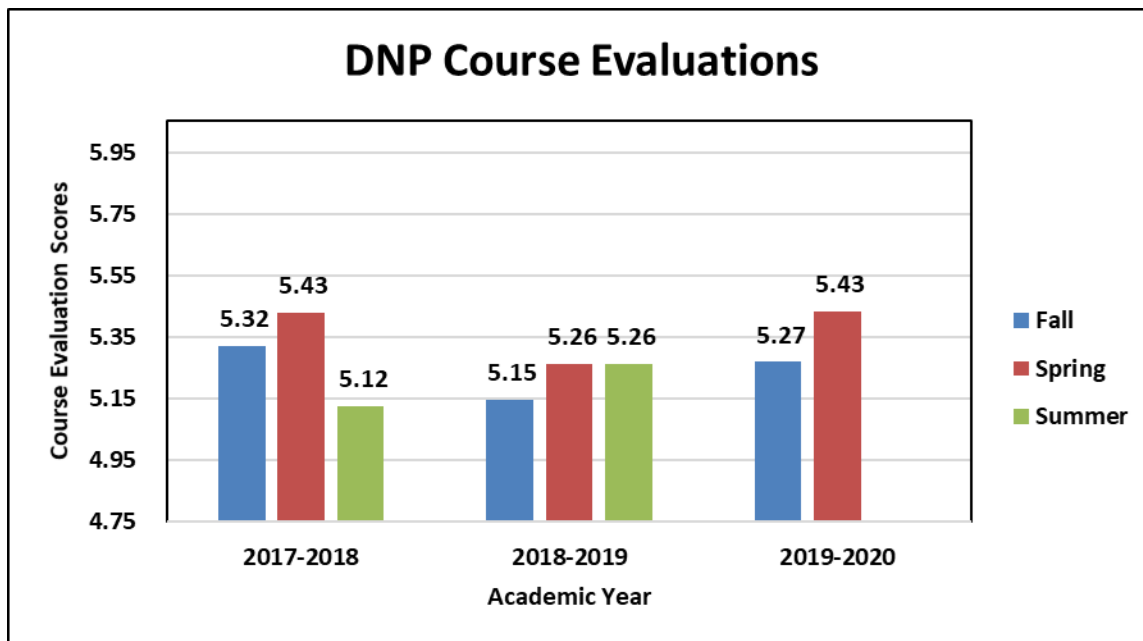
Figure 19: DNP Course Evaluations, Academic Years 2017-2020 (Scale 0-6)

Gerontology Interdisciplinary Program (GIP)
Accomplishments

The Gerontology Interdisciplinary Program (GIP) began year three 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 2019-2020 academic year focused on three goals: 1) promoting excellence, 2) building community, and 3) enhancing enrollment.

Promote Excellence: We supported 19 students towards program completion with 10 students completing master's degrees, four students receiving graduate certificates, four completing the minor, and one completing an undergraduate certificate.

We participated in the University of Utah's Graduate Council seven-year review of our program. Commendations included program success with national Program of Merit status, a strong approach to online learning, and College of Nursing support to enhance efforts in building the Gerontology Interdisciplinary Program. Recommendations strategies to continue building on our program success, including: strengthening the real and perceived value of the Program of Merit designation, co-creating an online Block U program in Human Development, partnerships with the Undergraduate Research Opportunities Program, and enhancing cohort building for online students. Addressing recommendations have commenced through collaboration across College of Nursing programs.

In an effort to promote excellence, we refined our strategic plan so that all program faculty and students recognize and communicate clearly our three main goals: 1) promote excellence, 2) enhance enrollment, and 3) build community. We revised our process for mapping competencies and assessing programmatic learning outcomes. Graduate Gerontology students were encouraged to attend research conferences, with initial focus on one national conference (Gerontological Society of America (GSA)) and one local conference (University of Utah Center on Aging). We also approved a proposal to support two MS students attending GSA annually beginning in fall 2020. To promote professional development, MS students were encouraged to participate in the National Center for Faculty Development and Diversity, which is available to them through the University of Utah.

Faculty and students attended the Gerontological Society of America (GSA) Conference in Austin, TX. Five gerontology program faculty were involved in 11 presentations. Dr. Katarina Felsted received the Rising Star Early Career Faculty Award from the Academy for Gerontology in Higher Education. Three MS gerontology students attended the conference, one presenting and one receiving the James McKenney Student Travel Award.

During spring semester, four 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.

Build Community: In early spring 2020, we held a community of interest meeting with stakeholders external to the University of Utah. At this meeting, we gathered feedback on our five-year strategic plan, explored action items necessary to meet this plan, and discussed how best to collaborate with external stakeholders in the future. Fourteen partners attended this meeting. In response to COVID-19, we collaborated with the Honors College to cross-list online Gerontology Courses for Honors students, as a tool to expand 1) the number of online courses available to honors students and 2) the number of students aware of the interdisciplinary gerontology program. This pilot began in summer 2020, and will continue throughout 2020-2021.

In addition, we are working to map specific content threaded throughout our program in an effort to more clearly communicate pathways towards expertise in content specific to: Alzheimer's disease and related dementias, caregiving, and long-term services / supports.

Enhancing Enrollment: Program initiatives focused on improving processes and partnerships to enhance outreach and retention. We piloted a new application to track minor and certificate students, in an effort to simplify applications and improve retention. Marketing tools were developed to promote the minor to pre-nursing students in newly designed virtual orientations for incoming freshmen. These marketing tools were expanded and shared with partner programs, including Health, Society, and Policy undergraduate major housed in the College of Social and Behavioral Sciences.

We continue to participate as the only UOnline approved minor for undergraduate students. As part of this initiative, we worked with the RN-BS program to approve additional gerontology courses as online electives beginning fall 2020. We conducted a cost-benefit analysis to assess the tuition costs specific to the minor and compared these costs across campus. In an effort to retain students, and provide interdisciplinary education on par with other minors across campus, we received approval to remove tuition differential for the gerontology minor. This change supports the University of Utah "One U" initiative, and allows students to complete this minor at the same price as other minors across campus. This change will go into effect fall 2020. Additionally, we expanded the number of courses approved as electives for our minor, increasing interdisciplinary options to enhance the experience for multiple disciplines.

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 2017-2020. Table 17 details scholarships provided to gerontology students. Figure 21 provides graduation totals by program track. Finally, Table 18 shows alumni feedback about the program and identified program completion outcomes.
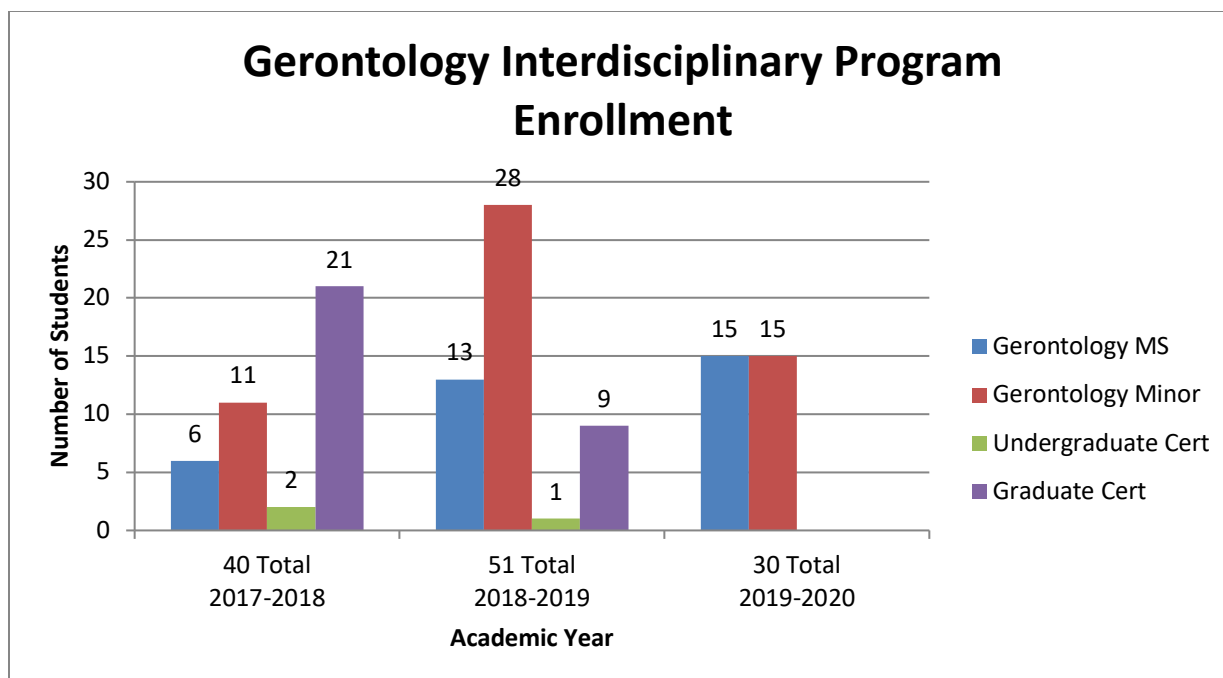
Figure 20: GIP Enrollment, Academic Years 2017-2020

Table 16: GIP Applications and Enrollment, Academic Years 2017-2020

Major Specialty	Applicants			Enrolled		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
MS	5	11	7	4	9	5
Minor	13	11		13	11	
Undergraduate Cer	1	1		1	1	
Graduate Cert	9	9		7	9	
	28	32	7	25	30	5

Scholarships

Gerontology Scholarships

The college awarded $84,000 in funding for Academic Year 2019-2020 to gerontology students. These funds provided 23 awards to seven 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	7	77%	$84,000

* College Development Funds, Academic Year 2019-2020

Gerontology Interdisciplinary Graduation Totals by Program

A bar chart titled "Gerontology Interdisciplinary Graduation Totals by Program" showing Number of Graduates on the y-axis (0 to 12) and Academic Year on the x-axis. Legend: MS (blue), Minor (red), Graduate Cert (green), Undergraduate Cert (purple).

- 10 Total 2017-2018: MS = 2, Minor = 3, Graduate Cert = 5, Undergraduate Cert = 0
- 16 Total 2018-2019: MS = 2, Minor = 4, Graduate Cert = 9, Undergraduate Cert = 1
- 15 Total 2019-2020: MS = 10, Minor = 4, Graduate Cert = 0, Undergraduate Cert = 1

Figure 21: GIP Graduation Totals, Academic Years 2017-2020

Trends in Evaluations of Gerontology Courses and Instructors
Figures 22 and 23 present instructor and course evaluations for each semester from fall of 2017 through spring of 2020. Evaluations are on a scale of 0 to 6, with higher scores reflecting more positive evaluations.

GIP Instructor Evaluations

A bar chart titled "GIP Instructor Evaluations" showing Instructor Evaluation Scores on the y-axis (4.75 to 5.95) and Academic Year on the x-axis. Legend: Fall (blue), Spring (red), Summer (green).

- 2017-2018: Fall = 5.64, Spring = 5.28, Summer = 5.75
- 2018-2019: Fall = 5.53, Spring = 5.66, Summer = 5.57
- 2019-2020: Fall = 5.50, Spring = 5.72

Figure 22: GIP Instructor Evaluations, Academic Years 2017-2020 (Scale 0-6)

Figure 23: GIP Course Evaluations, Academic Years 2017-2020 (Scale 0-6)

Table 18: GIP Master's Alumni Survey Academic Years 2016-2019
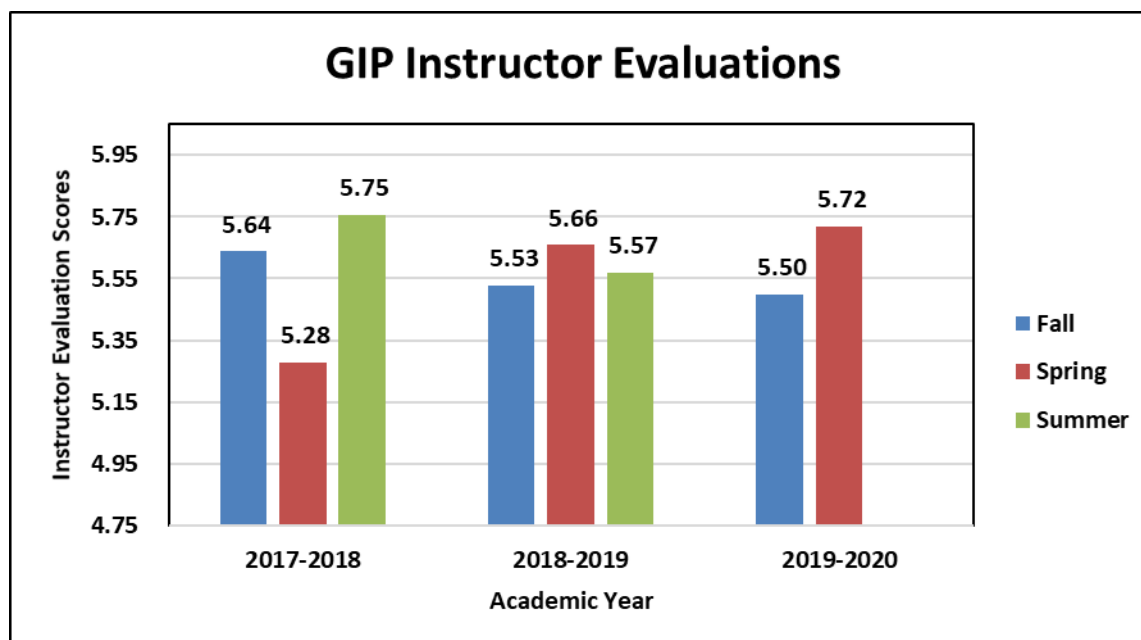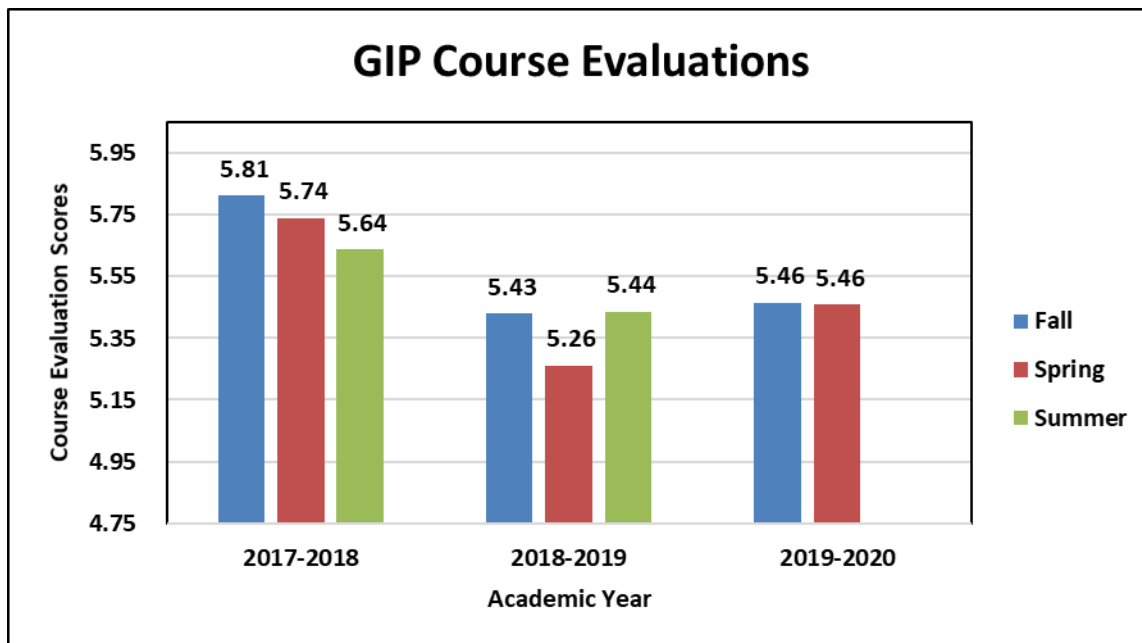
FACTOR Specialty Track Outcomes*	2016-2017 n = 2	2017-2018 n = 1	2018-2019 n = 2
Demonstrate an understanding of fundamental biological, psychological, and social dimensions of the aging process	5	4	4
Demonstrate an understanding of major concepts, theories, and approaches to research in the study of the aging process, including the understanding of an interdisciplinary approach and the use of multi-methods in the study of the aging process	4.5	4	3.5
Demonstrate an understanding of healthy aging as life course process involving the interplay of hereditary, behavioral, environmental, social and economic influences in conjunction with the phenomenon fraught with variability, consisting of opportunities for continue development and growth, as well as the challenges associated with chronic conditions, frailty, and potentially stressful life transitions faced by some aging individuals	4.5	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	4.5	null	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	4.5	null	3.5
Be prepared to work directly with older adults in variety of service program settings, long-term care facilities, government agencies, community-based non-profit organizations, lifelong learning programs, and in private care management practice	4.5	null	4

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 2019-2020 include:

- Successful completion of program self-study with external national expert review as well as review from the graduate school.

- o The program received key commendations from the external experts. <u>Specifically that student racial/ethnic diversity increased</u>, a strong commitment to mentoring of students and junior faculty existed, research productivity and contributions to Nursing Science are clear and the CON has recognized online/distance education expertise that could serve as an exemplar to other programs / colleges.
  - o Two overall recommendations for the PhD program were made: 1) consider eliminating the GRE as a requirement for program entry (note: this was subsequently approved for MSN-PhD applicants by the PhD committee), and 2) conduct a formal curricular review of PhD in Nursing program which will be undertaken in fall of 2020.

- The NINRT32 Interdisciplinary Training in Cancer, Caregiving and End-of-Life Care grant (co-directed by Drs. Ellington and Mooney) successfully recruited a strong number of trainees that will be supported; four pre-doctoral students and five post-doctoral students were trainees during AY 2019-2020.
- Two pre-doctoral students submitted Ruth L. Kirschstein Pre-doctoral Individual National Service Award (F31) applications to NINR and NCI. Also PhD student 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) was funded.
- Dr. Paula Meek submitted a successful application for HRSA Nurse Faculty Loan Program funds and was awarded $208,000 and with continued sizeable numbers of inquiries and applications from CON students for NFLP loan funds.
- A DNP-PhD dual degree program plan and implementation proposal for four primary care specialty tracks - Family Nurse Practitioner (FNP-PhD), Adult / Gerontology Primary Care (A/GPCNP-PhD), Nurse-Midwifery-PhD, and Women's' Health Nurse Practitioner (WHNP-PhD) was approved by the CON faculty and the Graduate School. The first student is enrolling in the program fall of 2020.
- Six students successfully defended their dissertations and graduated this academic year.
- Pre-doctoral students presented their work both in person and virtually at multiple venues including the Society of Behavioral Medicine (SBM), 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); and published scholarly work in peer-reviewed journals.
- Vicky Tiase was select by the faculty to receive the outstanding PhD Student Award with Echo Warner awarded the Outstanding Dissertation Award.

Enrollment, Admissions, Progression and Graduation

Enrollment

A new cohort of five pre-doctoral students started course work in fall 2019 (the Rui cohort). In 2019-2020, no students withdrew but one student failed to progress to candidacy and was removed from the program. At the time of this report, a total of 52 active PhD students and candidates are enrolled in the PhD program during Academic Year 2019-2020. Two T32 pre-doctoral fellows will continue in their second year of support, and t additional pre-doctoral 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 2019-2020 cohort with the previous two cohorts.

Table 19: PhD Admission Profile, Academic Years 2017-2020

Variable	2017-2018 TNT Cohort n = 10	2018-2019 Excelsior Cohort n = 7	2019-2020 Rui Cohort n = 5
Gender	9 Female, 1 Male	5 Female, 1 Male	4 Female, 1 Male
Mean Age	37	38	38
Race	White = 6 African American = 1 Asian = 2 Pacific Islander = 1	White = 3 Black = 1 Asian = 1 Unknown = 1	White = 3 Black = 1 Asian = 1 Unknown = 0
Hispanic or Latino	1	0	0

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.
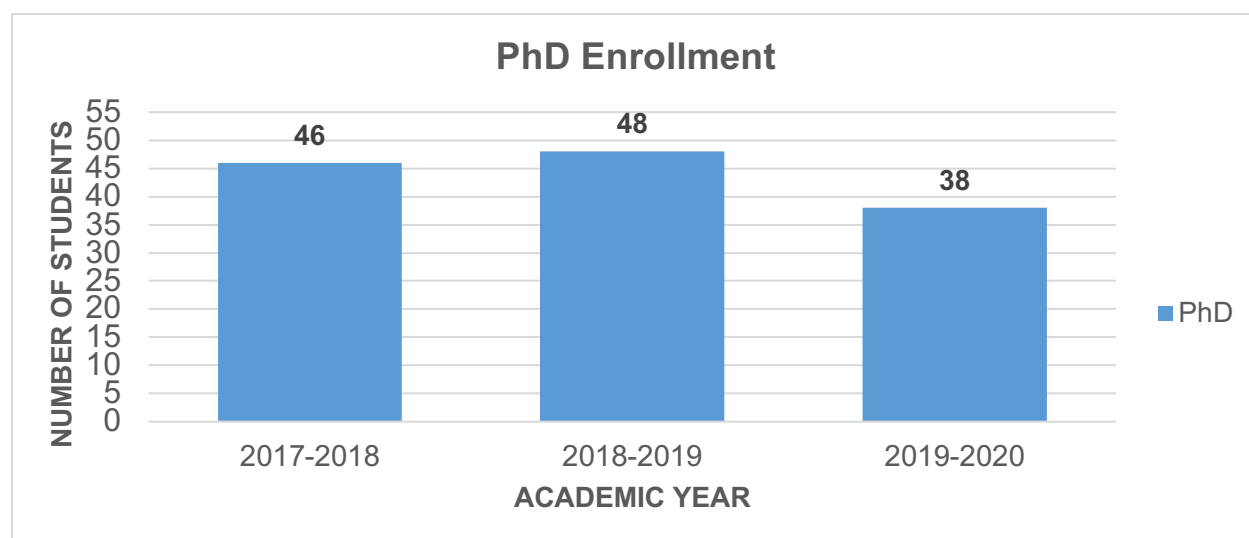
Figure 24: PhD Enrollment, Academic Years 2017-2020

Admissions
Figure 25 compares the number of PhD applications to enrollments for Academic Years 2017-2020. 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 2019-2020, 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, eight of who were offered admission; six accepted and two declined. Two complete applications were submitted in the second cycle; all one was offered admission

and accepted. Shortly before the start of the fall 2020 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 2018-2020

Category	Fall 2018 Admit	Fall 2019 Admit	Fall 2020 admit
Applications to PhD Program	17	15	12
Offers made to applicants	14	10	9
Applicant acceptances of offers	7	6	7
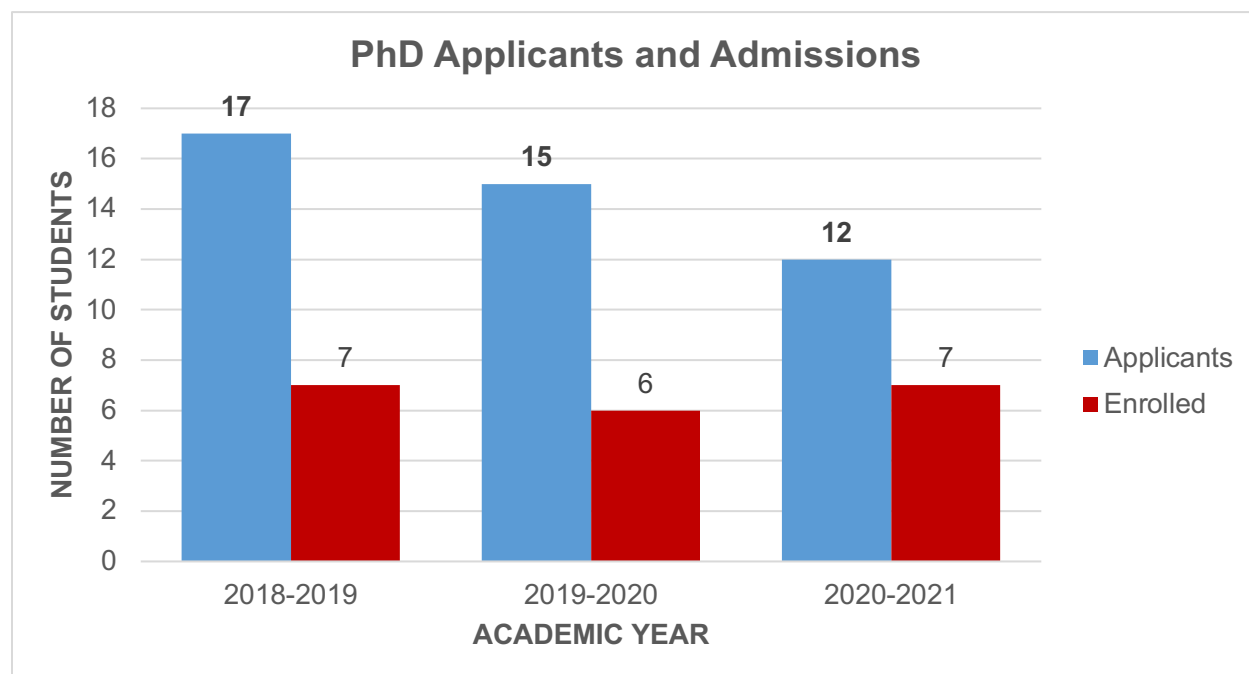
Figure 25: PhD Application and Enrollment, Academic Years 2017-2020

Progression
Table 21 compares the student progression data from 2017-2020. The average time to completion for academic years 2018-2019 was 6.4 years.

Table 21: PhD Student Progression Data, Academic Years 2017-2020

Category	2017-2018	2018-2019	2019-2020
Admitted to PhD Candidacy	5	6	6
Successful Dissertation Defenses	5	6	6
Thesis clearance and degree awarded	7	2	3

Category	2017-2018	2018-2019	2019-2020
Withdrawn from program	1	3	1
Average time to degree (years)	6.3	6.4	6.5

Curriculum, Course Updates and Training Opportunities

Intensive campus- and conference-based learning
In April 2020, the 2017 and 2018 cohorts were scheduled to attend the Western Institute of Nursing (WIN) annual meeting in Portland, Oregon. However, the conference was canceled due to the COVID-19 pandemic, but posters were hosted on the WIN website. Required on-campus learning intensives were held in August 2019 (orientation for the 2019 cohort) and in October 2019, when 2018, 2017 and 2016 cohorts attended an on-campus intensive together.

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 University of Utah College of Nursing (UU CON).

Table 22 shows NEXus enrollment data for the 2019-2020 academic year. In the fall 2019 term, one UU CON PhD student took a course from another participating NEXus school. In the spring 2020 term, the UU CON received four DNP students into GERON 6050 course while four UU CON PhD students took courses from other participating schools. In the summer 2020 term, the UU CON received three PhD and three DNP students from other participating schools into the UU CON gerontology and nursing courses while three UU CON DNP students elected to take a genetics course from another participating school to mitigate the impact of Covid-19 on their programs of study. In total, the College of Nursing enrolled 10 students from other NEXus participating institutions. After fees and expenses, the college accrued $10,583.53 in tuition from these enrollments. Gerontology continues to be the most popular offering of the UU CON NEXus courses, making up 50% of the NEXus student enrollments.

Table 22: NEXus Enrollment, Academic Year 2019-2020

Semester	External student enrollments in UofU NEXus offered courses			Uof U enrollments in external NEXus offered courses		
	Course Enrollment	PhD Students	DNP Students	Course Enrollment	PhD Students	DNP Students
Fall 2019	0	0	0	1	1	0
Spring 2020	4	0	4	4	4	0
Summer 2020	6	3	3	3	0	3

Course and Instructor Evaluations

Figures 26 and 27 present faculty and course evaluations for each semester, from fall of 2017 through the spring of 2020. Evaluations are on a 0-to-6 scale, with higher scores reflecting more positive evaluations.

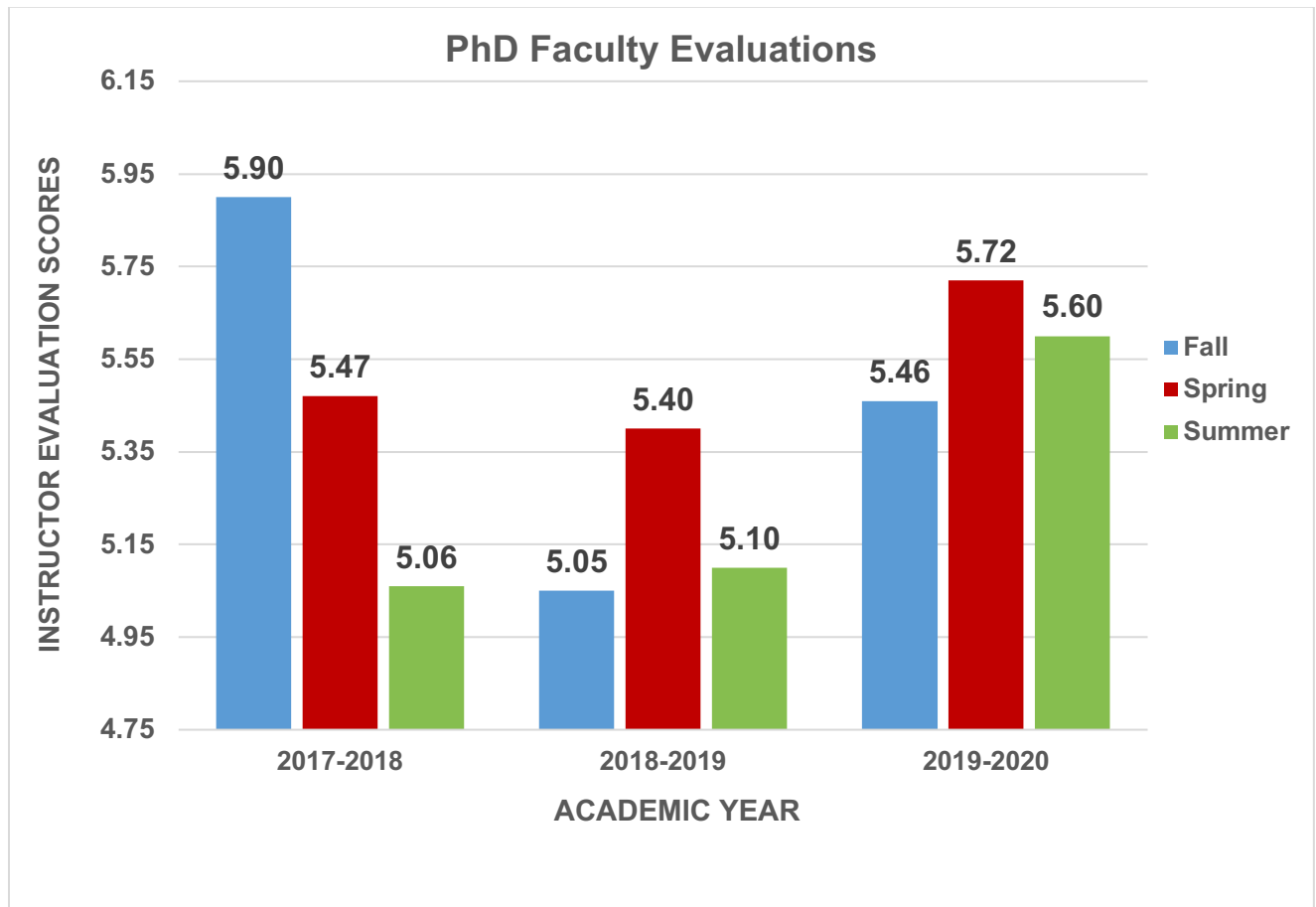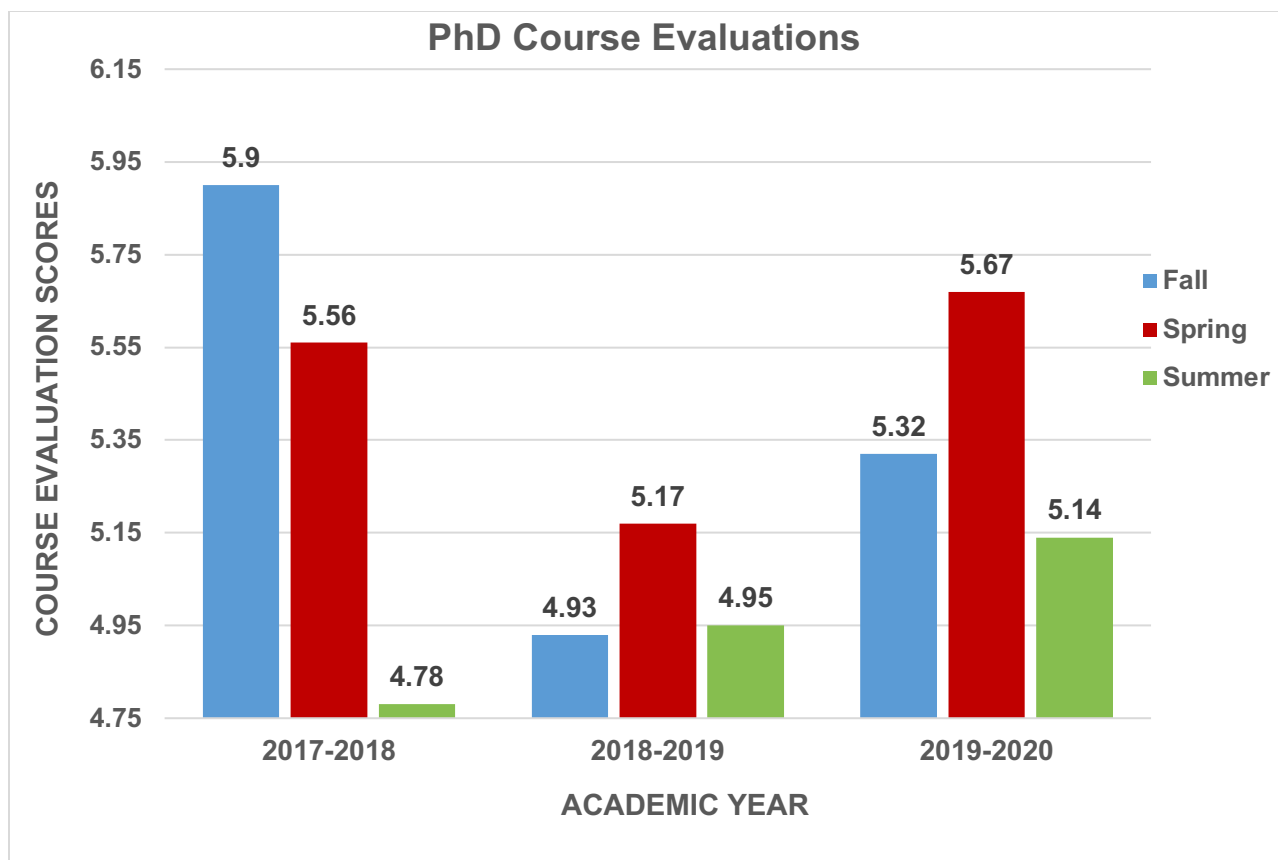**Figure 26:** PhD Faculty Evaluations, Academic Years 2017-2020

Figure 27: PhD Course Evaluations, Academic Years 2017-2020

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 2020. Results of that survey are listed in Table 23, with higher numbers representing a more positive response.

Table 23: PhD Alumni Survey

FACTOR Program Outcomes*	2016-2017 n = 4	2017-2018 n = 2	2018-2019 n = 2
Master in-depth knowledge in a substantive area	4.8	5	4.5
Appreciate the history and philosophy of science	4.3	5	5
Understand the evolving nature of the nursing discipline	4.3	5	5
Critique and integrate different science perspectives in the conduct of research	4.5	5	5
Generate new ideas based on a critical evaluation of existing knowledge	4.8	5	5
Conduct original research	4.8	5	5
Utilize professional and research ethics and judgment in the conduct of research	4.5	5	5
Assume leadership in the conduct of culturally competent scholarship to improve nursing practice	4.3	5	4.5
Communicate research findings to lay and professional audiences and identify implications for policy, nursing practice, and the profession	4.5	5	4.5
Integrate the components of scholarship: research, teaching, mentoring, and service to the profession	4.3	5	4.5
Communicate scholarship including peer-refereed publications and presentations for professional interdisciplinary audiences	4.5	5	5
Understand the evolving roles and responsibilities of a nurse scholar	4.3	5	4.5
Lead in advancing the profession	4.5	5	4.5
Conduct team science and participate and lead interdisciplinary research teams	4	5	4.5
Provide professional and research mentorship to others	4.5	5	5
Contribute to a global community of scholars	3.8	5	4
Contribute to the formal and informal education of future nurses through discovery, application, and integration	4.3	5	4.5

PhD Scholarships/Traineeships

The college awarded over $547,000 in funding for Academic Year 2019-2020 to PhD students. These funds provided 68 awards to 31 students over the academic year. Table 24 displays the breakdown of funding types. Table 25 breaks out the awarding of college-raised scholarships.

Table 24: PhD Program: Funds Awarded, Academic Year 2019-2020

Funding Type	Amount
College Development Funds	$337,577.80
Traineeships (NIH: T32, F31)	$185,385.65
External Scholarships/Fellowships*	$25,000
TOTAL	**$547,963.45**

*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 and External Funding. 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	31	76%	$547,963.45

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 tenth 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 Program Manager for Standardized Patients
- Hired multiple confederates and standardized/simulated patients (SP) PRN
- Hired a full time Simulation Operations Specialist (SOS)
- Hired a PRN SOS

COVID-19 Pandemic
- Two SOS and the Administrative Assistant reduced 0.75 FTE
- Reduction in Force (RIF) for one SOS
- Program Manager, SOS's, AA and Finance Manager instituted job sharing
- Policies for Orange and Yellow levels were created for simulation center operations
- Social distancing mapping for all simulation center education areas including basic preparation studio, advanced preparation studio, debriefing rooms and offices
- Signage for distancing and enter/exit directional flow
- Program Manager became Zoom expert for both simulation and college of nursing
- Zoom integration for online and virtual synchronous simulation

Development/Training:
- SOS and Finance Manager attended the International Meeting on Simulation in Healthcare
- SOS developed video editing capabilities
- SOS and Finance Manager became DRT (Disaster Response Team) certified

Professional Growth:
- Program Manager became a member of the Association of Standardized Patient Educators (ASPE)
- SOS became Society for Simulation in Healthcare (SSH) members
- SOS is chair of College Representative Council (CRC)
- Finance Manager is member of Disaster Preparedness Committee

Process Improvements:
- Policy for Simulated Patients (SP) and Confederate training was implemented
- Spreadsheet for keeping track of SP hours
- Created a check-out/check-in system for equipment
- Tracking for computers, iPads, monitors and mannequin maintenance and updates
- Programmed manikins for simulation scenarios

Facilities Improvements:
- Upgraded monitors in control rooms
- Carpet in debrief rooms, control room and lobby replaced
- Furniture in lobby replaced
- Walls repainted in lobby, lobby hallways and first floor entrances
- Water line installed in advanced prep room for distilled water

Figure 28 details the Simulation Learning Center's usage in hours during Academic Years 2017-2019. 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, Emergency Room staff, Huntsman Cancer Institute Oncology Nurse Residency students, and AirMed. Research includes 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.
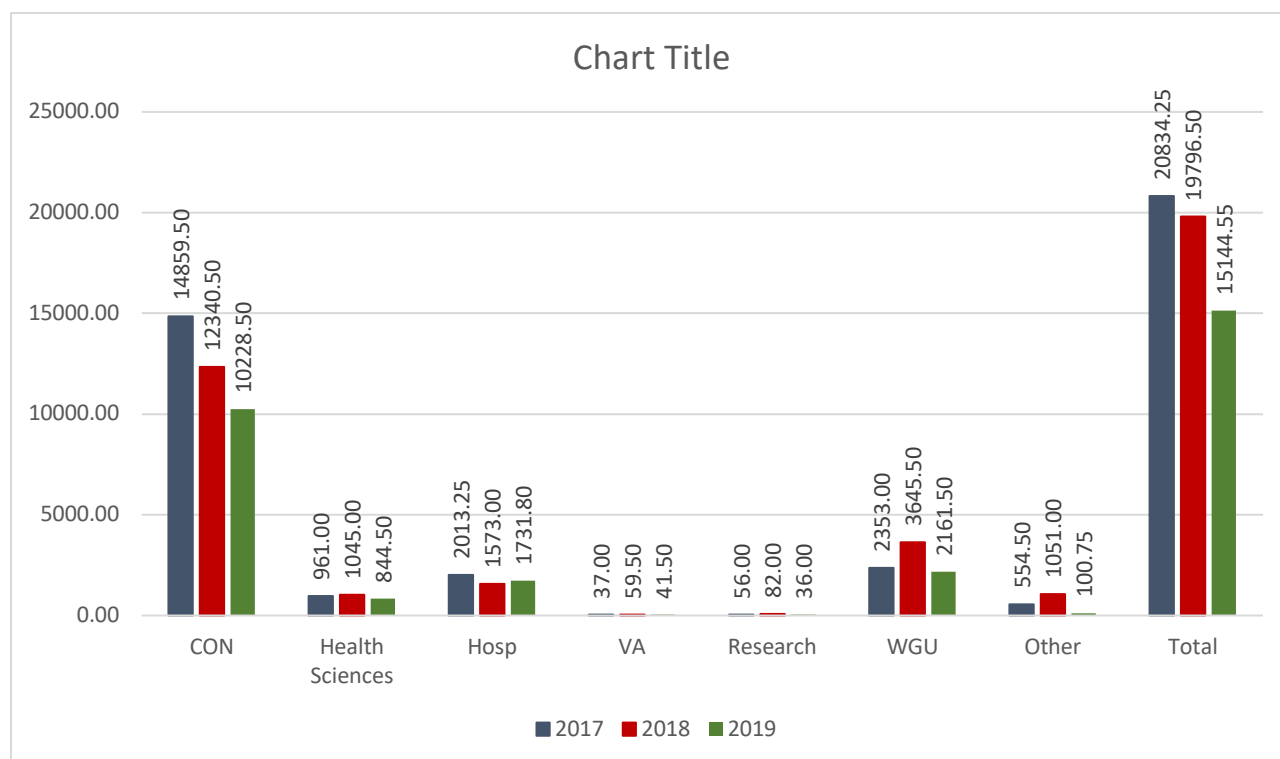
Figure 28: Intermountain Healthcare Simulation Learning Center Usage (Hours) by Program, Academic Years 2017-2019

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 2019-2020. The number of funding applications submitted during the same fiscal year reached a record high, with 72 research applications and 11 education & training applications in Fiscal Year 2020 in comparison to 33 research applications in Fiscal Year 2016. These data appear in Figures 29 and 30, and exclude College of Nursing (CON) Research Committee applications and awards. The college's success rate for funded research applications was an exceptionally high 39% for fiscal year 2018-2019 — the last year for which all grant applications completed review by sponsoring agencies.
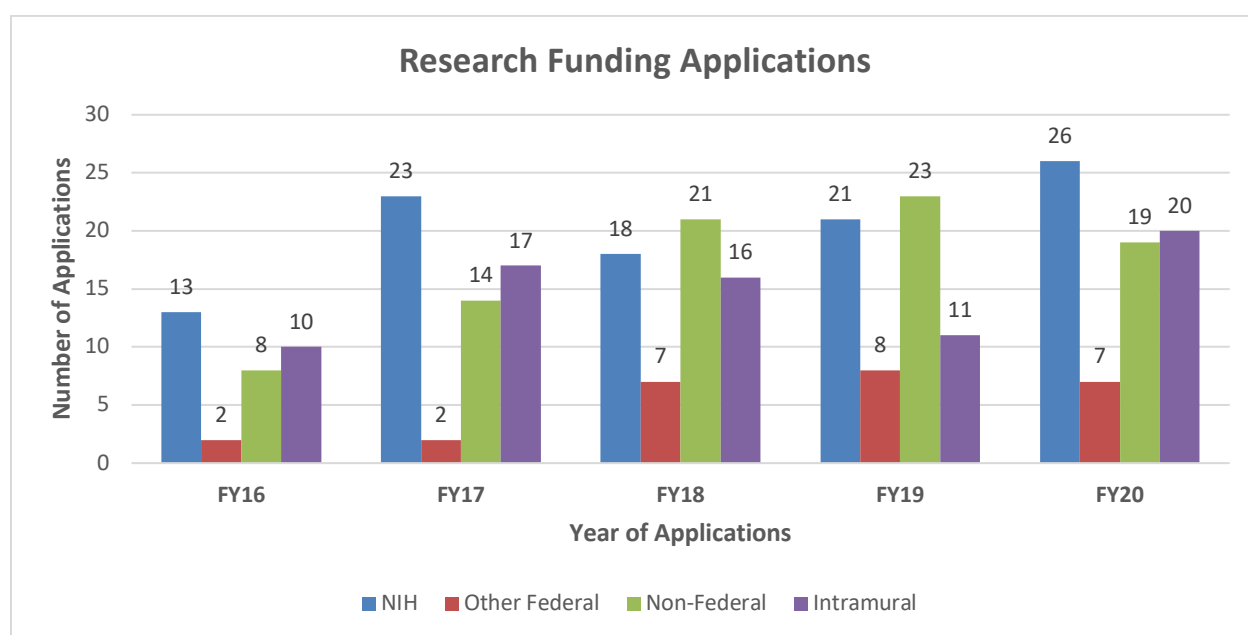
Figure 29: Number of Research Grant Applications, Fiscal Years 2016-2020
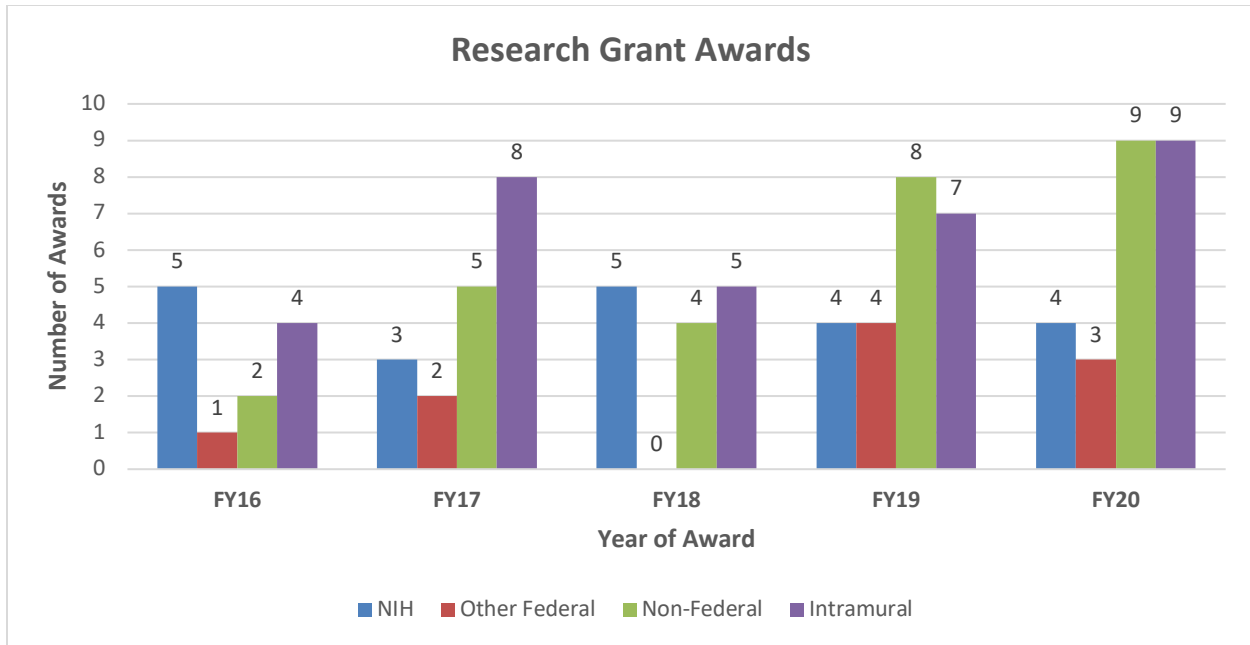
Figure 30: Number of Research Grant Awards, Fiscal Years 2016-2020

Direct costs for extramural research expenses increased markedly, with expenditures of over $3.6 million in Fiscal Year 2018-2019 and $3.9 million in Fiscal Year 2019-2020, shown in Figure 31.
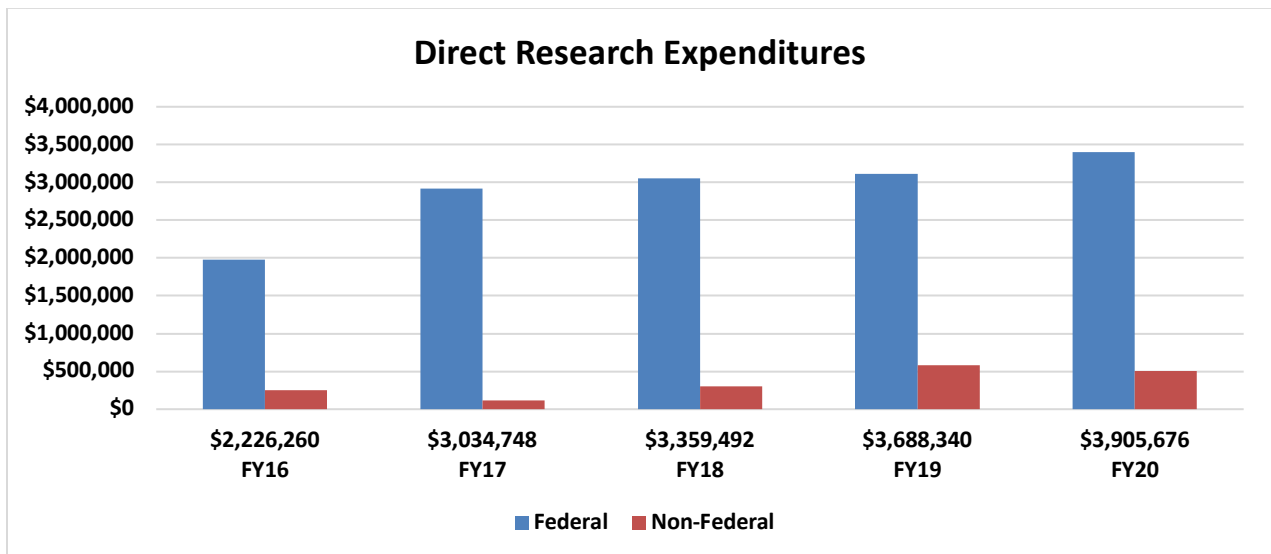
Figure 31: Direct Research Expenditures, Fiscal Years 2016-2020

The college's research portfolio for Fiscal Year 2019-2020 has a value of over $24 million, as shown in Figure 32.
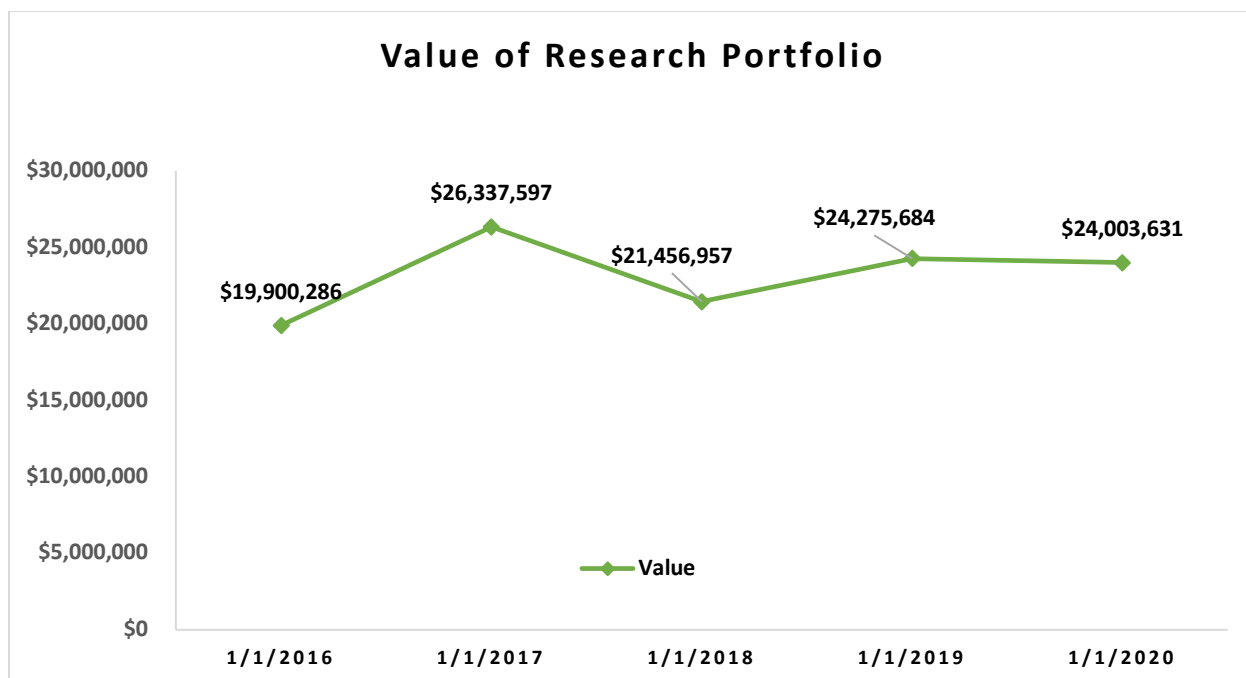
Figure 32: Value of Research Portfolio, Fiscal Years 2016-2020

The college's National Institutes of Health (NIH) ranking is No. 27 among schools of nursing (SON) nationwide for the 2019 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 awards from agencies such as the Rita & Alex Hillman Foundation, Bill & Melinda Gates Foundation, Alzheimer's Association, and the Utah Department of Health.

More than three-fourths of tenure- and research-line faculty — 80 percent, or 25 of 31 faculty — receive partial salary support from extramural research funding. Of these investigators, more than half (17 faculty) are the principal investigators of this extramural research, supporting other key personnel and research staff as well. One additional faculty member receives partial salary support with educational training grants, of which they are the principal investigator.

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 fiscal year 2019-2020, the college employed 29 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 2019 employ between 38-54 tenure-line faculty compared to 28 tenure-line University of Utah faculty. Thirty-four percent of the tenure-line faculty — who have the primary responsibility of implementing the research mission — were pre-tenure during 2019-2020. Additionally, 28 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.

Table 26 is a comprehensive list of all active funded research awards for the past fiscal year.

Table 26: Active Funded Research Awards, Fiscal Year 2019-2020

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
04/01/2019-03/31/2020	Alderden / Horn	Duke University/ National Institutes of Health (NIH) – National Institute of Nursing Research (NINR) A032608	Preventing Pressure Ulcers with Repositioning Frequency and Precipitating Factors	$19,117
01/01/2020-12/31/2020	Allen/ Litchman	University of Utah One U Family Caregiving Initiative	Interviews of Older Adults and their Care Partners Using RT-CGM Share	$1,950
09/30/2018-05/31/2023	Caserta/ Utz	NIH – National Institute on Aging (NIA), R01AG061946	Virtual Coaching to Maximize Dementia Caregivers' Respite Time-Use: A Stage 1 Pilot Test for Feasibility and Efficacy	$2,144,715
03/01/2018-02/28/2020	Clayton	University of Utah Consortium for Families and Health Research	Live Patient Discharge From Hospice: Implications for Families and Hospice Staff	$3,200
08/15/2018-06/30/2021	Clayton	University of Massachusetts, Worcester/ NIH – NIA R21AG060017	Pilot Study of Standardized Patient-Centered medication Review (SPECTORx) in Home Hospice	$101,893
02/01/2020-01/31/2021	Clayton/ Supiano	University of Utah 1U4U	End-of-Life Healthcare and Hospice use in Alzheimer's Disease: A Comparative Analysis using the UPDB	$15,000
05/01/2020-04/30/2021	Cloyes	University of Utah 3i Initiative	Examining Social Support Needs and Networks of Cancer Survivors and their Caregivers during the COVID-19 Pandemic	$25,000
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
08/29/2019-03/31/2021		University of California-San Francisco/Bill and	Expanding and Sustaining Simulation and Team-	

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
	Cohen	Melinda Gates Foundation, 11530SC	training in Bihar India	$468,290
10/16/2019- 09/30/2021	Cohen	University of California- San Francisco/ Gates Foundation, 11678SC	Integrating Simulations & Team-Based Training into Nurse Mentoring in Uttar Pradesh	$30,098
11/01/2019- 02/28/2021	Cohen/ Myers	Laura and John Arnold Foundation	Family Planning Elevated: A Statewide Contraceptive Initiative in Utah	$60,247
09/01/2019- 08/31/2020	Coombs	American Nurses Foundation	Treatment Decision Making in Older Adults with Cancer: Measuring the Impact of Symptom Burden, Functional Status and Patient/Provider Communication	$7,500
09/30/2013- 09/29/2019	Cummins	Agency for Healthcare Research and Quality (AHRQ), R01HS021472	Electronic Exchange of Poisoning Information	$1,249,994
07/01/2019- 06/30/2021	DeJong	The Geneva Foundation/Uniformed Services University of the Health Sciences, S-11044-02	A Quantitative Analysis of Perioperative Communication Patterns in a Large Military Medical Center	$73,734
07/20/2016- 04/30/2021	Ellington	NIH – NINR R01NR016249	Cancer Caregivers Interactions With the Hospice Team: Implications for End of Life & Bereavement Outcomes	$2,352,243
07/01/2018- 06/30/2023	Ellington/ Mooney	NIH - NINR T32NR013456	Interdisciplinary Training in Cancer, Caregiving and End-of- Life Care	$1,811,513
07/01/2019- 11/30/2020	Ellington	University of Utah Center on Aging	One U for Caregiving Science: Strengthening Partnerships and Leveraging Existing Expertise for Excellence	$50,000
08/01/2019- 05/31/2020	Ellington	Icahn School of Medicine at Mt. Sinai/ NIH – NIA K07AG060270	Leveraging the Utah Population Database to Advance Family Caregiving Research	$16,000

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
05/04/2018-04/30/2021	Guo	NIH - NINR K01NR016948	Personalizing Cancer Pain Care Using Electronic Health Record Data	$286,641
11/01/2019-10/31/2020	Kang	University of Utah Center for Clinical & Translational Science (CCTS) Greater Plains Collaborative	Developing Predictive Models using Natural Language Processing for 30-day Re-hospitalization among Medicare Beneficiaries with Heart Failure	$20,000
04/15/2020-03/31/2025	Kang	NIH – National Heart, Lung, and Blood Institute (NHLBI), K23HL148545	Symptom Care at Home-Heart Failure: Developing and Piloting a Symptom Monitoring and Self-Management Coaching System for Patients with Heart Failure	$726,668
01/01/2018-12/31/2019	Kepka/ Kirchoff	NIH – National Cancer Institute (NCI), R03CA216174	Analysis of Contextual Factors that Relate to HPV (Human Papillomavirus) Vaccination Among Girls and Boys in the United State	$163,204
05/01/2019-04/30/2021	Kepka/ Ulrich	NIH - NCI P30CA042014	Cancer Center Support Grant – RCCR Supplement	$199,989
05/01/2020-04/30/2021	Kepka/ Ulrich	NIH - NCI P30CA042014	Cancer Center Support Grant – RCCR BC Supplement	$107,088
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	NIH - NINR R01NR017620	Randomized Trial of Telehealth Group Intervention to Reduce Perinatal Depressive Symptoms in Diverse and Rural Populations	$1,521,189
07/01/2019-06/30/2024	Latendresse	UDOH - 202700386	Utah Telemental Health Project	$415,569

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
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
01/01/2019-12/31/2019	Litchman/ Allen	University of Utah Center on Aging	A Feasibility Study of Older Adults and their Care Partners using RT-CGM Share	$20,000
07/01/2019-06/30/2020	Litchman	University of Utah Diabetes & Metabolism Center	Evaluating the Impact of the Diabetes Education Intervention on Care Partners	$36,404
09/01/2019-08/31/2020	Litchman	University of Utah Diabetes & Metabolism Center	Community Engagement in Utah to Reduce A1C in Type 1 Diabetes	$82,797
10/04/2019-10/03/2020	Litchman	Abbott Diabetes Care Inc.	Combining Flash Glucose Monitoring and Online Peer Support to Improve Outcomes in Hispanic Spanish-Speaking People with Type 2 Diabetes	$130,000
04/01/2016-03/31/2022	Mooney	NIH - NCI R01CA206522	SymptomCare@Home (SCH): Deconstructing an Effective, Technology-Assisted, Symptom Management Intervention	$4,381,639
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
01/01/2020-12/31/2022	Mooney	Rita & Alex Hillman Foundation	Huntsman at Home- A Nursing Driven Model of Care for Rural Dwelling Cancer Patients and their Families	$600,000
07/01/2018-06/30/2020	Morse/ Merry-weather	AHRQ R03HS026264	Developing Biomechanical Models from Initiated Fall Actions	$99,990

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
			and Reactions in Frail Elderly Patients	
9/30/2018-09/29/2023	Morse/ Merry-weather	AHRQ R18HS025606	Reconfiguring the Patient Room as a Fall Protection Strategy to Increase Patient Stability During Ambulation	$1,988,358
10/01/2018-09/30/2019	Simonsen	University of Utah Diabetes & Metabolism Center	MAPS for Healthy Women: A Pilot Study of Motivation And Problem Solving to Enhance Engagement in the Diabetes Prevention Program for Reproductive-Age Women Planning to Conceive	$50,000
03/01/2020-02/28/2021	Simonsen	University of Utah 1U4U	Intimate Partner Violence Prevention and Reproductive Health for African Refugees Resettled in the United States	$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
02/16/2020-03/31/2021	Staes	Hitachi Ltd	Data Analytics to Improve End-of-Life Care	$80,000
10/01/2019-06/30/2021	Stephens	NIH – NIA K76AG054862	Improving Palliative Care Access through Technology (ImPAcTT): A Multi-Component Pilot Study	$415,154
03/01/2020-02/28/2021	Stephens	University of Utah Vice-President for Research	Rural ImPAcTT: Assessing the Feasibility and Acceptability of the Improving Palliative Care Access Through Technology (ImPAcTT) Intervention in a Rural Nursing Home	$25,000
06/01/2017-05/31/2020	Supiano	Alzheimer's Association, AARG-17-503706	Group Therapy for Dementia Caregivers at Risk for Complicated Grief	$149,998

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
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
11/14/2018-12/31/2020	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
09/30/2015-08/31/2020	Sward/ Facelli	NIH – National Institute of Biomedical Imaging and Bioengineering (NIBIB), U54EB021973	PRISMS (Pediatric Research Using Integrated Sensor Monitoring) Informatics Platform – Federated Integration Architecture	$5,629,484
04/01/2020-03/31/2021	Tiase	Western Institute of Nursing	Leveraging Patient Generated Health Data: An Examination of Information Needs in Pediatric Asthma	$5,000
09/15/2018-04/30/2020	Towsley	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
09/30/2018-09/29/2020	Wallace	AHRQ R21HS026505	From Emergency to Community: Implementing a Social Needs Assessment and Referral Infrastructure Using Health Information Technology	$299,620
09/30/2019-06/30/2022	Wallace	AHRQ R01HS026248	From Emergency to Community: Implementing a Social Needs Assessment and Referral Infrastructure Using Health Information Technology	$1,200,000

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
08/01/2017-12/31/2019	Warner	NIH-NCI F31CA221000	The Role of Social Media in Social Support Acquisition for Young Adult Informal Cancer Caregivers: A Mixed-Methods Study	$109,817
01/01/2020-12/31/2022	Wawrzynski	NIH - NINR F31NR018987	Social Media Use and Social Support among Adolescent Siblings of Children with Cancer	$114,011

Funding Applications and Prospects

During Fiscal Year 2019-2020, faculty and students submitted 72 research grant applications to outside agencies, as shown in Table 27 and Figure 29. Twenty-six of these applications were submitted to the National Institutes of Health (NIH) and seven were submitted to other federal agencies, primarily the Agency for Healthcare Research and Quality (AHRQ).

Fifty-four of these applications have received funding decisions to date and 17of those have been funded (31%). We have yet to receive funding decisions on 16 applications. Faculty reported 14 additional collaborative submissions where they are participating as key personnel on research proposals at the University of Utah, detailed in Table 28. As many faculty do not report collaborative submissions, this is only a partial list. It reflects substantial collaborative engagement across departments and colleges.

Table 27: Research Funding Applications Submitted, Fiscal Year 2019-2020

Date	PI	Agency	Title	Funds Requested
07/14/2019	Alderden	Department of Defense	Early Pressure Injury Prediction among Critical-Care Patients: A Machine-Learning Approach	$1,688,877
01/30/2020	Alderden	Heilbrunn Family Center	Pressure Injury Prediction among Medical Intensive Care Unit Patients: A Machine Learning Approach	$25,000
05/21/2020	Alderden	Department of Defense	Paradigm Shift in Severe Pressure Injury Etiology	$266,032
12/06/2019	Bybee	NIH - NCI	Posttraumatic Growth among Sexual and Gender Minority (SGM) and Non-SGM Couples Coping with Advanced Cancer: An Explanatory Sequential Mixed Methods Design	$156,641

Date	PI	Agency	Title	Funds Requested
01/30/2020	Carney	Heilbrunn Family Center	Exploring the Documentation of Symptoms and Symptom Management Strategies for Children and Adolescents with Cancer Receiving Palliative Care	$24,727
01/13/2020	Clayton/Supiano	University of Utah 1U4U	End-of-Life Healthcare and Hospice use in Alzheimer's Disease: A Comparative Analysis using the Utah Population Database	$15,000
03/13/2020	Cloyes	University of Utah 3i Initiative	Examining social support Needs and Networks of Cancer Survivors and their Caregivers During the COVID-19 Pandemic	$25,000
10/11/2019	Cohen	University of California-San Francisco/Bill and Melinda Gates Foundation	Integrating Simulations & Team-Based Training into Nurse Mentoring in Uttar Pradesh	$30,097
01/13/2020	Cohen	Josiah Macy Jr. Foundation	PROJECT ARIISE: Addressing Racial Inequities through Interprofessional Simulation and Experiential Learning	$299,735
10/04/2019	Cummins	National Institute on Drug Abuse (NIDA) Clinical Trials Network Greater Intermountain Node	Exchange-based Approach to Identity Resolution for Integrated Opioid Analytics	$1,855,576
11/12/2019	Dassel	NIH - NIA	LEADing End-of-Life Dementia Care Conversations	$3,149,487
11/20/2019	Dassel	Alzheimer's Association	End of Life Care Planning Intervention	$150,000
03/12/2020	Eaton	NIH - NIA	Developing and Testing the Enhancing Active Caregiver Training (EnACT) Intervention for Dementia Family Caregivers	$662,466
04/18/2020	Eaton	University of Utah Center on Aging	Remote Testing of the Knowlegable Nursing Assistants as Creative Caregivers	$20,000

Date	PI	Agency	Title	Funds Requested
08/01/2019	Ellington	Icahn School of Medicine at Mt. Sinai/ National Institutes of NIH - NIA	Leveraging the Utah Population Database to Advance Family Caregiving Research	$16,000
10/14/2019	Ellington	NIH - NIA	Research Collaborative for Family Caregivers of Older Adults	$810,000
02/04/2020	Ellington	Moffitt Cancer Center/ NIH - NCI	Patient and Caregivers Exchanging Support (PACES): A dyadic visit preparation intervention for advanced cancer patients and their caregivers to improve shared understanding	$533,293
01/30/2020	Hebdon	Heilbrunn Family Center	Stress Management and Mobile Application Use Behaviors in Millennial Caregivers	$24,940
04/01/2020	Hebdon	Sigma Theta Tau International	Developing an Emotional Regulation Practice Intervention for Millennial Caregivers	$10,000
06/02/2020	Hebdon	NIH - NINR	Refinement and Testing of an MHealth Stress and Emotional Regulation Practice in Millennial Cancer Caregivers	$214,804
07/12/2019	Kang	NIH – NHLBI	Symptom Care at Home- Heart Failure: Developing and Piloting a Symptom Monitoring and Self-Management Coaching System for Patients with Heart Failure	$726,668
10/07/2019	Kang	University of Utah Center for Clinical & Translational Science (CCTS) Greater Plains Collaborative	Developing Predictive Models using Natural Language Processing for 30-day Rehospitalization among Medicare Beneficiaries with Heart Failure	$20,000
10/18/2019	Kang	CCTS	Home Care Follow-ups for Discharging Heart Failure Patients	$28,620
10/20/2019	Kepka	Kaiser Foundation Research Institute/ NIH - NCI	Practice-Based Approaches to Promote	$282,812

Date	PI	Agency	Title	Funds Requested
			HPV Vaccination in the Safety Net (PREVENT)	
02/24/2020	Kepka	NIH - NCI	ULTRA: Understanding Limitations To Rural Access in Gynecologic Oncology Care	$152,500
04/15/2020	Kepka	American Cancer Society	PREVENT: Practice-based Approaches to Promote HPV Vaccination	$1,200,000
06/05/2020	Kepka	NIH - NCI	PREVENT - Practice-based Approaches to Promote HPV Vaccination in the Era of COVID-19	$3,724,133
03/01/2020	Latendresse	University of Utah Huntsman Mental Health Institute	Videoconference Group Intervention to Reduce Symptom Severity and Support Stabilization among Women with Severe Perinatal Mood and Anxiety Disorder: A Telehealth Pilot Study	$75,000
10/14/2019	Linder	NIH - NINR	Supporting Childrens Shared Decision Making Using a Game-Based Symptom Reporting App	$1,906,250
09/30/2018	Linder	Montuno Software/ NIH - NCI	Dosecast AI and Mobile Clinical Trial Recruitment and Retention Platform	$55,170
12/20/2019	Linder	Virginia Commonwealth University/NIH – NIINR	A Randomized Controlled Trial to Examine the Effectiveness of the Computerized Symptom Capture Tool to Improve Symptom Self-Management in Adolescents and Young Adults with Cancer	$597,300
04/10/2020	Linder	St. Baldrick's Foundation	Enhancement of an mHealth Pain Management Resource for School-Age Children	$56,766
07/16/2019	Litchman	NIH - NINR	Refinement and Feasibility of the D-COPES Intervention to Improve Behavioral and Psychosocial Outcomes	$422,680
12/01/2019	Litchman	Betty Irene Moore Fellowship for Nurse Leaders and	SMART Trial of Diabetes Online Peer Support	$450,000

Date	PI	Agency	Title	Funds Requested
		Innovators/ University of California, Davis	Interventions in Rural Populations	
12/13/2019	Litchman	NIH - NINR	Adapting and Assessing the Feasibility of a Diabetes Self-Management Education and Support Telehealth Intervention for Rural Populations to Reduce Disparities in Diabetes Care	$2,150,971
01/06/2020	Litchman	Greenwall Foundation	Health Care Provider Ethical Decision-Making When Patients with Diabetes Cannot Access Care	$300,000
05/22/2020	Litchman	University of Colorado, Denver/ NIH - National Institute of Diabetes and digestive and Kidney Diseases (NIDDK)	Feasibility of a Dual Obesity/Diabetes Self-Management Education and Support Telehealth Intervention for Spanish-Speaking Rural Populations to Reduce Disparities	$2,344,771
01/15/2020	Mooney/DelFiol	NIH - NCI	Improving the Reach and Quality of Cancer Symptom Care in Three Rural Communities	$3,812,500
04/22/2020	Mooney	NIH - NCI	Remote COVID-19 Symptom Tracking and Improved Cancer Symptom Control for Cancer Patients at Home During the Pandemic	$152,500
04/30/2020	Mooney	University of Vermont/ NIH – NCI	Remote Monitoring and Management of Chemotherapy Induced Peripheral Neuropathy (REMOTE- CIPN)	$3,422,279
12/16/2019	Pentecost	NIH - NINR	Feasibility and Acceptability of a Telehealth Intervention among Women with Perinatal Depression/ Anxiety and Co-existing Substance Use	$110,704
11/15/2019	Sanchez-Birkhead	CCTS	A Community Partnership Approach to Assess and Address Personalized	$60,000

Date	PI	Agency	Title	Funds Requested
			Supportive Cancer Care Needs of Latina Breast Cancer Survivors and Their Caregivers	
11/15/2019	Sanchez-Birkhead/ Lopez	NIH - NCI	Activa tu Poder: Patient Activation among Latinas with Breast Cancer	$406,756
01/15/2020	Sanchez-Birkhead	American Heart Association	Escucha el Latido de tu Corazon (Listen to the Beat of your own Heart)	$399,894
10/15/2019	Simonsen	University of Utah 1U4U	Intimate Partner Violence Prevention and Reproductive Health for African Refugees Resettled in the United States	$50,000
04/30/2020	Sisler	University of Utah Huntsman Mental Health Institute	Patient Populations with Unmet Social Needs and Those with Mental Health Conditions May be Disproportionately Affected by COVID-19/SARS-CoV-2	$75,000
01/30/2020	Staes	Hitachi Ltd	Data Analytics to Improve End-of-Life Care	$80,000
12/02/2019	Stephens	University of Utah Vice-President for Research	Rural ImPAcTT: Assessing the Feasibility and Acceptability of the Improving Palliative Care Access Through Technology (ImPAcTT) Intervention in a Rural Nursing Home	$25,000
12/02/2019	Stephens	NIH - NIA	Improving Palliative Care Access Through Technology (ImPAcTT)	$413,739
04/06/2020	Stephens	Donaghue Foundation	Nursing Home Residents at the End of Life: Using Population Data to Inform Palliative Care Interventions for Residents and Their Caregivers in Utah	Letter of Intent
02/04/2020	Supiano	National Collaborative on Gun Violence Research	Firearm Safety and Suicide Risk in Older Adults and Their Families: A Motivational Interviewing Approach to Attitude and Behavior Change	$237,983

Date	PI	Agency	Title	Funds Requested
03/01/2020	Supiano	University of Utah Huntsman Mental Health Institute	Cognitive Behavioral Therapy Skills Groups via Telehealth Technology	$75,000
04/20/2020	Supiano	Utah Department of Human Services/ Substance Abuse and Mental Health Services Administration	Grief from Overdose Death Project-Phase II Evaluation of Clinical Outcomes in an Hybrid Implementation-Effectiveness Model	$307,409
05/06/2020	Supiano	NIH - NIA	Pre-Loss Group Therapy for Dementia Family Care Partners at Risk for Complicated Grief: A Pilot Pragmatic Trial	Letter of Intent
11/15/2019	Sward	CCTS	Healthy Homes and Asthma, a GHHI Pilot	$58,410
01/13/2020	Sward	University of Utah 1U4U	Advanced Analytics in Environmental Health	$30,000
02/18/2020	Taylor-Swanson	University of Utah Vice-President for Research	A Veteran-led Pilot Program to Explore a Need for and Interest in Art-inspired Wellness: A New Collaboration with the College of Nursing to Include the UMFA's Art + Wellness Programming into the VA's Whole Health Initiative	$20,000
04/03/2020	Taylor-Swanson	CCTS	Investigating Interoceptive Awareness in the Context of Acupuncture for the Treatment of Chronic Low Back Pain	Letter of Intent
06/09/2020	Taylor-Swanson	Harvard University/ Department of Defense	Describing Chinese Herbal Medicine Telehealth Care for Symptoms Related to Infectious Diseases Such as Covid-19: An Observational Pragmatic Cohort	$714,472
01/01/2020	Tiase	Western Institute of Nursing	Leveraging Patient Generated Health Data: An Examination of Information Needs in Pediatric Asthma	$5,000
11/08/2019	Towsley	Oregon Alzheimer's Disease Research Center	Me & My Wishes-A Resident Centered Video Communicating Care	Letter of Intent

Date	PI	Agency	Title	Funds Requested
			Preferences: Expanding Access to Rural Long Term Care Using Telehealth	
02/05/2020	Towsley	NIH - NIA	Expanding Long-Term Care Access to Palliative Care Using Me & My Wishes: A Resident-Centered Video Communicating Care Preferences	$2,946,539
02/21/2020	Towsley	Cambia Foundation	Enhancing Leadership to Bridge the Palliative Care Gap in Nursing Homes: Building Collaborations and Developing the Workforce	$180,000
08/31/2019	Wallace	CCTS	Developing Implementation Tools for Social Needs Screenings and Referrals	Letter of Intent
09/30/2019	Wallace	University of California, San Francisco/Robert Wood Johnson Foundation	Improving Patient Interest in Social Risks Screening and Assistance Interventions	$150,000
11/15/2019	Wallace	CCTS	Implementing Collaborative Goal Setting into Social Needs Referral Processes	$60,000
04/11/2020	Wallace	AHRQ	The Going Home Toolkit: A Digital Resource Planner for Hospital Discharge	$70,000
05/29/2020	Wallace	AHRQ	Impact of COVID-19 on Hospital Discharge Quality and Patient Outcomes	$399,998
11/30/2019	Wilson, C	Sigma Theta Tau International	Understanding If, What, and by Whom Patients and Providers Communicate about Body Image, Sexuality and Sexual Functioning during Radiation Therapy	$5,000
05/29/2020	Wilson, C	NIH – NINR	Testing the Use of an Automated System to Enhance PROs of Body Image & Sexual Health Symptoms in Gynecologic Cancer	$214,822

Table 28: Research Grant Applications Submitted Collaboratively, Fiscal Year 2019-2020

Date	CON Key Personnel	Agency	Title	PI
11/12/2019	Ellington	NIH - NIA	Dyadic Positive Psychology Intervention to Promote Resilience (DaPPeR): An mHealth Intervention for Persons with Dementia and their Carepartners	Alexandra Terrill Dept. of Occupational /Recreational Therapy
05/26/2020	Ellington	NIH - NCI	Cancer Caregiving and Aging Research Collaborative	Cornelia Ulrich Huntsman Cancer Institute
12/19/2019	Garrett	NIH - NINR	Strategies to Improve Access to MOUD and Naloxone in Rural Utah	Fares Quedan Dept. of Family and Preventive Medicine
12/01/2019	Litchman	University of Utah Driving Out Diabetes Initiative	Family Involvement and Sharing Information among Families with Multiple Members with Type 1 Diabetes	Cynthia Berg Dept. of Psychology
10/02/2019	Sheng	AHRQ	Faster Back Study	Kurt Hegmann Dept. of Family and Preventive Medicine
11/05/2019	Simonsen	NIH	Enhancing the Management of Blood Pressure through a Technology-Assisted Behavioral Sleep Extension Intervention	Kelly Baron Dept. of Family and Preventive Medicine
02/25/2020	Simonsen	NIH - NINR	Co-Designing an Enrollment Intervention for the Diabetes Prevention Program with Women of Reproductive Age	Bryan Smith Gibson Dept. of Biomedical Informatics
06/05/2020	Simonsen	NIH - NIDDK	Multi-level Interventions for Treating Obesity at CHCs	David Wetter Huntsman Cancer Institute
06/16/2020	Staes	NIH – National Library of Medicine (NLM)	"Mind the Gap": Applying NLP to Assist Public Health Electronic Case Reporting (eCR)	Jianlin Shi Dept. of Biomedical Informatics
09/22/2019	Sward	University of California San Francisco (UCSF) – NIH	Variation in Mortality and Lab Utilization Practices in Pediatric Intensive Care Units	J. Michael Dean Dept. of Pediatrics
03/31/2020	Sward	University of Utah 3i Initiative	Characterizing Local COVID-19 Emergent Phenomenon and	Julio Facelli Dept. of Biomedical Informatics

Date	CON Key Personnel	Agency	Title	PI
			Mitigation Using Computational Modeling	
10/18/2019	Sward	CCTS	Epilepsy Home Monitoring and Enhanced Provider Management using a Novel Smart Phone Application - The electronic-SeizureTracker (e-Sei)	Matthew Sweney Dept. of Pediatrics
11/15/2019	Sward	The Public Health Informatics Institute	Mat-Link: Maternal Child Dyads and Opioids	Marcela Smid Dept. of Obstetrics & Gynecology
03/31/2020	Sward	University of Utah 3i Initiative	Characterizing Local COVID-19 Emergent Phenomenon and Mitigation Using Computational Modeling	Julio Facelli Dept. of Biomedical Informatics

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 29. This list includes only new awards for Fiscal Year 2019-2020. Fifteen other studies continued from the previous fiscal year. We funded studies that support new research endeavors of faculty with the anticipation of these studies launching a research line of inquiry for that faculty member.

Table 29: Research Committee Funding Awards, Fiscal Year 2019-2020

Award Date	PI	Title	Amount
06/22/2020	Alderden	Hospital Acquired Pressure Injury Risk Prediction in Medical Intensive Care Unit Patients	$19,975
04/01/2020	Allen/Litchman	A Feasibility Study of Older Adults and their Care Partners using RT-CGM Share	$20,000
06/22/2020	Kepka	PREVENT: Practice-based Approaches to Promote HPV Vaccination	$7,000
06/22/2020	Litchman	Iterative Design of D-COPES (Diabetes – Connecting Online Peers to Enhance Support)	$20,000
06/22/2020	Linder	Enhancing the Color Me Healthy app to Support Shared Symptom Management for Children	$9,146

06/22/2020	Sanchez-Birkhead/Allen	Emotional and Social/Cultural Distress in the Era of COVID 19 among Hispanic Individuals with Chronic Illness	$10,903
02/07/2020	Stephens	Rural ImPAcTT: Assessing the Feasibility and Acceptability of the Improving Palliative Care Access Through Technology (ImPAcTT)	$12,500
		Total	**$99,524**

Research Initiatives

This fiscal year presented new challenges to our research environment (and everyone's environment) with the onset of the COVID-19 pandemic. We worked to enhance the college's culture of research and scholarship, and especially to keep that research moving forward in the face of the telework environment encountered during the second half of the academic year. Some of the initiatives conducted during 2019-2020 included the following:

- *Programming to Foster Faculty and Staff Success*
  - *Research Teas*. The research center continued to host monthly research teas through January 2020. 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 2019-2020 research teas included Dr. Robin Marcus, Professor and Chief Wellness Officer at the University of Utah; Lynn Wong, JD, Director, and Gwen Allouch, Associate Director, of Foundation Relations in the Office of Advancement; and Dr. Ken Smith, Distinguished Professor and Director of the Pedigree and Population Resource Center.
  - *Research Community Meetings*. With the transition to telework in March 2020, weekly research community meetings held on Zoom were established. These meetings provide a forum for faculty and research staff to share best practices and encourage each other during the pivot to telehealth and virtual research environments, how best to conduct research in this new environment, and navigate changes in regulations. The Research Community Meetings are facilitated by Dr. Kathi Mooney, Interim Associate Dean for Research and the PhD Program.
  - *Research and Scholarship Education.* The research center offered educational programming to faculty and staff, based upon identified needs. This year, the research center presented a workshop on "Smart Pivots to Ensure Research Success in the COVID-19 Landscape". This workshop included presentations from research staff and faculty who had successfully navigated transitioning their research to an online environment and provided opportunities for research center faculty and staff to ask questions directly of these individuals. We also offered an opportunity for faculty to hear from the Director of the uTRAC office on campus on how to navigate the uTRAC application, the resources available from their office, and the opportunity for faculty to ask questions about using uTRAC.

- *Support for New and Early Stage Faculty*
  - *Enhanced support for statistics.* Dr. Eli Iacob, a member of the College's statistics core since December 2018, was promoted to Research Assistant Professor from Research Associate in May 2020.
  - *Targeted Onboarding to New Faculty.* The research center has developed an onboarding program for new faculty to ensure their success as they embark upon their research careers. This program includes an introductory meeting with the members of the research support team of the research center, one on one meetings with a Research Associate who is assigned to support them through their first year of grant submissions and one on one meetings with the Associate Dean for Research to assist in planning the first several years of their research career.
  - *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 obtained funding from the University of Utah to convert their workspace into a state of the art technology development studio.

- *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.
  - Obtained center designation for the University of Utah Center of Excellence in Exposure Health Informatics (CEEHI).
  - Continued to consolidate and expand College of Nursing social media efforts, resulting in the designation of a faculty social media coordinator and hire of a new Marketing & Communications Specialist for the College.

Postdoctoral and Predoctoral Training 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 seven of its second cycle of funding (years 6-10) for this program, four pre-doctoral students and four 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 tailed by individual mentors.

Our unique training program allows trainees to elect to complete their training on site within the CON or via a distance learning format. Post-doctoral fellows Dr. Katherine Bernier Carney (Connecticut) and Dr. Megon Hebdon (Virginia) have elected to complete their post-doctoral training using distance learning. Post-doctoral fellows Dr. Lorinda Coombs and Dr. Christina Wilson have elected to complete their post-doctoral training on site. Trainees spend several intensive weeks on campus meeting with their mentors and research teams, including an annual site visit meeting in May where fellows present their annual reports to members of the internal and external advisory committees. Due to COVID-19, the annual site visit was converted to an online forum this year.

Research Innovation Teams (RITe) Initiative

Six RITe teams were active during 2019-2020, the eighth 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. The Associate Dean for Research and the PhD Program, Dr. Mollie Cummins, and the Interim Associate Dean for Research and the PhD Program, Dr. Kathi Mooney, met 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 30, and a summary from each RITe team's annual report follows:

Health Sciences Education and Scholarship (HSES) – (Team Leader, Dr. Linda Hofmann) Strategic planning identified areas of focus based on current member work including addressing workplace violence and incivility, preceptor preparation, wellness, virtual reality, and individual accomplishments.

Information and Technology for Health (ITH) – (Team Leaders, Dr. Jia-Wen Guo and Dr. Nancy Allen) ITH members met nine times during the past academic year with a focus on research/grant development, publication productivity, and collaborations by reviewing research grants and publications, discussing funding opportunities, and networking potential collaborators. Almost all members who reported their productivity submitted at least one intramural or extramural grant; most of these submissions were successful in receiving funding. In addition, all members either published multiple manuscripts or presented research findings at local, national or international conferences.

Patient Communications – (Team Leader, Dr. Andrea Wallace). During 2019-2020, activities continued to focus on identifying and including interdisciplinary members, becoming familiar with one another's expertise, and exploring potential for shared work. Membership, the bulk of which continues to be mid-career to senior investigators in the team's initial year, was expanded to include more new faculty representing health economics and surgery. Because members continue to communicate the need for a safe place for peer mentoring and support, the team has proceeded with the decision to focus on faculty networking and development. They have conducted intensive peer review during meetings and between meetings via email, and established co-investigator relationships between members on multiple grant submissions.

Transforming Caregiving through Sciences (TACTUS) – (Team Leader, Kristin Cloyes) The focus this past year, consistent with previous years, has been on supporting members to submit external funding applications. They have also reviewed internal applications that produce pilot or preliminary work that will lead to extramural applications. The group's goal has not been focused on collaborative work among all group members, although some members do collaborate as co-investigators. Considerable progress has been made again this year toward the primary goal of supporting grant submissions. Members are also productive in several associated areas including publications and presentations.

Transitions and Health (Delta) – (Team Leader, Dr. Michael Caserta). The 2019-2020 year has been a productive one for RITe members; activities included external and intramural grant submissions, manuscript submissions, and numerous presentations at scientific meetings. A sustained level of dissemination through presentations and publications also will continue. Among the noted strengths of the group has been and continues to be a sense of collegiality, peer support and encouragement among all the members as well as

role modeling and mentoring on the part of those more senior to those earlier in their academic careers.

Women's Health RITe (WHRITe) – (Team Leaders, Dr. Ana Sanchez-Birkhead and Dr. Lisa Taylor-Swanson). During the 2019-20 academic year, engaged faculty members and PhD students attended these bimonthly meetings. The group's focus this year was on review of grant submissions, particularly the Specific Aims pages. This resulted in submission of intramural and extramural grant applications, as well 46 publications. Faculty members received a number of awards and recognitions.

The unifying themes of the six RITes are summarized in Table 30.

Table 30: Names and Foci of Research Innovation Teams

RITe Name	Conceptually coherent, innovative purpose
Health Sciences Education Scholarship (HSES) Leader: Dr. Linda Hofmann Chartered: July 2017	This group will pursue research and scholarship in the science of education as it relates to nursing and health sciences by building upon the educational scholarship of CON faculty, with special emphases on: pedagogical innovation, collaborative models of education, and robust data collection for testing educational interventions and outcomes. Priorities: 1) How education can improve approaches to care; 2) Interprofessional education; 3) Technology-enhanced education including simulation; and 4) Value-added education.
Information and Technology for Health (ITH) Leaders: Drs. Jia-Wen Guo and Nancy Allen Chartered: July 2017	The ITH RITe group addresses novel technologies and analytical approaches to the management of research and clinical information in health. Interprofessional and collaborative science is supported. Goals are to support members in their pursuit of funding and communication of science.
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.
Transforming Caregiving through Science (TACTUS) Leader: Dr. Kristin Cloyes Chartered: May 2012	The Transforming Caregiving through Science (TACTUS) RITe unites an interdisciplinary group of investigators with the objective of creating innovations in caregiving science. The overarching goal is to create synergy by leveraging extant programs of research, clinical and community partnerships and national networks to identify opportunities where scientific approaches to solving caregiving problems will be applied, generating and applying new knowledge. The 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. The group also plans to translate scientific productivity into action and policy by including investigators with expertise in these arenas.

RITe Name	Conceptually coherent, innovative purpose
Transitions and Health (Delta) Leader: Dr. Mike Caserta Chartered: May 2012	The 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.
Women's Health RITe (WHRITe) Leaders: Drs. Gwen Latendresse and Sara Simonsen Chartered: May 2013	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, 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, and delivery of healthcare services. The WHRITe 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.

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.

INFORMATION AND TECHNOLOGY

Systems and Technology (CONSYSTECH) is an essential component of the College of Nursing's vision and strategic plan. Every year the Systems and Technology office (formerly IT) revisits its mission to align itself with the College's vision. The CONSYSTECH team supports education, research, practice, and College administration/operations. To do this, CONSYSTECH employs state-of-the-art information and communications hardware, software, and technical support for information management, systems updates, and technology procurement. The CONSYSTECH team collaborates with academic programs to support distance teaching and education with up-to-date technology. Academic Programs continue to support Pedagogy and teaching "best practices" throughout the College.

Below is an outline of critical activities for 2019-2020.

COVID-19 Pandemic Response
The Systems and Technology office assisted the College of Nursing leadership in facilitating pandemic strategy and response. CONSYSTECH created an online resource to help faculty and staff transition to a work from home (WFH) model. Additionally, the CONSYSTECH office created Zoom accounts for all faculty and staff during the first week of working remotely. Due to long wait times when calling the UIT helpdesk, CONSYSTECH has created a Zoom technology help room available from 8:00 am to 6:00 pm Monday through Friday. IT Specialists are available throughout the day to help with all technical issues.
The CONSYSTECH office is currently working with faculty to gather data on fall 2020 classes. The CONSYSTECH office will fully support all Ph.D. and HyFlex classes and any other courses requested by the teaching faculty.

Videoconference-Enabled Classrooms
During the past year, the CONSYSTECH team increased the number of Interactive Video Conferencing- enabled rooms in the College from 19 to 21. The audiovisual and distance education equipment in CNB 2400, 2600, 2505, and 2510 were upgraded during the past year. The projects added high-lumen projectors and motorized projector screens to these rooms. Additionally, rooms 2525 and 2530 were upgraded to group collaboration spaces. The project included the installation of Cisco RoomKit cameras, Crestron touch controls, new conference tables, and 75-inch Dell touchscreen monitors.

The Distance Education capable rooms at the College of Nursing play an essential role in offering HyFlex courses during the COVID-19 pandemic. The College of Nursing is the leading college on the University of Utah campus in the number of Distance Education equipped classrooms.

Simple Studio
The CONSYSTECH office built a new cutting-edge recording studio on the fifth floor of the College of Nursing (room 5210). The new Simple Touch and Lightboard technologies immensely improve the quality of Audio Visual (AV) production of the College while decreasing the complexity of using the technology. Due to the COVID-19 pandemic, Simple Studio's open house has been delayed.

Respondus LockDown Browser and Monitor AI
To increase the integrity of online exams, CONSYSTECH started piloting Respondus LockDown Browser and Monitor AI in spring 2020. While the initial plan was for a phased rollout, due to the Coronavirus pandemic, Respondus was made available for the summer and fall of 2020.

Because the Respondus solution was so well received by CON Faculty, the Teaching and Learning Technology office (TLT) on Main Campus has asked for CONSYSTECH's assistance in making Respondus available to all colleges at the University of Utah.

IT/Computer Equipment and Support
The Systems and Technology 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 CONSYSTECH office works directly with UIT to keep abreast of changes and ensure the College remains in compliance with health sciences and University IT policies.

The SYSTECH team has completed the deployment of the latest Microsoft Windows 10 operating system and Microsoft Office 2019. The team is now in the process of phasing out old non-compliant hardware.

The SYSTECH office is pushing out the latest Mac Operating System to all Apple Computers. The project is scheduled to be completed by October 2020.

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 demonstrates excellence in advanced practice nursing, provides scholarship opportunities, and supplies clinical sites for student placements. The Faculty Practice consistently maintains a positive net margin and exhibits steady growth. See Figure 33 for operating revenue.
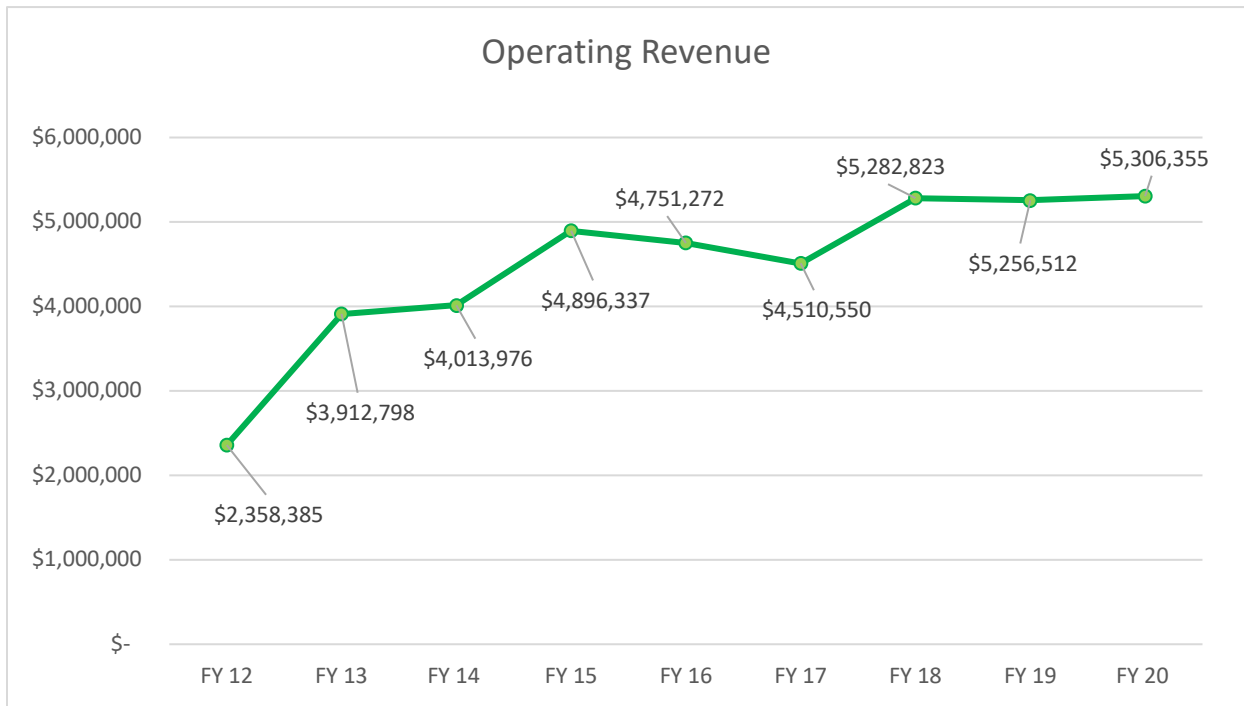
Operating Revenue

FY 12: $2,358,385
FY 13: $3,912,798
FY 14: $4,013,976
FY 15: $4,896,337
FY 16: $4,751,272
FY 17: $4,510,550
FY 18: $5,282,823
FY 19: $5,256,512
FY 20: $5,306,355

Figure 33: Nine-year operating revenue comparison for Faculty Practice, Fiscal Years 2012-2020

Faculty Practice Profile
There are 49 providers in Faculty Practice represented by 25.6 FTE career-line faculty and non-ranked, full-time adjunct clinicians, as well as 0.35 PRN providers. Additionally, Faculty Practice employs 24 registered nurses in both clinical and clinical leader roles, a team of four full-time administrative staff and one part-time staff member. Some of the registered nurses are also graduate assistants and have the opportunity to work and learn while receiving partial or full tuition benefit for their graduate program of study.
Faculty Practice includes:
- 9.9 FTE – Primary Care Nurse Practitioners (n=18)
- 3.05 FTE – Psychiatric/Mental Health Nurse Practitioners (n=8)
- 12 FTE – Certified Nurse Midwives & Women's Health Nurse Practitioners (n=20)
- 0.4 FTE – Clinical Nurse Specialists / Doctors of Philosophy (PhD) (n=2)
- 0.05 – Licensed Clinical Social Worker / PhD (n=1)

Faculty Practice Summary
Faculty Practice has four major arenas for expenses and revenue:

- *Juvenile Justice Services (JJS)***:** This 22-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 38 years of service to University of Utah Health patients in eight outpatient locations. BCHC maintains a low NTSV (Nulliparous, Term, Singleton, Vertex) cesarean section rate of seven percent, as compared to twenty-six percent nationally (see table 32 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 72 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.

Below is a summary of activities with JJS:
- Nurses and nurse practitioners provided 23,760 encounters in fiscal year 2020, which is an overall decrease of 2.60% from fiscal year 2019. Nurse practitioners provided 292 annual physical exams and 517 provider visits. PMHNPs provided 578 behavioral health visits for youth in JJS.
- In the summer of 2020 NCCHC Resources, Inc., a 501(c)(3) not-for-profit company providing technical consulting services for correctional health care systems nationwide, was contracted by JJS to provide an audit of all JJS medical offices statewide. NCCHC Resources parent company, the National Commission on Correctional Health Care (NCCHC), is widely known and respected for its pioneering Standards for Health Services, national accreditation and certification programs, and premier correctional health care education. This audit from NCCHC Resources will not result in accreditation, but will provide JJS leadership a view of how each medical office in the state is currently operating in relation to the Standards for Health Services.
- In the spring of 2020, CON nurses began screening every youth admitted to JJS for COVID-19.
- In the spring off 2020, nursing staff at Salt Lake Valley Youth Center received training and began operating the Abbott ID NOW rapid point of care test that gives COVID-19 results in minutes. CON nurses process COVID-19 samples from JJS facilities along the Wasatch Front. As of August 1, 2020, over 240 COVID-19 samples have been processed with results provided to nursing and JJS administrative staff same day.

- Clinical Director Jennifer Clifton, Nurse Practitioner Gina Whitehead, Clinical Nurse Alex Hanson and Clinic Manager Chase Roberts, all passed board certification to become Certified Correctional Healthcare Professionals (CCHP).
- Necessity is a catalyst for innovation. In spring of 2020 when COVID-19 became global pandemic, nurse practitioners transitioned to a largely telehealth model; and in-person clinic visits were only conducted on a case-by-case basis.
- The JJS Practice provides unique interdisciplinary 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 15 JJS facilities. In Fiscal Year 2020, JJS nurses screened 1,609 urine samples with 74 youth testing positive for chlamydia, gonorrhea or both. Because many youth are discharged prior to the availability of results, the treatment rate is 84 percent. Data on high-risk behaviors, including sexual assault and domestic minor sex trafficking, is collected.
- Dr. Tom Rowley serves as a member on 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.
- In fall 2019, Leissa Roberts, DNP, CNM, Jennifer Clifton, DNP, FNP-BC, CCHP, Chase Roberts, MBA, CCHP, & Tom Rowley, DNP, FNP-BC published a three-part series titled, *A Nurse Practitioner Can Add Value to Your Correctional Medical Team* in *CorrectCare Magazine*, which is the magazine of the Nation Commission on Correctional Health Care.
- In spring 2020 Dr. Clifton and Chase Roberts updated 70 policies and procedures which are used in the seven JJS medical offices the CON staffs to align with the *Standards for Health Services in Juvenile Detention and Confinement Facilities.*
- In spring 2020, JJS and CON created an amendment to the clinical contract to update all JJS facilities to be eligible for COVID-19 health care consultation during the pandemic. This increased the number of JJS facilities by eight that can call the CON's on-call services for consultation.
- Dr. Rowley presented on Human Trafficking at Utah Valley University (UVU), Brigham Young University (BYU) and at the National Commission on Correctional Healthcare (NCCHC) fall 2019 conference.
- Pediatric nurse practitioner Gina Whitehead, MSN, APRN, PNP-C, CCHP is a member of the Adolescent Health Care Special Interest Group of National Association of Pediatric Nurse Practitioners (NAPNAP).

Primary Care/Clinical Contracts

For Fiscal Year 2020, the college faculty practice has contracted positions at 11 sites (four of which are external to the university) which provide faculty practice opportunities and education experiences for students. Contracts are written to cover base and market faculty salary and benefits, as well as administrative and overhead costs. Faculty practice clinical contracts are shown in Table 31.

Table 31: College of Nursing faculty practice sites with clinical services agreements

Clinical Contracts Agencies	FTE
Department of Pediatrics – Division of Pediatric Pulmonary and Sleep Medicine	0.45
Department of Pediatrics – General Pediatrics	0.8
Primary Children's Medical Center – Service Agreement	.2
Department of Internal Medicine- Division of Endocrinology at the Utah Diabetes and Endocrinology Center and Diabetes Researchers	1.0
Department of Internal Medicine – Division of Gastroenterology – FNP, DNP	0.9
Department of Neurology – Cognitive Disorders Clinic – FNP, PhD	0.4
A&D Psychotherapy and Clinical Consulting, Inc.-Psychiatric Mental Health Nurse Practitioner	0.2
Department of Psychiatry Impact Mental Health, PMHNP, DNP	0.6
University of Utah Campus HR – RedMed Employee Clinic, Primary Care Nurse Practitioner	1.2
Summit County Health Department – FNP, CNM	0.6
Urban Indian Center - FNP, PMHNP	0.4

RedMed, the University of Utah Employee Health Clinic, is located on the ground floor of the Olpin Student Union Building on the University of Utah Campus. College of Nursing 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 and other necessary vaccinations to keep the University workforce healthy.

Student Health Center
The Student Health Center is an interdisciplinary practice with one 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 practice sites allow PMHNP faculty to maintain their specialized skills, provide a well-rounded variety of practice experiences for students, and contribute to the mental health needs of the community.
- Four of the College's faculty practice providers completed their Doctor of Nurse Practice (DNP) this year. Their projects included Dr. Zoe Robbins' "Preparing to Implement a Tele-mental Health (TMH) Program; Dr. Sara Webb's "Implementing Routine Screening for Postpartum PTSD, Dr. Nicolas Baggett's "Integrated Wellness

Approach to Reduce Depression," and Dr. Susan Scott's "Real World Mental Health Integration."

- Dr. Susan Scott, DNP, former Clinical Director of the College of Nursing's PMHNP Faculty Practice, participated with the Utah Substance Abuse Advisory Council to petition the Utah legislature for additional funding to provide tele-mental health outreach to rural Utahans, and to provide services to underserved and uninsured patients in an effort to expand clinical placement sites as a mechanism to ultimately increase students. This resulted in the PMHNP Faculty Practice receiving $488,000 in ongoing funding to develop the programing above.
- Dr. Ann Hutton maintains a PHMNP 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.
- The College of Nursing collaborates with Impact Mental Health Clinic to provide no-cost behavioral health services for uninsured patients in the Salt Lake Valley. Impact has a dual mission: to provide mental health services to the uninsured; and to prepare future mental health providers. The clinic provided placements for three DNP students in their 3rd year, two DNP students in their 2nd year and two pre-licensure nursing students. Impact served over 600 unique clients under the supervision of two CON faculty members. Providers continue to treat patients remotely during COVID, enabling a critically underserved population to receive care at no cost. Future plans at Impact include a new partnership with the College of Social Work, where Dr. Nick Baggett will assume a leadership role in this interdisciplinary clinic.
- The South Jordan Health Center PMHNP practice has completed its fifth year of services with the college, providing 2,667 patient visits. The clinic also provides an excellent educational opportunity for PMHNP students with the modalities of therapy, medication management and mental health integration.
- Cognitive Clinic and Geriatric Clinic: In 2019 the College of Nursing welcomed Dr. Deborah Morgan who specializes in geriatric psychiatry. Dr. Morgan has three thriving clinical sites. Dr. Morgan practices at the South Jordan clinic and has initiated interdisciplinary practices within the Cognitive Clinic and the Geriatric Clinic located in the Madsen Clinic. Dr. Morgan specializes in caring for patients with cognitive decline and the family members who are caring for their loved ones.

Caring Connections

Caring Connections: A Hope and Comfort in Grief program is directed by Dr. Kathie Supiano and based in the College of Nursing. Caring Connections has a quarterly newsletter that includes resources and articles related to grief support for bereaved individuals. This newsletter is distributed to approximately 3000 email recipients, with an additional 500 paper copies distributed in the community.

- Caring Connections has over 6,000 personal contacts per year. These contacts receive information, resources, and referrals related to grief and bereavement. In the 2020 Fiscal Year, Caring Connections provided grief group services to 158 group members. Caring Connections groups are held at the University of Utah College of Nursing and at University of Utah Health Centers, including Greenwood Health Center, South Jordan Health Center, and Parkway Health Center. Caring Connections also held online groups for the first time in 2020.
- In response to COVID-19, Caring Connections accomplished an exceptionally quick pivot in response to the pandemic. Caring Connections developed and

implemented a strategy to conduct grief support groups using distance technology, trained all grief support group facilitators in the technology, created a training video for group participants and held seven clinician-facilitated distance-grief support groups.

- Caring Connections provides two public education and grief support events each year: Grief and the Holidays in December, and Seeds of Remembrance in May. This year, Seeds of Remembrance was held online, combining pre-recorded and live content and managing an extensive chat room of attendees who wanted their deceased family member's name memorialized in the event.
- 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.
- An active participant in the academic and research missions of the University, Dr. Supiano's projects align with Caring Connections initiatives; e.g., addressing the grief of overdose death and death by suicide; the preparedness of dementia patient's family caregivers for the family member's death; feasibility of complicated grief group therapy in community mental health; and distance delivery of grief support groups to rural hospices.

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.

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 highlights BCHC statistics against national obstetrical quality measures.

Table 32: BCHC Quality Metrics

Metric Rates	United States	Utah	University Hospital	BCHC Midwives
Low-risk Cesarean Rate (NTSV)*	26%**	19%***		7%
Overall Cesarean Rate	31%**	23%**	25%	12%
Vaginal Birth after Cesarean Section (VBAC) % Attempted Successful	13%**	22.5%***		72%
Epidural Rate	73.5%***		68%	62%

* NTSV (Nulliparous, Term, Singleton, Vertex)
**Source: https://www.cdc.gov
*** https://www.cesareanrates.org

Highlights for BCHC include:

- BirthCare HealthCare was awarded a "Triple Aim" Best Practice award for having a low rate of low birth weight newborns from the American College of Nurse-Midwives (ACNM). "Triple Aim" Best Practice recognizes *practices which meet the Institute for Healthcare Improvement "Triple Aim" of improving the patient experience, reducing cost of care, and improving the health of populations. This is demonstrated by high breastfeeding rates, low preterm birth and cesarean rates and reporting fiscal variables. Of the 262 practices participating in the 2019 ACNM Benchmarking Project, 69 practices were designated Triple Aim Best Practices.*
- Patient Satisfaction for BCHC ranks consistently above the 94th percentile as measured by Press Ganey. The College's providers are regularly noted in the top weekly patient comments.
- During the COVID-19 pandemic, the BCHC practice moved rapidly into a varied scheduling system and began providing care via telehealth in order to ensure that at least 50% of the midwifery workforce remained healthy enough to care for patients. After two months, the BCHC practice moved back to a more routine work schedule and continue to offer telehealth visits to patients.
- Despite a 19% drop in outpatient visits during April and May as a result of the COVID-19 pandemic, BCHC ended the year in a strong financial position.
- Total charges for BCHC in FY20 were $3,958,811, a 14.2% increase over last year. Net payments were $2,332,512, a 16.6% increase over last fiscal year.
- BCHC providers conducted 13,000 outpatient clinic visits and attended 614 births at University Hospital. This represents an increase of 8% in outpatient visits and a 4% increase in births.
- BCHC consistently exceeds University of Utah Health template utilization goal of 82% by filling over 87% of clinic templates across the practice.
- BCHC provided nearly 5000 hours of DNP/CNM student supervision in clinical settings.
- BCHC faculty facilitated and participated in nine Doctorate of Nurse Practice (DNP) scholarly projects to facilitate their graduation requirements.
- 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 the development of various evidence-based clinical protocols. These protocols include anemia management in pregnancy, stage-1 hypertension in pregnancy and miscarriage management, and implementation of outpatient cervical ripening for low-risk women. A retrospective study is planned to evaluate patient satisfaction and hospital cost savings.
- In partnership with the University of Utah Health Office of Network Development & Tele-health and Maternal-Fetal Medicine, the midwives of BCHC started a low-risk obstetric and gynecologic outreach clinic in Elko, Nevada where 81 visits were conducted.
- BCHC nurses and Graduate Assistants handled nearly 12,000 MyChart messages, over 8800 phone calls and almost 5300 other patient encounters during FY20, assisting providers with patient care.

DIVISION OF ACUTE AND CHRONIC CARE

Division Chair: Dr. Marla De Jong, PhD, RN, FAAN

As of July 1, 2019, the Acute and Chronic Care (ACC) Division had 52 full-time and part-time faculty

Full-Time Faculty:	46
	Tenure-Line: ten (10) tenured and three (3) tenure track
	Career-Line: 33 (32 clinical track and one research track)
Part-Time Faculty:	6
	Career-Line: six (6) (6 clinical track)
Paid Adjunct Faculty:	22

Division Retirements and Resignations:

Michael Johnson, PhD, APRN	Resignation
Marc-Aurel Martial, MPH, RN	Resignation

Division Faculty Changes in Rank or Status:

Paula Meek, PhD, RN, FAAN	Appointed: Assistant Dean of the PhD Program
Allison Pawlus, DNP, RN	Promotion to Assistant Professor (Clinical)
Denise Reeves, MS, RNC-MNN	Promotion to Assistant Professor (Clinical)
Susan Scott, DNP, APRN, FNP, PMHNP	Promotion to Assistant Professor (Clinical)

Division Faculty New Hires:

Jenny Alderden, PhD, APRN	Assistant Professor
Heidi Favero, DNP, APRN, AGACNP-BC	Assistant Professor (Clinical)
Kirsten Lander, MSN, RN, CCRN-CSC	Instructor (Clinical)
Paula Meek, PhD, RN, FAAN	Professor
Deborah Morgan, DNP, APRN, PMHNP	Assistant Professor (Clinical)
Joshua Wall, PhD, RN, CEN, CFRN	Assistant Professor (Clinical)

Teaching

Faculty from the Division of Acute and Chronic Care (DACC) and Health Systems Community Based Care (HSCBC) are actively participating in the Nurse Education, Practice, Quality and Retention (NEPQR) Program funded by the Health Resources & Services Administration (HRSA) (Dr. Linda Edelman, PI). This funding is allowing faculty to increase the capacity and enhance the competencies of primary nurses through baccalaureate education and workforce training. Faculty efforts will allow baccalaureate-prepared nurses to practice at the top of their licensure through provision of nurse-led care in community settings through in-person or telehealth visits. To support this effort, faculty have developed 13 online primary care nursing education modules that align with students' current coursework. Students also earn digital badges as a representation of the skills and knowledge that they have acquired through completion of the modules. DACC faculty contributing to this effort include Dr. Brenda Luther, Dr. Melody Krahulec, Dr. Connie Madden, Dr. Allison Pawlus, Dr. Zoe Robbins, Dr. Kathie Supiano, and Dr. Jenneth Doria.

Dr. Ann Butt collaborated with Simulation Lab staff as well as colleagues from other departments on main campus and the health sciences campus to expand learning opportunities for first semester pre-licensure students. Dr. Butt collaborated with Sherri Kerney, CON Simulation Operations Specialist, to develop an "Escape Lab" for first semester pre-licensure students in NURS 3305: Foundations of Clinical Nursing Care. She also collaborated with educators in the University Museum of Fine Arts to create an "Art of Nursing" module for students in NURS 3300: Professional Roles I that included the use of "visual thinking strategies" to refine their assessment skills. Dr. Butt also collaborated with colleagues in the Eccles Health Sciences Library to provide an activity for students to discuss plagiarism, and to enhance the students' use of APA style for academic writing using Legos.

John Nerges led a group of pre-licensure baccalaureate students to develop an easily-accessible resource, the Student-Run APA Resource, which has been published as a non-semester-based Canvas course to allow students on-going access.

Dr. Xiaoming Sheng collaborated with Dr. Linda Edelman to better integrate the statistics (NURS 7201 and NURS 7202) and quantitative research design (NURS 7207 and NURS 7208) courses in the PhD program. Their proposed revision to the PhD program of study was approved by the PhD committee, and outcomes will be evaluated in the coming academic year.

DACC faculty have received multiple awards and recognitions for their contributions to the missions of the College of Nursing. Table 33 summarizes the awards and recognitions for division faculty for the 2019-20 academic year.

Table 33: Faculty Awards and Recognitions in Academic Year July 1, 2019 through June 30, 2020

Name & Credentials	Name of Award/Recognition	Organization
Jenny Alderden, PhD, APRN	2020-2022 Vice President's Clinical and Translational Research Scholar	University of Utah Health Sciences
Jenny Alderden, PhD, APRN	2020 Sigma Theta Tau Research Dissertation Award	Sigma Theta Tau International
Jenny Alderden, PhD, APRN	Edna Stilwell Writing Award	Journal of Gerontological Nursing
Sharifa Al-Qaaydeh, PhD, RN	Earned Doctor of Philosophy degree	University of Utah College of Nursing
Nick Baggett, DNP, PMHNP-BC	Earned Doctor of Nursing Practice degree	University of Utah College of Nursing
Ann Butt, EdD, RN, CHSE	Inducted as a fellow in the Academy of Health Sciences Educators	University of Utah Health Sciences
Mardie Clayton, PhD, APRN, FAAN	Excellence in Service award	University of Utah College of Nursing
Kristin Cloyes, PhD, RN	One of six recipients of the Daniels Fund Ethics Initiative Leadership in Ethics Education Award	University of Utah David Eccles School of Business
Tamara Ekker, MS, RN, CCRN-K	Earned CCRN-K Certification	American Association of Critical Care Nurses

Deanna Kepka, PhD, MPH	YMCA of Utah's Outstanding Achievement Award for Women in Medicine and Health	YMCA
Madeline Lassche, DNP, NEA-BC, CHSE	2019 Young Alumni Award	University of Utah College of Nursing
John Nerges, MS, RN, SANE-A, CCRN-K	Earned CCRN-K Certification	American Association of Critical-Care Nurses
Zoe Robbins, DNP, APRN, PMHNP	Earned Doctor of Nursing Practice degree	University of Utah College of Nursing
Carolyn Scheese, DNP, RN, CHSE, NE-BC	Inducted as a fellow in the Academy of Health Sciences Educators	University of Utah Health Sciences
Susan Scott, DNP, APRN, FNP, PMHNP	Earned Doctor of Nursing Practice degree	University of Utah College of Nursing
Kathie Supiano, PhD, LCSW, F-GSA, FT, APHSW-C	Excellence in Mentoring award	University of Utah College of Nursing
Josh Wall, PhD, RN, CEN, CFRN	Earned Doctor of Philosophy degree	Walden University
Josh Wall, PhD, RN, CEN, CFRN	Elected as President of the Air & Surface Transport Nurses Assoc.	Air & Surface Transport Nurses Association
Sara Webb, DNP, PMHNP-BC	Earned Doctor of Nursing Practice degree	University of Utah College of Nursing

Research and Scholarship

The Division promoted faculty research and scholarship. The Division funded five faculty to present their research and scholarly work at professional meetings with a total funding of $10,000. In addition, the Division provided $2,285 in funding for four faculty to attend conferences. The Division had approved an additional $10,000 in funding to support another five faculty to present their scholarship or attend conferences, however, the intended travel was cancelled due to COVID-19, and the funds were not spent.

Dr. Ann Butt was awarded a University of Utah Teaching Grant to develop an Escape Lab as part of baccalaureate students' skills lab experiences. Students will have the opportunity to practice skills and procedures, gather puzzle pieces, and put them all together to "escape" the practice lab.

ACC faculty are disseminating their teaching-related scholarship within the health sciences community, including multiple presentations at the 2019 Academy of Health Sciences Educators Annual Education Symposium. Dr. Sheila Deyette presented a TED Talk. Dr. Madeline Lassche, Dr. Lauri Linder, Dr. Brenda Luther, and Denise Reeves each presented posters. Dr. Rebecca Wilson and Dr. Clare Kranz each presented workshops. Of note, several faculty had presentations addressing their teaching-related scholarship accepted for presentation at the 2020 Western Institute of Nursing Conference. This conference was cancelled due to COVID-19.

As conferences and scientific meetings scheduled for the late spring transitioned to virtual meetings, faculty were able to disseminate their scholarly work through online platforms. Dr. Kathi Mooney presented outcomes of her research addressing the Huntsman at Home and

Symptom Care at Home projects at virtual meetings of the American Society of Clinical Oncology and National Institutes of Health Pain Consortium Virtual Conference, respectively.

Faculty members' scholarly expertise is recognized in the community as exemplified by Dr. Kathie Supiano's expertise in complicated grief in the context of the COVID-19 pandemic which has been highlighted in the local and national media. Dr. Supiano has been interviewed for local news stories and contributed to podcasts. She also co-authored an editorial in the Salt Lake Tribune with Dr. Linda Edelman and Dr. Tim Farrell addressing public health concerns for older adults in relation to COVID-19.

Table 34 provides additional detail regarding 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 34: Faculty Scholarship Activities in Academic Years 2017-2019

ACC Division Faculty Scholarship Activities	2017	2018	2019
Faculty authors/co-authors on journal publications	45	91	94
Faculty authors/co-authors on presentations & posters	36	81	65
Faculty authors/co-authors on books or book chapters	1	6	2

Faculty Mentorship and Development

Faculty development and mentorship remained a high priority. Division Chair Dr. Andrea Wallace and Vice Chairs Dr. Lauri Linder and Dr. Susanna Cohen (as of January 1, 2020) continued to emphasize support for Career-Line and adjunct faculty by 1) soliciting input regarding faculty development needs, 2) working with the Career-Line committee to plan educational offerings to support faculty development across the missions of the college, 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. Dr. Denise Ward completed the Leadership III course offered through the University of Utah Health Sciences. Several DACC faculty had registered for the Leadership I and II courses scheduled during the spring of 2020, however, these sessions were cancelled due to COVID-19.

Faculty across DACC and HSCBC participated in multiple offerings addressing diversity and inclusion supported by the Health Resources & Services Administration (HRSA) nursing workforce diversity grant, led by Dr. Marla de Jong. Offerings included workshops, presentations, and discussions facilitated by experts within the University of Utah as well as participation in webinars sponsored by the American Academy of Colleges of Nursing (AACN). Topics included strategies to support a diverse and inclusive educational environment for students, recruitment and retention of diverse faculty, the impact of COVID-19 on minority populations, and addressing racism in higher education.

With support from Dr. Lauri Linder and Dr. Andrea Wallace, Ana Sanchez-Birkhead organized quarterly meetings with tenure-line faculty. The purpose of these meetings is to share common concerns and identify and address faculty needs during the tenure-line promotion and retention process. Specific topics addressed during these meetings have included an overview of the promotion and tenure process and strategies for writing the personal statement.

Faculty embraced opportunities to optimize their teaching competencies. Two faculty members attended the Utah Simulation Coalition's Academic Facilitator Course, which provided three days of in-person training. 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. Seven faculty presented at the Academy of Health Sciences Educators 2019 Education Symposium. In addition, faculty attended the education symposium and other Academy-sponsored education workshops.

To further support faculty development in the teaching mission, Dr. Rebecca Wilson and Dr. Lauri Linder, supported by Jane Price, coordinated a series of seminars to support online teaching following the University of Utah's shift to online teaching following Spring Break 2020. Topics included incorporating active learning in online courses, best practices related to the use of discussion boards in online courses, and strategies for managing large online classes. In addition, a number of DACC faculty participated in the mini-bootcamp offered by University of Utah's Center for Teaching and Learning Excellence (CTLE) and Teaching and Learning Technologies (TLT) between spring and summer semesters to support faculty in transitioning to fully online courses and to provide resources to support online teaching.

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. Ann Butt and Carolyn Scheese for induction as Fellows.

The Health Systems Community-Based Care and Acute and Chronic Care Divisions continued to promote the Three Missions One Vision lecture series in conjunction with College Council meetings. Tenure-Line and Career-Line faculty from DACC and HSCBC 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, FAAN

As of July 1, 2019, the Health Systems and Community-based Care (HSCBC) Division had 49 faculty, excluding adjunct faculty:

Full Time Faculty: 49
Tenure-Line: eight (8) tenured; eight (8) tenure-track
Career-Line: 33 (33 Clinical Track; 0 research track)

Part Time Faculty: 2 (0 tenure-line; 2 Career-Line)

Division faculty retirements and resignations:
- Susan Hall, retirement, effective September 2019
- Amy Cutting, retirement, effective April 2020
- Lauren Clark, resignation, effective July 2019

Division faculty changes in rank or status:
Promotions and award of tenure:
- Nancy Allen, promotion to Associate Professor and award of tenure
- Jia-Wen Guo, promotion to Associate Professor and award of tenure
- Kathy Sward, promotion to Professor
- Andrea Wallace, award of tenure
- Sue Chase-Cantarini, promotion to Associate Professor (Clinical)
- Jennifer Hamilton, promotion to Associate Professor (Clinical)
- Nanci McLeskey, promotion to Associate Professor (Clinical)
- Robert Sylvester, promotion to Assistant Professor (Clinical)

Division Faculty New Appointments:
- Eli Iacob, Research Assistant Professor
- Susanna Cohen, Vice-Chair of HSCBC Division
- Jackie Eaton, Assistant Dean of the Gerontology Interdisciplinary Program

Division faculty new hires:
- Natalie Allen, DNP, FNP-BC, PPCNP-BC, Assistant Professor (Clinical)
- Tom Rowley, DNP, FNP-C, APRN, Assistant Professor (Clinical)
- Caroline Stephens, PhD, GNP, FAAN, Associate Professor

Teaching
Throughout academic year 2019-2020, HSCBC Division faculty taught across academic programs in didactic, clinical, simulation, and laboratory settings and continued to engage in a number of innovative efforts to improve existing programs and courses, and to expand the reach of expertise to the State of Utah and beyond.

Through both internally and extramurally-funded projects, faculty members continued to integrate telehealth, interdisciplinary geriatric competencies, palliative care and global health into their teaching activities. Dr. Linda Edelman continued to direct the Health Resources & Services Administration (HRSA) for a Nurse Education, Practice, Quality and

Retention Program (NEPQR) and the Geriatric Workforce Enhancement Program (GWEP). NEPQR engages the expertise of faculty across the College to integrate content critical to delivering high quality primary care nursing care throughout undergraduate nursing curricula with the aim of increasing the capacity and competencies of nurses working in primary care clinics in rural and underserved areas.

Similarly, the GWEP pulls from College expertise in Gerontology to support workforce delivering care to older adults across the health care continuum. In addition, in 2019, the College was awarded a third HRSA grant: Dr. Gwen Latendresse was awarded funding through HRSA's ANEW program, which aims to increase access to primary care services by supporting academic clinical partnerships to prepare advanced practice nurses for the unique challenges of transitioning from nursing school to practice in rural and underserved communities. Specific examples of how HSCBC faculty's work in teaching are affecting healthcare and student communities include:

- College faculty supported through the NEPQR grant contributed to 13 modules focused on training primary care nurses in skills in areas critical to delivering high quality care such as chronic illness management and prevention, patient engagement, caregiving, and behavioral health.
- NEPQR faculty, in partnership with Comagine Health, secured seven additional rural and primary care clinical sites in which BSN nurses will begin clinical experiences in August 2020. These experiences are critical to developing a workforce prepared to delivering care in rural and underserved areas.
- Dr. Debra Penney received two University funding awards to for her work with immigrant communities. The first aims to increase access to special education and disability legal information for refugee, immigrant, and native Utahns, and a second (with faculty member Kepka) to Improve Health Providers' Cultural and Linguistic Proficiency.
- Division faculty continue to provide educational leadership across the health sciences, particularly through active participation in the Academy of Health Science Educators (AHSE). AHSE's goals include enhancing quality academic programs, providing superior faculty development, and honoring and promoting exceptional teachers. The AHSE offered a monthly academic workshop series and an annual, full-day education symposium for faculty.
- Division continue to advocate to fund student experiences. For example, through a generous alumni donation, a scholarship is available to support College of Nursing students' engagement in the Informatics community, covering expenses to attend and present at a professional conference.
- HSCBC faculty continue to adapt and update courses to meet the shifting demands of nursing education. Faculty in Nursing Informatics (Dr. Kathy Sward, Jia-Wen Guo and Carolyn Scheese), Gerontology (Dr. Kara Dassel and Katarina Felsted), and DNP core (Dr. Lisa Taylor-Swanson, Teresa Garrett, Linda Hofmann) courses made significant course revisions in 2019-2020 to better meet the needs of students and the larger healthcare community in which they will be working. These are just a few of many examples of how HSCBC faculty have worked hard to ensure that the College is delivering high-quality, current, educational content to students.

In response to the COVID-19 pandemic, the University of Utah issued a directive in March 2020 to discontinue in-person class meetings and clinical experiences. Division faculty responded to the challenge by transitioning clinical outreach, and student clinical, didactic, and skills-based experiences to formats that could be delivered remotely. Overall,

the newly-implemented strategies have been well-received by community, clinical, and student stakeholders and, in many cases, have expanded the impact of HSCBC faculty and uncovered opportunities to leverage going forward. Some specific examples of how HSCBC faculty have responded to COVID-19:

- Dr. Linda Edelman and NEPQR faculty expanded access to NEPQR primary care content to a larger, national sample schools of nursing funded by HRSA resulting on over 200 across the country receiving critical primary care training and expertise.
- Dr. Linda Edelman, NEPQR, and GWEP faculty received a supplemental grant to support telehealth training for long term care and telehealth nurse led dementia care
- All programs transitioned in-person didactic and lab sessions to online synchronous sessions using technology such as Zoom and breakout rooms. Examples of how Division faculty creatively, expertly, and successfully leveraged technology during COVID include
  a. Developing case studies to solve real-world problems, and providing opportunities to interact with guests from 'industry'.
  b. Allowing students to demonstrate mastery of essential learning through participation in a culminating project via synchronous, remote technology vs in-person presentations. Students successfully applied technology to demonstrate oral presentation skills and the ability to field questions from attendees. The MS and DNP programs used different methods to accomplish this goal, but both strategies met learning needs, uncovered unexpected advantages, and provided experiences that can be used going forward.
  c. Developing means for advanced physical assessment to be delivered remotely, demonstrating that technology can be leveraged to deliver even "high touch" courses. Again, these experiences have uncovered the potential of distance education to allow even more contact between faculty and students, and greater opportunity for students to develop skills foundational to advanced practice clinical nursing.

Table 35 provides additional detail regarding the scholarship productivity of HSCBC 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 35: Faculty Awards and Recognitions in Academic Years 2019-2020

Name & Credentials	Name of Award	Organization
Al-Khudairi, Amanda, DNP, APRN, WHNP	2019 Utah State NP Advocate Award	American Association of Nurse Practitioners
Allen, Nancy, PhD, ANP-BC	Excellence in Mentorship	Sigma Theta Tau International Gamma Rho Chapter
Clifton, Jennifer, DNP, FNP-BC, CNE, CCHP	Sigma Theta Tau International Gamma Rho Chapter Excellence in Clinical Practice	Sigma Theta Tau International Gamma Rho Chapter

Clifton, Jennifer, DNP, FNP-BC, CNE, CCHP	2019 Certified Nurse Award in the Family Nurse Practitioner category	The American Nurses Credentialing Center's (ANCC)
Cole, Erin Johnson, DNP, CNM, WHNP-BC	Excellence in Teaching Award	American College of Nurse Midwives, Washington, D.C.
Cummins, Mollie Rebecca, PhD, MN, RN	Jon M. Huntsman Presidential Chair (2019-2024)	University of Utah College of Nursing
Dassel, Kara, PhD	Fellow	University of Utah Academy of Health Science Educators
Edelman, Linda, PhD, RN	Amy Berman Leadership in Gerontological Nursing International Award	Sigma Theta Tau International Nursing Honorary Society
Edelman, Linda, PhD, RN	Excellence in Teaching Award	Sigma Theta Tau, Gamma Rho Chapter
Edelman, Linda, PhD, RN	Distinguished Educator in Gerontological Nursing	National Hartford Center of Gerontological Nursing Excellence
Edelman, Linda, PhD, RN	Celebrate U Showcase of Extraordinary Faculty Achievements – Researcher	University of Utah Office of the VP for Research & J. Willard Marriott Library
Ellis, Jessica, CNM	Excellence in teaching	American College of Nurse Midwives
Felsted, Katarina, PhD	Rising Star Early Career Faculty Award	Gerontological Society of America's (GSA) Academy of Gerontology in Higher Education (AGHE)
Hart, Sara, PhD, RN	Fellow, Museum-based Arts in Health Professions Education	Harvard Macy Institute
Hart, Sara, PhD, RN	2019-2020 Public Service Professorship	University of Utah
Hofmann, Linda, PhD, RN	Excellence in Teaching	Sigma Theta Tau International Gamma Rho Chapter
Latendresse, Gwen, PhD, CNM, FACNM	Maternal Mental Health Policy & Advocacy Innovation Award; Utah Policy & Advocacy Translating into Programs	2020 Moms
Litchman, Michelle, PhD, FNP-BC, FAANP	Fellow, Leadership and Education Advancement Program (LEAP) for Diverse Scholars	American Psychological Association

Litchman, Michelle, PhD, FNP-BC, FAANP	Advanced Practice Teaching Excellence Award	Department of Internal Medicine, University of Utah
Litchman, Michelle, PhD, FNP-BC, FAANP	Excellence in Research	Sigma Theta Tau International, Gamma Rho Chapter
Morse, Janice, PhD, RN, FAAN	Lifetime Achievement Award	International Institute for Qualitative Methodology, Univ Alberta, Canada
Morse, Janice, PhD, RN, FAAN	Doctorat honoris causa en sciences infirmières.	Université Laval, Quebec, Canada
Morse, Janice, PhD, RN, FAAN	Distinguished Professor of Nursing	University of Utah
Penney, Deborah, PhD, MS, CNM, MPH	The 2020 Excellence in Global Engagement Awards	University of Utah
Roberts, Leissa, DNP, CNM, FACNM	Distinguished Service Award for an American College of Nurse Midwives	American College of Nurse Midwives
Stephens, Caroline, PhD, GNP, FAAN	Helen Lowe Bamberger Colby Presidential Endowed Chair in Gerontological Nursing	University of Utah College of Nursing
Taylor-Swanson, Lisa, PhD, MAcOM	Excellence in University Health Partnership Award	University of Utah, College of Nursing
Taylor-Swanson, Lisa, PhD, MAcOM	Competitive Fellowship. Vice President's Clinical and Translational Research Scholar's Program	University of Utah
Taylor-Swanson, Lisa, PhD, MAcOM	Competitive Fellowship. International Complementary and Integrative Medicine Research Leadership Program	University of Technology Sydney: Australian Research Centre in Complementary and Integrative Medicine
Taylor-Swanson, Lisa, PhD, MAcOM	Outstanding Senior Researcher Award in Clinical Research	Society for Acupuncture Research
Tufts, Gillian, DNP, APRN, CFNP	2019 Nurse Practitioner State Award for Excellence from Utah	American Association of Nurse Practitioners
Wallace, Andrea, PhD, RN FAAN	Elected Fellow	American Academy of Nursing
Wallace, Andrea, PhD, RN, FAAN	Celebrate U Showcase of Extraordinary Faculty Achievements – Researcher	University of Utah Office of the VP for Research & J. Willard Marriott Library
Wallace, Andrea, PhD, RN, FAAN	Change Maker Award	United Way of Utah

		Sigma Theta Tau International Gamma
Wilson, Barbara, PhD, RN	Excellence in Leadership	Rho Chapter

Research and Scholarship

Throughout academic year 2019-2020, HSCBC Division faculty contributed to research directly impacting healthcare policy, practice, and outcomes of patients and the communities in which they live. While a more detailed overview can be found in sections of the Annual Report addressing the College of Nursing's research mission, specific examples from HSCBC include:

- Dr. Litchman led a research team that examined the underground exchange (donating, trading, borrowing, purchasing) of diabetes medications and supplies. This research was highlighted across several media platforms, including NPR Science Friday and CNN, and contributed to the passing of HB207, the strongest legislation in the United States aimed at reducing the cost of insulin.
- Dr. Wallace, with faculty Guo, Luther, and Wong and Utah 211, has established an infrastructure for screening patients with social needs (e.g., for food, housing, transportation), referring to community service providers, and understanding health impact by aggregating data across systems. During 2019-2020, ~5000 Emergency Department patients have been assessed for social needs as part of ED service delivery. This work is also being integrated into COVID-19 testing where it will expand its reach to community and mobile clinic patients throughout Utah.

The HSCBC Division continues to support faculty research and scholarship through travel to professional meetings, nomination and/or support for faculty recognition and awards (see above), and formal mentoring.

According to division travel fund disbursement, 3 requests were filled for faculty to travel to professional meetings to present their scholarly work, at a cost of $18,370.

Table 36 outlines faculty scholarship activities in the previous academic years.

Table 36: Faculty Scholarship Activities in Academic Years 2017 – 2019

HSCBC Division Faculty Activities and Productivity*	2017	2018	2019
Faculty authors/co-authors on journal publications	45	65	69
Faculty authors/co-authors on presentations & posters	94	89	87
Faculty authors/co-authors on books or book chapters	8	5	3

Faculty Mentorship and Development

In January 2020, Dr. Susanna Cohen assumed the role of Vice-chair of Health Systems and Community-Based Care (HSCBC). In this role, she has joined Dr. Wallace in ongoing efforts to improve mentorship and support offered to faculty.

In 2019-2020, a primary focus of the Division administrative team has been to streamline the annual evaluation process for faculty. A particular focus, spearheaded by Dr. Cohen and ACC Vice-Chair Dr. Linder, was to migrate the process to a Qualtrics platform in January and February 2020. This process has been well-received by faculty and administration alike, allowing for simpler completion, sharing, and systematic tracking of faculty evaluations. Concerning the formal (vs annual) review process, 2019-2020 saw improved processes

thanks to efforts to systematically mentor career-line faculty through the reappointment and promotion process by offering templated examples, information sessions, and personalized guidance.

Division faculty attended a number of leadership development programs offered both within and outside the University. As has been the case in previous years, a number of HSCBC faculty participated in Leadership I, II, III or Senior Leadership courses during 2019-2020. In addition, Dr. Wallace was accepted as a 2019 Fellow of the AACN-Wharton Executive Leadership Program, a nationally competitive, week-long leadership program offered to leaders in academic nursing.

Together with the Acute and Chronic Care Division (ACC) and the College Executive Committee of College Council, HSCBC supported the College's Three Missions, One Vision faculty lectureship series that showcases faculty work in teaching, practice, and research. These lunchtime seminars have been well-attended by faculty as well as some donors and are held before College Council meetings.

Given the rapid changes required during COVID-19, the Center for Teaching and Learning Excellence has dramatically increased course offerings to faculty. The division has sponsored faculty to attend the highly-rated Center for Teaching and Learning Excellence's (CTLE) Bootcamps, and continues to support faculty as they attend additional CTLE courses, Learning Excellence Program seminars, and as they seek evaluation of their course(s) or individual consultation by campus distance learning experts.

Revenue

Figure 34 shows major revenue sources as a percentage of total College of Nursing revenue. Overall, the college grew revenue by 4 percent from fiscal year 2019 to fiscal year 2020. Grants and contracts revenue increased by 16% and Clinical Income/Practice grew by 19% from the previous year.
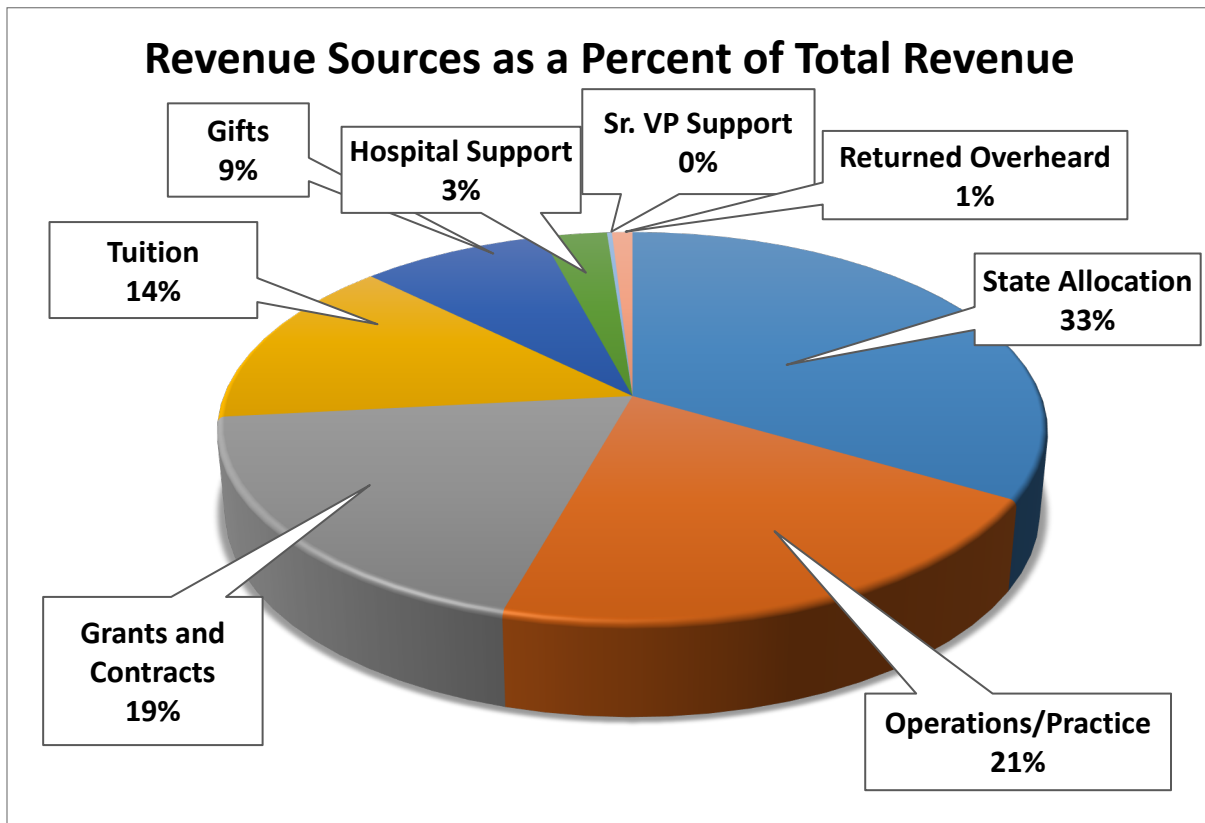
Revenue Sources as a Percent of Total Revenue

- Gifts 9%
- Hospital Support 3%
- Sr. VP Support 0%
- Returned Overheard 1%
- Tuition 14%
- State Allocation 33%
- Grants and Contracts 19%
- Operations/Practice 21%

Figure 34: College of Nursing Revenue Sources, Fiscal Year 2020

Expenditures

Figure 35 shows major expense categories as a percentage of all college expenses. Overall, expenses increased 10 percent from fiscal year 2019 to fiscal year 2020. Faculty salaries increased demonstrating the College's commitment to raising faculty salaries to peer institution levels. Scholarships were increases by 25% from previous year, underscoring the promise to support students. Employee benefits also increased showing both a commitment to employees and evidence of rising health care costs.
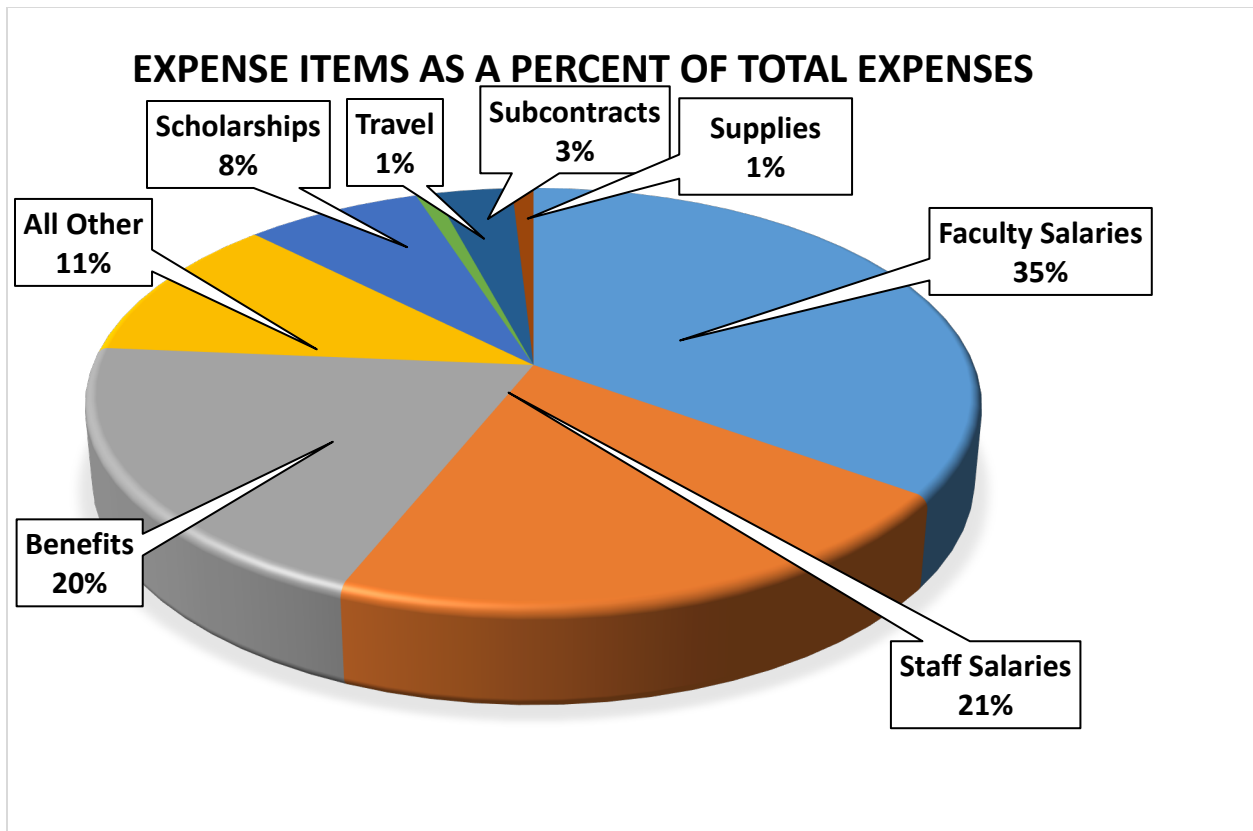
Figure 35: College of Nursing Expenditure Items, Fiscal Year 2020

COLLEGE OF NURSING ADVANCEMENT

Overview

As the College of Nursing approaches its 75th Anniversary in 2023, the Advancement Office pursued a structural and organizational analysis in 2018-2019 through an Affinity Diagraming Exercise with Interim Dean Barbara Wilson. This effort identified three major focuses for advancement staff—core knowledge, outreach, and development strategy. Starting with a fundamental understanding of the college's history, its programs, faculty and students, advancement staff commitment to reach out to community stakeholders—including alumni, donors and other supporters—through strategic development efforts; events; and digital and print communications.

In 2019-2020, these three focuses continued to guide Advancement efforts despite COVID-19. The Advancement Office quickly pivoted to continue their upward trajectory, successfully entering a new digital engagement environment while working from home. Strictly observing CDC and Salt Lake City guidelines, initiatives and relationships continued in creative, innovative and meaningful ways. Little to no disruption occurred for their goals set for FY20 due in great part to the forward and visionary, well-established distance learning expertise of the college's IT department (established 2007).
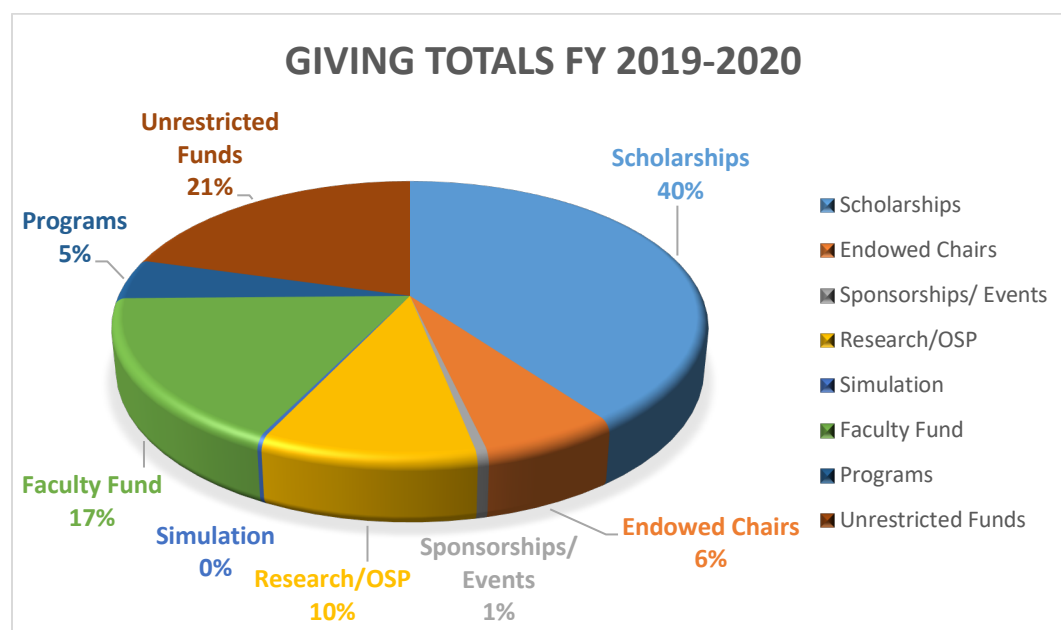

Figure 36; College of Nursing Giving Totals, Fiscal Year 2019-2020

Giving

During the 2019-2020 Fiscal Year, the College of Nursing's donors generously gave over $2.3 million in new funding to the college. This included a new pledge of $125,000 to broaden the college's culture of generosity, an endowed hardship scholarship in memory of Dave Wolach – a beloved board member who gave of his time, energy and wisdom, and the community continues to support students, faculty and staff.

New endowments this year:
- The Dave and Sarah Wolach Endowed Hardship Scholarship – $35,295

New pledges this year:
- Carol and Jeff Stowell – $125,000

Other giving highlights:
- Anonymous Unrestricted Funding – $305,000
- Bud Mahas – $277,300
- Lawrence T. and Janet T. Dee Endowed Chair – $250,000
- Donna Dell Trust – $155,000
- Frederick Q. Lawson Fellows – $150,000
- Frederick Q. Lawson Endowed Chair – $149,000
- Ruth E. Bamberger and John E. Bamberger Faculty Support and Scholarships – $130,000
- Sorenson Legacy Foundation – $113,000
- Ray and Tye Noorda Foundation – $80,000
- Tim and Candace Dee – $75,000
- C. Scott and Dorothy E. Watkins Foundation – $65,000
- Smith Family Foundation – $50,000
- Jonas Center for Nursing Excellence – $30,000
- Barbara Tanner – $25,000

ONE U $5,000,000 Gift Led by the College of Nursing

The College of Nursing is the leader in experiential learning (simulation) at the University of Utah due in part to their state-of-the-art facility (established in 2010) and with experts like Drs. Madeline Lassche and Susanna Cohen. On January 13, 2020, College of Nursing Interim Dean Barbara Wilson and Senior VP of Health Sciences, Dr. Michael Good, presented a proposal for the Dr. Ezekiel R. and Edna Wattis Dumke Interprofessional Experiential Learning Center. On June 11, 2020, $5,000,000 was awarded with the intent that all experiential learning units across the University of Utah be housed under one program directed by the Senior VP of Health Sciences Office.

2020 – The Year of the Nurse and the Midwife…… and COVID-19

The World Health Organization (WHO) designated 2020 the Year of the Nurse and the Midwife, celebrating the 200th anniversary of the birth of Florence Nightingale. Within the first months, a global pandemic changed everything, and nurses and midwives rose to the occasion as they have been doing since the birth of nursing.

As a result, additional gifts to the college included:
- Masks donation – valued at $20,000
- The Ripple Scholarship (formally known as the Hardship Scholarship)
    a. Gifts were raised specifically for emergency funds for students (see Table 37: Ripple Scholarships Awarded July 1, 2019 – June 30, 2020)
    b. The College of Nursing has long provided emergency funds to students in need, but it was not until 2017 that this fund was formalized. In 2020, the College of Nursing Hardship Scholarship was renamed The Ripple Scholarship, as a symbol of the way that small amounts of aid can help to have a ripple effect from an individual student, to their family, to their colleagues, to the patients they will care for, their families, and the wider community.

c. During the COVID-19 pandemic, this funding has been especially instrumental in helping to keep students afloat and able to attend school. Students may apply for The Ripple Scholarship at any time during their program of study at the College of Nursing, and funding applications are reviewed by an ad-hoc committee through the Student Services Office upon receipt. Funding usually reaches the student's hands within a few days of their application.

Table 37: Ripple Scholarships Awarded July 1, 2019 through June 30, 2020

Program	Number of Students Funded	Amount
NEAP Students	2	$4,500
Prelicensure Students	21	$25,650
RN-BS	9	$12,000
MS Students	2	$4,500
DNP Students	18	$22,750
PhD Students	1	$1,500
TOTALS	**54**	**$70,900**

Strategic Initiatives

The Advancement Office has identified four strategic initiatives:
- Student, Alumni and Community Engagement
- Family Caregiving Initiative
- Scholarships
- Simulation

These initiatives guide the restructured Deans Advancement Board made up of Alumni Board and Development Board members that began meeting in September 2019. Development, Alumni Relations and Communications Activities

During the 2019-2020 Academic Year, the Advancement Office continued its outreach efforts, alumni events and publications with exceptions due to COVID-19. They also restructured their advisory boards as indicated below.

Dean's Advancement Board (DAB):

- With the advice and support of senior leadership at the University of Utah and adhering to best practices, the College of Nursing Office of Advancement merged their three boards – Advisory Council, Development and Alumni Boards – into one impactful board – the Dean's Advancement Board.
- The purpose of DAB and its members are to serve as advocates of the College of Nursing in the community, to be a resource to the Dean of the college and advancement professionals, and to pursue, develop and encourage financial assistance and other support for the college and its mission.

- The meeting structure has changed from monthly meetings to quarterly one and a half hour meetings, with additional committee meetings.

Activities held in-person and virtually:

- Alumni Weekend – celebrated 50 years of the building in addition to inducting the Class of 1969 and older
- Helen Lowe Bamberger Colby Presidential Endowed Chair in Nursing Named Chair Holder – Caroline Stephens, PhD, RN, GNP-BC, FAAN
- Giving Day
- Student-to-Student Hardship Scholarship (led by students, supported by Advancement)
- Convocation/Commencement (Virtual celebration)
- "A Toast to Flo" Birthday Party for Florence Nightingale's 200th Birthday (Virtual celebration)
- Nurses Week (Virtual celebration)

Activities planned, but cancelled due to COVID-19:

- Desert Friends (Now referred to as the "One U Palm Springs Event")
- Nursing Insights
- Donor Stewardship opportunities: Rick Lawson, Dick Burton and more
- Collaboration with Salt Lake City Alumni Club including President Watkins and PAC12 representatives – Simulation Tour
- College-wide Development Training
- Collaboration with College Student Council – Bowling/Mentoring/Fundraiser

Additional changes:

- Annual Magazine will now will be published in the fall