

ASU Nursing

Spring 2006

I N N O V A T I O N S I N E D U C A T I O N

Master's Program
in Healthcare
Innovation

NNP and PNP
Hybrid Distance
Curriculums

International
Nursing
and Healthcare
Program

Latino Healthcare
Web Site

EBP Graduate
Certificate and
Mentorship
Program

Teaching
Excellence
Program
(TEACH)



ASU College
of Nursing

ARIZONA STATE UNIVERSITY

Dream • Discover • Deliver

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ASU Nursing

ASU Nursing is published by the College of Nursing at Arizona State University.

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The College of Nursing at Arizona State University operates under a 10-year accreditation through June 2014 granted by the Commission on Collegiate Nursing Education for its baccalaureate and master's degree programs and also is approved by the Arizona Board of Nursing.

Cover photo and theme:

Educational innovation in an evidence-based practice environment is the theme of this issue and a core principle of ASU College of Nursing strategy. The offerings listed on the cover illustrate how that strategy is being implemented.

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Dear Colleagues and Friends,

2005 was a year of great change and accomplishment for our College of Nursing. Faculty, staff and students have embraced this change with enthusiasm during the first year of our bold new five-year strategic plan and quest to become a top tier College of Nursing.

To set the tone for this transformation, we launched a new brand that reflects the philosophy and values of our culture — to Dream, Discover, and Deliver excellence in nursing education, evidence-based practice, research, and healthcare innovation. ASU's rapidly growing, rich interdisciplinary and entrepreneurial environment enables all of our ASU College of Nursing faculty, staff, and students to dream and think "out of the box" to reach their highest potential.

The list of our accomplishments in 2005 is lengthy, so I will only highlight a few:

- Recruitment of 23 new, full-time faculty,
- An overall increase in our college's enrollment to a record 1,700 students,
- The launch and HRSA funding of our new doctoral program,
- Creation of a solid research infrastructure that catapulted a 225 percent increase in the number of grants submitted to the National Institutes of Health,
- Creation of five new centers of excellence:
 - The Center for Advancement of Evidence-Based Practice
 - The Center for Improving Health Outcomes in Children, Teens & Families
 - The Center for Improving Healthy Outcomes in Aging
 - The Center for Research and Scholarship
 - The Center for Evaluation and Educational Research,
- Leadership that established the nation's first state-wide consortium for evidence-based practice,
- The first evidence-based practice mentorship program in the nation,
- Formation of strategic educational partnerships with Mayo Clinic Hospital and Banner Healthcare,
- Launching of our Southwest Borderlands web site.



Bernadette Melnyk

Major goals for upcoming year include:

- Moving our college into its new home on the Downtown Phoenix Campus,
- Transdisciplinary research initiative,
- Implementing a new interdisciplinary online distance master's program in healthcare innovation,
- New international partnerships that will enrich ours and our collaborators' teaching, research, and evidence-based practice,
- The launching of our new Institute of Community Health and Wellness and two new health centers, including one that will be housed in our new building in which we will provide healthcare to ASU students, faculty and staff as well as individuals who live and work in downtown Phoenix,
- Implementation of the nation's first post-master's graduate certificate in evidence-based practice,
- Emphasis on faculty, staff and student mentoring and development.

I am excited to share the details about the wonderful new initiatives that you will read about in this publication. We are focused on innovation, a positive "can-do" attitude, and teamwork in every aspect of our college and promote a daily spirit of "trailblazing" that is captured in this wonderful quote by Ralph Waldo Emerson: "Do not go where the path may lead. Go instead where there is no path, and leave a trail." We plan on leaving many trails on our quest to dream, discover, and deliver the highest quality of innovative education, research, and evidence-based practice!

Bernadette Mazurek Melnyk
PhD, RN, CPNP/NPP, FAAN, FNAP
Dean and Distinguished Foundation Professor in Nursing

ASU Mastering Innovation in Healthcare

Ask most people to name an entrepreneurial profession and nursing is not among those mentioned. However, the ASU College of Nursing is taking the entrepreneurial approach often associated with high-tech start-up companies with its planned launch of the first Master of Science in Healthcare Innovation Program in August 2006.

The distance education, online Master's Healthcare Innovation Program (HIP) is an innovative initiative led by the ASU College of Nursing in collaboration with the School of Health Management and Policy. The program is designed to offer a futuristic educational approach to the development of healthcare leaders from multiple disciplines as innovators to transform the current healthcare system to improve health outcomes and costs for patients and healthcare providers, enhance the quality of healthcare services, and better integrate members of the community into the healthcare system. Bioethics, technology, team building, personal development and evidence-based practice are core themes throughout the program.

HIP seeks to prepare its graduates for Chief Nursing Executive, CE/VP Healthcare Administrator, Clinical/Technology, Department Director, and entrepreneurial career positions.

According to Dean Bernadette Melnyk of the ASU College of Nursing, the purpose for the new master's program is to prepare innovative healthcare leaders to address the change and challenges of the current healthcare system. "As an industry, healthcare continues to change at an increasingly rapid pace, integrating complex technology, clinical devices, sophisticated database programs, genomic pharmacology, and biotechnology," Melnyk said. "Given these dynamics, healthcare leaders need skills in understanding, managing, creating and evaluating the continually present innovations necessary for progress. While innovation content and coursework are interspersed within many collegiate programs, no program completely dedicated to Healthcare Innovation currently exists."

Student Target Audience

The student target audience for the new master's program includes both current and aspiring healthcare leaders in traditional hospital facilities and other healthcare organizations including long-term care, outpatient, clinical settings, and support agencies. The College of Nursing hopes to attract a diverse group of students who have a risk-taking entrepreneurial mindset and a commitment to make things better.

The first cohort for HIP will be limited to 20 students to provide an extensive interaction and discussion environment and one-on-one attention. Pending approval by the Arizona Board of Regents, admission to the program is expected to begin in late spring with an August start date.

The program includes nine courses emphasizing the principles of innovation, systems thinking for innovators, the integration of technology innovation, personal style development for innovators, evidence-based innovations, financing for innovation, the challenges of health policy and innovation, and the management of outcomes resulting from innovation. In addition, six of the 33 credit hours are dedicated to directed study in which the student explores a specific area of interest in a real world healthcare setting.

The College of Nursing will administer the HIP program at ASU. Faculty from the School of Health Management and Policy in the W. P. Carey School of Business will join nursing faculty to teach courses. These faculty, along with members of the healthcare leadership community, will collaborate during the development and periodic review of the course content and program evaluations.

*HIP seeks to prepare its graduates for Chief Nursing Executive,
CE/VP Healthcare Administrator,
Clinical/Technology, Department Director, and
entrepreneurial career positions.*

Master's in Healthcare Innovation Program

The distance learning format of the Master's in Healthcare Innovation Program is designed to enable students from across the U.S. and around the world to have access to the program. HIP also will have three on-campus immersion sessions to provide personal interaction among students. The final immersion session will include a community forum with healthcare leaders. The program can be completed in 18 months or accelerated to 12 months if students take the summer session.

Kathy Malloch (PhD, MBA, RN, FAAN) has been appointed director of the Master's in Healthcare Innovation Program and brings exceptional skills and 35 years of nursing expertise to the assignment. Dr. Malloch is a nationally recognized expert in healthcare leadership and the development of effective evidence-based processes and systems for patient care. Her expertise in the identification of organizational, clinical productivity, and financial indicators/variables for the evaluation of futuristic healthcare systems engaged in evidence-based facility design has been of value to many organizations around the nation. She also has served three terms as President of the Arizona State Board of Nursing. She currently consults with the Banner Estrella Medical Center as the evidence-based researcher in the design and measurement of outcomes for the innovative Estrella facility that seeks to become a model for "the hospital of the future."

"Healthcare faces challenges to patient care safety, medical errors, new technology, workload management, and patient throughput," Dr. Malloch said. "This healthcare leadership program puts economic value to healthcare work, instills an innovative spirit, and takes healthcare to a higher level in a new age marketplace of high knowledge."

The HIP faculty has been further strengthened with the addition of Dr. Tim Porter-O'Grady (EdD, APRN, FAAN). Dr. Porter-O'Grady has been in healthcare for 36 years in roles from staff nurse to senior executive in a variety of healthcare settings. He is currently senior partner in an international healthcare consulting firm specializing



in health futures, organizational innovation, conflict and change, and health service delivery models. Dr. Porter-O'Grady has published extensively in healthcare with more than 155 journal articles and 15 books to his credit and is a five-time designee of the AJN Book of the Year Award.

"I am intrigued by the opportunity that the Master's In Healthcare Innovation Program represents," Dr. Porter-O'Grady stated. "Our traditional healthcare programs aren't working and this innovative educational venture will help to provide a different generation of leaders."

In addition to Drs. Malloch and Porter-O'Grady, ASU College of Nursing Dean Melnyk (PhD, RN, CPNP/NPP, FAAN, FNAP) and Ellen Fineout-Overholt, PhD, RN, two of the foremost national experts in evidenced-based practice and system-wide change to EBP, also will serve as lead faculty for the Evidenced-Based Innovation Course in the program.

Other faculty members include Renee McLeod, DNSc, APRN, CPNP; Eugene Schneller, PhD; Michael Furakawa; and Kathy Scott, PhD, RN.

HIP Partnership Provides More Resources

The partnership effort among the College of Nursing and the School of Health Management and Policy also illustrates the way in which an educational enterprise such as ASU has to work in today's healthcare business environment, according to Dean Melnyk. "No single organization can possibly afford all the resources that today's interdisciplinary world requires to produce innovative solutions," Dr. Melnyk stressed. "You must leverage all the available resources in a university the quality and size of ASU."

The Master's in Healthcare Innovation Program offers an additional experience to students not available in other graduate programs. Students will have the opportunity to work with ASU Technopolis on their 6-credit directed study. Technopolis, a unit of the ASU Office of the Vice President of Research and Economic Affairs, helps to educate, coach and connect innovators and entrepreneurs through its mentoring program. Students will work with Technopolis counselors to obtain the knowledge to build their ventures into successful enterprises depending on the choice of their directed study subject.

Consistent with the spirit of program objectives, HIP leadership seeks measurable outcomes for its students as customers. Students who successfully complete the master's online program will be able to:

1. Formulate an innovative healthcare proposal, critically appraise existing processes of the diffusion of innovations in complex systems, search for the best evidence specific to an innovation, and make recommendations to facilitate effective diffusion and adoption of innovations.
2. Address healthcare issues of complexity and rapid change by generating and evaluating the application of principles of effective innovation management.
3. Utilize effective strategies to mentor healthcare providers in innovation using adult learning and system change principles.

4. Develop skills in designing a plan for dissemination of information specific to innovation and:
 - a) policy making,
 - b) financing,
 - c) outcomes measurement, or the media.
5. Utilize skills in designing, implementing, and evaluating innovative projects/processes.
6. Promote and emulate behaviors supportive of innovation from an evidence and value-based perspective.
7. Lead the transformation of traditional organizational cultures into a culture of innovation.

Dr. Malloch sets even higher criteria to evaluate the long-term success of the Master's in Healthcare Innovation Program. "We will know if this program is successful when we see a new generation of leadership refine healthcare delivery to a more cost-effective level with better patient outcomes based on evidence-based practice that uses technology to the fullest potential and embraces change management."

For more information on HIP, you may visit the ASU College of Nursing web site at <http://nursing.asu.edu> or contact Dr. Malloch directly at Kathy.Malloch@asu.edu or call 1-602-617-1261.

"I am intrigued by the opportunity that the Master's In Healthcare Innovation Program represents," Dr. Porter-O'Grady stated.

"Our traditional healthcare programs aren't working and this innovative educational venture will help to provide a different generation of leaders."

Kathy Malloch

Dr. Kathy Malloch has been named Director of the Master's in Healthcare Innovation Program at the ASU College of Nursing.

Dr. Malloch is a recognized expert in leadership and the development of effective evidence-based processes and systems for patient care. Her expertise in the identification of organizational, clinical, productivity, and financial indicators/variables for the analysis and evaluation of futuristic healthcare systems engaged in evidence-based facility design has been useful to many organizations across the country.

A nationally known writer and speaker, Dr. Malloch has been a registered nurse for 35 years. She is a frequent presenter and has written on leadership topics, healing environments, professional nursing practice, and patient classification systems. Her textbook “*Quantum Leadership*,” co-authored with Dr. Tim Porter-O’Grady, is currently used in more than 60 graduate programs. Most recently, “*An Introduction to Evidence Based Practice in Nursing and Healthcare*,” published with co-author Dr. Porter-O’Grady, received the 5-Star Doody Award for best publication. She is sought after as a consultant and has worked with many large health systems on issues of shared leadership, workload and organizational effectiveness.

Dr. Malloch has received the national award for “Excellence in Nursing” from the American Nurses’ Association, the American Organization of Nurse Executive’s Educational Scholarship, and the Edgar C. Hayhow ACHE Article of the Year Award on Description and Measurement of Healing Environments. She also is a fellow of the American Academy of Nursing.

A member of Arizona Governor’s Task Force on the Nursing Shortage, Dr. Malloch also has served three terms as president the Arizona State Board of Nursing, a position she currently holds. In addition, she co-created the “Taxonomy of Error Root Cause Analysis Protocol” (TERCAP) with the National Council of State Boards of Nursing, a seminal contribution to the national error management effort.

Dr. Malloch also continues to consult with Banner Estrella Medical Center, the hospital of the future, as the evidence based researcher in the design and measurement of the outcomes of this innovative facility.



Dr. Kathy Malloch

Prior to her focus on consulting and education, she held positions of staff nurse, nurse manager, director of nursing, and vice-president for patient care services. A graduate of Wayne State University College of Nursing, she received an MBA from Oakland University and a PhD in nursing from the University of Colorado. She also is a member of the American Academy of Nursing.

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Master's in Healthcare Innovation Curriculum

1. Personal Style Development for Innovation (3 Credits):

This course examines the role and behaviors of an innovator. Exploration of the skills and abilities required to challenge status quo positions, create a compelling vision to influence others, develop resilience/personal balance, develop an attitude supportive of risk taking, understand the psychology of work, and define optimal functioning in a world of work overload. Participants will examine and correlate different situational challenges with types of intelligence and also personal style effectiveness for advancing innovation. Students will be exposed to leadership styles of individuals who have successfully built a culture of innovation in their organizations.

2. Evidence Based Innovation (3 Credits):

This course will develop participants' knowledge and expertise in evidence-based practice and the use of EBP in facilitating the highest quality of healthcare delivery. Students will develop brainstorming expertise and examine the relationship between innovation and evidence-based practice. This course will provide a model for leadership based upon empirical evidence and personal experience as well as help participants to explore and develop methods of using current evidence to "make the case" for change within healthcare systems.

3. Communication for Innovation (3 Credits):

This course will allow students to: identify and develop skills for communication within a culture of innovation; synthesize communication styles to advance innovation; develop strategic partnerships with both those supportive of innovation and those learning the value and appropriateness of innovation; develop skills of negotiation and debate; and develop writing and speaking skills to advance both the processes and outcomes of innovation.

4. Innovations in Information Systems (3 Credits):

This course will allow students to: develop skills in maximizing the use of technology to advance practice, thinking, and decision-making; advance the integration of human potential and available technology; and develop strategies to address the competing priorities of technology, confidentiality, safety, high reliability principles, full disclosure to the public, and risk management.

5. Systems Thinking in a Complex Environment (3 Credits):

This course focuses on systems principles and their application with an emphasis on innovation. Students will examine the American healthcare system as an overall entity as well as its component parts. Important issues and questions related to different approaches to healthcare will be raised. Students will develop skills in systems assessment, designing system interventions, responding to feedback and managing resistance to system innovations.

6. Concepts and Applications of the Principles of Innovation: (3 Credits):

This course focuses on the principles of innovation that reflect the components and elements as well as application of systems theory and evidence based processes directly related to knowledge creation, generation, and utilization. Emphasis will be on developing competence in recognizing, developing, and implementing innovation processes. This course will provide an overview of theory and principles related to the process of innovation, the various methods of diffusion of innovation as well as the associated leadership, creativity, risk-taking, and vulnerability necessary to undertake the design and application of innovations. Students will examine the essential elements of the application of innovation, identify the obstacles to innovation and initiate strategies to overcome obstacles and to facilitate success. Students will discuss the application of innovation theory and methods of diffusion within different types of organizations.

7. Health Policy and Innovation (3 Credits):

This course will assist participants in developing an understanding of national health policy development, key national organizations, and key strategies for making personal impact on shaping future policy. Students will examine existing private, public, federal and state policies specific to innovation and research; identify and address barriers/support for innovation; develop skill in formulating healthcare reform initiatives to support and advance innovation in healthcare; and develop competence in grass roots activism and support.

8. Financing for Innovation (3 Credits):

In this course, participants will: explore available public and private resources for innovation; identify future/anticipated financial needs at the national and local levels to sustain a culture supportive of innovation; and develop new models for innovation financing. Topics such as cost effectiveness return on investment, net present value, and community benefit will be discussed.

9. Outcomes Management (3 Credits):

This course will assist students in identifying, examining, analyzing, and measuring the infrastructure, processes and outcomes specific to the work of innovation. Emphasis to include integration of outcomes management into continuous improvement processes as well as the challenges in assuring valid and reliable measures will be highlighted.

10. Directed Study (6 Credits):

Directed study provides the student the opportunity to synthesize course material and apply new knowledge in the development of an innovation project of interest in a real world healthcare setting. The innovation project will include description, design, initial implementation and a plan for outcome evaluation.

Tim Porter-O'Grady

Dr. Tim Porter-O'Grady (EdD, APRN, FAAN) will be joining the faculty of the Master's in Healthcare Innovation Program in July as Associate Professor and Leadership Scholar.

He has held roles from staff nurse to senior executive in a variety of healthcare settings. Dr. Porter-O'Grady is currently senior partner of an international healthcare consulting firm in Atlanta specializing in health futures, organizational innovation, conflict and change, as well as health service delivery models. He is noted for his work on shared governance models, clinical leadership, and health futures and also serves as an adjunct professor at Lakehead University in Ontario, Canada.



Dr. Tim Porter-O'Grady

Involved in healthcare for more than 36 years, Dr. Porter-O'Grady holds graduate degrees in nursing and leadership, and a doctorate in learning behavior. He has done post-doctoral work in aging, and is board certified as an APRN in gerontology. He also is certified by the Georgia Supreme Court's Office of Dispute Resolution as a registered mediator and arbitrator.

Dr. Porter-O'Grady has published extensively in healthcare with over 155 journal articles and 15 books and is a 5-time winner of the AJN Book of the Year Award. He has consulted internationally with over 900 institutions and has lectured in more than 1,950 settings internationally. He has held a number of offices in professional associations and national and community boards such as the vice chair of the governing board of Catholic Health East, governor with Sigma Theta Tau International, president of AID Atlanta, and the Georgia Nurse's Foundation, among other leadership positions.

As a personal philosophy, Dr. Porter-O'Grady believes that we are called to embrace the challenges of transformation and that as we work to develop systems for the future, we cannot help but transform ourselves.

NNP/PNP Curriculum Goes a Long Way for Students

Sometimes good things that happen independently serve as catalysts that lead to a major change in course. Such was the case with the development of what has become the only hybrid NNP/PNP online program to operate on an integrated platform in the United States – the Neonatal Nurse Practitioner (NNP)/Pediatric Nurse Practitioner (PNP) Hybrid Distance Program at the ASU College of Nursing.

The first catalyst was a grant for \$1.5 million awarded to ASU College of Nursing Associate Professor Jacqueline McGrath (PhD, RN, and NNP) in 2003. The grant was made by the Health Resources and Services Administration to aid in developing programs to combat Arizona’s nursing shortage and to enhance the neonatal and pediatric nurse practitioner specialty concentrations.

Grant funding was for advanced nursing education, specifically to increase the number of NNP and PNP advanced practice nurses in rural and underserved locations in Arizona. The grant also specified a distance hybrid online program enabling these specialty nurse practitioners to remain in their communities to practice. As the only nursing college in the state with NNP and PNP master’s programs, the ASU College of Nursing was ideally positioned for the opportunity.

A second catalyst for the development of the hybrid program came during its first year in 2004. Dr. Carole Kenner, DNS, RN, FAAN, and then the new dean of nursing at the University of Oklahoma and a professional colleague of Dr. McGrath, decided to begin a NNP Program. She contacted Dr. McGrath to see if the ASU College of Nursing could help. Negotiations led to a contract and Oklahoma students were enrolled in the NNP Specialty Concentration program for the 2005 school year.

The synergy of the two events confirmed that an integrated distance learning curriculum was the right way to go and proved this type of curriculum would attract students outside Arizona.

Other factors made the case for integrating the programs even stronger. Research provided evidence that traced many behavioral problems in young children and teens to when they were newborns who experienced parental stresses and poor home environments. During the same time period, PNP and NNP on-campus programs at many other colleges struggled financially due to program costs and lack of faculty. Consequently, several leading colleges of nursing have in fact discontinued their programs.

With the stage set, ASU College of Nursing moved quickly to develop and offer the integrated NNP/PNP Hybrid Distance Program.

The ASU program is hybrid in two ways. First, students in these programs experience integrated modes of learning by spending two-thirds of their classroom hours online and one-third of their hours face-to-face in concentrated immersion classes on the Tempe Campus. Consequently, these are not commonplace online programs of study completed in isolation from faculty and other students. In addition, the students in both specialty concentrations take four courses in common (i.e., physiology, pathophysiology, pharmacology, and developmental and family-centered care) to ensure that they gain knowledge of the evidence-based connection between neonatal and pediatric behavioral and developmental health issues.

From a small start in 2004 with a total of 15 transition students from the former traditional classroom curriculum and new online students, the NNP/PNP Program has

“The pedagogical model doesn’t work very well anymore. Today you have to guide or facilitate student learning and provide multiple opportunities for the students and faculty to share discoveries and information and to learn vicariously through each other’s experiences.”



The ASU College of Nursing has depth and diverse expertise among its neonatal and pediatric nurse practitioner faculty that has enabled the creation of a comprehensive NNP/ PNP program. Included among the faculty are (left to right) Leigh Small(PhD,RN,PNP); Melissa Faulkner(DSN,RN,MS); Renee McLeod (DNSc,RN,BSN,MS,APRN,CPNP), Jacqueline McGrath (PhD,RN,NNP), Bonnie Gance-Cleveland (PhD,RN,CPNP), and Dean Bernadette Melnyk (PhD,RN,CPNP/ NNP,FAAN, FNAP).

grown to more than 60 students in 2006. Importantly for the future, graduation rates will have nearly tripled with a combined class of 19 graduates in 2006. Enrollment applications also have nearly doubled in the same time period. Rates of successful completion of National Certification examinations also are impressive with PNP and NNP pass rates at 100 percent for the past four years.

Dr. McGrath, who is coordinator of the Neonatal Nursing Specialty Concentration, has had the satisfaction of seeing the growth of the program. "It's one of the accomplishments which has provided the most satisfaction in my career," she said. "It's a great experience to build a curriculum program that results in measurable growth and success by students and faculty."

The NNP/ PNP Program was further strengthened when Leigh Small (PhD, RN, CPNP) joined the college as coordinator of the Pediatric Nurse Practitioner Specialty Concentration in late 2004. Her evidence-based practice experience added another dimension to the integrated program.

With 23 more faculty additions in 2005 came other nationally recognized PNP and pediatric experts, including Dean Bernadette Melnyk, PhD, RN, CPNP/ NPP, FAAN, FNAP; Bonnie Gance-Cleveland, PhD, RN, CPNP; Melissa Faulkner, DSN, RN, MS; Renee McLeod, DNSc, RN, BSN, MS, APRN, CPNP; and Maryann Bozzette, PhD, RN. The depth and diverse expertise of this faculty are rare and have enabled the creation of a comprehensive program that prepares life-long evidence-based pediatric and neonatal nurse practitioners.

The hybrid distance curriculum has demonstrated several advantages that have been recognized by both students and faculty in just three years. They include:



Maryann Bozzette

- Enabling Bachelor of Science in Nursing graduates to enter a master’s level program more readily rather than waiting to enroll after 5 to 10 years in practice,
- Providing a better faculty-to-student ratio of 1:6 (this ratio is mandated by the state and by specialty accrediting bodies – and this ratio is only true for the clinical practicum courses),
- Helping to compensate for the shortage of nursing educators by drawing nationally prominent faculty from other colleges of nursing to instruct classes online in their specialty,
- Reducing the barriers to advanced education for those nurses in outlying areas and nurses who work variable schedules and alternating shifts,
- Providing an evidenced-based practice learning environment,
- And building interaction into the distance learning segment of the curriculum through the use of such things as the “CyberCafe,” a student only discussion group that helps them work out course problems together and build future professional relationships.

Dr. Small summarizes the real value of the NNP/PNP Program succinctly. “It is really the best of both worlds for students and faculty since it provides flexibility and interaction in the same curriculum,” the ASU assistant professor added. “The pedagogical model doesn’t work very well anymore. Today you have to guide or facilitate student learning and provide multiple opportunities for the students and faculty to share discoveries and information and to learn vicariously through each other’s experiences.”

However, the program has not been without its challenges. Many students who transitioned from the former classroom curriculum anticipated the change to the hybrid program would be difficult. Amy Kolwaite, a graduating student, who began her program of study in the traditional curricular format, explained she was skeptical when she first heard the program was to go online. “However, I began to see that the new curriculum allowed me many opportunities,” Kolwaite said. “I was able to travel to attend the World Congress of Pediatric Cardiovascular Surgery in Argentina and spent three weeks in Africa while completing my class work online. Now I am definitely a fan of online learning.”

Dr. McGrath experienced some concern as she was structuring the program. “Online teaching was not my personal preference earlier in my career,” she noted. “However, I put my personal preferences aside and looked at the value of the program in a distance format. Today I definitely appreciate its advantages and see it as a tremendous asset for students, faculty, and the ASU College of Nursing.”

The NNP/PNP integrated format at ASU may be a model of future specialty graduate nursing education. The feasibility of traditional advanced practice nursing programs is concerning given the limited numbers of nurse educators currently available and small local class sizes. Programs such as this offer students increased access to specialty graduate nursing curriculum due to the flexibility of content delivery through technologically sophisticated methods (e.g., voiced PowerPoint presentations). Additionally, faculty do not have to be geographically located in the area of the university offering the specialty program as the production and taping of presentations can be completed on any computer.

Furthermore, the development and offering of a specialized graduate curriculum can be sponsored by one university. However, a local university has the ability to contract for part or the entire curriculum and facilitate different levels of student faculty interaction (i.e., video streaming and/or videoconferencing) thereby decreasing the local need for specialty graduate faculty. This would allow students to graduate from a local institution but experience education from a collection of nationally recognized specialty educators. These types of arrangements will open doors to new ways of thinking about configuring advanced graduate nursing education and may lead to highly individualized educational plans for future students.

*The NNP/PNP integrated format at ASU
may be a model of future
specialty graduate nursing education.*

Commonwealth Fund Awards Grant to Strengthen PNP Curriculums to Improve Child and Teen Mental and Physical Health Outcomes

The nature of childhood morbidity and mortality has changed dramatically for the worse in the past two decades. Psychological problems, chronic illnesses, and preventable injuries now cause more morbidity and mortality in child and teen populations than acute physical illnesses and disorders. One in four children and teens, or 13 million, have a mental health/psychosocial problem that interferes with their functioning at home or school, yet less than 30 percent of them receive any treatment.

Despite the shift in pediatric morbidities, most educational programs for pediatric nurse practitioners (PNP) and pediatricians have been slow to incorporate the knowledge and skills that graduates need to assess, intervene, and prevent these types of problems using an evidence-based approach. In a recent KySS (Keep your Children/Yourself Safe and Secure) survey of 650 pediatricians and pediatric nurse practitioners from 24 states, less than two-thirds of the respondents answered the mental health knowledge questions correctly.

A recent \$267,000 grant by the Commonwealth Fund to the Association of Faculties of Pediatric Nurse Practitioners (AFPNP) is designed to address these shortcomings in the treatment of children, teens and their families. The grant funding is being used by AFPNP for a project designed to revise, implement, and evaluate a strengthened PNP curriculum that will better prepare graduates to screen for and intervene early to prevent adverse emotional/behavioral outcomes and deliver a higher quality of evidence-based care to children and their families. AFPNP is a national organization of educators who teach in pediatric, family and nurse practitioner programs.

AFPNP Project Has Three Goals

The goals of the AFPNP curriculum project are designed to achieve:

- an evidence-based approach to practice,
- health promotional strategies to improve optimal development, physical, and emotional/behavioral outcomes in children, and
- comprehensive screening and early interventions for the most pressing morbidities of childhood.

The project's first two objectives were accomplished



Pediatric nurse practitioners have been prepared well in PNP curriculums to provide care for child and teen physical health and developmental problems. However, they must now be better prepared to screen for psychological/mental health problems and risk-taking behaviors that now cause more morbidity and mortality in young patient populations than acute physical illnesses and disorders.

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last August with the formation of a leadership team and conduct of a three-day Curriculum Planning Institute with faculty from 21 PNP programs across the nation attending. In addition, the AFPNP project team also developed a baseline survey of the 21 programs in which the new curriculum will be implemented and evaluated against a random sample of 14 non-participating programs.

“The Baseline data reveal that students and faculty recognize the importance of mental health assessment and intervention in pediatric primary care and value the opportunity to strengthen this component of PNP master’s education,” said Angela Crowley, a member of the project leadership and associate professor at the Yale University School of Nursing. Dr. Crowley integrated an adapted version of the “Healthy Steps” Program (e.g., teachable moments, building relationships, developmental check ups) into the Yale curriculum that enhanced the final year of education of PNP students.

The AFPNP Curriculum leadership team includes Bernadette Melnyk, PhD, RN, CPNP/NPP, FAAN, FNAP, dean of the Arizona State University College of Nursing. Dr. Melnyk serves as the project director and ASU is one of the 21 schools participating. Other leadership members include Angela Crowley, PhD, APRN, BC, PNP, associate professor, Yale University School of Nursing; Elizabeth Hawkins-Walsh, DNSc, CPNP, director, PNP Program, Catholic University School of Nursing; Patricia Ann Brandt, PhD, MS, BSN, professor, family and child nursing, University of Washington; and Michelle Beauchesne, DNSc, RN, PNP, associate professor and FNP/PNP program coordinator, Northeastern University School of Nursing. Each member of the leadership team also serves as mentor for faculty members of the other participating schools.

Implementation of the new PNP curriculum is taking place now in the second year of the project and will be completed in August 2007. Mentoring and monitoring of the new curriculum also are in process.

Goals for Year 3 of the Project

Goals for the third year of the new curriculum project call for the continued development and distribution of audio-visual and enhanced teaching materials.

During May of 2007, the project team will survey all PNP graduates of the 21 participating colleges and compare them with graduates of the non-participating college graduates to determine the impact of the revised curriculum. After the data is analyzed, the leadership team will hold a two-day outcomes meeting to devise dissemination strategies for the proposed new PNP curriculum and the health promotion intervention materials. A final report, publications, a handbook for the new curriculum, and the health promotion materials will be finalized for distribution to all PNP programs in the United States.

The AFPNP project is a bold healthcare educational initiative to prepare pediatric nurse practitioner graduates with evidence-based practice knowledge and skills as well as enhanced screening and health promotion strategies to deliver the highest quality of healthcare to children, teens and their families. The results of the three-year project hold great importance for the all PNP and FNP programs in the United States. The true gauge of the project’s success will be seen in the improvement of screening and higher-quality health outcomes for all young children, teens, and their families in today’s complex society.

Participating Nursing Schools in AFPNP Commonwealth Grant PNP Curriculum Project

Arizona State University
 Boston College
 Catholic University of America
 Duke University
 Hampton University
 Northeastern University
 Rush University
 University of Alabama at Birmingham
 University of California at San Francisco
 University of Cincinnati
 University of Colorado
 University of Illinois
 University of Minnesota
 University of North Carolina at Chapel Hill
 University of Pittsburgh
 University of Rochester
 University of Texas at Austin
 University of Washington
 Vanderbilt University
 Virginia Commonwealth University
 Yale University

KySSSM Guide to Child and Adolescent Mental Health Screening, Early Intervention and Health Promotion Published

Mental health problems affect 1 out of 4 children/teens (13 million). Less than 30 percent of these children and teens receive any treatment due in large part to insufficient numbers of mental health providers.

In response to the continuing need for a child and adolescent mental health screening, early intervention and health promotion guide for pediatric healthcare providers to implement in practice, NAPNAP's KySS Program has written and released the KySSSM Guide to Child and Adolescent Mental Health Screening, Early Intervention and Health Promotion.



NAPNAP is the professional association of more than 6,600 members and 49 chapters in 30 states that advocates for children and Pediatric Nurse Practitioners.

The KySS Guide will enhance nurse practitioners as well as all healthcare providers' ability to screen for and intervene early in the treatment of common mental health problems in children and teens. It also will provide students in graduate and baccalaureate programs the necessary knowledge and skills to be more confident in dealing with these issues in clinical practice.

Edited by Bernadette Melnyk, dean of the ASU College of Nursing and Distinguished Foundation Professor of Nursing (PhD, RN, CPNP/NPP, FAAN, FNAP) and Zendi Moldenhauer (PhD, RN-CS, PNP, NPP), expert practitioners in child and adolescent mental health, the content is organized in a user-friendly format to provide easy access to "nuts and bolts" information about each mental health condition and its corresponding Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) criteria. Screening tools, web-based resources, and educational handouts for parents as well as school-age children and teens are also included. An accompanying CD-ROM contains all of the educational handouts and many of the screening tools that allow providers to easily disseminate these tools in clinical practice.

During testing of the guide, healthcare providers indicated that use of the guide assisted them in regular

screening of mental health problems, implementation of early interventions, and providing education to families about these problems on a routine basis.

To order the guide, go to: www.napnap.org or call toll free: 877-662-7627.

It's Time to Walk for KySS

In an effort to improve the mental health of children and teens, the National Association of Pediatric Nurse Practitioners (NAPNAP) plans to hold its third annual KySS Across America Walk-A-Thon in communities across the country, including Tempe, on the weekend of October 7-8. KySS (Keep your children/yourself Safe and Secure), founded and directed by Bernadette Melnyk, dean of the ASU College of Nursing, is a national program of NAPNAP.

The KySSSM Walk-A-Thon on the ASU Tempe Campus will begin at 8 a.m. on Saturday, October 7. The 2.2 mile event is a joint effort among the Arizona Chapter of NAPNAP, the Beta Epsilon Sigma Theta Tau Chapter, and the ASU College of Nursing. Last year the Tempe event attracted more than 200 walkers whose sponsors helped fund programs to increase awareness of child and teen mental health issues.

Fewer than 30 percent of children and teens receive any treatment due in large part to insufficient numbers of mental health providers as well as inadequate health screening and early interventions.

The event is open to all ASU students, faculty and staff as well as the public. Registration and pledge forms are available at <http://nursing.asu.edu>.

College of Nursing Goes Global

The Arizona State University College of Nursing is expanding its outreach beyond the local community and Arizona through agreements with colleges of nursing outside the U.S., innovative course offerings, and the formation of an international nursing office.

The objectives of the college’s outreach efforts vary by program but in general are to exchange information to develop best practices to improve the quality of patient outcomes across borders, provide nursing students with a global perspective of healthcare challenges and needs throughout the world, and attract international students who will return to their countries to strengthen their national nursing education systems.

“In these days of globalism and instantaneous communications, colleges of nursing can no longer afford to focus only on their traditional communities,” Associate Dean for Academic Affairs Mary Killeen noted. “Nursing education in the United States must look beyond its borders to take advantage of innovative practices around the world.”

International Outreach to Ecuador

A unique part of the College of Nursing’s international initiative is a one-month summer course in Ecuador during which nursing students and faculty provide nurse-managed care to indigenous people living in small rain forest and/or Andean Mountain villages. The initiative provides healthcare and educational training to villages.

Students in the international nursing course last summer offered a health screening/health fair in rain forest villages in Ecuador, and completed community assessments in communities to assist their public health offices and provide a basis to build partnerships and future nursing offerings.

Students who attended the course in Ecuador last summer were impressed by the experience. Carol Rogers, a master’s student, termed the program “life altering” and said she learned more about cultural differences in the course than in all of her years of study.

Sheryl Delgado, a Bachelor of Nursing Science student at the ASU West Campus, added, “The trip to Ecuador was the most amazing experience that I have ever had in my life. It exposed me to a type of nursing that I didn’t know existed, and I love it!”

Graduate student Christine Armenta summed up the international nursing course experience by saying, “The ASU international nursing course in Ecuador provided me with the opportunity to view health disparities within a global context, and most importantly, apply my graduate public health nursing skills in communities experiencing significant health challenges and social change. The opportunity to support empowerment in these communities has left a lasting impact in both my personal and professional nursing career.”



ASU College of Nursing students register patients and their children at a health fair in Venecia, Ecuador last year. The health fair, part of an international nursing course, included faculty-supervised student health screenings and information for residents of the rain forest village.

Most recently, the ASU President Michael Crow and Dublin City University (DCU) President Ferdinand von Prondzynski signed a letter of agreement to move forward in planning collaborative initiatives. The College of Nursing will be the first among ASU colleges to begin to work with its DCU counterpart. The colleges of nursing plan to collaborate to advance evidence-based practice and research initiatives. Anne Scott, dean of nursing at Dublin City University visited the Tempe Campus with the DCU president and presented to ASU nursing faculty on her college’s research, education, and academic practices.

Office of International Nursing and Healthcare

The Office of International Nursing and Healthcare in the College of Nursing works in collaboration with the ASU Latin American Studies Department to offer the course. Rojann Alpers, PhD, RN, and College of Nursing associate professor directs the office.

“Having the opportunity to work with the indigenous people and communities in Ecuador has been an adventure and privilege of a lifetime,” said Alpers. “Taking students and working in these small indigenous and impoverished communities is nursing at its purest and finest.”

Alpers anticipates working in the future with the National School of Nursing to offer presentations to its nursing students and join them in clinical experiences at the Metropolitan Hospital and Children’s Hospital in Quito. In addition, course faculty and students have been asked to consult in Salasaca, Ecuador, an impoverished Andean Mountain community, on health promotion, disease prevention, and health protection needs identified by the town mayor, who also is the local physician.

The International Nursing and Healthcare team is currently planning possible additional courses, partnerships, and investments.



Anne Scott (center right), dean of nursing at Dublin City University in Ireland, recently visited with Dean Bernadette Melnyk (center left) and faculty of the ASU College of Nursing. The two colleges of nursing plan to collaborate on advancing evidence-based practice and research initiatives.

The Southwest Borderlands initiative is another example of the ASU College of Nursing’s international outreach efforts. The initiative is designed to strengthen existing ASU scholarly and instructional resources in the Southwest with a focus on the region along the U.S.-Mexican border. The College of Nursing is a major partner in the program with Carol Baldwin, PhD, RN, CHTP, AHN-BC and associate professor serving as the Southwest Borderlands Scholar for the College of Nursing. (See article on page 16.)



Villagers gather in a market atop an Andean Mountain in Ecuador. ASU College of Nursing faculty and students have provided healthcare education and screening for village residents in a unique international nursing course in the Latin American nation.

ASU College of Nursing Launches Latino Healthcare Site

Bilingual Site Serves As Education and Research Resource

The Arizona State University College of Nursing has launched one of the first web sites in the nation to promote health education among Latinos in Arizona and along its borders. The ASU Southwest Borderlands (SWB) - Nursing web site is designed to provide resources for research and education for faculty, nursing students, and healthcare providers serving the Latino community.

Through the SWB Initiative, ASU builds upon its scholarly, instructional, and related institutional assets to respond to needs in the areas of Latino/a Health, Chicano Arts and Culture, and Southwest Borderlands Social and Cultural Policy.

As a group, Mexican-Americans comprise 64 percent of the Hispanic population in the United States. They have higher rates of chronic diseases such as diabetes, obesity and kidney disease compared to Non-Hispanic Whites. Mexican-Americans are less likely to be insured compared to Non-Hispanic Whites and African-Americans.

Carol Baldwin (PhD, RN, CHTP, AHN-BC), associate professor and the Southwest Borderlands Scholar for the College of Nursing, led a team of volunteers who designed and built the bilingual site over a nine-month period.

“The purpose of the site is to improve the health of Latinos through web links to culturally relevant bilingual activities and information that promote health,” Dr. Baldwin said. “Our team designed it to include bilingual evaluation of the site to help guide us as to what content is needed based on feedback from the Latino and ASU communities.”

The SWB - Nursing Healthcare site contains a Resource Center with links to other sites that provide information on Latino health, community health resources, culture care, and instructional and research-related resources for faculty, students and healthcare providers.

The larger Southwest Borderlands Initiative is designed to strengthen existing ASU scholarly and instructional resources in the Southwest with emphasis on the region along the U.S.-Mexico border and enhance institutional recruitment and retention efforts to build a faculty that reflects the Southwest Borderlands’ diversity. The



A team of volunteers designed and built the bilingual Southwest Borderlands - Nursing web site over a nine-month period. Team members included from left to right (front row) Carol Baldwin, associate professor and the Southwest Borderlands Scholar for the College of Nursing who led the team; Edward Greenberg, web editor, ASU College of Nursing director of data management and information technology systems; (back row) Norma Valenzuela, administrative assistant, Nursing Community Services Building, who provided translation support; Thom Leyba, web designer, graduate student, ASU College of Education; and Alma Celaya, post-master’s certificate student in the College of Nursing.

College of Nursing is a major partner in the Southwest Borderlands Initiative, according to Marjorie S. Zatz, Vice Provost for Academic Personnel and Professor of Justice and Social Inquiry.

“The Southwest Borderlands Nursing web site offers a unique and valuable resource to the Latino/as community as well as to others concerned with healthcare issues that disproportionately affect this population,” Dr. Zatz said. “One of the most valuable features of the site is its

comprehensive set of links to relevant local and national resources. The College of Nursing's commitment to healthcare in the borderlands is clearly evident in this new web site."

The site also has attracted positive attention from other sources. It has been featured in "ASU in the Community," an online resource of ASU's community outreach programs. According to Amanda Burke, assistant director of the Office of University Initiatives, the SWB - Nursing web site demonstrates the university's commitment to the region and serves as a great example of how ASU is socially embedded.

Perhaps more importantly, the SWB Nursing site has drawn praise from those it is intended to serve directly. Dr. John Molina founded and now directs the Las Fuentes Clinic in the small, culturally isolated town of Guadalupe, Arizona. The purpose of his clinic is to provide the 6,000 residents of Guadalupe with comprehensive and evidence-based healthcare services in an atmosphere that reflects the culture of the people in terms of language, customs and respect.

"The Southwest Borderlands/ASU College of Nursing Latino Healthcare web site provides our clinic access to the most current information regarding minority health issues, research abstracts, and potential funding opportunities for research in our community," Dr. Molina said. "The content on the site helps overcome the typical barriers to healthcare for underserved minority populations – language, cultural, financial, and physical accessibility."

The volunteer team that developed the site last fall continues to improve it. Most site content has been translated and is available in Spanish and English. New content and links also have been added.

Dr. Baldwin has even more ambitious plans for the site. She has been spreading the word about the Latino Healthcare site by speaking to bilingual high school students, and is in the process of developing bilingual brochures that advertise the site for distribution at Latino healthcare facilities and for site promotion on Spanish radio. "Our team wants the Latino community and healthcare providers serving them to know about and use the site to promote and improve health of Latino/as in the Southwest and along its borders," Dr. Baldwin said.



The site can be accessed at <http://nursing.asu.edu/swb>

"The content on the site helps overcome the typical barriers to healthcare for underserved minority populations – language, cultural, financial, and physical accessibility."

Creating a Virtual Community for Evidence-Based Practice

ASU College of Nursing Introduces First EBP Graduate Certificate

The ASU College of Nursing staked out a national leadership position with the establishment of one of only four centers of evidence-based practice (EBP) in 2005.

Since then, it has spearheaded the founding of the first statewide consortium for EBP and launched the first EBP Mentorship Program in the U.S. The college has now set yet another milestone with its offering of the first Graduate (i.e., post master's) Certificate in Evidence-based Practice in nursing and healthcare in the United States.

The program, which begins in August this year, is designed to prepare nurse clinicians, educators, and other healthcare professionals as experts and system-wide change agents to advance and sustain EBP across the nation.

Evidence-based Practice is the conscientious use of the best evidence (i.e., research, quality improvement, and practice management initiative findings) in combination with clinician expertise and patient preferences/values in making the best clinical decisions, according to College of Nursing Dean Bernadette Melnyk.

“Our college is launching this innovative educational program because we want to be on the leading edge to help improve healthcare in the United States,” Dr. Melnyk said. “Since research shows that EBP produces 28 percent better patient outcomes, we are absolutely committed as an institution to advancing it in healthcare.”

The first-ever graduate certificate in EBP will be taught as an online, distance learning course to encourage nationwide involvement. The 17 credit hour program requirement can be completed in 12 months and includes two on-campus sessions at ASU. Ellen Fineout-Overholt PhD, RN, director of the Center for Advancement of EBP (CAEP) at ASU, is program director. Faculty for the Graduate Certificate in EBP Program include Dr. Fineout-Overholt; Alyce Schultz PhD, RN, FAAN; Anne Wojner-Alexandrov PhD, RN, CCRN, FAAN, and Bernadette Melnyk PhD, RN, CPNP/NPP, FAAN, FNAP. Drs. Melnyk and Fineout-Overholt are co-authors of *Evidence-based Practice in Nursing and Healthcare: A Guide to Best Practice*

(Lippincott Williams & Wilkins) and experts in system-wide change to EBP in both clinical and academic settings.

Individuals targeted to participate in this certificate program include:

- Clinicians who want to learn more about evidence-based practice,
- Healthcare professionals who want to become resident EBP experts in their facilities,
- Advanced practice clinicians and educators who have a spirit of inquiry, a creative mind, and seek leadership challenges,
- Master's prepared RNs and other healthcare professionals who want to be engaged in a virtual learning community with peers from around the nation who want to advance EBP, and
- Faculty who desire to integrate EBP into their academic programs at all levels.

“The type of graduate student that we want to participate in this program, and is already enrolling in it, is the professional committed to making a difference in healthcare, moving beyond the status quo,” said Dr. Fineout-Overholt. “We want to build a group of experts who live EBP in daily practice and transform healthcare a patient experience at a time.”

Admission Opens in April Annually

Admission to the EBP Graduate Certificate Program will be offered only once a year in April, with a rolling admission deadline until just before classes start (check details at <http://nursing.asu.edu>). Although the five courses must be taken in sequence, the first two courses can be taken without formally enrolling in the program, with the approval of the program director. Only students who have completed or are currently enrolled in an accredited master's program are eligible to apply for admission. The first cohort of the program is limited to 20 students.

The two on-site segments of the program are intended to prepare learners for success in the online environment and build a virtual learning community through establishing relationships and networks among the students and faculty. The first two-day session at ASU is designed to orient participants with the program, the online learning environment and those with whom they will be learning throughout the next 12 months. The final three-day immersion fellowship is intended to foster a professional network that can facilitate the advancement of EBP within program participants' specialty areas.

Some of the technology requirements to take part in the online program include a headset, Web cam, MS Office or OS XP or better, and a broadband (cable or DSL) internet connection (check the web site for more details).

Expected Outcomes for Students

Upon successful completion of the graduate certificate, students are expected to be able to:

- Formulate clinical questions, search for best evidence to answer clinical questions, critically appraise and synthesize evidence, derive recommendations to implement, and evaluate evidenced-based interventions,
- Address clinical issues by generating internal evidence, validate clinical practice, and validate application of the evidence through the use of continuous monitoring of data,
- Utilize effective strategies to teach EBP in academic and clinical settings,
- Mentor other healthcare providers in EBP using adult learning and system change principles,
- Design a plan for EBP guidelines, innovation, and/or healthcare policy to advance EBP in their organization.

As program director, Dr. Fineout-Overholt takes a long-term view of the value of the EBP Graduate Certificate. "In 20 years, EBP will be the operational definition of healthcare practice and all providers will work from this framework," Dr. Fineout-Overholt said. "The value of this program is that it will foster a global healthcare connection that can influence healthcare outcomes through direct care providers accessing the evidence, generation of answers to clinical questions through research, and syntheses of evidence in a real time and efficient manner."



As shown in the above photo, practitioners who provide care from an evidence-based practice (EBP) perspective make decisions by integrating research with clinical expertise and evidence from the patient's medical history and condition, as well as the patient's preferences and values for treatment. EBP enables the ASU College of Nursing to provide the best offerings to educate nurse educators and nurses and help deliver innovative healthcare solutions.

Course	Credits	Description
NUR 538	3	Understanding and Applying Principles of Evidence-based Care in Advanced Practice
NUR 539	4	Generating Internal Evidence and Validating Application Evidence through Outcomes Management
NUR 540	2	Teaching Evidence-based Practice
NUR 541	4	Application of Principles of Mentorship for Change toward Evidence-based Practice
NUR 543	4	Disseminating Evidence to Advance Best Practice in Healthcare and Health Policy

Arizona Nurses Lead the Way With Evidence-Based Practice

The Center for the Advancement of Evidence-Based Practice (CAEP) at the College of Nursing at Arizona State University (ASU) is just over a year old, but it already has a remarkable list of achievements.

It is spearheading an interdisciplinary statewide consortium on evidence-based practice (EBP). It held the country's first EBP mentoring workshop in December and will do a repeat performance in June. Come August, CAEP will inaugurate the first academic EBP graduate certificate program in the nation.

The driving force behind this flurry of activity comes in the form of two experts in EBP. Bernadette (Bern) Melnyk, PhD, CPNP/NPP, FAAN, FNAP, is the dean of the ASU College of Nursing and Distinguished Foundation Professor in Nursing, as well as associate editor of the journal *Worldviews on Evidence-Based Nursing*. Ellen Fineout-Overholt, PhD, RN, is director of CAEP and associate professor of nursing. Together, they literally wrote the book on EBP. Their *Evidence-Based Practice in Nursing and Healthcare: A Guide to Best Practice* (Lippincott, 2005) is the first book on EBP written by American nurses.

A nurse practitioner herself, Bern understands why some NPs may be reluctant to delve into EBP. “Many nurse practitioners say they don’t have time to implement EBP,” says Bern. “That’s a misconception, and it’s based on how they’ve been taught research. Most research courses in baccalaureate and graduate programs emphasize how to do research, not how to quickly find the best evidence, critically appraise it efficiently, and apply it to practice. With EBP, clinicians don’t generate research; they use it to deliver the highest quality of care.”

Her colleague and co-author, Ellen, elaborates, “Evidence-based practice is data-driven decision making. It’s using evidence at the point of direct patient care. The end result is quality patient outcomes.”

Transforming Care Through EBP

Arizona’s CAEP is one of only four EBP centers at schools of nursing in the U.S. Bern and Ellen started another one, at the University of Rochester, and spent six years building it there before relocating to ASU and founding CAEP. The other two EBP centers are at the nursing schools at Case Western Reserve and the University of Texas at San Antonio.

The slogan of CAEP is “Transforming healthcare...from the inside out.” It reflects the goal of CAEP: to improve healthcare through a culture of best practice. The program uses the ARCC model that Bern and Ellen developed. That acronym stands for Advancing Research and Clinical Practice Through Close Collaboration. The emphasis is on an interdisciplinary approach to integrate research and practice, with the goals of improving care, patient outcomes, and healthcare systems.

The influence of CAEP is reaching across the state, and beyond. This nurse-based group has led the formation of the Arizona Consortium for Advancement of Evidence Based Practice (AZCAEP). The consortium is an interdisciplinary group of healthcare professionals throughout the state. Currently, over 50 hospitals and healthcare agencies participate in AZCAEP. It is the only such statewide consortium in the country.

“The mission of the AZCAEP is to improve the quality of care throughout Arizona through evidence-based practice,” Bern says. She notes that patient outcomes are at least 28 percent better when EBP is implemented, compared with care based on tradition.

Mentorship Program

To extend understanding and application of EBP beyond Arizona, CAEP has begun a mentorship program. This too is a first for the nation. Taught by four ASU College of Nursing faculty (Bern, Ellen, Alyce Shultz, PhD, RN, FAAN, and Anne Wojner-Alexandrov, PhD, RN, CCRN, FAAN), the initial EBP mentorship program sold out to a cohort of 40 nurses of all stripes: nurse practitioners, staff nurses, school nurses, chief nursing officers, and nursing faculty.

The EBP mentorship program is an intensive immersion course. Participants meet for five days, Monday through Friday from 8:30 AM to 5:00 PM. In the evening, enrollees do additional work on their own. When they complete the program, they are prepared to return home with a strategic plan for implementing and evaluating an EBP project in their institution, and they also can mentor other nurses in the EBP process.



The first EBP mentors in the U.S.

Back row left to right: Anne Wojner-Alexandrov, CAEP faculty; Heather Juniper, Scottsdale, AZ; Kelly Polak, Scottsdale, AZ; Kathleen Werner, Mesa, AZ; Sherry Haizlip, Macon, GA; Shelley Stalter, Lake Tahoe, CA; Karen Brickett, Tucson, AZ; Alice Dupler, Spokane, WA; Diana Lopez, Tucson, AZ; Ann Kruetz, Tucson, AZ; Sue Bast, Paradise Valley, AZ; Polly Royal, West Lafayette, IN; Patricia Potter, West Lafayette, IN; Lisa English Long, Cincinnati, OH; Kit Schafer, West Lafayette, IN; Connie Boleneus, Spokane, WA; Karen Reuter, Paradise Valley, AZ; Ruth Anne Smolen, West Lafayette, IN; Melanie Braswell, West Lafayette, IN

Middle row: Alyce Schultz, CAEP faculty; Gayle Behrens, Mesa, AZ; Judi Brendle, Lancaster, PA; Susan McGee, Cincinnati, OH; Karen Burkett, Cincinnati, OH; Gail Rea, St. Louis, MO; Charlene Cunningham, Atlanta, GA; Jennifer Williams, St. Louis, MO; Carol Blake, Phoenix, AZ; Jane Lowery, Tucson, AZ; Joni Thanavaro, St. Louis, MO; Marie Gagnon, Phoenix, AZ; Eva Caruso, Phoenix, AZ; Ellen Fineout-Overholt, CAEP faculty

Front Row: Roxana Rogers, Glendale, AZ; Michael Criswell, West Lafayette, IN; Jody Bock, Mesa, AZ; Dina Gonzales, Tucson, AZ; Karen Balakas, St. Louis, MO; Lisa Steurer, St. Louis, MO; Barbara LeQuire, Torrence, CA; Heather Schnoover, Longview, WA; Trudy Kaufman, Torrence, CA; Linda Krarhulec, Paradise Valley, AZ; Bernadette Melnyk, CAEP faculty

The first mentorship program was a rousing success. Here are a few comments from participants:

- “Inspirational, energizing, and renewing.”
- “All faculty made me feel at ease and challenged me to move forward with the EBP process.”
- “A light went on for me. I can really make a difference, in more than just my area.”
- “I have been injected with a new burst of energy and enthusiasm for both my academic and clinical careers.”

The next EBP mentorship program will be **June 12–16**. The program also will be offered **September 11–15**. For more information and to apply, see: <http://nursing.asu.edu/caep/mentorship>.

EBP Graduate Certificate Program

A 5-day immersion program is a wonderful start to EBP, but it can go only so far. In August, CAEP is launching a longer, more in-depth program. Like so many other CAEP ventures, the academic EBP graduate certificate program is another first in the country. Participants will receive 17 credits upon completion of the 12-month program.

Like the mentorship program, the graduate certificate program reaches out to nurse practitioners and other advanced practice clinicians and educators throughout the

country. The graduate certificate program is mainly an on-line learning experience. It includes two visits to the ASU campus, one at the beginning for orientation and the other for three days at the end.

The first national cohort for the graduate certificate program will be small, just 20 nurses. For more information, see: <http://nursing.asu.edu/caep/courses/certificate.htm>.

EBP Conference

While at Rochester, Bern and Ellen started a national conference on EBP that they will continue from Arizona. The 7th annual EBP conference, “Translating Research into Best Practice with Vulnerable Populations,” will be held in February 2007 in Phoenix. (Check the inside back cover for the call for abstracts.)

“Our goal is to have hospitals across the country hire advanced practice nurses as EBP mentors to improve quality of care and patient outcomes,” says Bern. “From the research we have been conducting, we are finding that nurses are more likely to implement EBP when they have expert mentors in their clinical settings to guide them in this process.” What better way for an NP to start on this path than by learning from the experts.

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ASU College Nursing Introduces Graduate Certificate in Community/Public Health

According to the most recent study of public health employee educational backgrounds through 2003, only 3 percent of community and public health professionals in Arizona have master’s degrees in public health and only 13 percent had a master’s in any discipline. Lack of educational offerings in their area and compensation incentives are among the main reasons given by public health professionals for not pursuing further education.



Evelyn Cesarotti

With increased demand for public healthcare services in the second fastest growing state in America, there is an obvious need to increase educational offerings so that public health professionals can continue working in their jobs while enhancing their skills and knowledge in healthcare.

As one of its many new innovative educational initiatives, the ASU College of Nursing is responding to the need by launching the first online Graduate Certificate in Community/Public Health Practice in the state. The goal of the curriculum is to prepare nurses with bachelor degrees working in public health with a flexible educational program.

As part of the Master’s Program in Community/Public Health Nursing, the Graduate Certificate also has an evidence-based practice emphasis and offers students the most current competencies in community and public health. Evelyn Cesarotti, program director, said the online program was developed to address the needs of Arizona and therefore is open for nursing and non-nursing as well as degree and non-degree seeking students.

“The Arizona Local Health Officer’s Association and the Arizona County Directors of Nursing Association have supported the need for this kind of distance learning program,” Cesarotti said. “The need for well-prepared public health leaders in Arizona can be seen in the disparities in health between non-Hispanic whites and other ethnic populations in our state.”

Cesarotti explained the goals of the certificate program are to provide maximum flexibility in course offerings for graduate-level degree and non-degree students, seamless articulation with existing specialties, and accelerated progression for generalists who choose to continue practice in public health.

The certificate program curriculum consists of 16-18 credit hours completed beyond the baccalaureate degree. Courses include:

- Foundations of Community Health Practice,
- Community Assessment and Analysis,
- Program Planning and Evaluation,
- Environmental and Occupational Health,
- Epidemiology.

The Epidemiology Course will be taught by faculty of the School of Health Management and Policy, part of the nationally recognized W.P. Carey School of Business at ASU.

All courses are 3 credit hours and may be taken on a part-time basis. The Graduate Certificate Program also

“The need for well-prepared public health leaders in Arizona can be seen in the disparities in health between non-Hispanic whites and other ethnic populations in our state.”

includes a 1-3 credit internship in a public health agency, determined by the applicant's public health experience.

As an additional feature, The Graduate Certificate Program in Community/Public Health provides a path for students who later decide to enter the Master's of Science in Nursing Program in the ASU College of Nursing. Students may apply to enter the graduate program for a Master's of Science in Community Health Nursing degree after the successful completion of nine credits of the certificate program. If admitted, the 16 to 18 credits earned in the certificate program will be applied toward master's requirements. Current College of Nursing Master's Program students also are eligible to apply for the certificate program.

Funded by a grant from the U.S. Health Resources Administration (HRSA), the certificate program is designed to be completed in four semesters. The distance learning program will use ASU's Blackboard course management information system which includes video streaming, Breeze PowerPoint lectures, and face-to-face individualized or on-site instruction for the internship.

The new ASU College of Nursing certificate program will enable students to:

- Analyze the impact of public health mandates and other healthcare policies on community health,
- Define and differentiate concepts of health, disease, illness and analysis of major morbidity and mortality risks for the population in Arizona and the U.S.,
- Explore cultural competencies and culturally relevant approaches to community health practice as related to African-Americans, Asian-Americans, Hispanics/Latinos, and Native American Indians,
- Describe community development and mobilization techniques that influence health, access to care, policy formation, and the building of community capacity,
- Demonstrate a synthesis of public health core functions, determinants of public health, community assessment, community development/mobilization strategies, and policy implications,
- Plan, implement, and evaluate programs and policies essential in promoting health.



Dr. Mark Caetro (left) examines a young Hispanic child at the Scottsdale Healthcare Palomino Community Clinic in north Phoenix. Jayme Ambrose, a Senior 2 student in the Graduate Certificate in Community Public Health at the ASU College of Nursing, monitors the examination to identify health issues and trends among underserved populations.

Applications for the Graduate Certificate in Community/Public Health Program are being accepted now through July. Information on eligibility requirements and admissions can be found at <http://nursing.asu.edu>, or by calling the Graduate Program Office at 480-727-7817.

Learning Never Ends for ASU Nursing Educators

Teaching in higher education today is more complex than ever. The national shortage of nurses and nurse educators only stresses the need to help faculty use new ideas and innovative methods to teach more nursing students in more diverse and distant settings. The ASU College of Nursing decided to lead the way by launching the Program for Teaching Excellence.

Many nurses today come to higher education directly from practice with little or no teaching experience. The ASU College of Nursing has revamped its faculty development program to prepare new faculty as well as support more experienced members. The program has gained even more importance as student enrollment has increased more than 80 percent since 2004 and is on track to increase to 320 in 2008, double the historical average. The College of Nursing also added 23 new full-time faculty members in 2005 to meet increased student enrollment and accelerate its research initiatives.



Susan Ledlow of the ASU Center for Learning and Teaching Excellence instructs a class of nurse educators during Rookie Camp in the ASU College of Nursing. The “camp” is part of TEACH, a development program for new and experienced faculty.

The Program for Teaching Excellence at the College of Nursing was developed through the 2005 strategic planning process as needs were identified by the Teaching Excellence Advisory Committee (TEACH). Debra Hagler (PhD, APRN, BC, CCRN, CNE) and Barbara White

(RN, MS, CNE) were named as Faculty Development Coordinators at the ASU College of Nursing. Their purpose is to do more extensive education planning and begin implementing the plan. The two coordinators have a combined total 40 years of teaching experience.

Coordinators among Five ASU Faculty to Attain CNE

Hagler and White are especially qualified for their roles as they are among the first 191 in the nation to pass the nurse educator certification exam given by the National League of Nursing. Susan Stillwell (RN, MS), Sandra Davidson (RN, BSN, MS), and Karen Saewert (PhD, RN, CPHQ) have also achieved CNE status which gives ASU five of the six CNE accreditations in Arizona. White also serves as chair of the Steering Committee of the new Instructional Leadership Network for the American Association of Colleges of Nursing.

The Teaching Excellence Initiative has already made a difference for faculty since it was envisioned in 2005. New faculty orientations are held at the beginning of each semester and a follow-up problem-solving support workshop has been added this year. One goal is to hold orientations six weeks in advance of the start of classes so faculty new to teaching are better prepared from the start.

In January 2006, TEACH held a six-session Focus on Teaching program for faculty to learn a variety of teaching methods and practices adapted to the demands of today’s student culture. White and Hagler also presented learner centered teaching concepts at the Faculty Retreat with 45 faculty attending.

In March, the development program began its second annual Rookie Camp in conjunction with the ASU Center for Learning and Teaching Excellence. The five-week program features a session each week on topics including Formal Cooperative Learning, Writing to Learn in Class and Online, and Case Teaching Methods.

“The TEACH program is really intended for both experienced and new nurse educators since we all have a responsibility to excellence,” White said.

Catching the Wave of Excellence

Rebecca Peinhardt is a faculty member at the ASU West Campus who has taken advantage of what TEACH has to offer. “The ASU College of Nursing is all about promoting and delivering nursing education and evidence of sound practice in teaching by using creative, interactive, engaging strategies and challenging and supporting student learning,” Peinhardt said. “Teaching Excellence and student learning reflect the spirit of innovation at our college. You have to catch the wave and move with other faculty who are committed to excellence for our students.”

Technology tools also play an important role in the College of Nursing’s Teaching Excellence efforts. ASU’s Blackboard course management system serves as an information platform that provides online educational sessions and other useful asynchronous learning tools. TEACH collaborates with other College of Nursing programs such as the Nurse Educator (NED) graduate option which faculty can attend using a tuition waiver as a university benefit, and the soon-to-be formally approved Center for Educational Evaluation and Research (CEERn).

The group workshop offerings are not the only method in the Teaching Excellence initiative to help develop faculty teaching expertise. White and Hagler also are available to work one-on-one with faculty. These individual sessions enable the coordinators to help faculty work through challenges that arise in specific class teaching situations.

Teaching Excellence continues to evolve as a program. Future plans call for the addition of workshops to assist faculty in developing grant applications related to educational research, facilitating NLN certification for more faculty, and collaborating to present national conferences on education.

Hagler and White have found the teaching excellence program rewarding themselves. White said she relishes the opportunity to work with other people to help them reach their goals. “After all, that is what education is all



Faculty listen while they receive their team case study assignments during a class in Rookie Camp in March. The “camp” is part of the Program for Teaching Excellence for new and existing faculty at the ASU.

about,” she said. Hagler added that the program also has been rewarding for her. “I love the chance to work with other faculty on difficult areas in their courses and help them work through those challenges to promote student learning.”

The Teaching Excellence Program is true to its name and is making an excellent contribution to the nearly 150 ASU College of Nursing faculty and the students they teach.

✓ *Debra Hagler (left) and Barbara Fargotstein, two master teachers in the ASU College of Nursing, exchange mentoring ideas at a recent course for new and experienced faculty. Hagler and Barbara White serve as Faculty Development Coordinators for the Program in Teaching Excellence at the college.*



Move to Downtown Phoenix Campus to Transform College of Nursing

It's not often you can tell the future for people or an organization for tomorrow let alone for three years out. However with Phoenix voters' passage of an \$800 million bond issue in March of which ASU is to receive \$223 million, the College of Nursing now knows what its future will be through 2008. That future is positive indeed and will permanently transform the college.

With summer less than two months away, the college is making plans to embark on the first phase of its future as it prepares to move to the new Downtown Phoenix Campus (DPC) from the Tempe Campus of ASU. The College of Public Policy and University College are the other schools that will initially occupy the new downtown campus.

Beginning with the last weekend of July, the college will begin its move in phases over three consecutive weekends to the existing Park Place Building at 503 N. 3rd Street and the Mercado in the heart of downtown. Internal and external renovation of the four-story building has started and is planned for completion before Fall Semester classes start in late August. About 150 faculty and staff will be located in the building. The nursing programs at ASU West Campus, Polytechnic Campus, and Mayo Clinic Hospital will remain permanently at those sites

The college's Learning Research Center (LRC) and its

simulation labs will relocate to the Mercado Complex on the new campus. A former home of ASU's College of Extended Education, the Mercado is only a short distance from what will be the main nursing building.

Some College of Nursing activities will remain in Tempe in the Community Services Building on Curry Road. They include the RN – BSN Program track, Academy for Continuing Education (ACE), and the American Museum of Nursing. These programs will move downtown when Phase II construction is completed in 2008.

Of its total enrollment of 1,700, more than one-third of nursing students will be taking classes at the Downtown Phoenix Campus this August.

Health Center Planned

The move also will help transform the College of Nursing role in the community. The new facilities will



The architectural rendering above shows the integrated 230,000 square foot complex that will house the ASU College of Nursing after the second phase of its move to the Downtown Phoenix Campus is completed in 2008.

contain the college's Health Center on the street level of Park Place in which nurse practitioners will provide healthcare services to students, faculty, staff, and individuals who live and work in downtown Phoenix.

As with the college's existing healthcare clinics in Tempe and Scottsdale, the downtown center will offer students clinical learning opportunities in nurse-managed academic nursing practices. However, the new center will take on an expanded role of providing healthcare for all DPC employees and students. As an entrepreneurial initiative, the nurse practitioner managed center also plans to market its services to downtown businesses for their employees' care and wellness services.

Initially, the Health Center will provide educational programs for health promotion, wellness, and disease prevention management for the downtown public. The College of Nursing also will provide the public access to care and wellness services once the center is fully operational.

The second phase of the ASU College of Nursing's future will unfold soon after phase one completion with the start of construction of a second approximately 150,000 square foot building adjacent to the first structure. Plans call for the two buildings to be connected to form a 230,000 square foot integrated facility. With this expansion, the Learning Research and Simulation Center and Community Service Building programs will move to the complex.

Dean Bernadette Melnyk has many obvious reasons to be optimistic about what the future holds for the College of Nursing but looks beyond the bricks and mortar investment in its growth strategy. "We have big dreams for the ASU College of Nursing, but the move to the Downtown Campus is just the means to make them real," Dean Melnyk said. "The new facilities will enable us to succeed in our mission of research and discovering through evidence-based practice how to deliver the best educational and health outcomes and solutions for citizens in Arizona and the nation."

Some Tempe Offices and Workspace to Remain for Interim

The College of Nursing will be vacating its current building at the intersection of College and University on the Tempe Campus except for some faculty offices



The aerial photo above indicates the location of the ASU College of Nursing at the new Downtown Phoenix Campus.

and workspace for Tempe Campus requirements. The university has not determined a use for the 35-year old structure at this time.

The building of the new University of Arizona College of Medicine and Pharmacy in downtown Phoenix is another change that presents a major opportunity for the College of Nursing in its future. The new medical school and research facility adjoining the ASU Campus will allow both universities to collaboratively strengthen existing programs to meet educational and healthcare needs for Arizona residents.

The ASU Downtown Phoenix Campus will provide customary services and amenities from the start. Services include student housing, administrative support, transportation, parking, and security.

With the 2008 completion of a light rail system now under construction, students, staff and faculty will be able to travel to and from the Tempe Campus in about 20 minutes.

As an entrepreneurial initiative, the nurse practitioner managed center also plans to market its services to downtown businesses for their employees' care and wellness services.

Partnerships Add Up: One College in Many Places

No college of nursing has sufficient resources in this competitive, cost-conscious age to succeed on its own. To overcome these limits, leading colleges of nursing recognize that they must work closely with other healthcare institutions to achieve mutually shared goals. Strategic partnerships have become the path many colleges choose to leverage resources they lack and work closely with other organizations to produce better education outcomes than either party could on its own. The ASU College of Nursing is certainly among those institutions which have formed partnerships that provide success based on synergy and sharing.

The ASU College of Nursing has formed three partnerships within the past 18 months with Mayo Clinic Hospital, Banner Healthcare, and most recently Phoenix Children's Hospital. These partnerships are profiled in separate articles that follow.

Mayo Partnership Based on Co-Problem Solving Commitment

Strategic partnerships are like marriages. Some work and some don't. However, an initial evaluation of the Mayo Clinic and ASU College of Nursing partnership formed last year shows the potential for a long-term commitment.

The purpose of the joint nursing education program is to increase enrollment capacity for nursing students in Arizona through the use of the combined resources and clinical strengths of both institutions. Under terms of the arrangement, ASU provides the curriculum, clinical planning, and program oversight. Mayo provides qualified nurses who serve as faculty in Mayo classroom and clinical learning lab facilities. The ASU West Campus provides its state-of-the-art skill labs.

The catalyst was a call from state government to all Arizona colleges of nursing to double enrollment to respond to the shortage of nurses in Arizona. The state currently has a shortage of 8,100 nurses and the latest studies from the U.S. Health Resources and Services Administration indicate the shortage will nearly double by 2010.



Partners Work Closely to Find Solutions

The partnership has had its challenges but they have served to strengthen the relationship between the organizations. As the Mayo Clinic and ASU College of Nursing structured the partnership agreement, they knew it would be difficult to attract faculty due to balance of life issues for weekend and evening only education programs.

In addition, Mayo Clinical Hospital in Phoenix does not provide inpatient obstetric, pediatric and psychiatric services. However, the partners worked hard to meet faculty needs by identifying Mayo nurses with those backgrounds working in other departments who have the clinical experience to teach those courses. The College of Nursing also works with Mayo to fill any gaps in faculty needs by drawing from its pool of qualified educators.

Mayo Clinic and the ASU College of Nursing program also have had to be flexible to make the partnership successful. Rebecca Wilson (MSN, RN, MEd, BC) of the Mayo Clinical Education staff served as interim site coordinator until someone could be recruited and hired permanently. Bella Panchmatia was appointed early this year as the permanent site coordinator. With previous experience at Mayo Clinical Hospital and the ASU College



*Bella Panchmatia
Mayo Clinic Hospital site
coordinator*

of Nursing, Panchmatia (MS, RN, CNS) is ideally suited to coordinate the partnership.

“The quality of the commitment of both partners has been shown by the immediate ‘co-problem solving,’” Rita Norlin, Mayo Director, Clinical and Patient Education, said. “Dr. Mary Killeen, the Associate Dean of Academic Affairs for the College of Nursing and I have had an incredible working partnership to make this program successful. I cannot imagine better synergy.”

Selection of the 20 students in the initial class was highly competitive with 90 applications. The ASU College of Nursing selected the students through its usual Student Services Organization processes. Six students with degrees in other disciplines and two males are among the initial cohort of 20.

Students Value Benefits

Katie Blechman, a student from Scottsdale, is one of the 20 junior students now in the second semester of the program. “Not only am I benefiting from ASU’s nursing curriculum, but I have the advantage of the Mayo Clinic’s reputation for attention to excellence in patient care and professionalism,” said Blechman. “I also feel proud that I am being held to the Mayo Clinic’s high level of expectations with regard to education and clinical practice. The instructors at the Mayo Clinic enhance my desire to become an exceptional nurse not only through their individual teaching styles, but through their own desires to see me succeed.”

The partnership between Mayo and ASU calls for additional 20 student cohorts for the 2007 and 2008 school years.

Norlin’s expectations for the partnership with the ASU College of Nursing are clearly and simply stated. “We expect to retain more Mayo Clinic nurses, help increase the number of bachelor and masters degree prepared nurses at the bedside, reinforce Mayo Clinic’s strong commitment to education and lifelong learning, and hire ASU-Mayo Campus graduates, of course!” Norlin explained.



ASU College of Nursing students learn to hear breath sounds through the use of a simulator at the Mayo Clinic Hospital campus. The device produces healthy and pathologic breathing recordings. Twenty ASU students take courses at the hospital as part of a partnership between the college and Mayo Clinic.

“I think the partnership is providing Mayo Clinic with the value it expected,” Norlin said. “Some of our faculty have told me ‘Teaching these students makes me a better nurse.’ That is exactly what I had in mind!”

“Teaching based on a shared belief in evidence-based practice and providing the highest quality care for patients are at the heart of Mayo and ASU College of Nursing cultures,” Killeen added. “That is what makes this such an effective partnership.”

“The instructors at the Mayo Clinic enhance my desire to become an exceptional nurse not only through their individual teaching styles, but through their own desires to see me succeed.”



Banner Healthcare

This semester, 30 students at the Arizona State University Polytechnic Campus's nursing program are benefiting from the generosity of a major gift to Banner Health Foundation. These students are pursuing their Bachelor of Science in Nursing degrees from ASU, and the educational costs are being underwritten by the donation. In return, this class will commit to three years of employment with one of Banner Health's not-for-profit facilities, upon successful completion of the academic curriculum and licensure as a registered nurse.

This partnership program, which helps address the nursing shortage in Arizona, is the result of the creation of the Rex and Elaine Perkins Caring for the Future Scholarship Fund, defined by a \$1 million gift left to Banner Health Foundation upon Mrs. Perkins' passing. Founded in 1978, Banner Health Foundation fosters a spirit of giving by making healthcare solutions a reality for the community. Contributions made to the Foundation are invested locally in Banner Health's not-for-profit facilities and programs to advance health and wellness.

Working Together to Lessen Nursing Shortage

According to the most recent study conducted by the U.S. Health Resources and Services Administration (HRSA), the state has 681 nurses per 100,000 population, compared to the national average of 784 nurses per 100,000. The HRSA currently estimates that Arizona's shortage of nurses will nearly double to more than 15,500 by 2010 despite increasing enrollments in nursing colleges.

"While this program only represents a small step towards resolving the nursing shortage in Arizona,

ASU College of Nursing students take courses at various Banner Healthcare facilities such as Good Samaritan Hospital in Phoenix. The College of Nursing and the Banner Health Foundation have formed a partnership to provide scholarships to the students.

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it establishes a model that can be replicated by other organizations to address the issue," said Andy Kramer, president and CEO, Banner Health Foundation. "Through our collaboration with ASU, Banner Health Foundation is demonstrating how charitable dollars can be converted into a healthcare solution for the Phoenix area."

Mary Killeen, associate dean for academic affairs at the ASU College of Nursing, who has worked closely with Banner leaders on the partnership, said, "Banner Health has taken a proactive step to contribute to nursing's future and extend healthcare to those in need. With the growing demand for nurses and services they provide, it will take creative partnerships like this one if we are to meet the demand."

Banner and ASU College of Nursing Create Nursing Pipeline

This effort to support 30 students at the ASU Polytechnic Campus is an expansion of an existing collaborative relationship between the university and the not-for-profit Banner Health. The two organizations work together on a number of different levels to create a pipeline of well educated and qualified nurses for the community.

"We are excited about our new partnership with Banner to educate a cadre of uniquely prepared nurses who will use an evidence-based practice approach to delivering the highest quality of healthcare to patients," said ASU College of Nursing Dean Bernadette Melnyk.

"This program benefits both our organizations by helping ASU expand its nursing program and by providing Banner Health with 30 more bachelors degree-prepared RNs to uphold our commitment to providing excellent patient care," added Nicky Treece, program manager, Center for Health Careers at Banner Health.



**Banner Health
Foundation**

Partnerships Can Be Just Around the Corner

Colleges of nursing and other healthcare providers often have to search nationwide to find partners that offer a good strategic fit. In exceptional cases, you also can find them around the corner. That is what happened with a recently formed partnership between Phoenix Children's Hospital and the ASU College of Nursing.

Separated by just 10 miles, the hospital and college are even closer when it comes to the belief in evidence-based practice (EBP). The partnership name, The Phoenix Children's Hospital/ASU College of Nursing Evidence-based Practice Research Collaborative Initiative, underscores the shared belief that EBP produces better quality patient health outcomes.



Deb Wesley, CNO
Phoenix Children's Hospital



Alyce Schultz, associate director, Center for Advancement of Evidence-based Practice, ASU College of Nursing

The purpose of the partnership is to advance EBP and clinical nursing research in both organizations. According to terms of the contract, the strategic partnership officially started April 27.

Phoenix Children's Hospital (PCH) will fund a full-time equivalent faculty position on the ASU nursing faculty. In this unique arrangement, the position will be shared among three experts in EBP. Melanie Brewer, DNSc, RN, MS, FNP, APRN, BC, currently director of clinical outcomes and nursing research at PCH, will devote 50 percent of her time as an ASU faculty member to continuing to advance nursing research, clinical outcomes, and evidence-based practice. Alyce Schultz, PhD, RN, FAAN, clinical professor



Phoenix Children's Hospital employs approximately 2,200 at its modern facility in Phoenix. The hospital has formed a partnership with the ASU College of Nursing to advance evidence-based practice and clinical nursing research.

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and associate director of the Center for the Advancement of Evidence-based Practice in the ASU College of Nursing, will similarly dedicate 25 percent of her time to the same role at PCH. In addition, Jacqueline McGrath, PhD, RN, NNP, will devote 25 percent of her time to advancing EBP and research in the PCH Neonatal Intensive Care Unit.

Deborah Wesley, chief nursing officer at PCH, regards the joint effort between Phoenix Children's Hospital and ASU College of Nursing as advancing the goal of excellence in professional nursing practice.

Combining Academia and Clinical Practice Resources

"By combining academia and clinical practice resources, the experience of the nursing student is enhanced through the expertise of bedside nurse leaders at the hospital," CNO Wesley said. "Further, nursing research and evidence-based practice endeavors are fostered by the depth of the neonatal and pediatric expertise and mentorship of the ASU faculty. Each partner will contribute to the implementation of evidence-based practice for establishing best practices in the clinical setting."

Research reports and publications also will be on a collaborative basis.

ASU College of Nursing Dean Bernadette Melnyk takes a similar strategic view of the value of the partnership agreement with PCH.



Melanie Brewer, currently director of clinical outcomes and nursing research at PCH, will devote 50 percent of her time as an ASU College of Nursing faculty member. The arrangement is part of a unique partnership agreement between the hospital and college.

“These are the type of collaborative partnerships that we want to foster and grow since they are a win-win for partners, patients, and students,” Dean Melnyk said.

Dr. Brewer is excited to begin the partnership between Phoenix Children’s and ASU for several reasons. “Working as a team, we bring together different strengths and expertise toward advancing the evidence-based practice effort to provide excellence in care to patients and families at Phoenix Children’s Hospital,” the ASU MS

nursing alumna said. “We also will develop research and clinical outcomes for evaluation and improvement of the bedside care we provide. In addition, I look forward to the opportunity to work with such excellent mentors and colleagues at the College of Nursing.”

Dr. McGrath noted that the partnership will provide her the opportunity to work more directly with staff nurses in the Neonatal ICU at PCH to more fully implement evidence-based practice projects and get them involved in positive actions to change their environment and caregiving practices.

“The excitement already generated from this venture has been phenomenal,” Dr. McGrath added. “I really think it is going to be wonderful to be a part of this process.”



Jacqueline McGrath, coordinator of the Neonatal Specialty Track at the ASU College of Nursing, will devote 25 percent of her time to advancing Evidence-based Practice and research in the Phoenix Children’s Hospital Neonatal Intensive Care Unit (above and right).

The arrangement is part of a strategic partnership between the college and the hospital.



“These are the type of collaborative partnerships that we want to foster and grow since they are a win-win for partners, patients, and students.”



ASU College of Nursing Addressing the Nursing Shortage by Meeting Demands for 21st Century Nursing Educators

The ASU College of Nursing has created a state-of-the-art, online Nurse Educator (NED) Program that addresses a significant workforce crisis in the United States: a severe shortage of nurse educators who are prepared for teaching in the 21st Century. The innovative distance learning program is being funded by U.S. Health Resources and Services Administration (HRSA) and Arizona Board of Regents grants.

The nursing shortage is not just a clinical shortage, but a nursing faculty shortage as well. Coupled with rapid advances in technology, the need for well-prepared nurse educators is not only challenging but threatening to the future preparation of nurses. In addition, nurse administrators in practice settings are struggling to equip nurses in staff education programs with the technical proficiency and professional competence to mentor employed nurses in meeting the healthcare needs of the public.

Pauline Komnenich (PhD, RN), program director, said the NED Program offers an online learning experience with some personal interaction, a philosophy of nursing as an art and science, and evidence-based nursing education. The program also provides multiple pathways to achieve advanced preparation in nursing education leading to a Master's of Science degree, graduate certificate, or courses that apply to the college's Doctorate of Nursing Science degree. The NED graduate certificate curriculum includes five courses totaling 14 credit hours.

Learner-centered Technology

"The program emphasizes preparing nurse educators to be technically proficient in the use of information technologies in teaching," said Dr. Komnenich. "The technology used in the NED Program is learner-centered and intended to prepare future nurse educators to use these tools in the traditional and virtual environments in which they will teach."

The NED curriculum has been developed to provide maximum flexibility for a seamless fit with existing nursing specialties. This accelerated program is designed to prepare RN's who desire to teach in academic and practice settings.

Future growth in nursing student admissions depends upon the number of new and replacement faculty that can be recruited. Student applications for the 2006-2007 school year to the College of Nursing have increased 53 percent to 1,329 but the admission rate is expected to decline 13 percent due to lack of faculty and availability of clinical facilities for student use in the Phoenix area.

According to the most current research by the Association of American Colleges of Nursing (AACN), graduation rates in traditional classroom-based master's and doctoral programs that prepare most nurse educators are not producing enough graduates to meet the demand to be able to further expand baccalaureate and associate enrollments. In fact, graduation rates declined 2.5 and 9.9 percent respectively for the two graduate level nursing degrees in 2004, the most current year for which data is available.

The average age of current full-time nursing faculty in U.S. universities has continued to climb incrementally since 1997, according to AACN data, which means an even greater need in the near future. This increase is slightly ahead of the rate for all higher education faculty.

The nursing shortage in Arizona, despite short-term gains, continues to be worse than in most other states. In acute healthcare settings in the U.S. the average number of RN's is 3.3 for every 1,000 people but in Arizona the ratio is 1.9 RN's to 1,000 people, according to U.S. Health Resources and Services Administration (HRSA) studies. For all levels of healthcare, Arizona has 681 nurses per 100,000 population compared to a nationwide average of 784 nurses per 100,000, a 20 percent difference, but an 8.4 percent improvement since 2002.

HRSA currently estimates that Arizona's shortage of nurses will nearly double to more than 15,500 by 2010 despite increasing enrollments in nursing colleges. According to the Bureau of Labor Statistics, the shortage of nurses nationally will reach one million by 2010.

Nurse Educator Program courses for the graduate certificate program are being offered this Summer Semester and students are being admitted to the Nurse Educator Concentration leading to a Master's degree in the 2006 Fall Semester. Applications for both programs are being accepted now.

For more information or to apply, you may phone Pat Ferguson at the NED Program Office at 1-480-727-6930 or check <http://nursing.asu.edu/ned>.

ASU College of Nursing Survey Finds Short-term Improvements in Nursing Shortage but Long-term Need to Improve Healthcare Workplace

Arizona State University's College of Nursing recently conducted a survey of chief nursing officers of Arizona hospitals and correctional facilities that indicated short-term improvements in Arizona's nursing shortage are unlikely to prevent the state from the long-term crisis it is likely to face if measures are not taken to improve the healthcare workplace.

Despite an increasing number of new nurses being licensed and rising nursing school enrollments, turnover of the current workforce remains high, according to results of the survey.

Results were presented to Arizona Governor Janet Napolitano and members of the former Task Force on the Nursing Shortage.

The Good News

Applications for registered nursing licenses increased 47 percent to more than 6,000 and nursing school student enrollment rose by 26 percent since 2002, according to state records. ASU College of Nursing enrollment has increased more than 80 percent to 290 compared to its historical 160 annual admissions and the college is now on track to admit 320 students per year to its baccalaureate program in 2008.

The U. S. Health Resources and Services Administration (HRSA) also recently released a preliminary report from the 2004 National Sample Survey of Registered Nurses which indicated that Arizona has improved its ranking to 45th from 48th in the United States for employed RNs per 100,000 people. Only California, Nevada, Texas, Idaho, and Utah had lower ratios of employed nurses than Arizona's 681 to 100,000 population.

Most of the short-term improvement in Arizona's ranking reflects implementation of programs to increase the number of new nurses and retain nurses currently working in healthcare.

"While the task force's accomplishments are impressive, the nursing shortage is far from over and additional strategies must be urgently undertaken to prevent a healthcare crisis in the next decade," ASU College of Nursing Dean Bernadette Melnyk said. "New factors, such as Arizona's rapid growth, an aging baby boomer population, and increases in the number of acute care beds,

have developed that make it likely that the shortage of nurses in Arizona will worsen."

Arizona's Nursing Shortage Remains Among the Worst in the Nation

The nursing shortage in Arizona, despite short-term gains, continues to be worse than in most other states. In acute healthcare settings in the U.S. the average number of RN's is 3.3 for every 1,000 people but in Arizona the ratio is 1.9 RN's to 1000 people, according to HRSA studies. For all levels of healthcare, Arizona has 681 nurses per 100,000 population compared to a nationwide average of 784 nurses per 100,000, a 20 percent difference, but an 8.4 percent improvement since 2002.

A recent study published in the journal *Health Affairs* concluded that increasing the number of nurses and hours of nursing care nationally would save 6,700 lives and four million days of patient care in hospitals annually.

ASU College of Nursing survey results indicated employment issues such as compensation, job satisfaction and work environment impact turnover, vacancy, and nurse-to-patient ratios in hospitals and correctional facilities in the state.

Respondents to the survey indicated that RN salaries in Arizona metropolitan-area hospitals increased an average of 23 percent but only 2.4 percent in correctional facilities since 2001. Despite the compensation increases, hospital turnover and vacancy rates were 14.9 percent and 15.8 percent respectively. About 30 percent of hospital survey respondents had job vacancy rates greater than 20 percent, which is higher than the national average.

Fifty-six percent of chief nursing officers who responded to the survey believe that there are better patient outcomes, higher job satisfaction among staff nurses, and lower vacancy rates in work environments that employ advance practice nurses to mentor direct care providers

in evidence-based practice (EBP). Hospitals reporting the employment of advanced practice nurses as EBP mentors have a RN vacancy rate of 12 percent compared to the 18 percent vacancy rate of hospitals that do not.

In EBP, the practitioner makes decisions by integrating research with clinical expertise and evidence from the patient's medical history and condition, as well as the patient's preferences and values for treatment. Based on research and the individual's data and values, the clinician then makes a decision with the patient.

According to Dean Melnyk, only about 15 percent of healthcare providers use EBP for making clinical decisions while 85 percent rely upon traditional practices and the provider's own experience rather than on current research. When patients receive care from providers who implement EBP, they can expect 28 percent better health outcomes.

Moving Forward

"The nursing shortage is far from over," Joey Ridenour, executive director of the Arizona State Board of Nursing, added. "We look forward to partnering with ASU and other partners to continue the work started by the task force that builds on programs in progress and other identified needs."

Future strategies and program recommendations added as supplemental information to the task force's original report include funding of a multi-site study through the Arizona Consortium for the Advancement of Evidence-Based Practice to test the effects of placing advanced practice nurses as EBP mentors in healthcare settings on nurse satisfaction, EBP beliefs, implementation, and nurse retention. This study would support survey findings that EBP has improved healthcare quality as well as patient outcomes, and could serve as a key strategy for increasing nurse satisfaction and decreasing turnover.

The mission of AZCAEP is to improve healthcare quality, patient outcomes, and increase nurse satisfaction through EBP. The ASU College of Nursing coordinated the establishment of AZCAEP, which includes more than 50 hospitals, educational institutions, and healthcare providers throughout Arizona.

Unique Research Workshop on Intervention Studies Set for December in Tempe

The Arizona State University College of Nursing plans its second Research Intensive Workshop titled "Designing, Conducting, Analyzing, and Funding Intervention Studies," December 6–8 on the Tempe Campus. The college hosted the inaugural Research Intensive Workshop in February 2006 with about 40 healthcare professionals from around the nation in attendance.

Approximately 20-25 percent of nursing research is focused on experimental studies currently. The purpose of the workshop is to accelerate high-quality intervention research to advance the science and evidence base to guide nursing interventions in clinical practice settings to improve quality of care and patient outcomes.

The workshop is designed for doctorally prepared nurses, advanced practice nurses, doctoral students, and professionals from other health disciplines who seek to acquire or enhance their knowledge and critical skills to design, conduct, analyze, and fund intervention studies.

"Feedback from participants in our February workshop indicated that it was extremely helpful in furthering their understanding of intervention studies and the faculty added value in individualized mentoring," said David Hrabe, PhD, RN and director of the Academy of Continuing Education (ACE) in the College of Nursing.

Workshop agenda topics include experimental designs, minimizing threats to internal validity, primary components of theory-based interventions, conducting data analysis and measurement, and writing successful grant applications to obtain funding, among other topics.

Expert faculty in theory-based intervention studies scheduled to present at the workshop are Michael Belyea, PhD; Melissa Faulkner, DSN, RN; Julie Fleury, PhD, RN, FAAN, FAHA; Colleen Keller, PhD, FNP, FAHA; Mary Mays, PhD; Dean Bernadette Melnyk, PhD, RN, CPNP, FAAN, FNAP; Diane Morrison-Beedy, PhD, RN, WHNP, FNAP; and Anna Schwartz, PhD, FNP, FAAN.

Registration fees for the three-day workshop are: \$1,100 for early registration before October 6; \$1,200 for registration after October 6; and a group rate of \$1,000 per participant for organizations with three or more registrations.

For more information, call 480-965-7431, send an e-mail to ace@asu.edu, or go to <http://nursing.asu.edu/ace/index.htm>.

College of Nursing Development Builds Foundation for Future

Development Plans

The 2005-2006 academic year is proving to be a year to dream and discover for development in the College of Nursing. In spring 2005, the faculty envisioned a new strategic plan, based on the college's growing strengths in aging, evidence-based practice, and pediatrics. This plan serves as a guidepost to fundraising. Priorities include securing private funding not only from individuals, but also corporations and foundations for research seed funds, doctoral student scholarships, Dean's research chairs, and more.

Business Advisory Council

In fall 2005, a Business Advisory Group was established to assist with fundraising and generating business plans for innovative healthcare initiatives. The group continues to grow with members who are alumni as well as business and community leaders who support the college in many ways. With the advisors' contributions, insights and introductions, the College of Nursing is expanding professionally and reaching out in new ways to prospective donors and partners. Currently, the advisors meet twice yearly with the Dean and the college's directors of fiscal business services, development and marketing and communications, while partnering with the college staff throughout the year. Advisory Group members include:

LaGayle and Robert F. Atwell

Jackie and Don Keuth

Laura A. Ladrigan

Donald J. Ulrich, Jr.

Online Giving

In winter 2006, the College of Nursing revamped the development pages on its web site: <http://nursing.asu.edu/support/index.htm>. These web pages describe the college's fundraising priorities and now link directly to the ASU Foundation's web page for convenient online giving. At the same time, the ASU Foundation also relaunched its web site: www.asufoundation.org. The Foundation web site contains a substantial amount of new content for current and interested donors about how they can support Arizona State University. The web

site is organized into several main sections, including "Invest in ASU" to make a gift online, "Where to Invest" listing the funding priorities of our college, and "Ways to Invest" with clear instructions on making charitable contributions outright or by pledge, including gifts of stock, property and estate planning.

Fulton Challenges

The College of Nursing successfully completed its Second Challenge of \$25,000 in mid-December 2005. Special appreciation is owed donors to the Second Challenge including alumni and professors emeriti with strong support from faculty and staff. Ira A. Fulton, businessman and philanthropist, presented his matching gift to Dean Bernadette Melnyk during a celebration at the ASU Foundation, now housed in the newly named ASU Fulton Center in honor of the Fultons' generosity.

On that day, Mr. Fulton announced a Third Challenge for the College of Nursing. Mr. Fulton believes in the importance of community support for public higher education institutions and invites you to join him annually in building a strong financial future for ASU. He will match your gift (up to \$5,000) to the College of Nursing Dean's Investment Fund if it is received by June 30. His invitation is an extraordinary way to double our support and sustain the momentum of the growth, diversity and infusion of the brightest and the best in students and scholars at ASU. It is only with our support that ASU is able to realize its vision to create a New American University focused on excellence, inclusion and impact. As of April 30th, the College of Nursing had raised 28 percent of its goal.



Ira A. Fulton, businessman and philanthropist, presented a matching check for the successful Second Challenge to the College of Nursing to Dean Bernadette Melnyk. Mr. Fulton announced a Third Challenge during the presentation ceremonies.

To support the Third Fulton Challenge, please make a gift online or mail your check today made payable to “ASU Foundation” with the memo notation “Nursing Fulton Challenge” to Laurel Van Dromme, director of development, ASU College of Nursing, PO Box 873020, Tempe, AZ 85287-3020. If you have any questions or wish to direct your gift elsewhere in the College of Nursing, you may contact Laurel at 480-965-2564, laurel.vandromme@asu.edu, or at the above address.

National Nurses Day is just around the corner on May 12th, the anniversary of Florence Nightingale’s birthday. Please consider making a gift to ASU College of Nursing to celebrate her life’s achievements by investing in our faculty, staff and students, who Dream, Discover and Deliver excellence in nursing education, evidence-based practice and healthcare innovation.

Note: The ASU Foundation reaches out to alumni and donors via mail, professionally trained student callers, and directors of development. If you have any questions or comments about solicitations that you receive on behalf

of ASU College of Nursing, please contact Laurel Van Dromme, director of development, at 480-965-2564, laurel.vandromme@asu.edu, or PO Box 873020, Tempe, AZ 85287-3020. All funds will be deposited with the ASU Foundation, a separate nonprofit organization that exists to support ASU.



Ira A. and Mary Lou Fulton

Faculty Achievements

Honors and Awards

Rojann Alpers received the Education Nurse of the Year award at the annual March of Dimes Nurses of the Year event in Phoenix. **Kay Jarrell** of the ASU College of Nursing was the recipient the previous year.

Carol Baldwin has been elected to the Board of Directors of the Las Fuentes Clinic in Guadalupe, Arizona. The clinic provides services to the Pascua Yaqui and underserved, uninsured Mexican-American patients. She also received an ASU in the Community Certificate of Recognition for the Southwest Borderlands – Nursing Web site.

Carol Baldwin, Cheryl Cooke, Katherine Maxwell, Ester Ruiz, Bev Warne, and Barbara White received outstanding mentor awards at the Global Caring Nursing Foundation awards banquet in Phoenix. Ester Ruiz received the highest mentorship award. All of these faculty were among 15 outstanding nurse mentors chosen.

Shirley Bell was awarded lifetime membership in the Arizona Nurses Association for her significant contributions to the work of AzNA.

Angela Chia-Chen Chen has been invited to be an affiliate faculty for The Asian Pacific American Study at ASU.

Julie Fleury received the Senior Geriatric Nursing Research Award and **Nelma Shearer** received the New Investigator Geriatric Nursing Research Award at this year's Western Institute of Nursing Conference in Albuquerque in April.

Debra Hagler, Barbara White, Susan Stillwell, Karen Saewert, and Sandra Davidson have passed the Nurse Educator Certification Examination administered by the National League of Nursing.

Debra Hagler was appointed to the American Association of Critical Care Nurses Scholarship Review Panel and the Awards Review Panel, as well as to the National League for Nursing CNE Certification Test Development Committee.

Heather Healy, Rojann Alpers, and David Hrabe have been elected to the Arizona Nurses' Association Board of Directors.

Vanessa Hill has been elected to serve on the American Society of Public Health Nursing Section Leadership Committee. The committee is part of a national public health nursing leadership initiative between ASPH and the Health Resources Services Administration.

Cindy Holcomb received ANCC Board Certification as a Clinical Specialist in Community Health Nursing.

Mary Killeen was recently selected to serve as a Commission on Collegiate Nursing Education (CCNE) reviewer. This was a highly competitive process, with more than 250 nominations and selection of only 25 percent of the individuals who applied.

Colleen Keller, Denise Link, and Jacqueline McGrath have been elected to the National Academics of Practice.

Denise Link has received a Faculty Recognition Award from the Office of Student Affairs for her leadership in the effort to make healthcare available for students at the new Downtown Phoenix Campus. She also has been appointed to serve as a member of the Arizona Ad Hoc Committee on Cervical Cancer.



Carol Baldwin

Susan Mattson has been elected to the Nominating Committee of the Western Institute of Nursing.

Maria Maza has been named a SUN Award for Individual Excellence winner by the Office of The President of ASU. She received the recognition because she was one of the top multiple recipients of Sun Award recognition for calendar year 2005. She received this award in a private ceremony on April 18th at ASU President Michael Crow's Recognition Reception.

Jacqueline McGrath has been named Project Director for the Developmental Care Credential Task Force by the National Association of Neonatal Nurses. Her article, State of the Science: Feeding Readiness in the Preterm Infant, published in 2004 by the Journal of Perinatal and Neonatal Nursing was chosen by peer review as one of the top 10 journal articles in the past decade (1995-2005).

Bernadette Melnyk was elected to the Executive Board of the American Academy of Nursing and is a recipient of the 2006 Distinguished Alumna Award from the University of Pittsburgh School of Nursing.

Karen Saewert recently was named Communication Chair for Region 2 of Sigma Theta Tau International.

Alyce Schultz was elected vice president for Sigma Theta Tau International and Leigh Small was elected to the STTI Leadership Succession Committee.

Karen Sousa has been named to the Research and Scholarship Advisory Council of Sigma Theta Tau International; elected to the Organizing Committee of the International Society for Quality of Life Research Conference; and named Chair of the Duke University School of Nursing Information Consulting Technology Resource Consulting Team. She is on sabbatical and a visiting professor at Duke.

Beverly Warne was recognized by the Native American Nurses Association as a teacher, mentor, and founding mother of the organization.

Barbara White has been selected to chair the steering committee for the Instructional Leadership Network, one of four Leadership Networks supported by the American Association of Colleges of Nursing (AACN).

Anne Wojner-Alexandrov has been re-elected to a second term on the Board of Commissioners for the Commission on Collegiate Nursing Education (CCNE).

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Karen Saewert



Anne Wojner-Alexandrov

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Maureen Camposino

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Fineout-Overholt, Ellen; Melnyk, Bernadette and Schultz, Alyce (2005). Transforming Healthcare from the inside out: Advancing evidence-based practice in the 21st Century, *Journal of Professional Nursing*, 21(6), 335-44.

Fineout-Overholt, Ellen et al (2005). Teaching EBP: Getting to the gold – how to search for the best evidence, *Worldviews on Evidence-Based Nursing*, 2(4), 207, 11.

Fineout-Overholt, Ellen et al (2005). Teaching EBP: Asking searchable, answerable clinical questions, *Worldviews on Evidence-Based Nursing*, 2(3), 157-160.

Nursing Alliance Formed

Mary Killeen, Karen Saewert, Cheryl Herrera, and Jean Craig-Stengel (advisor to academic affairs) served on a team that explored, proposed and received approval from the Arizona Board of Regents to form the ASU College of Nursing and Maricopa County Community Colleges District (MCCCD) Nursing Alliance. Approval of the alliance increases the MCCCD transfer to ASU credit limit from 64 credit hours to “up to 75” credit hours for application toward the ASU Bachelor of Science in Nursing (BSN) degree for individuals holding an unencumbered Arizona RN license or who have completed the Associate of Applied Science (AAS) in Nursing degree from MCCCD. The agreement promotes seamless articulation from MCCCD to ASU while not jeopardizing ASU program requirements and standards. College of Nursing requirements do not change but University standards now permit and increase transfer credits.

Fineout-Overholt, Ellen and Melnyk, Bernadette et al (2005). Strategies for advancing evidence-based practice in clinical settings, *Journal of New York State Nurses Association*, 35(2), 28-33.

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Ellen Fineout-Overholt

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Melnyk, Bernadette (2006). Brief interventions in *The KySS Guide to Child and Adolescent Mental Health Screening, Early Intervention and Health Promotion* (pp. 253-264).

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Pickens, Judy and **Fargotstein, Barbara** (2006). Preceptorship: A shared journey between practice and education, *Journal of Psychosocial Nursing*, Volume 44, #2.

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Susan Stillwell

Newly Funded Grants and Contracts for 2005-06

Angela Chia-Chen Chen and her research team received National Science Foundation funding for the grant "Surviving Katrina and its Aftermath: A Comparative Analysis of Community Mobilization and Access to Emergency Relief by Vietnamese-Americans and African-Americans in an Eastern New Orleans Suburb." Angela would like to acknowledge Mary Mays and Michael Belyea for their contributions to the methodology session.

The American Nurses Foundation awarded two grants to **Angela Chia-Chen Chen** (Principal Investigator) and **the Center for Research and Scholarship** team. The studies to be conducted are entitled "Understanding Chinese Immigrant Youth: Depressive Symptoms and Risky Sexual Behavior." The grants are for separate studies.

Colleen Keller and **Ellen Fineout-Overholt**, "Comprehensive Geriatric Education Program," funded by a HRSA Geriatric Education Program grant.

Julie Fleury and **Pauline Komnenich** received a HRSA grant for the new DNS Program.

Susan Mattson and **Mary Killeen** have received an Arizona Regents Reach Out grant. The project title is "Preparation of BSN/MS Nursing Students with Second Degrees through an online accelerated program." The grant runs from January 2006 through June 2007.

Mary Mays received funding as co-principal investigator for her grant "Reducing Health Disparities in an American Indian Tribe of Arizona" for a special RFA from the National Center on Minority Health and Health Disparities.

Jacqueline McGrath has received funding from the National Institutes of Health/National Institute of Nursing Research for her R15 grant entitled "Feeding Readiness in Preterm Infants."

Gail Petersen has received the following contracts through ORSPA:

Title X Family Planning Program (Sponsor - The Arizona Family Planning Council) for 2006. Program Description: To provide barrier free family planning services and related healthcare to underserved adolescents and adults in Central Phoenix. This program is provided in partnership with Grace Lutheran Church of Phoenix.

Title X HIV Supplemental (Sponsor - The Arizona Family Planning Council) for 2006. Program Description: To fully integrate HIV education, counseling and testing into the family planning services provided at Breaking the Cycle Community Health Care.

Grants through "Friends/Amigos of Breaking the Cycle" through the ASU Foundation "Estamos Listos!" (We Are Ready!) – BHHS Legacy Foundation in continuation funding to support the provision of clinical experiences for undergraduate nursing students and graduate nurse practitioner students at Breaking the Cycle Community Healthcare. The purpose of this grant is to improve the cultural competency of the students through practical experience working with an underserved Hispanic population prior to graduation and to increase their understanding of the barriers to healthcare faced by vulnerable populations.

Judith Pickens received funding for an Explorer Partnership grant award from St. Luke's Health Initiative for her proposal "Community Connections Initiative for People with Serious Mental Illness."



Gail Petersen

Director of the New Center for Improving Health Outcomes in Children, Teens and Families Named

Dr. Bonnie Gance-Cleveland has joined the ASU College of Nursing as Director of its new Center for Improving Health Outcomes in Children, Teens and Families. The center is an integral part of the college's strategy to enhance its research activities and facilitate positive physical and mental outcomes in high-risk children and youth.



Bonnie Gance-Cleveland

Dr. Gance-Cleveland joins ASU from the University of Arkansas and Arkansas Children's Hospital in Little Rock for which she served as Director of Nursing Research and John Boyd Family Trust Endowed Chair in Pediatric Nursing. She was also an associate professor in the School of Nursing.

A graduate of the University of Colorado Health Center, Dr. Gance-Cleveland has a BSN, MS and PhD and is certified as a Pediatric Nurse Practitioner and Advanced Practice Nurse. She has maintained a clinical practice and also worked for 10 years in faculty practice in a school-based health center.

Dr. Gance-Cleveland's current research focuses on substance abuse and obesity in school-based settings. Her research has been funded by hospitals, medical centers, the National Institutes of Health, and the U.S. Agriculture Department Pediatric Nutrition Center among others.

Extensively published in national nursing and healthcare journals, Dr. Gance-Cleveland also has presented nationally and internationally on the role of the nurse practitioner, school health issues, and prevention of high-risk behaviors in youth. She is currently editor of the Family Centered Care column for the *Journal of Specialists in Pediatric Nursing* and special edition editor on violence for the *Journal of Pediatric Nursing*.

Askin Named Director of Fiscal and Business Services

Jacalyn A. Askin, PhD, has been appointed Director of Fiscal and Business Services for the College of Nursing at Arizona State University, reporting to Dean Bernadette Melnyk. She replaces Chris Sims who retired after 33 years with ASU, the last 11 years with the College of Nursing.



Jacalyn A. Askin

From 2004 to 2005, Dr. Askin served as Interim Director of Continuing Education at the University of Arizona. Prior to joining the university she was Assistant Vice Chancellor of Financial Operations at Pima Community College in Tucson.

Dr. Askin received her PhD in higher education finance and administration from the University of Arizona. She has master's degrees in accounting from the University of Iowa and industrial management from Georgia Tech. Her undergraduate degrees in English and psychology were earned at Lehigh University.

In 2003, Dr. Askin received the "Rising Star" award from the National Association of College and University Business Officials and in 2001 was awarded the Financial Executive of the Year Award from the Association of Management Accountants.

She is active in community service organizations and recently served as Chair of the Board of Directors of the Tucson Community Food Bank and Secretary of the Southern Arizona United Way Capital Corporation Board.

"Jackie is a tremendous addition to our leadership team," said ASU College of Nursing Dean Bernadette Melnyk. "She has outstanding expertise and will be instrumental in assisting us to grow our entrepreneurial initiatives."

Herrera Heads up Student Services

Cheryl Herrera has been named Director of Student Services for the ASU College of Nursing, replacing Jean Stengel who retired after 33 years with the college. She is responsible for planning and directing all Student Services activities and manages an eight-person staff.

Herrera brings 10 years experience to her present position after serving as Director of Students Services for the ASU College of Public Programs from 1996 to 2005.

Joining ASU in 1989, Herrera also has served in student coordinator and advisor capacities for the ASU College of Liberal Arts and Sciences.

Herrera has a BA in Political Science and a Master's of Public Administration from California State University and is working toward a PhD in Public Administration at ASU.

Herrera also has teaching experience in Public Policy at ASU and the University of California at Santa Barbara and has had articles published in *Public Opinion Quarterly* and *Legislative Studies Quarterly* and presented to the National Academic Advising Association. She also attended the Leadership Academy and participated in the Education Policy Fellowship Program at ASU.

“The College of Nursing is very fortunate to attract a person with Cheryl Herrera’s experience in Student Services at ASU,” said Mary Killeen, associate dean of academic affairs for the college. “Cheryl and her team provide critical services to our current students and play a major role in attracting our students of tomorrow.”



Cheryl Herrera

Greenberg Named to Lead IT

Edward A. Greenberg, PhD has been appointed Director of Data Management and IT Systems in the ASU College of Nursing. His responsibilities include college-wide coordination and prioritization of planning, budget requests, resource allocation, implementation, and oversight related to ongoing operation of information and educational technologies.



Edward A. Greenberg

Since joining the ASU College of Nursing in 1996, Dr. Greenberg has held the rank of Associate Research Scientist, and has served as a consulting statistician for faculty and graduate students. Dr. Greenberg previously served as a Research Associate in ASU’s Survey Research Laboratory and a statistical consultant and manager in the ASU Information Technology Department. He has over 30 years of experience in information systems, research methods, and statistical data analysis.

Dr. Greenberg has a BA in Psychology from UCLA, and a PhD in Social Psychology from Arizona State University.

Alumni news

1964: Rex Nelsen retired after 36 years as a CRNA and is currently working as a docent at the Heard Museum; e-mail azrex@cox.net.

1964: Ellen (Ott) Nelsen lives in Goodyear, AZ and works part-time at the Alzheimer's Day Care Center in Sun City; e-mail azellen@cox.net.

1970: Linda Burnes Bolton, PhD, RN, FAAN, is president of the American Academy of Nursing for 2005-2008. She currently serves as vice president, nursing and Chief Nursing Officer and director of nursing research at Cedars-Sinai Health System in Los Angeles; e-mail Bolton@cshs.org.



Linda Burnes Bolton

1972: Merilee Ann Inman became a Women's Health Nurse Practitioner in 2002 and loves working in the Breast Health Center at Regions Hospital in St. Paul, MN. Patient education, counseling, pre- and-post-op care adds up to a challenging and satisfying position. Inman works at a hospital that was named "Minnesota Hospital - Best Place to Work 2004"; e-mail Merilee.A.Inman@healthpartners.com.

1974: Suzanne Bakken was a featured speaker at the ASU Bioinformatics Symposium in Tempe early this year. The title of her presentation was Basic and Applied Interdisciplinary Methods in Clinical Informatics. Dr. Bakken is the Alumni Professor at the School of Nursing and Professor of Biomedical Informatics at Columbia University.



Suzanne Bakken

1975: Jim Barnett is attending graduate school to become a CRNA and medical school to become an MD. He has been educated in internal medicine at the University of Connecticut, anesthesiology at SUNY at Buffalo, and has received a Pain Management Fellowship at St. George University in Utah. Barnett currently directs three interventional pain management centers in Central California; e-mail gaspar@charter.net.

1976: Daniel Simonson is currently a CRNA and works as chief anesthetist and managing partner of the Spokane Eye Surgery Center in Spokane, Washington. He completed a Master's in Health Policy and Administration at Washington State University; e-mail dsimonson@mac.com.

1979: Margaret F. Dean, ASU College of Law Juris Doctor, 1982, is currently a trial attorney in private practice in Phoenix representing healthcare professionals in malpractice claims; e-mail mdean6@cox.net.

1979: John Kenney; e-mail jkenneywft@yahoo.com.

1984: Edwardo Munoz (MS 1998) graduated in Nurse Anesthesia, Oakland University and is currently employed at the John D. Dingell VA Medical Center in Detroit, Michigan. Munoz also is an independent provider of anesthesia, a didactic clinical instructor for nurse anesthesia students, a Commander in the U.S. Navy Reserve and member of AANA; e-mail MSN2NAVY@comcast.net.

1985: Elizabeth Kostas served six and one-half years as a nurse officer in the U.S. Air Force after completing her BSN. She completed an MS (Women's Health Nurse Practitioner) in 1996 and is currently working on a PhD at Loyola University Niehoff School of Nursing in Chicago; e-mail ekostas@luc.edu.

1989: Jennifer Ryan is currently project manager of Clinical Research at Sage Products in Cary, Illinois. She received a Master's in Public Health (MPH) from the University of Texas; e-mail jryan@sageproducts.com.

1991: Tu'umafua Maiava is Director of the Nursing Department of Health in American Samoa.

1992: Misty Ragsdale works at the Arizona Nurses' Association; e-mail mistryrags2rich@cableaz.com.

1994: Marla (Forster) Spadafora is a faculty member at the University of Portland School of Nursing. She obtained a MS degree in October 2002 and her CRNI certification in 1998. She is a member of NCOE for the Infusion Nurses Society and has published an article in *INS Newslines* (Jan/Feb 2005) on nursing care of multiple sclerosis patients; e-mail spadafora2082@msn.com.

1995: Dan Roper is president of the International Aerospace Nursing Society of the Aerospace Medical Association (AsMA). He received AsMA's Claire Hoeffly Award in 2004 for significant contributions to clinical flight nursing and was selected Flight Nurse of the Year in 2001. He retired from the U.S. Air Force after 22 years and was then selected Navajo County Bioterrorism Program Manager; e-mail rsqcfrrn@earthlink.net

1996: Emily Victor is Clinical Nurse Manager at Banner Desert Transitional Care Unit and was nominated for the Banner Community Service and Paul L. Singer Award due to her involvement with Muscular Dystrophy of America as a volunteer camp nurse; e-mail exvictor@yahoo.com.

1998: Denise Hill has received her CPNP, MS from CSULB in 2001. She works at Children's Hospital in Los Angeles in the Pulmonary Department as the Cystic Fibrosis Nurse Case Manager/NP; e-mail DeHill@chla.usc.edu.

1999: Lee Freeman is studying at Duke University to become a nurse anesthetist (MSN).

1999: Maritza Santamaria-Hoffman graduated from law school at California Western School of Law in San Diego, California in August 2004. She is currently associate general counsel/nurse attorney in the risk management department of Banner Health; e-mail nurse.attorney@hotmail.com.



Maritza Hoffman

2002: Sarah (Wolanyk) Dillon has been working in a CCU unit and recently accepted a position in a hospital recovery room where she will be working with adults, peds, and neonate patients. In the near future, she plans to obtain certifications to be an anesthetic nurse specialist; e-mail sarranne-hotmail.com.

2002: Michelle Preston is currently working at the Phoenix Indian Medical Center in the medical surgical unit; e-mail lilmishell77@yahoo.com.

2003: Ryann Harris is working in the Pediatric Intensive Care Unit at Children's Hospital in Orange County, California; email ryannharris@hotmail.com.

2003: Ona O'Donohoe is currently attending the University of Pittsburgh's Master's in Nurse Anesthesia Program as a Provost Scholar. She also is involved in research with the use of human simulation in anesthesia education. The research is sponsored by the University of Pittsburgh and the Peter Winter Institute of Simulation Education and Research Center. She expects to graduate in December 2006; email ona2006@gmail.com.

2004: Jennifer Jaeger is working as an RN at Phoenix Children's Hospital in the hematology/oncology unit; e-mail gur1234@aol.com.

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Homecoming weekend will be October 20-22, the weekend of the Stanford game. Plan now to attend the College of Nursing homecoming activities.



8th Annual Evidence-Based Practice Conference

TRANSLATING RESEARCH INTO BEST PRACTICE WITH VULNERABLE POPUATIONS

February 22-23, 2007

Phoenix, Arizona

Call for Abstracts: Deadline July 30, 2006

**A National Interdisciplinary Conference
Advancing Evidence-Based Practice to Improve Outcomes in
Aging; Children, Teens & Families; Psychiatric/Mental Health; and Acute/Critical Care**

Abstracts are being accepted for oral and poster presentations in the following categories:

- Moving from Evidence to Action (i.e., works in progress that are applying evidence to practice),
- EBP Makes a Difference (i.e., completed projects with evaluation of applying evidence to practice),
- Evidence to Guide Practice (i.e., research that informs practice; outcomes management projects that generate internal evidence; evidence reviews [i.e., syntheses of bodies of evidence with guidance for practice change]; evidence-based clinical practice guidelines).

Moving from Evidence to Action abstracts should include:

1. Significance of the problem, including the clinical question.
2. Search strategy and evidence found.
3. Critical appraisal and synthesis of the evidence.
4. Recommendations for best practice based upon the evidence.
5. Plan for implementing best evidence and progress to date, including proposed outcome evaluation.

EBP Makes a Difference abstracts should include:

1. Significance of and purpose of the project, including clinical question.
2. Synthesis of evidence leading to practice change.
3. Process of practice change.
4. Results of practice change, including all outcomes (e.g., cost).

Evidence to Guide Practice abstracts should include:

1. Purpose of the research, project, evidence review, clinical practice guideline,
2. Methods,
3. Results,
4. Specific implications for practice.

Abstracts are limited to 500 words using Times New Roman 12 point font & one inch margins. Please submit the following by e-mail attachment:

- Cover sheet with the presentation title, abstract category, poster or paper presentation, presenting author name, credentials, address, telephone number, and e-mail,
- Abstract objectives, content to be presented and teaching method to use (form available at <http://nursing.asu.edu/caep>),
- **Bioform for the presenting author only** (form available at <http://nursing.asu.edu/caep>),
- If other contributing, but non-presenting authors, provide their names and credentials to be listed in abstract, if accepted,
- 1 copy of the abstract without identifying author information,
- 1 copy of the abstract with identifying author information.

Please submit materials by July 30, 2006.

Authors will be notified of acceptance by October 30, 2006.

Learning Lifetime Skills



Refugees from genocide in the Sudan and senior student nurses in the ASU College of Nursing may not seem a probable combination. However, the students' Capstone professional development project brought the two groups together in a meaningful way.

"The Lost Boys of the Sudan" is a group of more than 4,000 young males who walked more than 1,000 miles to escape their country and emigrate to the United States over the past decade. Six hundred of the refugees were attracted to Phoenix because it was the only city in the U.S. that had an existing downtown center to help them relocate, learn skills, and become employed.

The 20 students became aware of the Lost Boys when they learned through a class member that the grant that funded the downtown center was about to run out and \$250,000 was needed to continue operations. The Senior 1 students decided to sell Go Devils! wrist bands to help the

center. Advised by College of Nursing faculty Judy Lersch and Barbara Niesel, the students raised more than \$2,400 for their Capstone Project last fall. A community matching grant doubled the amount to \$4,800 and helped the center to reach its fund-raising goal and remain open.

Senior Nicki Broby participated in the project and felt it taught the students valuable lifetime professional development skills that they can use in their careers. "The Capstone Project opened our eyes to the difficult challenges that refugees face in adapting to a complex, fast-paced society like the U.S.," Broby said. "From a nursing perspective, it taught us how important holistic healthcare is."

Most of the Sudanese have become employed, productive members of the diverse Phoenix area community. Many of the former refugees hope to return to their country and use their skills to rebuild their homeland once the strife ends there.

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Members of the Senior 1 Capstone Project (above left) who raised funds for a downtown Phoenix center for Sudanese refugees include from left to right – Row 1: Adrianna D'Annella, Jamie Counts, Adriana Vulic, Nikolina Vulic; Row 2: Stephanie "Jill" Stobaugh, Ashley Legg, Rachel Dorenkamp, MayVong, Ashley Bechtel; Row 3: Elizabeth "Betsy" Rierson, Alex Kent, Bryn Kuech, Erin McNeill, Angela Garza, Nicki Broby, Sheryl Delgado, Anna Mitchell; Row 4: Andrea Ortega, Rick Perez, Janis Reinmuth.



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