

ASU Nursing

Spring 2007

INNOVATIONS IN CLINICAL PRACTICE AND COMMUNITY PARTNERSHIPS

New DNP Program Launched

Community Partnerships
and Outreach: ASU's
Academic Nursing Centers

Implementing
Evidence-Based Practice
in Work Environments

Center for Healthcare
Innovation & Clinical Trials
is Launched

Community Outreach:
Student Clinical Practice
at CASS

The Importance of
Patient Personalities in
Clinical Education/Simulation

DNS changes to PhD Program

ASU Academic Nursing
Centers Serve the Community
and Provide Valuable Clinical
Practice for Students



College of Nursing
& Healthcare Innovation

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Inside this Issue

Features

- 1 Dean's Message

Clinical Practice and Community Partnership Initiatives

- 2 Profile: Denise Link, Associate Dean for Clinical Practice and Community Partnerships
- 3 Doctor of Nursing Practice (DNP) Program Launch
- 6 Community Partnerships and Outreach: ASU's Academic Nursing Centers
- 13 Implementing Evidence-Based Practice in Work Environments
- 16 Center for Healthcare Innovation & Clinical Trials Launch
- 19 The Feel of Real: Student Clinical Practice Class at Phoenix Homeless Shelter
- 21 Personality Plus: Clinical Simulation Patients Bring Important Dimension

ASU Nursing News

- 24 Profile: Julie Fleury, Associate Dean for Research
- 25 Doctor of Nursing Service Program Changes to PhD Program
- 27 ASU College of Nursing 50th Anniversary Celebration Kickoff
- 29 Child-Adolescent Mental Health Intervention Specialist Graduate Certificate Program
- 30 Evidence-Based Practice News Report
- 34 Achievements: Honors and Awards, Grants and Contracts, Publications/Presentations
- 40 Appointments
- 41 Moving Forward: Development Opportunities and Milestones

Clarification: An article in the fall 2006 issue of ASU Nursing incorrectly reported the research findings by Manal Al-Zadjali, a graduate student and Fulbright Scholar at the College of Nursing & Healthcare Innovation. The correct total of obese and overweight clients in her study at Breaking the Cycle Community Healthcare Clinic is 63 percent.



Nursing students at ASU encounter many interesting personalities among their simulation patients in clinical course scenarios. See story, page 21.

ASU Nursing

ASU Nursing is published in the spring and fall by the College of Nursing and Healthcare Innovation at Arizona State University for alumni, friends of the college, national nursing leadership, students, faculty, and the media.

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The College of Nursing & Healthcare 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.

On the cover:

The ASU College of Nursing & Healthcare Innovation connects with its community through its five nurse-managed academic health centers as shown in the cover photo. At the centers, nurse practitioners provide primary and wellness care to underserved populations of children and families and older adults while students receive essential clinical practice experience.

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Dean's Message

*Innovation, Risk-Taking
and Partnerships:
A Key Triad
for Healthcare
Transformation*



This edition of *ASU Nursing* is focused on innovations in clinical practice as well as community and interdisciplinary partnerships. The healthcare system is undergoing unprecedented change and nursing is sure to provide key solutions to the most complex and pervasive problems, but it will take continued “out of the box” thinking, leaders who are willing to take risks and garner resources to make their visions come to reality, and strong community and interdisciplinary partnerships.

Visioning is a key aspect of innovation—being able to see and implement solutions to healthcare and educational challenges ahead of the curve. In this edition of *ASU Nursing*, we highlight our innovative new Center for Healthcare Innovation & Clinical Trials (CHI&CT) recently funded by the Kauffmann Foundation, which will become a state and national hub for the design, development and testing of new healthcare products and medical devices in order to improve healthcare delivery systems.

The CHI&CT will attract scientists and healthcare practitioners (e.g., physicians, nurses, allied health professionals) who have innovative ideas for products to improve healthcare, but who need assistance in actualizing their ideas. Unique to this center is the clinical trials component, which will allow gathering of solid evidence to support product use for sustained solutions in healthcare institutions. Partnerships are core to the success of our new CHI&CT, which is a collaborative effort among Innovation Space in the School of Design, the Ira A. Fulton School of Engineering, the School of Health Management and Policy, AzTechnology, and Sky Song, all components of our “University as Entrepreneur” initiative.

The Center also will soon launch new educational programs in clinical trials research management, where students will gain expertise in clinical trials management and acquire unique entrepreneurial skills. The CHI&CT will be a linchpin among ASU and biotechnical organizations, healthcare institutions, and clinical researchers.

In December, we launched our fifth Academic Nursing Center on the ASU Downtown Phoenix Campus, which is providing healthcare services to ASU students, faculty and staff as well as

people who live and work in downtown Phoenix. It is the first time in the history of ASU that student health is being provided by our nurse practitioner faculty. Unique to this practice is the full integration of mental and physical healthcare services. All of our ANCs are socially embedded with strong community partners, and are outstanding models of the integration of clinical practice and research to provide the highest quality of care and cutting-edge education to our students.

Launching soon is our child and adolescent mental health intervention specialist post-master’s/graduate online distance educational certificate program. Designed for physicians, nurse practitioners, and other interdisciplinary professionals, this program is the first in the country. With approximately 70 percent of the 15 million children and adolescents who have mental health disorders in the U.S. not receiving any treatment due to a major shortage of child psychiatrists, the burden of screening and management is falling upon primary care providers who typically do not have adequate knowledge and skills in this area.

This publication also highlights our innovative DNP and PhD programs, which were just approved by the Arizona Board of Regents. The DNP program is creatively designed to allow flexibility in course scheduling that is matched to students’ interests as well as to prepare highly competent evidence-based advanced practice nurses and mentors. Our exciting, rigorous PhD program in nursing and healthcare innovation will prepare outstanding clinical researchers, academicians and healthcare leaders who will generate evidence that has a positive impact on clinical practice and health policy. Consistent with the broadening of our College to include interdisciplinary programs and initiatives, our PhD will admit nursing and interdisciplinary health professional students, enriching their preparation and enhancing their ability to solve complex problems through interdisciplinary collaboration.

Muriel Chen once said, “We cannot discover new oceans until we have the courage to lose sight of the shore.” So often, people do not see their dreams come to fruition because they are afraid to take risks. In a study done at Harvard, the number one regret of older adults was that they did not take more risks throughout their career, leading to many unfulfilled dreams. At ASU, we mentor our students and faculty in how to be dreamers and innovative thinkers, how to take calculated risks on the road to discovery, and how to establish interdisciplinary and community partnerships to make their dreams come to fruition, a key triad for healthcare transformation and their own personal success.

With our landmark 50th anniversary this year, it is my hope that you will come back to ASU for our upcoming events and join us as we reminisce about our great foundational past and dream about fulfilling our exciting innovative future ahead.

Warm regards,

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

Profile Denise Link, DNS, RNP, FNAP

Associate Dean for Clinical Practice and Community Partnerships

Denise Link did not aspire to be Associate Dean for Clinical Practice and Community Partnerships, a position she assumes July 1, 2007. That aside, it is difficult to find a senior nursing leader more prepared for the challenge.

“When I came to ASU from New Jersey in 2002, I wanted to have the job I have now, director of a nurse-managed health center and clinical associate professor,” Link said. “After 32 years as a nurse, including 28 as a nurse practitioner in Women’s Health, I achieved that goal in late 2006.” The ASU Health Center at the Downtown Phoenix Campus opened in December 2006 under the administration of the College of Nursing & Healthcare Innovation. It is the first ASU nurse-managed center to provide on-campus healthcare for students, faculty and staff, and Link is the Center’s first Director.

Link is well prepared for her new responsibilities. She has served as a hospital staff nurse, and as a nurse practitioner in a staff model HMO, an interdisciplinary state-funded obstetrics center, a private multidisciplinary group practice and a federally funded family planning clinic. “My time in these multidisciplinary/interdisciplinary practices and as a faculty member in a health sciences university environment also made me realize the enormous need for an increase in interdisciplinary healthcare education and practice, Link said. She also notes that her present job taught her the meaning of “competing alliances” in the constantly changing healthcare industry.

“After a competitive national search, I am delighted to appoint Denise Link as our first associate dean for clinical practice and community partnerships,” said Bernadette Melnyk, Dean of the College of Nursing & Healthcare Innovation at ASU. “She has a great handle on the current healthcare climate and what it will take for our college to rapidly grow our clinical practice initiatives.”

The first responsibility of the newly created position of associate dean for clinical practice and community partnerships is to effectively manage and advance the five Academic Nursing Centers (ANCs) of the College. The centers provide nursing students with clinical practice, educational experience, and opportunities to conduct research on what works to enhance patient outcomes, and help fulfill the college and university’s social responsibility to the community.

Describing the centers as the “pearls of the College of Nursing & Healthcare Innovation,” Link sees her goal as helping them reach their full potential. “My plan is to make the ANCs financially stronger by developing new revenue streams, establishing a standard fee schedule, and targeting businesses in the communities surrounding each location and their employees as clients,” Link declared. “Three of our five centers rely on grant and annual contract funding, which are uncertain

funding sources; I would like to diversify our ‘business’ revenues to provide stability and predictability.”

Link’s second major responsibility is to develop partnerships within ASU and the outside community. Link plans to take a broad approach in defining partnerships that will benefit the college and serve as catalysts. “I always will take an interdisciplinary approach to this part of my job and hopefully increase the scope and scale of partnerships with the local and state healthcare community,” she noted. “If that produces more clinical sites for our students, then I will have helped our college, its students, our partners, ASU and the community.”

Denise Link’s activities in Arizona health policy issues provide a solid base of relationships with city, state and federal elected officials to form critical partnerships. As an indication of her success, she recently was appointed by Arizona Governor Janet Napolitano to the Arizona Board of Nursing. Link described her liaison activities as an important part of her professional role as a patient and nursing profession advocate, role model to students, and good community citizen.

Link looks realistically at the challenges ahead and recognizes needs that must be met to achieve her goals. “My plan requires an infusion of an investment in marketing resources to strengthen the ANCs financially,” she stressed. “We also need to build a centralized infrastructure that lifts the administrative burden off the centers so they can do what they do best – education, research, clinical practice, and community outreach.”

Dean Melnyk and Denise Link’s shared vision of that infrastructure includes an Institute for Community Health & Wellness. Their vision not only would provide infrastructure to support ANCs and other clinical programs but also extend outreach to remote areas of the state through an interdisciplinary mobile healthcare network.

“My husband Dennis and I are part of a monthly mobile healthcare group that consists of professionals from most parts of healthcare – physicians, nurse practitioners, nurses, dentists, pharmacists, psychologists, optometrists and others, as well as laypersons,” Link explained. “The group travels to a small town in Mexico one weekend a month to bring the residents of a small village the only healthcare some of them ever receive. As a team we accomplish so much more, which I believe is the healthcare delivery system of the future.”

The goals for the Institute are lofty, as is the cost. “We are seeking \$5 million from a private donor to help us build the next generation of healthcare,” Link said. “It is a high price but with an exponential return to the community, the state, and even the nation.”

Denise Link has found the perfect job, or perhaps more accurately, the perfect job has found her. ■



Denise Link, Associate Dean for Clinical Practice and Community Partnerships, Director, ASU Health Center Downtown Phoenix Campus



Innovative Flexible DNP Program Added to Meet Student and Healthcare Needs

Keeping pace with the demands of today's changing healthcare industry, this new program fuses technology with face-to-face learning.

The College of Nursing & Healthcare Innovation at Arizona State University is launching a Doctor of Nursing Practice (DNP) Program in January 2008 with initial enrollment set at 100 students in the post-baccalaureate to DNP entry option.

The hybrid online program format fuses internet technology with face-to-face time to create a mobile learning environment, according to Renee McLeod, DNSc, APRN, BC, CPNP, director of Graduate Education and Advanced Practice Programs. This online hybrid format with multiple entry pathways is designed to allow many options for nontraditional, older, and part-time students. The goal is to increase accessibility to the program by applicants who live in rural areas, as they are the students most likely to continue to work in these underserved areas that lack healthcare resources.

"I am very excited about our new cutting-edge DNP program," said Dean Bernadette Melnyk. "Students will gain in-depth knowledge

"Students will gain in-depth knowledge and skills to provide the highest quality of evidence-based care."

and skills to provide the highest quality of evidence-based care and generate innovative solutions to the most challenging healthcare problems from a cadre of outstanding, nationally recognized advanced practice faculty."



To transform healthcare delivery, clinicians must design, evaluate, and continually improve the context within which care is delivered. Based upon the growing complexity of healthcare compounded by an escalating demand for services, burgeoning growth in scientific knowledge, and the accelerating advance in technology, the nursing profession’s current convention of preparing advanced practice nurses in master’s degree programs is no longer adequate. According to McLeod, “Our program is designed to prepare the advanced practice nurse of the future, an ‘out-of-the-box’ thinker who anticipates healthcare problems, is prepared to find affordable, practical solutions, and is willing to mentor others to assist them in reaching evidence-based solutions.”

The DNP is focused on clinical practice and the application of research to practice. The move to the DNP as the entry into practice is comparable to other professions that now offer professional degrees (e.g., Doctor of Pharmacy [PharmD], Doctor of Audiology [AuD] and Doctor of Psychology or [PsyD]) as the expected entry into practice.

Nurses prepared in practice doctoral programs have a blend of evidence-based practice clinical, organizational, economic, and leadership skills to enable them to critically appraise nursing and other clinical scientific findings and design programs of care delivery that are locally acceptable, economically feasible, and have significant impact on healthcare outcomes.

Of the nearly 3,000,000 nurses in the U.S., fewer than one percent have a doctoral degree in nursing. The DNP program will facilitate the preparation of more doctorally prepared nurses and increase the numbers of well-prepared

professional nurses to assume leadership positions in healthcare institutions and nursing education.

Overview of DNP

The College of Nursing & Healthcare Innovation at ASU has offered master’s degrees since 1969 to prepare nurse practitioners and advanced practice nurses. The recommendation of the American Association of Colleges of Nursing (AACN) is to change the entry into advanced practice from the Masters degree to the DNP by 2015. The College of Nursing & Healthcare Innovation is one of the first universities in the nation to offer this new terminal degree as a post-baccalaureate option with eight advanced practice specialty options. This early entry option was designed to address the critical need for advanced practice nurses and nurse practitioner faculty and preceptors in Arizona and the nation.

“Our new DNP curriculum focuses on the learner rather than on content and provides students with skills to access information and become lifelong learners.”

Program of Study

The minimum number of credit hours for the degree for the post-baccalaureate entry student is 84 hours, including 1020 hours of clinical as recommended by AACN. The curriculum is

designed to meet the competencies currently required for each specialty for certification and has added the competencies established by the AACN and the National Organization of Nurse Practitioner Faculty (NONPF) for the DNP degree. Students will be awarded a pass-through Master of Science degree and will sit for National Certification and licensure in their chosen specialty after completing 49 credits.

“We have created a flexible DNP curriculum in combination with our advanced practice specialty tracks,” McLeod said. “Our new DNP curriculum focuses on the learner rather than on content and provides students with skills to access information and become lifelong learners.”

The ASU DNP will have multiple entry point options for students. A student may enter with either (a) a Bachelor’s degree in Nursing, (b) a Master of Science degree in Nursing with advanced practice certification as a nurse practitioner or clinical nurse specialist, or (c) a Master of Science degree in Nursing either without advanced practice (e.g., nursing administration) or with advanced practice adding an additional specialty (for example, FNP who wants to add a Psychiatric Mental Health NP).



The BSN to DNP curriculum includes the following eight specialty concentrations:

- Advanced Practice Nursing of Adults
- Advanced Practice Nursing of Neonates
- Child/Family Psychiatric Mental Health Nurse Practitioner
- Community Health Advanced Practice Nursing
- Family Nurse Practitioner
- Pediatric Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Women's Health Nurse Practitioner

This program of study is designed to be completed in seven semesters of full-time, year-round study. Students with a master's degree who are already advanced practice nurses and are not adding a specialty may complete the program in three semesters of full-time study, starting with the spring semester with graduation in December of the entry year. The option to complete a certificate as a nurse educator will be available to all students in the DNP. This is designed to assist with our mission to increase the number of doctorally prepared nursing faculty and clinical preceptors during this time of acute nursing faculty shortage.

The roll-out plan for this new degree is to admit 100 students with a baccalaureate in nursing degree to begin in fall 2008 and 40 post-master's advanced practice nurses who do not want to change specialty to begin in the spring. Part-time programs of study will be available for both entry points in later admission cycles. The program is designed to accept applicants once a year.

Market for Nurses

Based on data from the Bureau of Health Professions, the shortage of advanced practice nurses is projected to grow from 10 to 17 percent for the years 2008 through 2012.

The market of master's-prepared students consists of currently practicing nurse practitioners who will be expected to move to the doctoral level of education, producing

a large demand for the DNP.

In addition, hospitals in the greater Phoenix area, such as the Veteran's Administration and Banner Healthcare have recognized the benefit of having all their advanced practice nurses educated at this level, and are exploring options such as flexible work hours and tuition reimbursement as incentives for all of their advanced practice nurses to attend this program. According to McLeod, one of the main reasons for the high level of interest is due to the College of Nursing & Healthcare Innovation's focus of the DNP on evidence-based practice (EBP) and mentorship and its Center for the Advancement of EBP.

Graduates of other DNP programs already are assuming positions such as chief executive officer, vice president for nursing and clinical services, vice president for patient care, health officer, commissioner of health, quality improvement director, clinical information technology specialist, faculty and direct care clinician. It is expected that graduates from the DNP program at ASU will assume comparable high-level positions in healthcare as well.

Dean Melnyk said the program will graduate clinical experts who have the knowledge and skills to transform healthcare. "The graduates of this program will be prepared to handle the changing healthcare needs of the population with fewer resources and meet patients' expectation of better services," she added. "These experts will be prepared to take healthcare leadership and educational roles locally, regionally, and internationally to meet the identified demand for graduates prepared at this level."

The ASU College of Nursing & Healthcare Innovation also offers a PhD Program to prepare cutting-edge clinical researchers, with specialization opportunities in the area of interventions to improve health outcomes in diverse populations of children, adolescents and families as well as older adults. (See article on page 25.)

For additional information on the Doctor of Nursing Practice Program, send an e-mail to Graduate Academic Program Advisor Pamela Kulikowski at Pamela.Kulikowski@asu.edu, call 602-496-0857, or go to <http://nursing.asu.edu/graduate/dnp/>.



Renee McLeod, Director of Graduate Education and Advanced Practice Programs, was instrumental in shaping the new Doctor of Nursing Practice Program at ASU.



Community Partnerships and Outreach

ASU's Academic Nursing Centers

Working from a range of locations, including a storefront, mobile van and local church, ASU's various community partnerships and outreach programs meet a wide spectrum of needs in the community and provide a wealth of practical experience for students.



Community Health Services Clinic Marks 30th Anniversary

Continuing a tradition of excellence in serving a community's changing healthcare needs

In May of 1977, Community Health Services Clinic (CHSC), sponsored by the ASU College of Nursing & Healthcare Innovation, began delivering health services as the first federally funded, nurse-managed community health center in the country. While CHSC has experienced many changes in the past 30 years, its core mission as an Academic Nursing Center remains to provide educational experiences for students and quality health services for the community, and a clinical site for faculty practice and research.

CHSC's accomplishments in fulfilling its mission are remarkable:

- 180,000 client visits
- 1,250 nursing students educated in Community Health
- 61,200 hours of student education and practical experience
- 40 conference presentations
- 9 article publications.

Clinic director Chris Lyons, RN, MS, believes that creativity and flexibility are the keys to CHSC achievements and longevity. "The community's healthcare needs have changed over the years and the

clinic has had to adapt," Lyons said. "We identify what services the community needs and wants, then we act as quickly as possible to address them. The students get the opportunity to see first-hand how nurses impact the health of a community," she added.

The evolution of the CHSC is a story in itself. It started as a volunteer-run demonstration project in partnership with the City of Scottsdale and Maricopa County Health Department to serve the needs of the nearby Native American community. The center became a permanent nurse-managed organization when a student community assessment project served as the foundation for a grant proposal submitted by Dr. Ellamae Branstetter, a professor at the college. The Division of Nursing within the U.S. Department of Public Health awarded Dr. Branstetter a five-year grant, which required the clinic to serve a broad base of underserved populations in the area.

Above: Nurse Practitioner Maureen Harrison of the ASU Community Health Services Center greets a student client, Nick Hare, at the mobile healthcare services van at Scottsdale Community College.



Lyons' career path to the CHSC is indicative of the influence it has had on lives. By 1989, Lyons had worked as an RN for 15 years in hospitals when she first talked to Dr. Branstetter, then Chairperson of the Graduate Program at the college. "In 1989, I was burned out and actually considering a career change when I talked with Dr. Branstetter," Lyons explained. "She convinced me that there were many new opportunities in nursing, but I needed to continue my nursing education to realize them."

Lyons said Branstetter directed her to visit CHSC where she later began working part-time while pursuing her degree. "I remember being so impressed with how nurses with different academic preparation played various roles in the clinic's operation and did so as a team. The result was a unique clinical experience for students and a high-quality service for the community," she said. "I saw nursing practice from an entirely new perspective. After nearly 18 years, I still believe the nursing model delivers the highest quality of care."

Students have been similarly impacted through their clinical education at CHSC. Senior II Cherie Ianucci describes her work at the clinic as a unique healthcare experience. "The staff takes the time to assess patient options and educates them on how and where they can get help when they do not have insurance," Ianucci said. "Being at the clinic didn't seem interesting to me until I worked there. It taught me what preventive care is and how satisfying it is to teach people what they can do to prevent illness. I have enjoyed CHSC so much that now I hope to work there someday after I graduate."

Senior I student Michelle Kastner has found a different value in her seven-week Community Health clinical experience at CHSC. "I go to the clinic for my own healthcare and encourage others to do the same," Kastner said. "The clinic fills the gap for people in our community who otherwise would have no healthcare."

According to Tine Hansen-Turton, executive director, National Nursing Centers Consortium, CHSC has had an impact far beyond its local community. "Community Health Services Clinic is an important pioneer that laid the foundation for other nurses to advance their mission of community service under the umbrella of universities," Hansen-



Bonnie Bergstrom, clinic nurse at Community Health Services Clinic in Scottsdale, takes the blood pressure reading of a client.

Turton said. "It was the forerunner of the 250 nurse-managed clinics nationwide now."

Despite its many successes, CHSC continues to face challenges to its financial stability. Grant funding or "soft money" supported the clinic for the first five years. Since then, the academic nursing center has sought revenue opportunities in both the private and public sectors. Community outreach activities have become a significant source of clients and revenues. For example, CHSC staff made 2,500 community outreach contacts through screenings and immunization clinics. Additionally, 900 off-site new admission physicals for a local hospital contributed to the 2006 revenues. Revenues from client fees and contracted services now account for nearly three-quarters of the clinic's funding, but more is needed. Changing demographics, increasing costs, and increased competition from for-profit walk-in clinics are always challenges to overcome.

The client or patient mix at CHSC has changed dramatically over three decades. Fifty-eight percent of more than 8,000 client visits in 2006 still were onsite at the small shopping center in south Scottsdale. However, the patient mix now includes few children due to the state of Arizona's Kids Care program, and the adult patients are more transient and from further outside the neighborhood.

The clinic's entrepreneurial spirit continues to help it meet financial challenges. For example, the clinic discovered that Maricopa County Community College District does not provide on-site health services for students at its 10 colleges. With the support of the College of Nursing & Healthcare Innovation, the clinic formed a partnership with Scottsdale Community College and Scottsdale Healthcare last fall to offer basic health services and resource information on a fee-for-service basis on the campus of Scottsdale Community College. CHSC Nurse Practitioner Maureen Harrison, who staffs the fully equipped, two-room, licensed mobile van, reports that the pilot project is going well. She hopes that services can be expanded, perhaps to other community colleges in the county.

Virginia Stahl, vice president of student affairs at Scottsdale Community College, agrees that the pilot is going very well. "The mobile van enabled us to overcome space issues and work together to make health services available to those of our 12,000 students who need them."

CHSC Director Lyons and her staff remain optimistic about the future. Their wish list includes a larger, more modern space; more advanced clinic software; and expanded services through the addition of other health professionals.

Looking to the future, Lyons said, "I can see a community site where CHSC and other university services such as speech, hearing, and nutrition are adjacent and offer the community an array of services at the same location — a sort of Complex of Care."

The clinic's commitment to nursing education, research, and service to the community gives its staff the confidence that it will continue for many more years. ■



Breaking the Cycle – One of a Kind

This unique clinic provides outreach healthcare services to high-risk, underserved women.

Most academic nursing centers in the country take the conventional approach to providing basic healthcare services to underserved community populations, serving as research sites and providing community clinical experiences for nursing students. However, Breaking the Cycle Community Health Care is unique in many ways. To paraphrase a car television commercial of a few years ago, “It is not your mother’s (or your father’s) academic nursing center.”

Breaking the Cycle (BTC), administered by the ASU College of Nursing & Healthcare Innovation, was founded in 1991. Its inspiration grew out of a community assessment of homeless children in central Phoenix conducted by Phyllis Kraus Primas, PhD, RN, and a group of ASU graduate students. First operating out of Trinity Cathedral and the Salvation Army Family Shelter, the clinic provided mobile healthcare services to children. The initial name of the center, Breaking the Cycle of Disadvantage, aptly summed up its mission. An average of 96 percent of its clients over the years lives below the poverty line.

“The program developed as a partial response to increasing concern for the deplorable state of Arizona’s children and the belief that all children have a fundamental right to the opportunity to achieve their individual potential for health and well-being,” Primas said. “The mission was to provide free, comprehensive, accessible, culturally acceptable outreach primary healthcare services to high-risk, underserved children and youth.”

Healthcare on the Move

In the beginning, the BTC staff consisted of a nurse practitioner, community health nurse, bilingual outreach worker, an administrative assistant, and a pool of nurses and volunteers, including a volunteer

Above: ASU graduate nursing student Susan Ludwig discusses preventive care with a client at Breaking the Cycle Health Care near downtown Phoenix.

dentist. Primas, who retired in 2002, said supplies and equipment were carried to the various sites in staff members' private vehicles, until funding was obtained to purchase a van.

The program operated entirely on "soft monies" that Primas raised as director. Funding came through various contracts, the largest of which was from the Arizona Department of Health Services tobacco tax funds, plus a number of gifts and grants from local foundations, organizations, the Krause Memorial Children's Fund maintained by the ASU Foundation, and many individuals. In 2000, the clinic also received a grant from the Healthcare Resource Services Administration that it enabled it to expand services. Total funding over the 10-year period was just under \$3 million, with which the clinic served more than 3,000 children, seeing many of them multiple times.

The year 2001 saw a major change to the BTC mission and its approach to delivering healthcare service to the community. BTC initiated family planning services as a federal Title X delegate agency in partnership with Grace Evangelical Lutheran Church of Phoenix. With the change, BTC became the only family planning clinic housed in a church in the United States. The partnership has proven fertile ground for nursing students and pastoral interns who obtain "lived" experience. In addition to clinical work, nursing students participate in the church's outreach to the homeless on Sundays, serving breakfast to the 250 men and women who come for a meal and are invited on a voluntary basis to attend a contemporary worship service. Pastoral interns have regular contact with the primarily Hispanic population BTC serves, leading one intern to initiate English classes for clinic clients.

"Community outreach is a major focus of our ministry at Grace," Rev. Roger Thompson, Pastor of Grace Lutheran Church, said. "The various ministries we have to the homeless population in our neighborhood are testimony to that. Our partnership with Breaking the Cycle is a perfect fit, as their mission is providing healthcare to the underserved... We support that approach to family planning."

The BTC approach to family planning also is unique. "We focus on women's health since a healthy mother is central to a healthy family," Gail Petersen, MS, RN and clinic director, explained. "Our well-woman physicals often diagnose health problems such as diabetes, obesity, and other illnesses, and we are able to refer the women for further care through other safety net providers."

Access to family planning also helps reduce poverty, malnutrition, poor living conditions, emergency room visits, and a host of other

social and health issues. "Research indicates that every \$1 spent on family planning services saves \$16 in public healthcare, education and social service costs," Petersen noted.

BTC clinic provides undergraduate and graduate nursing students with a rich experience. Because they work with many of the 1,200 clients who visit the clinic an average of twice each year, approximately 100 students per year receive outstanding clinical and research experiences. The typical client who visits BTC is a Spanish-speaking woman, aged 19-40, who lives in poverty and does not have health insurance. The students also gain experience working with interpreters employed by the clinic, a valuable skill in their future workplaces.

Powerful Impact on Students

After many years as a labor and delivery nurse, Denise Craig, a graduate student in the Women's Health Nurse Practitioner (WHNP) track, started her clinical rotation this year at BTC. The clinic is far busier than the ASU student imagined it would be, serving mostly uninsured Spanish-speaking women and reaching new patients primarily by word-of-mouth.

Craig has been able to use her previous skills and knowledge and expand upon them with guidance from Eileen Doench, Family Nurse Practitioner at BTC. "Eileen gives to and cares so deeply for the community that Breaking the Cycle serves and has been an amazing mentor," Craig said. "I have always wished to work with an underserved population since it is so gratifying interacting with a population that is genuinely grateful for and appreciative of the care provided. Working with Eileen at Breaking the Cycle has reinforced this desire in me and I look forward to each clinical day."

Craig added that women from all over the valley come to receive care at Breaking the Cycle and not just from the surrounding community, as she had expected. "This has opened my eyes to the great need for more clinics such as BTC in our communities to help fill this very large gap in our healthcare system, and improve the health and lives of women," the ASU graduate student remarked.

Excited about her future career as a WHNP, Craig believes nurses approach healthcare in a truly holistic and preventive way that is different from other providers. She looks forward to the day when she can give those women that need the caring touch of a nurse practitioner, and in return, feel completely fulfilled doing so.

Managing Safety Net Cuts

The educational mission of the clinic adds financial pressures in times when safety net funding is cut. Petersen explained that when



productivity is the driving force to meet contracts and generate revenues, it is difficult to provide as many student clinical slots as desired. She said that 25 percent of the budget, or \$140,000, is devoted to student education and that those costs are not reimbursed for nurses as they are for medical residents.

The path that brought Gail Petersen to BTC is another part of the clinic's unique story. She worked as a school nurse at a Phoenix elementary school that her children attended. One Monday morning, she opened her office door to find an eight-year-old boy named Luis leaning against it in pain. When she asked what had happened,



Luis said he had injured his arm in an accident on Friday after school and was waiting to see her because his parents could not afford to send him to the emergency room. "His arm clearly was fractured. I realized at that moment that I had to do more," Petersen related. "When my mentor, Dr. Primas, offered me a position at BTC, I jumped at the chance to help develop and sustain a program that reaches those in need."

In addition to Petersen's

ASU's Breaking the Cycle Health Care is the only nurse-managed family planning clinic housed in a church in the United States.

leadership and 18 years of nursing experience, she also brings unique fund-raising skills that are critical to the clinic. She has developed an extensive network of community contacts, including state legislators, business executives, and community leaders. Since 2004, she and the congregation of Grace have held the annual "Art for Health" exhibition and sale of work of student artists from the Herberger College of Art and artists from the community that raises funds for BTC. Petersen also founded Friends/Amigos of BTC through the ASU Foundation to raise funds from corporations and foundations.

Different in so many ways from other university-based community health clinics, BTC shares in their continual financial struggles. Until 2003, BTC was completely funded by external sources. Today, it relies on ASU and the College of Nursing & Healthcare Innovation for 11 percent of its budget, a total that has increased annually.

The financial challenges do not daunt BTC's enthusiasm for the future. Outreach health counseling is provided twice a month to the women living at Crossroads, a network of drug and alcohol recovery shelters, with hopes for increased involvement in this recovery community for student nurses.

Petersen's personal goal for the future is to nurture passionate protégés to be the next generation of nurses and nurse practitioners to bring healthcare to the underserved and who will help shift the paradigm of social responsibility to eliminate disparities among people. "In 10 years, I want to see a system of healthcare clinics that are sustained by diverse revenue streams in which the public, private and philanthropic sectors come together to serve while educating tomorrow's healthcare providers."

Given the unique successes of BTC's first 16 years, it is certainly a safe bet. ■

New North Tempe Health Center Open

Partnering with the City of Tempe

The College of Nursing & Healthcare Innovation opened the North Tempe Health Center in late August 2006 – its fourth academic nursing center (ANC). The center occupies space within a new 30,000-square-foot multi-generational, multiple-use facility built by the city that houses various city services.

The new facility includes a senior service area, a library resource center, Head Start preschool classrooms, community classrooms, a fitness center, a gymnasium, a teen center, and a youth center.

Charlotte Armbruster, director of the North Tempe ANC, said the goal of the center is to provide children and their families who live in the immediate area with accessible healthcare and quality service on a par to that available to persons with more resources. The center also serves its traditional mission of providing nursing students with clinical practice experience in the community.

High rates of poverty and lack of access to healthcare are prevalent in the north Tempe area. Services are provided independent of the client's ability to pay.

Clinic services include well child exams, illness care, physical exams, prescriptions, pregnancy tests, education, and preventive care. In addition to offering primary care services, various educational classes at the Tempe center are provided through the Escalante Senior Wellness Program. ■





Escalante Focuses on Senior Healthcare

**Center assists older adults
maintain good health and
live independently longer.**

The focus was on senior wellness when the Escalante Healthcare Center opened in 1991 as an academic nursing center (ANC) of the ASU College of Nursing & Healthcare Innovation. The Escalante center has built an impressive record during its existence of helping older adult community residents maintain good health and live independently longer.

Charlotte Armbruster, MS, RN, CS, clinical associate professor and director of Escalante since 2000, said the senior wellness program has been perhaps her most rewarding career experience. “My heart has been in senior wellness,” Armbruster said. “It is like working with friends since seniors tend to stay in the program for longer periods and you have a chance to really know them.”



In 2005-2006, the most current operating year for which records are available, Escalante had more than 3,900 client encounters or visits. The center also added 272 new senior participants in its wellness program, exceeding its goal by eight percent.

Since its inception, objectives of the wellness program have been to promote and improve the health of senior residents of the community. However, the program has other objectives that are far-reaching in terms of social impact, such as maintaining the self-reliance of older adults to live independently longer, empowering them to know how to obtain and use other healthcare resources, and reducing community healthcare costs.

“Our premise is that keeping seniors healthier longer keeps them out of emergency rooms and living independently,” Armbruster noted.

Escalante provides senior residents in the east Tempe community a variety of ways in which to participate in the program. Group workshops on nutrition and weight management, diabetes care, arthritis/chronic disease self-help, healthcare consumer education, health promotion and disease prevention are offered throughout the year. Senior health also is promoted through fitness sessions, including falls prevention, arthritis exercise, walking, strength training, and nutrition. The sessions are offered at set times during which participants work out individually under supervision. The most popular fitness session is strength training, with 1,500 individual workouts in 150 sessions.

Multidisciplinary Healthcare

The senior wellness program at Escalante takes a multidisciplinary healthcare approach, according to Diane Nuñez, MS, RN, ANP-C, clinical associate professor and wellness coordinator. Various healthcare agencies and other ASU colleges, such as Wellness and Nutrition, Social Work and Psychology, partner with Nursing to provide comprehensive services to the older adults.

John Barton, PhD, director of the ASU Department of Psychology’s Clinical Psychology Center, coordinates the doctoral students who work with seniors with arthritis in Escalante’s wellness program. “By providing this program, our students are getting exposure in working with a population we do not frequently see in our clinic, collaboration with the nursing discipline, providing service in a group format, an introduction to treatment of a common health problem, and experience in working with manualized therapy,” Barton said. “The counseling program that we use was developed at Stanford for arthritis but is now used with a broader range of health complaints. The beauty of the program is that the students learn skills that can generally apply to many patients with health psychology needs.”

Positive Research Findings

The program for seniors also provides research opportunities at Escalante. The research enables the center's staff to measure their efforts on a long-term basis and apply the findings to improve the wellness program. In the most recent research study in 2006, the sample included 185 community-residing older adults who attend a senior center. Of the initial cohort, 103 reassessments were for participants who have been in the wellness program for at least three years.

According to Wellness Coordinator Diane Nuñez, participants aged 65-74 had all scales at or above the mean, with the exception of role-emotional, which was slightly lower than the national peer group. For participants 75 years and older, all areas were well above national norms. Nuñez listed the most important outcomes that the research findings indicated as:

- Program participants spent fewer days in the hospital and visited physicians about half as much as the national norm peer group;
- Health-related quality of life and general health scores of wellness program participants were above the national norm;
- Physical and social functioning and mental health scores were above the norm; and
- Social functioning, mental health, and bodily pain improved over time when participating in the program.

Educational Impact

Knowing that such results are possible energizes students who have taken their clinical courses at Escalante. Senior Janet Hodakievic described her experience as “incredible, working with seniors who truly cared about their health.” Junior Michelle Medchill from Lake Orion, Mich., said the Escalante wellness program “let me enter a world of so many stories and backgrounds of the older adult, while helping them stay healthy.”

Shiloh Kimmel spoke of an experience at a community health fair with a grateful woman to whom he administered a retest of a DEXA screening for bone density. “Even though disappointed when the second reading indicated even lower density, she was so grateful for our help,” the junior nursing student from Phoenix said. “I was personally touched by this woman's strength, dignity and gratefulness. It is a memory I hope to keep with me for a while.”

Meagan Quarterly also was deeply affected by her experience at the health fair. “We all really enjoyed explaining the results of the screenings and educating them on ways they could maintain their bone density levels,” the junior nursing student from Bridgewater, Mass., said. “Leaving the fair, I really felt my group was able to affect the seniors' lives in a positive way and give them some important information about their health.”



Feedback from Seniors

Dale Sexton, a participant in the program for two years, said the weight conditioning has helped his breathing. “I used to get winded when I had to bend down to wash the bottom of my truck, but the weight conditioning has helped me to breathe deeper,” Sexton said. “The camaraderie of the wellness sessions is equally as important as the physical exercise. We know each other and socialize as we work out, which helps our mental health.”

John De Allume has taken part in the program for five years and said it has added years to lives. “I am able to lift more weight and walk more because of the wellness program,” De Allume said.

Multiple Services

While perhaps better known due to awards from the federal government and ASU, the senior wellness program represents only part of the services that the Escalante Health Center offers. In 1996, the center received a grant from the St. Luke's Hospital Trust to provide care for uninsured children and added these outpatient services starting in 1997.

The primary care services provided by the center today include physicals, episodic care, pregnancy tests, diabetes detection and care, and outreach activities. In 2005-2006, the most recent year for which records are available, 848 client visits were made to the center by 617 unduplicated clients, representing 506 households in the community. More than 900 immunizations also were provided. The clinic provides child care with only one Family Nurse Practitioner and a translator working 20 hours per week.

Tyke Hanisch, RN, MS, FNP-C, who serves as the nurse practitioner at Escalante for primary care, said that providing healthcare to individuals regardless of their financial status is a right and lived dream.

According to Armbruster, Escalante and the services it provides to the neediest populations are evolving and will continue to evolve. “With the same level of resources, we have been successful because of staff productivity, multidisciplinary collaboration with other parts of ASU and community agencies, and our own ability to change.”

Diane Nuñez sums up her Escalante experience this way. “I know I make a difference in the life of our senior clients,” she said. “This job affords me the opportunity to see the results and to be very creative.”

Implementing Evidence-Based Practice In Work Environments



Effective Mentorship Is Key to EBP Implementation

Evidence-based Practice (EBP) principles are followed by only about 15 percent of providers nationally today, despite data indicating a 28 percent improvement in quality healthcare outcomes when EBP is utilized. The College of Nursing & Healthcare Innovation's approach to communicating the value and efficacy of EBP to the remaining 85 percent of healthcare providers is, in part, through its EBP Mentorship program that began in late 2005.

"Our college has dedicated considerable resources to EBP and is highly committed to advancing EBP locally in Phoenix, throughout

"A key strategy is to develop EBP mentors and give them the tools to advance evidence-based practice in their own healthcare settings."

the State of Arizona, along with nationally and globally," Dean Bernadette Melnyk remarked. "A key strategy is to develop EBP mentors and give them the tools to advance evidence-based practice in their own healthcare settings. These mentors are essential for the sustainability of EBP in healthcare institutions."

The ASU program is administered by the Center for the Advancement of Evidence-based Practice (CAEP), directed by Ellen Fineout-Overholt, PhD, RN. The more than 90 EBP mentors who have attended the one-week immersion program come from 16 states and Ireland. Three programs have been offered to date, with two scheduled during 2007 (see inside back cover for details).



Ellen Fineout-Overholt, Director of the Center for the Advancement of Evidence-based Practice.

"We are very encouraged by the fact that the majority of EBP mentors who have attended the first three sessions are implementing EBP projects in their healthcare environment," Fineout-Overholt stated. "Our strategic partnership with the College of Nursing at Dublin City University to advance EBP is having similar results."

A look at ongoing implementation programs at Mayo Clinic in Scottsdale, Ariz., Cincinnati Children's Hospital in Ohio, and Barnes



Eva Caruso, unit-based educator, Cardiology at Mayo Clinic of Arizona, meets weekly with other mentor workgroup leaders to foster EBP in their work setting.

The leadership group and their units include Carol Blake, MSN, RN, CNS, Perioperative Services/OR; Eva Caruso, MSN, RN, unit-based educator, Cardiology; Jocelyn Pearson, MSN, RN, unit-based educator, Ortho/Uro; Rebecca Wilson, MSN, M.Ed, RN, BC, nursing education specialist; and Cynthia Young, MSN, RN, CGRN, unit-based educator, GI/Endo.

The Mayo Clinic EBP mentor workgroup meets weekly to create and support an environment of evidence-based practice. Most recently, the group has worked closely with CAEP faculty and Colleen Keller, PhD, RN, ASU professor of nursing and principal investigator of a DHHS Bureau of Health Professions Comprehensive Geriatric Education grant to ASU that facilitates the application of “best practice” in geriatric nursing. Nurses at Mayo Clinic are receiving education by the CAEP faculty as directed by the grant. Mayo Clinic nurses attend the educational sessions with the CAEP faculty, and the members of the EBP mentor workgroup guide the nurses as they implement their individual projects in their respective clinical areas.

According to Pearson, “The ASU EBP mentorship immersion program has

Jewish Hospital in St. Louis, Missouri gives evidence of the first fruits of the EBP mentorship program. Discussions with former EBP mentorship program participants confirmed that the programs implemented by the EBP mentors must be tailored to fit each work setting.

EBP Mentorship: Mayo Clinic

At Mayo Clinic, five attendees at the first three EBP sessions at ASU have spearheaded the mentorship effort in their organization.



Jocelyn Pearson, unit-based educator, Orthopedics/Urology at Mayo Clinic of Arizona, believes the mentorship immersion program she attended at ASU provided an appreciation of the complete EBP process.

enabled us to appreciate the full process of evidence-based practice.” Caruso agreed and added, “We needed a forum to work together, and the EBP mentor workgroup has enabled us to keep focused and continue to improve in our efforts to diffuse EBP throughout the entire organization.”

“We have to infuse EBP and break down barriers to change the culture to one in which care is consistently based on the best evidence.”

As for the future, Caruso shares a positive vision for EBP at Mayo Clinic as facilitated by the EBP mentors. “By 2015, I believe EBP will be an integral part of nursing care at Mayo Clinic,” Caruso said. “Implementation and sustainability are challenges but I believe we will get there.”

EBP Mentorship: Cincinnati Children’s Hospital Medical Center

The vision for EBP mentorship at Cincinnati Children’s Hospital Medical Center, Cincinnati, Ohio came from administration, according to Lisa Long, MSN, RN, CNS, director of the EBP program. With the encouragement of Myra Huth, PhD, RN, assistant vice president, Center for Professional Excellence, Research and EBP, Long joined Karen Burkett, MS, RN, CPNP, and Susan McGee, MSN, RN, CNS, who were among the 40 attendees at the first EBP mentorship program at ASU in December 2005. Since then, the three leaders meet weekly to discuss strategy and tactics of implementing EBP throughout their work setting.



Lisa Long, of Cincinnati Children’s Hospital Medical Center, is one of the leaders of “Point of Care,” a unit-focused EBP implementation program.

The focus of the EBP mentorship effort has been on the individual units at Cincinnati Children’s. The General Pediatric Medical, Perioperative, and Neuroscience Units have adopted the program. “Our ‘Point of Care’ approach focuses on units one at a time and provides tools appropriate to their needs,” Long said. “We want to develop more mentors and staff nurses who make care decisions from an EBP basis. In addition, each of the units that the EBP mentors are responsible for have had staff engaged in the EBP process, with an example of an outcome being the development of a policy and procedure based on the best evidence.”

The Cincinnati Children's mentorship effort also has enabled discussions with the medical center physicians about evidence-based practice. Long added, "Our doctors and nurses may take different approaches to implementing evidence-based nursing or medicine, but we share the same goal of better quality care."

Looking 5 to 10 years out, Long envisions an increase of EBP content in college of nursing curriculums and educational programs within the practice settings. "We have to infuse EBP and break down barriers to change the culture to one in which care is consistently based on the best evidence," she concluded.

EBP Mentorship: Barnes Jewish Hospital

At Barnes Jewish Hospital, part of the Washington University Medical Center in St. Louis, Missouri, the EBP mentor group conducts two-day mini-immersion sessions, according to Pat Potter, PhD, RN, FAAN, research scientist at Barnes-Jewish Hospital, who attended the EBP mentor program in December 2005. The program titled "Evidence Equals Excellence" (EEE) is held quarterly for clinicians, educators and managers to become EBP mentors for their nursing units. The team of EBP mentor leaders involved in this effort at Barnes-Jewish Hospital also includes Karen Balakas, PhD, RN, CNE; Gail Rae, PhD, RN, CNE; and Jennifer Williams, MSN, CNS-BC, CERN, CCRN.

"Most importantly, we have a lot of people talking about EBP and it is becoming a part of our practice culture."

According to Potter, the program covers explanation of EBP, the five steps of EBP, and a thorough review of skills for conducting literature searches. "We spend considerable time with the attendees on PICO question development and encourage the mentors to become involved in projects on their units," Potter, who has been an educator, nurse administrator, and author of a major text for nurses entitled *Fundamentals for Nursing* (Elsevier), explained. "Those of us who teach the seminar are assigned to the mentors to guide them through EBP applications in practice."

Balakas, associate professor at Barnes Jewish College of Nursing and Allied Health, said the fourth EBP seminar was held in May for 15 to 20 staff nurses. "We provide the 'Evidence Equals Excellence' curriculum online and personal copies of Dean Melnyk and Dr. Fineout-Overholt's book on EBP to help prepare our students thoroughly," Balakas said. "Our program has tremendous support from our top administration leaders to be able to offer EEE."

As a nurse educator, Balakas said she hopes to see evidence-based practice integrated into all nursing



Lisa Long (second from right) joins a team she mentored in Evidence-Based Practice at Cincinnati Children's Medical Center. The team includes (left to right) Maureen Switzer, BSN, RN; Carol Tierney, MSN, RN; Karla Johnson, BSN, RN; Long, director of the EBP program; and Michelle Beiting, MSN, RN.

undergraduate and graduate curriculums to advance implementation of EBP nationally.

Potter cited several units that are doing an excellent job with EBP projects. "Our emergency department is instituting family presence during resuscitation, and an oncology unit has adapted EBP fall risk factors into an hourly nursing rounds protocol," she noted.

"Our hope is that by 2010, the national network of EBP mentors will reach all 50 states."

"Most importantly, we have a LOT of people talking about EBP and it is becoming a part of our practice culture," Potter said. "In oncology, we will be awarding an oncology nursing EBP award in the amount of \$1,000 to the most worthy EBP project."



Mayo Clinic of Arizona EBP mentorship workgroup leaders include (left to right) Carol Blake, Rebecca Wilson, Eva Caruso, Jocelyn Pearson, and Cynthia Young.

Overall Perspective

"We have evidence to support that mentorship is what will sustain EBP, and that is why we are committed to building a national network of EBP mentors who will transform healthcare from the inside out, in their agencies and beyond," CAEP Director Fineout-Overholt said. "Our hope is that by 2010, the national network of EBP mentors will reach all 50 states. The network already is global with the Irish mentors and we hope to add EBP mentors in Latin America in the coming year." ■

Center for Healthcare Innovation & Clinical Trials

Launched

*College of Nursing & Healthcare Innovation
Plays Integral Part in ASU's
"University as Entrepreneur" Initiative*

The College of Nursing & Healthcare Innovation has embarked on the most extensive interdisciplinary initiative in its 50-year history with the formation of the Center for Healthcare Innovation & Clinical Trials (CHI&CT). The center, which is in the initial stages of formation, is partnering with Innovation Space, an ASU entrepreneurial joint venture with the College of Design; the Ira A. Fulton College of Engineering; the W.P. Carey School of Business; and AZ Technology.

Innovation Space in the School of Design is the key component of the ASU Entrepreneur Initiative. Its purpose is to teach students how to develop products that create market value while serving real societal needs and minimizing impact on the environment.

The initiative is funded by the Kauffman Foundation "University as Entrepreneur" five-year grant to Arizona State

University. Linda Mottle, MSM-HSA, RN, CCRP, clinical associate professor at the college has been named director of the center. (See bio story on the following page.)

"This center will attract scientists and healthcare practitioners who have innovative ideas for products to improve healthcare, but who need assistance in actualizing their ideas."

"This innovative center will serve as the focal point among biotechnical organizations, healthcare institutions and clinical researchers," Dean Melnyk said. "It will attract scientists and healthcare practitioners who have innovative ideas for products to improve healthcare, but who need assistance in actualizing their ideas through design, clinical trial testing, and taking their product to market. Unique to this center is the clinical trials component, which will allow gathering of solid evidence to support product use for sustained solutions in healthcare institutions."

Dean Melnyk said the center also will have an educational component in which interdisciplinary students can learn the process of translating innovative ideas into the design and testing of new healthcare products and approaches. Specifically, students in the Master of Healthcare Innovation Program, offered by the College of Nursing & Healthcare Innovation in collaboration with the School of Health Management and Policy at ASU, will



Daniel Weberg, a student in the Master's of Healthcare Innovation (MHI) Program asks a question of Prasad Boradkar (far right), director of Innovation Space. The College of Nursing & Healthcare Innovation is one of five colleges and departments partnering in the ASU entrepreneurial joint venture funded by the Kauffman Foundation. Phyllis Zeno and Linda Mottle, coordinator and director respectively of the new Center for Healthcare Innovation & Clinical Trials and Kathy Malloch, MHI director, also took part in the discussion.

receive experiential learning opportunities in this center. The solving of clinical problems through new healthcare products and educational approaches through the center could have a significant impact on the quality of healthcare delivery and patient outcomes in Arizona and throughout the country, Dean Melnyk added.

ASU Entrepreneur Initiative

“This initiative advances the ASU Entrepreneur Initiative by launching an innovative center, which to our knowledge, is the first of its kind in the country,” Center Director Linda Mottle said. “It will create a national hub for clinicians, scientists, and collaborating healthcare institutions/community partners to advance healthcare through the creation of evidence-based, innovative products and approaches that improve the healthcare system and create a cadre of interdisciplinary innovators that the field urgently needs.”

The CHI&CT is located in the Nursing & Healthcare Innovation Building at the ASU Downtown Phoenix Campus. The collaborating ASU colleges and programs will establish liaisons to the CHI&CT within their individual administrative structures.

Although the center is just in its start-up phase, it already has started to conduct low-risk clinical trials centering on innovative healthcare product and device development, clinical research process

“It will create a national hub for clinicians, scientists, and collaborating healthcare institutions/community partners ... and create a cadre of interdisciplinary innovators that the field urgently needs.”

adaptive design and evaluation, as well as interdisciplinary collaboration among multiple ASU departments and colleges, community healthcare institutional partners, and biotechnical companies. Mottle said a clinical trial on a cardio-graphic impedance device is in process, and a second trial of a product will begin in about three months.

The center is developing a new Graduate Certificate in Clinical Trial Management to be offered in January 2008. Mottle said the center will also offer an interdisciplinary Master of Science for Clinical Trials Management and pre- and post-doctoral mentor programs for research students at a later date. There is strong demand for formally trained clinical research team personnel in Arizona and other states to support the translation of basic science product development through the development phase to bring products to market, noted Mottle.

Mottle Joins ASU as Director of New Center for Clinical Trials

Linda Mottle, MSM, RN, CCRP, has been named director of the Center for Healthcare Innovation & Clinical Trials and will also serve as a clinical associate professor in the College of Nursing & Healthcare Innovation.

Mottle has 30 years experience in the health and clinical research fields as an administrative manager, nursing clinician, and organizational leader, specializing in health program and clinical research development and in intensive cardiac care. An RN who has a University of New Mexico BS degree in Health Planning and Administration with an econometrics concentration, Mottle received her MS in Health Management with a minor in Health Information Systems, from Lesley University in Cambridge, Mass. and is certified nationally as a clinical research professional. She has been a manager, analyst, and consultant in federal and state health planning agencies as well as private health systems, initiating, designing, implementing, and managing new health service delivery models, products, and departments.



Linda Mottle, director, Center for Healthcare Innovation & Clinical Trials

Mottle served previously as operational manager for the newly formed Telemedicine Research Department at Partners Health System, the parent company of Massachusetts General Hospital, developing new remote clinical sensor technologies. She

helped develop new hospital-based research departments, and was senior manager at large home health and hospice agencies. She is a board member of the Phoenix Chapter Board for the Association of Clinical Research Professionals and the Arizona Bio-industry Association. She also is on the Arizona Bioscience Roadmap Committee, helping develop the state's research infrastructure. Mottle is on the Clinical Trial Center Advisory Board at Inje University in Busan, South Korea, where she has taught advanced CRC workshops.

In early 2003, Mottle designed, secured grant funding, and implemented the second community college-based clinical research coordinator training program in the United States at Gateway Community College from which she joined ASU. Mottle was director and faculty for the program, which was recently adopted by Mayo Hospital and Clinic in Rochester, Minn. She also currently serves as the national consumer representative on the FDA Center for Devices and Radiological Health Circulatory System Medical Device Advisory Panel. In her spare time, Mottle continues to consult, train, and present in the clinical research operational and administrative arenas. ■

Center for Healthcare Innovation & Clinical Trials Purpose Statement

- Conduct interdisciplinary healthcare-related research that extends biomedical product and device development
- Translate product development into viable business products that have a positive impact on society and the environment
- Expand nursing research opportunities into product and device development processes
- Educate nursing, physician, and allied health professionals for device and product clinical trials spanning the healthcare delivery spectrum
- Mentor interdisciplinary pre- and post-doctoral fellows and junior investigators in experiential learning opportunities for developing and testing biomedical product innovations
- Develop a viable vehicle for interdisciplinary research among ASU-related entities to develop, test, and market innovative products and clinical research processes
- Attract scientists and healthcare practitioners who have innovative ideas for products to improve healthcare delivery but need assistance in actualizing their ideas.

Center Looks at Healthcare Needs

One of the challenges in the medical technology industry is that most new technologies do not result in obvious gains in mortality or morbidity, so it is important to demonstrate improvements in quality of life and economic advantages, according to Dean Melnyk. More healthcare providers and payers want to see evidence of effectiveness in community settings rather than just efficacy in the carefully controlled settings that characterize data gathering for purposes of regulatory approval. The College of Nursing & Healthcare Innovation has the internal infrastructure in place to conduct these specific types of trials and product assessments in collaboration with its healthcare institutional partners.

The new center plans to work with interdisciplinary ASU scientists and community healthcare institutions and practitioners, and biomedical and biotechnical professionals to deliver breakthrough medical inventions that can eliminate the potential for errors, improve the quality of healthcare delivery and save lives. Equally important, the next wave of medical technology innovation will address the cost-effectiveness concerns that pervade government and society and will seek to meet the growing needs of an increasingly well informed patient population that demands more effective, more efficient, and less invasive treatment options.

Healthcare Networks and Community Biotechnical Partners

The ASU nursing faculty and the college's new Master of Healthcare Innovation Program provide existing collaborations with

numerous healthcare institutions and medical product developers and a foundation of substantive research in healthcare process, evidence-based practice, nursing process, and clinical research. Current clinical research projects generally evaluate already developed and FDA-approved products.

The College of Nursing & Healthcare Innovation operates five community-based health centers and an advanced student clinical simulation lab that provide an extensive internal network of clinical trial sites. The health centers include the Downtown Phoenix Campus Health Center that provides services for 6,800 ASU students and employees, thus giving the college direct access to potential test subjects.

The college will expand the types of clinical trials and clinical research opportunities with many of the 400 healthcare institutions in Arizona that are contracted clinical educational sites for nursing students and also provide additional external clinical research sites and cooperative efforts for clinical trials through extensive healthcare institutional and clinical research networks.

Potential CHI & CT Benefits

CHI&CT product innovations offer potential benefits, such as

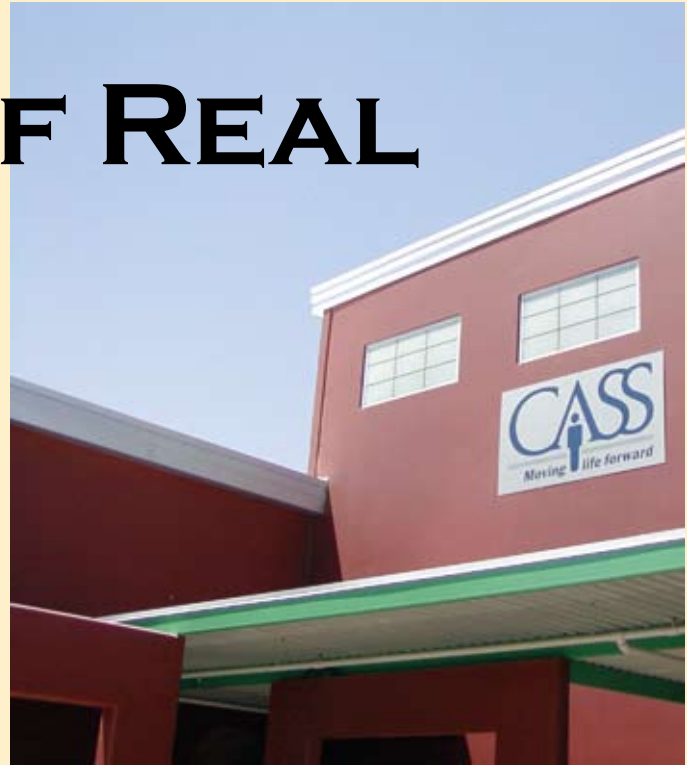
- Medical equipment that improves safety and sterility
- Healthcare solutions that prevent/control infection
- Reduced recovery time (in days)
- Better utilization of specialists' time
- Medical technology that provides labor savings
- Medical innovations that reduce potential for preventable errors
- Medical products that reduce risk
- Medical products with improved patient convenience
- Lower-cost treatment settings, such as home healthcare solutions
- Self-monitoring medical equipment with high quality and ease of use
- Product uniqueness/originality/patent readiness
- Products targeted for middle-aged/senior non-invasive diagnostics, preventive wellness, and self-care management.

The innovative collaborations among the major ASU entities, community healthcare partners and medical product development companies for entrepreneurial product development initiatives will produce a new paradigm in product design by incorporating end users (medical, nursing, and allied health professionals and patients and consumers) into the development, testing and evaluation phases for new medical products. The implications for the ASU collaborators are significant for synergy towards implementing a culture of clinical research and entrepreneurship, interdisciplinary research, and community partnering to spur solution-based approaches that generate products, services and programs for addressing local, state and national healthcare product and clinical research goals.

Other ASU departments and colleges are expected to join the collaborative with additional sponsor and financial support and broadening of innovative product development areas. ■

THE FEEL OF REAL

Clinical Students Are Touched by Reality as They Serve Their Community At This Inner-city Homeless Shelter.



Clinical experience . . . In nursing, it is learning the skills you will need in your career, but it is so much more! It is learning about life through the people you serve. According to two Senior I students doing their Community Health NUR 481 clinical rotation at the Central Arizona Shelter System (CASS) adult shelter in central Phoenix, they are learning a lot about both and being unexpectedly changed by the experience.

The students are not taking their clinicals at just any shelter. The CASS shelter downtown is the largest in Arizona and serves 6,000 clients annually — 400 women and men on a given night. Community Health Faculty Kay Jarrell and Judy Hightower arranged for



the clinical site in 2002. Jarrell takes her students there in fall and spring while Hightower brings her ASU West nursing students in the summer. Few leave without being moved by the experience.

Students enter the rotation with varying experiences and expectations. Judy Sirkis was familiar with the homeless and poor from growing up in metropolitan Phoenix. Aaron Dorcy, on the other hand, grew up in a small town in rural Washington State and had never encountered homeless people.

“Several in our group of 10 viewed our future clients as ‘unhelpable’ when we started the rotation,” Dorcy, a native of Shelton, Wash., said. “I have to admit I was one of them. However, it did not take long to see how resilient these people are and that there is not any one type of person who ends up in a homeless shelter.”

Expectations Based on Life Experiences

Judy Sirkis started her rotation with different expectations based on life experiences. “I was a child of the 60s and early 70s and had a natural affinity to helping people in need,” she explained. “When I first graduated from school, I worked as a VISTA volunteer in southern

Judy Sirkis talks to a client at the CASS homeless shelter in Phoenix after a diabetes screening.

“When you learn the problems the homeless face, it makes you feel badly about complaining and appreciate what you have.”

Georgia, giving impoverished people legal services advice.” Working with the homeless at the shelter, Judy said she rediscovered her comfort zone and the excitement she has in serving a population for which she has a great empathy.

The shelter is a setting that is open to developing personal styles in caring for clients. Aaron encourages clients to take part in the healthcare screenings he conducts. “I ask the clients to hold the blood pressure gauge as I take their pressures,” he said. “It helps them to see that good health is their responsibility, too. It is the experience that you do not often get in clinical rotations in hospitals.”

The students follow a set routine during their six-week rotation. Working from 2 to 7 p.m., they start with a conference session with Kay Jarrell, who advises them of the chronic illnesses and social problems faced by the homeless and the need to listen and respect their views. Following the hour conference meeting, the students spend the rest of the time conducting blood-pressure and diabetes screenings, treating wounds, or giving vaccine shots.

When you deal with the clients on a weekly basis, you get to know them and form a bond, Dorcy said. “When you learn the problems the homeless face, it makes you feel badly about complaining and appreciate what you have,” the student noted.



ASU nursing student Aaron Dorcy (left) encourages clients to take part in their healthcare screens at the homeless shelter at which he took a clinical course.

The students themselves bring their own stories and life experiences to the clinical setting. Judy Sirkis, for example, was an attorney with a large Phoenix law firm. When her husband died at a young age, she experienced a sense of vulnerability from not knowing enough about his condition to help to the extent she desired.

“My husband’s long terminal illness drove me to learn about medical knowledge and bring my legal advocacy skills and experience



Senior ASU nursing student Jill Williams checks a client’s throat during her clinical course at the largest homeless shelter in Arizona.

to nursing,” Sirkis said. “The change process took several years because I had a child at home when my husband died, but now I am nearing the start of an exciting new career of helping more people.”

Impact on Students and Community

Both students have been impacted by their experience in the community. Dorcy notes the insights his clinical rotation at the shelter have given him in the realities of life. Sirkis puts it more strongly. Despite the enormous, endless need Sirkis has seen, she takes heart in something from the Talmud. “He who saves one life . . . It is as if he saves the whole world.”

“The ASU nurses have been able to positively impact our clients’ physical and emotional well-being through their professional, caring and compassionate efforts.”

Chief Executive Officer Mark Holleran said CASS measures the impact of all service program collaborations against the question, “Is this good for those we serve?” Holleran explained, “Our partnership with the ASU College of Nursing & Healthcare Innovation has assisted us in addressing many unmet needs of our homeless men and women clients. Most importantly though, the ASU nurses, however briefly, have been able to positively impact our clients’ physical and emotional well-being through their professional, caring, and compassionate efforts. We believe this not only helps our clients but will ultimately provide our community with better caregivers.”

Perhaps the best long-term measure of the impact of the clinical rotation comes from the faculty who observe the results over time. Kay Jarrell feels the commitment of the students to vulnerable populations continues long after their rotation is completed. “The students become advocates for people who are vulnerable and often ask to be assigned to their care in hospitals in their careers,” Jarrell observed. “They also educate others about the unique needs of the homeless. After working with the shelter residents, I often hear them say, ‘This is why I became a nurse.’”


Personality PLUS

Clinical Simulation

“Patients” Bring

Important Dimension

to Student Experience



knee amputation. Did we mention she also has diabetes and hypertension? Post-operative care includes her managing pain, dealing with her family’s questions about phantom pain, and calling the nurse practitioner or doctor about her elevated or decreased blood sugar level. As discharge time nears, her daughter worries about how to provide care at home. Students learn about clinical decision making and working as a team. Marilee is sure to thank them for taking such good care of her.

Isabelle Capstone is a six-month old who comes to the emergency department with Respiratory Syncytial Virus. She was admitted to the hospital for further care, which included responding to her seizure and dehydration. The students in Pediatrics deal with her mother’s concerns and also learn about medications for the baby. They might find themselves challenged by a wrong medication order and advocating for Isabelle’s safety.

Becca Perez had her baby just this morning. The baby got off to a rocky start and needed newborn resuscitation. Later, it is Becca who is having a problem, postpartum hemorrhage. Becca needs assessment and close observation as the students identify the problem and activate care orders. Both mother and baby are fine by the end of the day.

Coder Johnson is the most experienced ESP patient. He has a variety of cardiac and respiratory difficulties requiring adult resuscitation techniques. He challenges final-semester students to assess and act quickly to save his life. Sometimes, though, students learn to help the family deal with his death.

These patients are not real people, but they could be. They are a few of the personalities given to simulation patients in scripted scenarios created by senior students, faculty, and clinical lab coordinators. The simulated clinical situations guide experiences for all levels of learners.

Geri Elder is a winter visitor to Phoenix. At 82, she is spry despite injuries from a car accident. Her clothing is stylish. She never misses noticing a good-looking male nurse. She may even mention her beautiful niece to him! A tactful visitor would refrain from blurting out, “But you are not real! You are just plastic and electronics.” Her answer is, “So? What’s your point?!” Geri Elder’s job in the Educational Simulation Program (ESP) is to help first-semester students make the transition from doing health assessments on each other to interviewing and examining actual elders.

Second-semester students take care of a quite different person. Marilee Sweetwater is a Native American who has had a below-the-

“We have been using simulation in the undergraduate curriculum for the last two years. Coder Johnson was our first patient,” Ruth Brooks, RN, MS, BC, manager of the Learning Resources Center and ESP said. “Corey Columbo, our newest patient, is learning to deal with a new cancer diagnosis and a colostomy. Our simulated patients serve across semesters and provide different opportunities for different students as their stories develop. The learning objectives of the various courses guide the events of each scenario.”

Multiple Personalities

When simulations go live, students are assigned roles such as primary nurse, charge nurse, other healthcare team members, spouses, or other family members, and, sometimes, a nurse practitioner or physician. The manikin patients come to life full of personality and attitude. They speak through the magic of faculty or staff in the control room, respond appropriately to questions, and challenge with questions and responses during students’ assessment and care. Students in the supporting roles also take on a personality that often adds challenge and chaos to the case. Other students in the group of 10 watch from a nearby viewing room so they can be ready to provide observations and suggestions for improvement. Faculty members guide the students to reflect on and learn from the simulation. All of the students have the opportunity to explore alternatives to the challenges they encountered. Sometimes the scenario is repeated. The simulation patients are always willing to help the students try a different approach.

Kim Murray, MSN, RN, WHNPC, clinical associate professor of nursing at ASU, is the faculty member who instructs the Baby Boy Perez newborn resuscitation and Mother Becca Perez post-partum hemorrhage simulations for NUR 481 Obstetrics students. The



purpose of the simulation is to increase students’ comfort level with newborns. “Students often have a tendency to regard newborns as aliens and have a fear of handling babies,” Murray noted. “As vital signs such as the baby’s heart beat increases, it becomes harder for the students to perform an accurate assessment. All the while they may be contending with a panicked family member



and sometimes a difficult independent healthcare provider.”

Mother Becca’s postpartum hemorrhage scenario helps students to recognize changes in their assessment findings, Murray explained. “When the report from the labor nurse indicates the mother’s readings are now off the chart, the students must recognize the cause of hemorrhage and stabilize the patient while diffusing the stress of an out-of-control spouse.”

Simulation Technology

Technology is making clinical simulation cases amazingly realistic and thus a much more powerful learning tool. “Anyone who remembers the functionless ‘Mrs. Chase’ or ‘Pablo’ from our vintage student lab days knows that technology is the answer,” quipped ESP coordinator Beatrice Kastenbaum, MSN, RN, CNE.

SimMan™, for example, is a full-body, speaking, and anatomically accurate manikin and monitor with programmable physiological vital sign indicators that allow students to detect serious complications. The manikin interacts verbally, breathes and has a blood pressure, heart and breath sounds, and a pulse. He can be changed to a she but



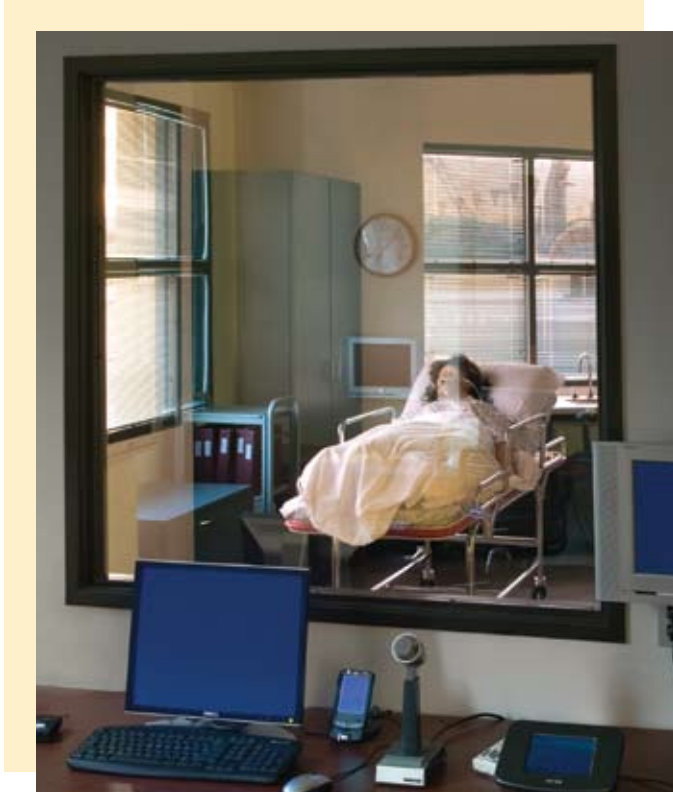
in either gender helps students gain clinical, decision-making, and communication skills during realistic patient care scenarios.

Each simulated patient’s stories, charts and programming files are shared in order to be consistent across the three ASU campus sites. Kastenbaum explained, “Our manikins are important for setting the stage for patient care, but charts, actual medical equipment, and props, like realistic blood clots, all add to reality for student learning.”

Kastenbaum said there have been changes in the undergraduate curriculum since the welcome recent arrival of SimBaby™. The baby manikin enabled the addition of pediatric and OB simulations. More

simulations for beginning and adult health students also have been introduced in the past year. “With students, faculty and our college administration all requesting more simulation, it is safe to say that additions to the simulation family will continue,” she noted.

Students focus on learning the best clinical care practices but also have fun in the simulations. Kastenbaum tells of the time when a stu-



dent playing the role of the significant other to the hilt “coded” and collapsed on the floor. The team then was faced with caring for the significant other along with the patient. The threat of a defibrillation shock brought quick return of vitality!

“SimMan™ is a great way for us to be put into acute situations where we have to make quick decisions,” senior Krystle Turner said. “Unfortunately, a great way to learn is by messing up—so once you let one of our simulation patients expire, you will NEVER make that mistake again,” Turner said. “I definitely have learned from my mistakes and now am writing an acute GI bleeding scenario because I think they are such great experiences for students.”

Lee Ranalli, another senior student explained, “Prior to simulation, most of our hands-on skills developed from being in the clinical setting with actual patients or practicing on each other in lab settings. However, simulation has provided the ultimate experience of great hands-on learning in the safest of environments.”

Ranalli said different patient scenarios and patient personalities require students to act quickly and accordingly to unexpected events. Critical thinking is the major key to making your way through the patient scenario, and even if it does not go as well as you had hoped, in the end there is a team debriefing to go over the

key take-home points of the experience, according to the senior student. “Educating through simulation is a kind of “one stop shop” for student learning while also providing it in a realistic environment,” Ranalli observed.

Manager Ruth Brooks said the move last summer to the downtown campus enabled the LRC to grow to nearly 12,500 square feet. The expansion was required because of increased emphasis on simulation lab practice that is driven by the doubling of student enrollments, shortage of clinical placements and increasing severity of patient health needs today.

At the Downtown Phoenix Campus, improvements in the new clinical lab compared to the former facility at the Tempe Campus include four fully mediated simulation rooms compared to one, 22 hospital beds compared to 7 situated in 4 different rooms to allow flexibility in use, and 12 health assessment lab beds compared to 8. These additions provide realistic clinical practice for 240 undergraduate and more than 50 graduate students a semester.

Brooks and Kastenbaum see more changes on the horizon for clinical simulation. “Students will be caring for multiple simulated patients, there will be more simulation hours in each semester, and we will be using simulation for missed clinical experiences,” they said. “Also, we will be collaborating with a variety of organizations to do multidisciplinary simulations, for example, the medical school, and using the simulation center for testing safety devices and for other healthcare research.”

Geri Elder can hardly wait. She is not getting any younger! ■



Profile

Julie Fleury, PhD, RN, FAAN

Associate Dean for Research

Director, PhD in Nursing & Healthcare Innovation Program

Julie Fleury joined the College of Nursing & Healthcare Innovation at ASU in August 2001 because of her perception that the faculty was dynamic, the opportunity to pursue her focus on community-based research, and mentorship opportunities. As the recently appointed Associate Dean for Research, Fleury's vision for the research mission to make those opportunities to become realized by supporting those she came to join nearly six years ago.

Fleury is not new to leading research initiatives at the college. She previously served as interim associate dean while a nationwide search was conducted. She was named to the position permanently early this year. Since 2005, she has served as Director of the Doctor of Nursing Science Program, a position she will continue to hold in addition to her new responsibilities. (See next page for an article on the transition of the DNS degree to a PhD program.)

A cardiovascular nurse at the start of her career, Fleury has PhDs from the University of Arizona (1990) and North Carolina State University (2001) in Clinical Nursing Research and Community Psychology respectively. Her research focus has been on the prevention and management of cardiovascular disease, especially in underserved minority women. Fleury co-authored *Health Promotion in the Elderly* with Colleen Keller (2000) Sage Publications. In recognition of her outstanding contributions to gerontological nursing, Fleury received the Western Institute of Nursing Senior Geriatric Researcher Award last year.

Indicative of her collaborative leadership style, Fleury is quick to credit others for their accomplishments. "Leadership and faculty here have done a remarkable job in increasing grant applications by more than 200 percent," Fleury said. "My role is to continue that momentum by working with faculty, putting resources together, and operating the Office of Research and Scholarship as a partnership."

Fleury points to the Centers for Healthy Outcomes in Aging and Improving Health Outcomes for Children, Teens & Families as particular strengths of the college's research area. The research centers provide an intensive forum to cultivate interchanges among faculty and interdisciplinary colleagues that extend the science and improve outcomes in focused research areas, Fleury said.

Associate Dean for Research Julie Fleury discusses a research point with ASU nursing colleague Nelma Shearer in the ASU College of Nursing & Healthcare Innovation.



Julie Fleury

Fleury takes personal pride in her work with the doctoral students. "The program is one of my most satisfying career achievements," Fleury remarked. "The students grow professionally every day which is so exciting to witness."

Despite her assured but unassuming demeanor, Fleury has set some high standards for ASU nursing research. "Our goal is to be in the Top 10 of NIH funded colleges of nursing within five years," she stated. "I believe in our faculty and know it is a goal we can achieve." Fleury is focusing on infrastructure improvements in grant support to attain the goal.

Julie Fleury came to the ASU College of Nursing & Healthcare Innovation because of her perception of its faculty as top-quality researchers and people. "I certainly found my perception to be true since the faculty is very flexible and accepting," the new associate dean said. "It is the reason that I came and the reason I stay." ■



ASU PhD Program

in Nursing & Healthcare Innovation

On-site and on Track for Fall



Program Changes Reflect Emphasis on Preparing Rigorous Researchers and Academic Leaders.

The College of Nursing & Healthcare Innovation at Arizona State University is transitioning its Doctor of Nursing Science degree to a PhD in Nursing & Healthcare Innovation. This change comes, as the Doctor of Nursing Practice is launched, in order to clearly distinguish the clinical doctorate from the research-intensive degree designed to prepare rigorous researchers/scientists. The PhD is designed for persons, including interdisciplinary health professionals, who wish to pursue careers as leaders in nursing and healthcare innovation research and education, consistent with scientific and academic roles. With a PhD, graduates are prepared to assume leadership positions in academic, research and healthcare institutions, giving direction on issues that will optimize quality of life and health resources across populations and settings. The PhD program is intended to be the primary research degree offered by the College. The transition will be effective Fall 2007.

“The American Association of Colleges of Nursing (AACN) is strongly encouraging colleges of nursing to move to two doctoral programs: one emphasizing advanced clinical practice (DNP), and one emphasizing research and scholarship (PhD),” Dean Bernadette Melnyk said. “Furthermore, the move to the PhD at this time is

consistent with transformational changes in the focus of our College of Nursing & Healthcare Innovation and ASU as an institution.”

The PhD program at ASU is an on-site program with use of web-enhanced courses. It builds upon the already successful research-intensive DNS, which emphasizes extensive student mentorship and socialization through interaction with faculty members and involvement in faculty research. Given the worsening faculty shortage in nursing due to the lack of PhD-prepared nurses in Arizona and most other states, the program meets an essential need.

Since 2005, the ASU college of nursing has placed strong emphasis on strengthening its research mission with a focus on improving research infrastructure and providing outstanding research support and mentorship for its faculty. As part of its bold strategic plan, the College launched two new centers of research excellence, the Center for Healthy Outcomes in Aging and the Center for Improving Health Outcomes in Children, Teens & Families. These centers provide strong mentorship and support from nationally and internationally known scholars, interdisciplinary collaboration, and educational resources. Students are actively involved in center faculty research and monthly research seminars, designed to prepare cutting-edge researchers who will tackle the most complex health problems

for older adults and children, teens & families. The Center for the Advancement of Evidence-Based Practice also was launched in 2005 in order to assist clinicians and researchers to translate research findings into practice at a faster speed in order to improve the quality of healthcare. In addition, the college established the Office of Research & Scholarship, the Office of International Health, Scientific and Educational Affairs, and the Southwest Borderlands Initiative. Since 2005, the college has hired 16 research faculty who, with existing researchers, are tackling some of the most pressing health problems today.

The current Doctor of Nursing Science (DNS) program at the College of Nursing & Healthcare Innovation has been admitting students since Fall 2005. The program currently has seven students enrolled and will enroll another cohort of five students for 2007. Funded by the federal Health Resources and Services Administration (HRSA), the current program has a heavy research intensive focus and the courses/requirements currently in place are comparable to other PhD programs in top schools of nursing across the country.

Curriculum Description

The PhD in Nursing & Healthcare Innovation degree requires the completion of 84 credit hours, including 30 credit hours from a previously awarded master’s degree. This program is a post-master’s degree program and requires a master’s degree in nursing or related field in order to be eligible to apply for admission. The PhD degree program will require the student to develop competencies in three core areas: scholarly citizenship, societal leadership, and collaborative inquiry (see table below). Students will be required to complete six credits in each of the three core areas (total 18 credits) and will then build a specialization within one of the core areas from graduate level coursework both within the ASU graduate nursing program and related coursework in other colleges. Within that program, some combination of 24 credits of research experience and dissertation credit will be included.

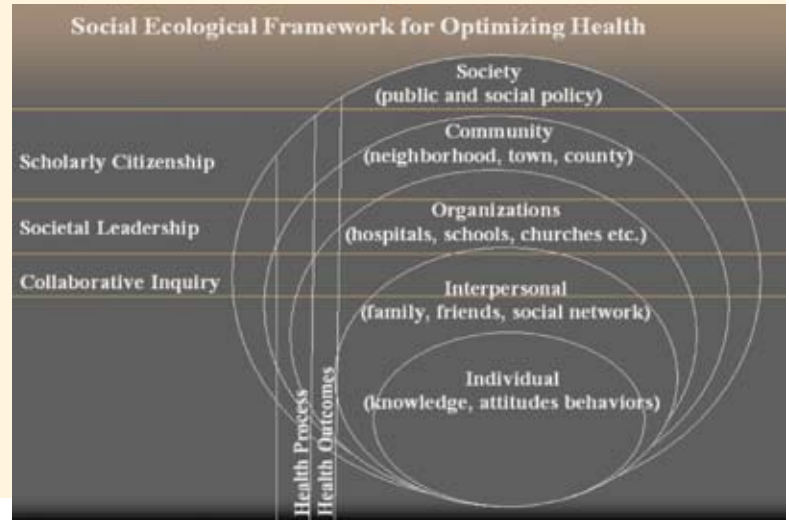
Curricular Structure

Core courses in three areas of competency	18 credits
Electives or other related research credits	12 credits
Research/Dissertation	24 credits
Credit hours from a previously awarded master’s degree	30 credits
TOTAL	84 credits

The ASU nursing PhD program takes a social ecological perspective. The social ecological model acknowledges the importance of the connections between people and their environments as well as the influence of the social context on behavior, including institutional and cultural variables. The social ecological framework is

distinguished by its multilevel nature, and supports faculty expertise and the unique role of nursing and healthcare innovation intervention across multiple levels of influence (See figure directly below, “Social Ecological Framework for Optimizing Health”).

Students will be able to choose from 27 other graduate courses



in their program of study as electives specific to student interest. Fleury said six new courses will be added to the PhD program as it transitions from DNS.

Demand for the Program

The plan is to limit enrollment to 25 in increments of five over a five-year period. The number of admissions per year would be based on the number graduated to balance the total of 25 students per year. Current DNS students will be given the option of continuing to complete the DNS degree or to complete the required courses to earn the PhD.

Affiliated faculty from 11 other departments/schools across the university will be actively engaged in offering classes to PhD nursing students and sitting as members of their dissertation committees.

Faculty Practice and Partnerships

Faculty participate in the community in a variety of roles: as providers of health services; members of advisory committees, community coalitions, and boards of directors; providers of health-related community education; and advocates for consumers through political action. Partnerships through approximately 471 agency contracts support research and student learning. Such partnerships provide excellent resources for doctoral student research, leadership, and science-based intensives. Most recently, the college has forged new contractual partnerships with Phoenix Children’s Hospital, Barrow Neurological Institute, Scottsdale Healthcare, and Mayo Clinic for faculty to assist these healthcare institutions in advancing research and evidence-based practice. ■

ASU Kicks Off Golden Anniversary Celebration

50 Years of

- *Dreaming*
- *Discovering*
- *Delivering*

It was September 1957 ... Dwight Eisenhower was President of the United States ... Barry Goldwater was a U.S. Senator for Arizona ... In hospitals, the only oxygen available came from large cylinders ... All intravenous solutions came in glass bottles with a glass drip chamber where the infusion rate was controlled by a metal clip ... Rubber gloves were considered extravagant and only used in operating rooms ... ICU/CCU had not yet been invented, and if a patient arrested on the ward, he was dragged out of the bed and placed face down on the floor ... and on September 22, 1957, six students attended the first nursing class at ASU.

All the preceding facts are history except for the last. The history of ASU nursing continues to be made today!

Alumni, faculty, emeriti, staff, students, and friends of the college have joined to kick off the celebration of the Golden 50th Anniversary that small nursing college which has grown into one of the largest in the United States. The theme of the celebration is 50 Years of Dreaming, Discovering, and Delivering.

Since that day in 1957, more than 7,600 nurses have graduated from the College of Nursing & Healthcare Innovation educational programs. More than 1,800 undergraduate and graduate students completed the 2006-2007 academic year.

"It is a privilege to be Dean at ASU as our college marks 50 years of remarkable achievements that have contributed so positively to the health of five decades of patients as well as the nursing profession," Dean Bernadette Melnyk said. "It is because of the wonderful foundation that was built by the faculty and staff in the College over the past decades that we have been able to make so many transformational innovations during the past two years."

Colleen Keller PhD, BSN (1975) RN, FNP and Joey Ridenour, MS, BSN (1969), RN are serving as co-chairs of the 50th Anniversary Steering Committee. Keller is currently a professor of nursing at ASU and director of the Center for Healthy Outcomes in Aging at the College. Ridenour is executive director of the Arizona State Board of Nursing.

Golden Goals

Keller and Ridenour said the goals of the 50th anniversary celebration at ASU are threefold. "We want to remember and celebrate the past and present achievements of our colleagues, reconnect alumni across the country with our college and university, and go forward together to accomplish even more over the next 50 years," the co-chairs stated.



The 50th Anniversary leadership has provided varied and easy-to-use tools for alumni and others to become involved in the celebration. For example, the college web site <http://nursing.asu.edu/anniversary/> features the anniversary and offers alumni interactive opportunities to help construct a “living

history” of the college by contributing individual stories of educational and career experiences and completing the college’s history timeline.

The Outstanding Nurse Awards and Candle Lighting Ceremony are the most recent additions to the anniversary celebration agenda.

ASU alumni can nominate a graduate of the College of Nursing & Healthcare Innovation for their service, professional dedication, and personal commitment to quality healthcare. To spread the word about the anniversary, ASU alumni are being encouraged to give their nominees or nominators a 50th anniversary commemorative pin that will be sent next month by direct mail.

“Each of us has worked with a nursing colleague who has made a significant difference in patient care, taught us kindness by example, and benchmarked the importance of our nursing profession in their daily work,” Professor Keller said. “Many of us, and our families, have received care from nurses who are testaments to what our profession believes. A nomination of one of these individuals to honor them will highlight the mark they have made on nursing in our communities.”

To be eligible for nomination, a nurse must be a licensed RN and:

- Advance the scope and practice of nursing
- Committed to learning to increase understanding of issues related to nursing
- Exhibit personal qualities of integrity, enthusiasm, consistency and perseverance
- Value creative approaches to nursing practice.

The nomination can be accessed through our Anniversary Web page: <http://nursing.asu.edu/anniversary/>.



Please write a few sentences about the professional you wish to see honored, and tell about his/her accomplishments, professionalism, expertise, and contributions to professional nursing.

Light Up the Night on October 19

All Outstanding Nurse nominees will be honored at the 50th Golden Anniversary Alumni Reception on Friday evening October 19, 2007, sponsored by the ASU Alumni Association, Mayo Clinic Hospital, Scottsdale Healthcare System, and the College of Nursing & Healthcare Innovation. The event will be held at 6 p.m. on the patio of the Nursing & Healthcare Innovation Building in downtown Phoenix. The Anniversary Steering Committee is asking all nominators to attend the October 19 ceremony to light a candle to honor their nominee and acknowledge colleagues. Co-chairs Keller and Ridenour hope to light up the Phoenix evening sky through this honor to nurses and the nursing profession.

Other Activities in Process

Several other activities are planned to celebrate the Golden anniversary, including two endowed professorships to honor Nancy Melvin and B Steffl, commemorative pins, a DVD of highlights and developments in the College history, and other commemorative items. A request is being made to Arizona Governor Janet Napolitano to declare September 22nd as “ASU Nursing Day.” A special anniversary reception also is being planned in conjunction with the 9th annual EBP National/International Conference scheduled for February 21-22 in Phoenix.



Co-chair Ridenour said more alumni volunteers are needed to work on the above activities. “These projects are a great way to give back to the college and to become closer to the institution which helped determine your career,” Ridenour said.

Grand Finale

A 50th Anniversary Golden Gala Dinner on Friday, April 25, 2008 at the Arizona Biltmore will conclude the celebration. Special presentations, awards and entertainment will highlight the event. Entertainment will be provided by Capitol Steps, a nationally recognized comedy team that has recorded 27 albums and been featured on NBC, CBS, ABC, and PBS.

“Our achievements in the past 50 years belong to all of us,” Dean Melnyk noted. “However, our history lives on in today’s alumni, faculty and students which makes the next 50 years of tomorrows truly exciting.”



Innovative Online Graduate Certificate

Child and Adolescent Mental Health Intervention Specialist Offering Designed

Fifteen million or one in four children and adolescents in the United States have mental or behavioral health problems that interfere with how they function at home or school. According to the American Psychological Association, only 20 to 25 percent of these children receive any treatment for these disorders. According to the American Academy of Child & Adolescent Psychiatry, there are approximately 6,300 child and adolescent psychiatrists in this country with a need at 32,000.

To help address this growing public health problem, the College of Nursing & Healthcare Innovation at Arizona State University (ASU) is announcing the nation's first Child & Adolescent Mental Health Intervention Specialist Graduate Certificate Program. This innovative 15-credit program is designed specifically for pediatric and family nurse practitioners and pediatricians who want to enhance their knowledge and skills in the assessment and management of common mental and behavioral health problems in children and adolescents.

"This program offers a psychiatric tool kit drawn from several model programs and designed to help primary care providers in their daily practices," Ann Guthery, MS, RN, PsyMHNP and co-director of the program said. "The tool kit will help them ef-

fectively treat mild mental health problems and stabilize the more seriously mentally ill child until referrals can be obtained. The tool kit is comprised of directed interviewing strategies, advanced Cognitive Behavioral Therapy (CBT) skills, differential diagnostic strategies, and advanced psychopharmacological management."

The new certificate will be predominantly an online distance education program with two immersion visits to the ASU Downtown Phoenix Campus for more intensive learning. Nine credit hours of this certificate program can be transferred into the College's online post-master's child/family psychiatric mental health nurse practitioner program for those students desiring more depth in assessing and treating child and adolescent mental health problems as a child/family psychiatric nurse practitioner.

Co-directors of the new certificate program are Dean Bernadette Melnyk, PhD, RN, CPNP/NPP, FAAN and Guthery, both of whom are child and adolescent psychiatric mental health nurse practitioners. Faculty for the program have more than 120 years of nursing education and advanced practice experience.

Applicants must either have a Master of Science in Nursing and work as a pediatric/family nurse practitioner or pediatric clinical nurse specialist, or be a health-related professional (e.g., social worker, physician assistant, physician) with experience in child and adolescent behavioral and mental health. Current healthcare licensure in the applicant's state of residence is needed to complete clinical requirements for the certificate.

For more information and application, go to <http://nursing.asu.edu/>. ■

EBP News Report

8th National/International Evidence-Based Practice Conference a Record Success



The 8th National/International Evidence-Based Practice Conference in February proved a record success in several ways. The conference titled *Translating Research into Best Practice with Vulnerable Populations* featured prominent speakers from 21 states, including seven from outside the U.S., an all-time total of 67 posters, and record attendance of 340.

“The enthusiasm and energy was palpable among the conference participants,” Ellen Fineout-Overholt, director of the Center for the Advancement of Evidence-based Practice at Arizona State University said. “No matter the discipline, the specialty, their country or state where they practice, or their experience with EBP, they were eager to learn and contribute to others’ learning about how to improve health outcomes through evidence-based care. Our call for abstracts is out for February 2008. We look forward to hearing from clinicians and healthcare professions faculty about how they are advancing EBP as they showcase their work at next year’s conference.”

The Center for the Advancement of Evidence-based Practice and the ASU College of Nursing & Healthcare Innovation sponsored the conference held for the first time in Phoenix. Co-sponsors included Phoenix Children’s Hospital, Banner Health, Mayo Clinic, Sun Health Corporation, Sigma Theta Tau International, Cerner Corporation, as well as the Center for Healthy Outcomes in Aging and the Academy for Continuing Education at the ASU nursing college.

The theme of this year’s conference was *Interdisciplinary Collaboration for Influencing Outcomes through Evidence-Based Practice*. Nancy Donaldson, DNSc, RN, FAAN and director, University of California at San Francisco Center for Research & Innovation in Patient Care delivered the conference keynote address “From Here to Eternity: The Link Between Outcomes and EBP.”

The conference focused on four specialty track areas: aging; children, teens and families; psychiatric mental health; and acute/critical care.

Keynote speakers for the specialty track areas were:

Acute/Critical Care

Tom Ahrens, DNS, RN, CCRN, CS
Research Scientist, Barnes-Jewish Hospital

Aging

Barbara Resnick, PhD, CRNP, FAAN, FAANP
Professor of Nursing, University of Maryland School
of Nursing

Children, Teens & Families

Marilyn Hockenberry, PhD, PNP, RN-CS, FAAN
Professor, Baylor College of Medicine, Center for
Clinical Practice; Director of Research & EBP, Texas
Children's Hospital

Psychiatric Mental Health

Bernadette Melnyk, PhD, RN, CPNP/NPP, FAAN,
FNAP
Dean, College of Nursing & Healthcare Innovation,
Distinguished Foundation Professor in Nursing at
Arizona State University.

A new track, EBP Implementation, was piloted this year at the conference. It was well attended and will be offered again in 2008.

The conference concluded with a reflective endnote presentation on the renewal of the spirit of nursing. Alyce A. Schultz, RN, PhD, FAAN, Associate Director of the Center for the Advancement of Evidence-based Practice at Arizona State University and two of her nurse colleagues, Paulette Gallant, RNC, BSN and Kathleen Keane, RN, BSN, CCRN from Maine Medical Center in Portland, ME delivered individual presentations on the endnote topic. The speakers reflected on the role that knowledge will play in the future for all nurses and how translating the use of knowledge in daily clinical care renews the spirit of nursing and creates an intellectual curiosity that promotes nursing excellence.

An independent panel of judges representing a cross section of conference attendees presented podium and poster awards as follows:

Podium Presentation Awards

Acute/Critical Care

*Managing Growth: Improving Throughput
Using Process Redesign to Align with Best
Practice*

Noreen Vanca, BSN, RN
Sun Health Del E. Webb Hospital

Aging

*Improving Patient Care in New Zealand;
Clinical Indicators Benchmarking Project*
Deborah Ann Gillon, RN, nurse
practitioner candidate
MHealthSC (Nursing)



Nancy Donaldson, director, University of California at San Francisco Center for Research & Innovation in Patient Care, delivers the keynote address at the 8th Annual National/International EBP Conference.

Children, Teens & Family

Pediatric Asthma Clinical Pathway: Acute Care Meets Chronic Care
Traci Arney, MN, RN, CFNP, AE-C
Banner Children's Hospital and Banner Desert Medical
Center

EBP Implementation Strategies

*Discipline-Specific Evidence-Based Education Promotes Knowledge,
Skills and a Culture of Evidence-Based Making*
Eduardo Mendez, MPH, RN
Cincinnati Children's Hospital Medical Center

Psychiatric Mental Health

*Recognizing and Treating Underserved Women with Sub-Threshold
Depression*
Sheela Choppala, PhD, RN
Washington State University

Poster Awards

Evidence to Guide Practice

*Comparison of a RN or Promotora-delivered Intervention Study
with Monolingual Clients*
Sherry Garrett Hendrickson, PhD, APRN
Jacquelyn C. Williams, DSN, APRN, BC
University of Texas at Austin School of Nursing

Moving from Evidence to Action

Evidence-Based Practice Project: Subcutaneous Aspiration
Karla Johnson, BSN, RN
Lisa English Long, MSN, RN
Cincinnati Children's Hospital Medical Center

EBP Makes a Difference

*Hop into Evidence-based Practice to
Promote Quality Care: Kangaroo Care in
the Healthy Newborn*

Inga Zadvinskis, MSN, APRN,
BC
Jane Lamp, MS, RNC, CNS
Riverside Methodist Hospital

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The 9th EBP National/International EBP Conference will be held February 21-22, 2008 in Phoenix, Arizona. Please visit the conference website (<http://nursing.asu.edu/caep/conference/index.htm>) for more information on the conference and the 2008 call for abstracts. ■

EBP News Report

Call for Abstracts for 2008 National/International EBP Conference

The 9th Annual EBP Conference, *Translating Research into Best Practice with Vulnerable Populations*, has been scheduled for February 21-22, 2008. This is a national/international interdisciplinary conference in advancing evidence-based practice to improve patient outcomes in:

- Aging
- Children, Teens & Families
- EBP Implementation
- Psychiatric/Mental Health
- Acute/Critical Care.

This two-day conference will provide a wealth of opportunities to interact with colleagues and hear from clinicians across the country and the globe about how they are improving outcomes for patients and care providers. There also will be a full pre-conference day of workshops for those who want a more in-depth learning experience.

A call for abstracts for the conference has been issued. Abstracts are being accepted for oral and poster presentations in the following categories:

MOVING FROM EVIDENCE TO ACTION

(Works in progress that are applying evidence to practice)

Abstracts should include:

- Search strategy and evidence found
- Critical appraisal and synthesis of the evidence
- Recommendations for best practice based upon the evidence
- Plan for implementing best evidence and progress to date, including proposed outcome evaluation.

EBP MAKES A DIFFERENCE

(Completed projects with evaluation of applying evidence to practice)

Abstracts should include:

- Synthesis of evidence leading to practice change
- Process of practice change (baseline data, key stakeholders, approvals obtained)
- Results of practice change (describe results, evaluation of outcomes [e.g., cost], new questions generated).

EVIDENCE TO GUIDE PRACTICE

(Research that informs practice; outcomes management projects that generate internal evidence; evidence reviews; evidence-based clinical practice guidelines)

Abstracts should include:

- Purpose of the research project, evidence review, clinical practice guideline
- Methods (what was done and why)
- Results (outcomes, goals achieved, limitations, why goals not met)
- Conclusions (supported by data, explanation for what happened, meaningful results)
- Specific implications for practice.

Check the CAEP website (<http://nursing.asu.edu/caep>) for details on abstract submission. Send questions by e-mail to Debbie Relph at the Center for the Advancement of Evidence-Based Practice, ASU College of Nursing & Healthcare Innovation: Deborah.Relph@asu.edu.



National Consortium for Pediatric and Adolescent Evidence-Based Practice Launched

Nursing leaders representing 18 children's hospitals and colleges of nursing across the country met in a leadership summit in Phoenix, Ariz., the day before the opening of the National/International Evidence-Based Practice Conference *Translating Research into Best Practice with Vulnerable Populations*.

The purpose of the 23 leaders who attended the summit was to launch a new National Consortium for Pediatric & Adolescent EBP (NCPAEP). The effort, funded by a grant from the Agency for Healthcare Research & Quality (AHRQ), was spearheaded by Bernadette Melnyk,

Dean of ASU's College of Nursing & Healthcare Innovation.

The mission of NCPAEP is to promote interdisciplinary EBP and collaborative research for improving child and adolescent health outcomes across the care continuum.

"Despite extensive research, it takes an average of 17 years to translate research findings into practice to treat high-risk children and adolescents," Dean Melnyk explained. "Our vision is that EBP must be accelerated to provide the highest quality of healthcare for this vulnerable population."

The NCPAEP working group formulated its strategic plan and reported it to the 340 attendees of the National EBP Conference in Phoenix. National priorities and recommendations for advancing pediatric and adolescent EBP include:

- Standardize and define best practices for care of children, teens and families
- Infuse EBP expertise into nursing education, professional organizations, policy development, state boards of nursing, certification exams, and other pediatric organizations
- Provide evidence-based education tools, guidelines and resources
- Change the practice paradigm and strengthen the value of EBP
- Engage participation from all healthcare facilities to participate in the effort
- Formulate a website for sharing preliminary research findings and EBP implementation proposals along with strategies that are highly effective so that other institutions can benefit from them.

NCPAEP encourages other organizations to participate in the effort by contacting Dean Melnyk at Bernadette.Melnyk@asu.edu or calling 602-496-2200.



EBP Consortium Meets

Sheila Hofstetter (above, left), MLS, AHIP, Health Sciences Librarian at Arizona State University, discusses the website that the Arizona Consortium for the Advancement of Evidence Based Practice (AzCAEP) plans to launch later this year. Beverly Dunson, BA, a student in the School of Information Resources and Library Sciences University of Arizona, is working with Hofstetter to build the site. Other AzCAEP initiatives and teams include Vision & Leadership, Mentorship, and Assessment of EBP in Arizona.

AzCAEP, an interdisciplinary group of more than 50 healthcare providers across Arizona, is the first state-wide EBP consortium to be formed in the United States. The purpose of the group is to advance EBP to improve the quality of health-care and patient outcomes in the state. Ellen Fineout-Overholt (second from left), director of the ASU Center for the Advancement of Evidence-based Practice, and other CAEP staff helped facilitate its formation in 2005.

ARCC Scholarship Recipients Welcomed



The first cohort of Advancing Research and Clinical Practice through Close Collaboration (ARCC) Scholarship recipients participated recently in the 8th Annual Evidence-Based Practice Conference in Phoenix. The opportunity was offered through the ASU College of Nursing & Healthcare Innovation and Pan American Health Organization technical cooperation agreements. The purpose of the scholarships for nursing faculty throughout Latin America is to help them

advance evidence-based practice in their respective organizations.

The scholarship recipients and several of their hosts include (from left to right): Carol Baldwin, PhD, RN, CHTP, AHN-BC, director, Office of International Health, Scientific and Educational Affairs, ASU College of Nursing & Healthcare Innovation and Southwest Borderlands Scholar for Nursing; Graciela Silva, PhD, MPH, MT, assistant professor, ASU College of Nursing & Healthcare Innovation and

Southwest Borderlands Scholar for Nursing; Genoveva Elizabeth Ávila, MS, BSN, professor, School of Nursing, Universidad Nacional de Córdoba, Ministry of Health of Córdoba, Córdoba, Argentina; Laura Morán Peña, PhD, RN, professor, School of Nursing and Obstetrics, Universidad Nacional Autónoma de México, Vice President for the Caribbean Region & Mexico (2004-2007), México D.F., México; Luxana Reynaga Ornelas, MS, BSN, professor, College of Nursing and Obstetrics of León, Universidad Autónoma de Nuevo León, León Guanajuato, México; Bernadette Melnyk, PhD, RN, CPNP/NPP, FAAN, FNAP, Dean, ASU College of Nursing & Healthcare Innovation and Distinguished Foundation Professor in Nursing; Lourdes del Carmen Carrera Sosa, MED, RN, Dean, College of Nursing Pontificia Universidad Católica del Ecuador (PUCE), Quito, Ecuador; María Cristina Cometo, PhD, RN, professor, College of Nursing, Universidad Nacional de Córdoba, Argentina, Vice President, ALADEFE del Cono Sur Córdoba, Argentina; and Norma A. Valenzuela, MA, Interpreter/Translator, Administrative Assistant, ASU College of Nursing & Healthcare Innovation.

Achievements

Honors and Awards

The **ASU College of Nursing & Healthcare Innovation** ranked 32 out of 396 Graduate Nursing Programs on the *U.S. News & World Report* 2007 Ranking. The ASU ranking improved seven positions compared to the previous rankings and moved the college into the top 8 percent of graduate nursing programs.

The ASU College of Nursing & Healthcare Innovation's **Neonatal Nurse Practitioner students** recently achieved a 100 percent pass rate on their 2007 national certification exam. The students were graduates of the hybrid online program. **Kimberly Horns, PhD, NNP, RNC**, is the coordinator of the program.

For the tenth year in a row, **ASU's Pediatric Nurse Practitioner students** have achieved a 100 percent pass rate on their national certification exam. ASU's pass rate is significantly higher than the 78 percent national pass rate, and is indicative of the quality education ASU provides through long distance education. **Leigh Small, PhD** directs the program.

ASU Women's Health Nurse Practitioner students achieved a 100 percent pass rate on their 2007 national certification exam. This is the fifth year in a row the students in this program have achieved a 100% passing rate. Program coordinator is **Cristi Coursen, PhD, RN, BSN, MSN**.

Jacalyn Askin, PhD, CGFM, Assistant Dean for Finance and Business Support Services, has been appointed to the Debt Oversight Commission by Arizona Governor Janet Napolitano.

The American Nurses Foundation honored **Maureen Campesino, PhD, RN, PsyNP** as the 2006 President's Award Scholar for her research project titled "Exploring Perceived Racial/Ethnic Discrimination in Cancer Care Delivery among Elderly Mexican Americans."

ASU's College of Nursing & Healthcare Innovation honored **Angela Chia-Chen Chen, PhD, RN**, with the Outstanding Researcher Award in 2006. Chen also

was the recipient of the Travel Award of the Spokane Washington's Family Research Consortium's 3rd Annual Summer Institute.

Cristi Coursen, PhD, RN, BSN, MSN recently earned her PhD. The doctorate was in Public Administration and her dissertation title was "Theory to Practice: The Application of John Rawls' Theory of Justice as Fairness to Medicaid."

Bronwynne Evans, PhD, MN, FNGNA has been appointed First Vice-President of the National Organization for Nurses with Disabilities. Evans also has been named a Fellow of the National Gerontological Nursing Association.

Ellen Fineout-Overholt, PhD, MSN has been elected to the National Academies of Practice. Fineout-Overholt is a Clinical Associate Professor and the Director of the Center for the Advancement of Evidence-based Practice.

David Hrabe, PhD, RN and **Karen Saewert, PhD, RN, CPHQ, CNE** were elected to national office with the National League for Nursing. Hrabe is serving through 2009 as a member of the Nurse Educator Workforce Development Advisory Council, which works to provide the leadership to advance the learning goals of nurses whose primary role is education in

academic, practice or other service settings. Saewert, also serving through 2009, is a member of the Measurement and Evaluation Advisory Council (MEAC).

The purpose of the council is to provide leadership that transforms the state of measurement and evaluation in nursing education, particularly in the areas of evaluation and testing that predict and monitor student success.

Colleen Keller, PhD will be overseeing a site at ASU for the study of "Identity Impairment: The Cognitive Foundation of Risk Behaviors in Hispanic Women." This study, for which Keller serves as one of the co-investigators, was designed by Karen Stein, PhD, RN, FAAN, editor for the *Journal of the American Psychiatric Nursing Association*, and is a four-year longitudinal descriptive investigation, funded by the National Institute of Nursing Research.

Kathy Malloch, PhD, MBA, RN has been elected to the National Council of State Boards of Nursing Board of Directors.

Susan Mattson, PhD, RNC, CTN, FAAN was competitively selected for the American Association of Colleges of Nursing Leadership Academy.



David Hrabe



Angela Chia-Chen Chen



Susan Mattson

Bernadette Melnyk, PhD, RN, CPNP/NPP, FAAN, FNAP and **Mary Killeen, PhD, RN**

were among nurses from across Arizona honored at the third annual March of Dimes Arizona Nurses of the Year Awards Gala presented by Health Net. Melnyk and Killeen received the Research Nurse of the Year Award and the Education Nurse of the Year Award respectively.

Bernadette Melnyk, Dean and Distinguished Foundation Professor in Nursing,

was honored as a 2006 Edge-Runner award by the American Academy of Nursing. The Edge-Runner award recognizes innovative programming leading to healthcare solutions. Melnyk also was appointed to the Nursing Science: Children and Families Study Section of the Center for Scientific Review for the National Institutes of Health (July 2007 to June 2011).

Rebecca Peinhardt, RN, MSN has recently

completed the ASU Nurse Educator Certificate Program and achieved NLN Certified Nurse Educator status as an Advanced Practice RN. Peinhardt becomes only the 28th CNE in the State of Arizona, eight of whom are ASU faculty. She joins the ranks of 481 CNEs across the U.S.



Rebecca Peinhardt

Adriana Rivera Perez, a student in the DNS program, has been honored as a John A.

Hartford Foundation Building Academic Geriatric Nursing Capacity Predoctoral Scholar. Perez is working with **Colleen Keller, PhD** and **Julie Fleury, PhD** on the development, implementation and evaluation of a theory-based physical activity intervention for older Hispanic women.

Adriana Rivera Perez



Ellen Poole, PhD, RN, CCRN, CPAN, recently earned her doctorate, having successfully defended her dissertation titled "The Relationship of Preoperative Teaching Received, Preoperative Teaching Valued, and Selected Conditioning Factors to Postoperative Recovery in Ambulatory Laparoscopic Abdominal Surgery Patients" from the Catholic University of America.

Sue Roe, DPA, RN has been appointed as clinical professor.



Judy Sayles

outstanding leadership award at the May 2006 Sigma Theta Tau induction event.

Nelma Shearer, PhD, RN has been promoted to the rank of associate professor with tenure. Shearer also was presented the 2006 regional Geriatric Nursing Research Award from the Western Institute of Nursing.

Susan Stillwell, RN, MSN, CNE was named as the first National League for Nursing Ambassador at the College of Nursing & Healthcare

Innovation and a member of the first cohort of NLN Ambassadors. This program is an important NLN initiative to help the nursing education community advance excellence and transform nursing education.

Norma Valenzuela, MA, College of Nursing & Healthcare Innovation Administrative Assistant, has received the FWA Distinguished Achievement Award as a Doctoral Candidate,

Judy Sayles, MS, PsyMH-NP, received the outstanding teacher award, while **Susan Stillwell, RN, MSN, CNE** garnered the outstanding mentor award and **Barbara Wilson, RNC, MSN** the

Department of Languages and Literature, an honor that recognizes outstanding scholarship, research and leadership in ASU students.

Barbara Wilson, RNC, MSN served as an expert reviewer for Lippincott, Williams, & Wilkins' first edition of the important new



Barbara Wilson

obstetrical textbook titled *Essential Maternal and Child Nursing*.

Ken Wysocki, MS, RN, FNP-C has been competitively selected by the National Institute for Nursing Research (NINR), a division of the National Institutes of Health, to attend a Summer Genetics Institute (SGI), which includes two months of classroom, research, and laboratory time to prime advancing nurses towards research in genetics. Wysocki, who



Ken Wysocki

teaches in the NP program at ASU and works in the DPC Health Center, also was awarded a contract to teach a course for nurse practitioner students at Otago Polytechnic, in Dunedin, New Zealand. The course, *Prescribing for Nurses in Specialty Practice*, involves treatment of disease and application of pharmacology in the management of patient disease.

Grants Newly Funded, Contracts Recently Awarded

Michael Belyea, PhD recently received NIH/NINR funding for “A Model of Patient and Nursing Administration Outcomes,” for which he served as a co-investigator.

ASU College of Nursing & Healthcare Innovation has received \$100,000 from United Health Care (UHC) to fund the acquisition and renovation of a mobile health van by the ASU College of Nursing & Healthcare Innovation. This is the initial investment of UHC in a Mobile Health Network with the goal of providing healthcare to underserved communities in Arizona. The funds will cover start-up costs for a van (already donated to the college) that will be converted to reception and exam-room space and dispatched with the healthcare providers and supplies needed to provide basic, affordable primary care as well as important preventive screening services.

The van will be equipped with a computer so that electronic health records and practice data can be maintained. These records will be uploaded to a primary database at the College

of Nursing & Healthcare Innovation to allow incorporation into other programs and databases as appropriate and in compliance with HIPAA regulations. The providers in the mobile home will have access to the latest evidence-based practice standards and guidelines via searchable research databases.

Maureen Campesino, PhD, RN, PsyNP has been awarded a 2006 Seed Grant from the ASU North American Center for Transborder Studies (NACTS) for her research project titled “Refinement of the Latino Spiritual Perspective Scale.”



The Arizona Family Planning Council Board approved \$255,242 in Title X base funding for ASU’s **Breaking the Cycle Clinic** for calendar year 2007, and \$25,741 to support the ASU HIV testing program.

An additional \$10,000 in one-time funds was appropriated for the installation of a new phone system and a high-density filing system, with a total contract award of \$290,983. The contract is for 1,625 unduplicated clients and represents ASU’s seventh year as a Title X Delegate agency. The ASU College of Nursing & Healthcare Innovation is the only college of nursing in the United States that serves as a Title X Delegate agency, and Breaking the Cycle is the only federally funded family planning clinic that provides family planning healthcare in collaboration with, and on the grounds of, a church in the United States.

Bernadette Melnyk, PhD, RN, CPNP/NPP, FAAN, FNAP has received funding from the Agency for Healthcare Research & Quality for the *Evidence-Based Practice Leadership Summit: Improving Clinical Care and Health Outcomes for High-Risk Children & Adolescents*. Melnyk is Principal Investigator as well as Project Director.

National Institute for Diabetes, Digestive and Kidney Diseases of NIH Awards R15 Grant to ASU for Child Obesity and Overweight Research

The National Institute for Diabetes, Digestive and Kidney Diseases (NIDDK), a unit of the National Institutes of Health, has awarded a two-year grant to the College of Nursing & Healthcare Innovation at ASU to study prevention and intervention in child obesity.

Leigh Small, PhD, RN, CPNP, assistant professor at the ASU nursing college, is the Principal Investigator for the interdisciplinary research team. Small is also coordinator for the Pediatric Nurse Practitioner Program at the college. Co-investigators for this grant include Dean Bernadette Melnyk and Dr. Mary Mays, and interdisciplinary collaborators Dr. Catrine Tudor-Locke and Dr. Jeffery Hampl.



Leigh Small

A recent report from the Institute of Medicine revealed that rates of obesity in the preschool child population have doubled and that 3-5 year olds whose Body Mass Index (BMI) is >85 percent have a greater than 40 percent chance of later-life obesity.

Limited information exists regarding intervention strategies that have

been tested with young children who are overweight or obese. The pilot study, the first theoretically based randomized controlled trial conducted in a primary care setting, is designed to test the effects of a theoretically based intervention on the physical and mental health outcomes of 50 overweight/obese preschool/young school-aged children, or those at risk for later-life obesity and their parents.

The intervention program to be used in the study is named PLAY (Parents Leading Active Youth). Its goal is to reduce the risk for negative health outcomes (e.g., physical and mental health outcomes) in 4-7 year-old children who are overweight or obese, or at risk for later-life obesity and its adverse co-morbidities (e.g., cardiovascular disease). Emphasizing healthy weight and weight control by educational information and behavioral skills training, PLAY also includes a strong mental health/positive parenting component.

The three-month, four-session program has been carefully designed to be easily replicated and fit realistically within the time constraints of a busy pediatric office schedule and a parent’s challenging work schedule. Minimizing subject attrition during the intervention program and the 12-month follow-up to ensure quality study data is a top priority. Therefore, intervention sessions are brief, subject burden has been kept to a minimum, and reminder phone calls have been planned.

NICHD Awards ASU Grant for Spanish Translation of Sleep Measures

The National Institute of Child Health and Human Development (NICHD) awarded a two-year grant to the ASU College of Nursing & Healthcare Innovation. The grant is an R03 titled “Spanish Translation and Validation of Sleep Measures.” Carol Baldwin, PhD, RN, AHN-BC, associate professor, Southwest Borderlands Scholar, and Director of the Office of International Health, Scientific and Educational Affairs for nursing at ASU is the principal investigator. She is a research faculty member of the Center for Improving Health Outcomes in Children, Teens & Families and the Center for Healthy Outcomes in Aging.

Arizona ranks fourth in the nation in percent of Mexican Americans, who comprise nearly 23 percent of the state’s population. It is projected that by 2025, approximately one in three Arizona residents will be Mexican American. As a group, Mexican Americans have disproportionately high rates of certain chronic conditions compared to non-Hispanic whites, including Type 2 diabetes, hypertension, and obesity. These conditions have been strongly associated with sleep problems, such as sleep apnea, insomnia and excessive daytime sleepiness. A focus was placed on assessing sleep disorders in Latinos for Healthy People 2010. The FY 2005 Omnibus Appropriations bill included language that instructed the Centers for Disease Control and the National Center on Sleep Disorders Research at NIH to partner with the National Sleep Foundation to develop sleep education and public awareness initiatives. Little to nothing is known about relationships between sleep disorders and chronic illnesses in Spanish-speaking Mexican Americans on which to base these initiatives, however, due to the lack of a rigorously translated Spanish-language sleep assessment questionnaire.

The purpose of the research is to translate (English to Spanish), back translate (Spanish to English), cross-language validate and test the reliability and validity of the translated Sleep Heart Health Study (SHHS) Sleep Habits Questionnaire for use with Spanish-speaking Mexican Americans in clinical and research settings. The SHHS was a 10-year long NHLBI-funded multi-center, multi-ethnic study that examined relationships between sleep apnea and cardiovascular disease. Dr. Baldwin was a co-investigator on the study.

Bilingual team members are being trained to recruit and retain participants for the study, and translation activities are underway. The research team is working with the Las Fuentes Clinic in Guadalupe, Ariz. John Molina, MD, founder and executive medical director of the clinic is a consultant on the grant. Stuart F. Quan, MD, University of Arizona Professor Emeritus of Medicine and an internationally recognized sleep researcher, and Kate Lorig, DrPH, RN, whose arthritis self-management programs at the Stanford University Patient Education Research Center have been translated into Spanish are also consultants.

Ultimately, the translated measure will be used to characterize sleep disorders of Mexican Americans and examine associations between sleep problems and other chronic health conditions. From this information, culturally responsive sleep education and intervention materials can be developed to improve health outcomes and reduce health disparities of Spanish-speaking Mexican Americans.

Since 2005, the ASU College of Nursing & Healthcare Innovation has placed strong emphasis on strengthening its research mission with a focus on improving research infrastructure and providing outstanding research support and mentorship for its faculty. As part of its strategic plan, the College launched the centers for aging and for children, teens & families. These centers provide strong mentorship and support from nationally and internationally known scholars, interdisciplinary collaboration, and cutting edge educational resources.

NINR Awards ASU Grant for Health Empowerment Intervention

The National Institute of Nursing Research (NINR) of NIH has awarded a two-year grant to the College of Nursing & Healthcare Innovation at ASU. The grant is an Academic Research Enhancement Award (AREA), or R-15, entitled “Health Empowerment Intervention with Homebound Older Adults.” Nelma Shearer, PhD, RN and assistant professor of nursing at ASU is the Principal Investigator and a research faculty member of the Center for Healthy Outcomes in Aging.



Nelma Shearer

According to the U.S. Administration on Aging, the U.S. adult population 65 and older was 36.3 million in 2004 and is projected to increase to 71.5 million by 2030. Many older adults live alone, suffer from chronic illness, spend a greater portion of their lives disabled, and live in poverty. Knowledge concerning the potential role for health promotion efforts to manage chronic illness and promote well-being among this older population is limited. Often, the needs of these older women and men are not being met because they lack the skills to identify and obtain key resources.

The purpose of the study is to pilot test the theory-based Health Empowerment Intervention (HEI) with the intent of optimizing the intervention protocol and exploring its impact on the health outcome of well-being and theoretical mediators of health empowerment and goal attainment. The HEI is designed to facilitate health empowerment in older homebound adults by fostering awareness of and access to personal resources, specifically, self-capacity and social contextual resources, including social networks and social service utilization. Emerging from the health empowerment process is a transformation in which the older adult recognizes his/her ability to purposefully participate in goal attainment and facilitates his/her awareness of and access to needed resources, thereby promoting well-being.

Study team members are currently being trained with the study scheduled to begin in late spring. The research team is working with the Tempe Community Action Agency Home-Delivered Meal program to invite the involvement of homebound participants.

By building on older adult awareness of personal resources and access to social contextual resources, as well as promoting purposeful participation in their health, HEI may reduce healthcare costs by keeping homebound women and men in their homes, possibly preventing or delaying the need for institutionalization. ■

Publications and Representative Presentations

An article on NAPNAP's KySS (Keep your children/yourself Safe and Secure) program was published in *Nursing Spectrum* newspaper's Pennsylvania regional edition. The article, "KySS and Tell," detailed the work being implemented by the program toward the prevention of mental health disorders in children and teens. The KySS program was founded and is directed by **Dean Bernadette Melnyk**.

Baldwin, C. M., Mays, M. Z., Fleury, J., Keller, C. S. (2006, August). *Health disparities of Mexican American veterans with Type 2 diabetes*. Paper presented at the National Association of Hispanic Nurses 31st Annual Meeting and Conference, Nursing and Health Care for Hispanics: The State of the Art and Science of Caring, Phoenix, AZ.

Baldwin, C. M., Vital, M., Silva, G. E., Fineout-Overholt, E., Melnyk, B., Valenzuela, N. A. (2006). *Práctica Basada en la Evidencia (PBE): Una Introducción a la Revisión de la Evidencia para Mejorar el Resultado en los Pacientes (Evidence-based practice [EBP]: An introduction to reviewing the evidence to improve patient outcomes)*. [Abstract]. In Office of Pan American Health Organization (Washington, DC), *Proceedings of the 10th Coloquio Panamericano de Investigacion en Enfermeria*, 41.

Baldwin, C. M., Wendel, C., Grant, M., Rawl, S., Schmidt, C. M., Ko, C., Krouse, R. (2006, June). *Influence of intestinal stoma on spiritual dimensions of quality of life in military veterans*. Paper presented at the Joint American Holistic Nurses and Medical Association Conference, St. Paul, MN.

Bartlett, R., Holditch-Davis, D., **Belyea, M., Halpern, C., Beeber, L.** (2006). Risk and protection in the development of problem behaviors in adolescents. *Research in Nursing and Health*, 29(6), 607–621.

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Bond, S., Neelon, V., **Belyea, M.** (2006). Delirium in hospitalized older cancer patients. *Oncology Nursing Forum*, 33(6), 1075–1083.

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Crogan, N.L., **Evans, B.C.** (2006). The shortened Food Expectations-Long term Care Questionnaire: Assessing nursing home residents' satisfaction with food and food service. *Journal of Gerontological Nursing*, 32(10), 50–59.

Dirksen, S. R., O'Brien, P., Lewis, S., Heitkemper, M., Bucher, L. (2007). *Clinical companion to medical-surgical nursing (7th ed.)*. St. Louis, MO: Elsevier Mosby.

Evans, B.C., Greenberg, E. (2006). Atmosphere, tolerance and cultural competence in a baccalaureate nursing program. *Journal of Transcultural Nursing*, 17(3), 298–305.

Evans, B.C. (2006). The multicultural research process. *Journal of Nursing Education*, 45(7), 275–279.

Gil, K. M., Mishel, M. H., Germino, B., Porter, L. S., Carlton-Laney, I., **Belyea, M.** (2006). Uncertainty management intervention for older African American and Caucasian long-term breast cancer survivors. *Journal of Psychosocial Oncology*, 23(2-3), 3–21.

Gil, K. M., Mishel, M. H., **Belyea M.,** Germino, B., Porter, L. S., Clayton, M. (2006). Benefits of the uncertainty management intervention for African American and white older breast cancer survivors: 20-Month outcomes. *International Journal of Behavioral Medicine*, 13(4), 286–294.

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Grant, M., **Baldwin, C. M.,** McCorkle, R., Rawl, S., Schmidt, M., Ko, C., Wendel, C., Krouse, R. (2007, February). *Applying a mixed methods approach to a multi-site study of patients with ostomies*. Paper presented at the Oncology Nursing Society Advanced Practice Nursing Conference, Hollywood, CA.

Hagler, D. (2006). *Evidence and expertise at the bedside: Credibility in nursing discourse*. Poster presented at the Western Institute of Nursing, Albuquerque, NM.

Hagler, D. (2006). Pulmonary disorders. In **Stillwell, S.** (Ed.), *Mosby's critical care nursing reference (4th ed.)*. St. Louis, MO: Mosby.

Hagler, D. (2006). Pulmonary modalities. In **Stillwell, S.** (Ed.), *Mosby's critical care nursing reference (4th ed.)*. St. Louis, MO: Mosby.

Hagler, D. and Brem, S. (2006). *Nurses' informal argument: Learning to justify the claim and reach agreement*. Paper presented at the International Conference of the Learning Sciences, Bloomington, IN.

Hightower, J., Jarrell, K. (2007). *A nursing clinic at CASS. A partnership between the Arizona State University College of Nursing & Healthcare*

- Innovation and Central Arizona Shelter Services.* Association of Community Health Nursing Educators Annual Meeting, Kansas City, MO.
- Hornbrook, M. C., Krouse, R. S., McMullen, C., Grant, M., **Baldwin, C. M.**, Herrinton, L., Ramirez, M., Altschuler, A., Mohler, M. J. (2007, March). *Qualitative analysis of quality of life of colorectal cancer survivors with stomas.* Paper presented at the 2007 HMO Research Network Annual Meeting, Portland, OR.
- Hrabe, D. P., Gazda, R.**, Berg, B. (2006). Igniting the SPARK: Supporting the technology needs of online learners. *Distance Learning*, 2(5), 13–17.
- Hrabe, D. P.**, Kulikowski, K. *Preceptor-Educator Program (PEP): A hybrid approach to preceptor preparation.* Poster presentation at the 40th Annual Communicating Nursing Research Conference/21st Annual WIN Assembly, “50 Years of Advancing Nursing in the West, 1957-2007,” Portland, OR.
- Johns, B., **Gance-Cleveland, B.** (2006). Care partners and patient care technicians: Impact on orientation, retention, & promotion. *Journal of Pediatric Nursing: Nursing Care of Children and Families*, 21(2), 130.
- Leong, K. J., Airriess, C., **Chen, A.C.C.**, Keith, V., Li, W., & Adams, K. (2007). From invisibility to hypervisibility: The complexity of race, survival, and resiliency for the Vietnamese-American community in New Orleans. In K. Bates & R. Swan (Eds.), *Through the eye of Katrina: Social justice in the United States (chapter 9)*. Durham, North Carolina: Carolina Academic Press.
- Lewis, S., Heitkemper, M., **Dirksen, S. R.**, O’Brien, P., Bucher, L. (Eds.) (2007). *Medical-surgical nursing: Assessment & management of clinical problems (7th ed.)*. St. Louis, MO: Elsevier Mosby.
- McLeod, R.** (2006). *A palm full of possibilities: “Just in Time” information at the point of care.* Invited presentation at Toward an Electronic Patient Record (TEPR) National Conference and Exhibition, Baltimore, MD.
- McLeod, R.** (2006). *Clinical effectiveness of handheld technology.* Invited presentation at 31st National Primary Care Nurse Practitioner Symposium, Keystone, CO.
- McLeod, R.** (2006). *Educational preparation, certification requirements and scope of practice for specialty areas of nurse practitioner practice.* Invited keynote presented at Arizona BRN Nurse Practitioner Summit, Phoenix, AZ.
- McLeod, R.** (2006). Skin. In K. Dudeerstadt (Ed.), *Pediatric physical examination: An illustrated handbook (1st ed., chapter 6)*. Philadelphia, PA: Elsevier Science.
- McLeod, R.** (2006). *Wouldn't it be great to have a brain in your pocket when you teach?* 17th Annual International Nurse Educators Conference. Breckenridge, CO.
- Melnyk, B.M.** (2006). Calling all educators to teach and model evidence-based practice in academic settings [editorial]. *Worldviews on Evidence-Based Nursing*, 3(3), 93–94.
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- Records, K.** (2007). A critical review of maternal abuse and infant outcomes: Implications for newborn nurses. *Newborn and Infant Nursing Reviews*, 7(1), 7–13.
- Records, K., Rice, M.** (2006). Enhancing participant recruitment in studies of sensitive topics. *Journal of the American Psychiatric Nurses Association*, 12(1), 1–9.
- Reed, P.G., **Shearer, N.B.** (2006). Peplau’s theoretical model. In J. Fitzpatrick and M. Wallace (Eds.), *Encyclopedia of nursing research* (2nd ed., pp. 459–461). New York: Springer.
- Shearer, N.B.C., Fleury, J.** (2006). Social support promoting health in older women. *Journal of Women & Aging*, 18(4) 3–17.
- Shearer, N.B.C.** (2006). Development and evaluation of the health empowerment intervention: Challenges in health management by community-dwelling older adults. *The Gerontologist*, 46 (Special Issue 1), 570.
- Shearer, N.B.C.** (2006). Hair and hands and oxygen tank: The embodiment of homebound older women. *Arizona Nurse*, 59(5), 7.
- Small, L. Melnyk, B.** (2006). Early predictors of post-hospitalization adjustment problems in critically ill young children. *Research in Nursing & Health*, 29(6), 622–35.
- Weberg, D., Hagler, D.** (2007). *Debriefing: When too much information is too much.* Poster presented at American Association of Colleges of Nursing Hot Issues Conference, Denver, CO.
- Wilson, B.** (2007). *Perinatal risk and litigation: Creating a culture of patient safety.* Paper presented at the Arizona Association of Legal Nurse Consultants Spring Conference, Phoenix, AZ.

Appointments

Stevens Named Project Coordinator

Carol Stevens, MS, RN, BSN, has joined the College of Nursing & Healthcare Innovation as Nurses-to-Nurses Project Coordinator and an Assistant Director of the Academy for Continuing Education.



Funded by a \$1.3 million grant from the Health Resources and Services Administration (HRSA) to the Arizona State University College of Nursing & Healthcare Innovation, the goal of the Nurses-to-Nurses project (David Hrabec, project director) is to implement a working model for creating and sustaining a healthy and effective nursing work environment that can be adapted by health organizations across the United States. The college is partnering with Abrazo Health Care (AHC) of Arizona on the five-year initiative.

Stevens has 30 years of management and nursing leadership experience, mostly in acute care settings. Prior to joining ASU, she served as Nurse Recruiter of St. Joseph's Hospital & Medical Center in Phoenix. Stevens previously served as a charge nurse and Director of Pediatrics for Carondelet St. Mary's Hospital in Tucson, Arizona.

A graduate of the University of Arizona with a Master's in Nursing degree, Stevens earned her BSN at the University of St. Louis.

Business Support Services Adds Accounting Specialist

Kristi Kappes has joined the ASU College of Nursing & Healthcare Innovation as an Accounting Specialist in the Business Support Services office. Kappes reports directly to Dr. Jacalyn Askin, Assistant Dean for Finance & Business Support Services. In her new assignment, Kappes is responsible for payroll, P-Card review, E-commerce monitoring, general account reconciliation, and ADR (grant) effort reporting.



Most recently, Kappes served as Payroll & Accounting Associate for the University of Sioux Falls (USF) in Sioux Falls, South Dakota. Shortly before relocating to Phoenix, Kappes was honored as the University of Sioux Falls' Support Staff Employee of the Year.

A native of South Dakota, Kappes earned a BBA in Management and AA in Computer Information Systems-Business

from Mesa State College in Grand Junction, Colo. She also worked as Project Manager for Sarpy County Economic Development Corporation in Omaha, Neb., and developed partnerships with the programs and staff of the Greater Omaha Chamber of Commerce.

Psychiatric Nurse Practitioner and Researcher Joins ASU College of Nursing & Healthcare Innovation

Michael Rice, PhD, ARNP, FAAN, has joined the ASU College of Nursing & Healthcare Innovation as an associate professor, coordinator of the Psychiatric Nurse Practitioner Program, and a researcher in the Center for Improving Health Outcomes in Children, Teens & Families.

Rice is a licensed Psychiatric ARNP and board certified by the American Nurses Credentialing Center. He is active in the American Psychiatric Nurses Association on issues of national board certification. His research focus is on the effects of intimate partner violence on maternal and infant health outcomes.

An advocate for the use of technology to meet healthcare needs of rural America, Rice's HRSA-funded Medically Indigent Rural Area (MIRA) project is a model for rural Psychiatric NPs distance education, which enables graduate nursing students in rural areas to obtain supervised hours for NP licensure through internet-based videoconferencing and PDAs without relocating. It won the prestigious 2002 EDUCAUSE Award for Excellence in Application of Technology for the Benefit of Humanity and 2003 award for Best Paper in Industry and Corporate Training: EISTA, International Institute of Informatics.



The model is now being replicated in other states where Rice is a consultant and addresses a national need for access to graduate psychiatric nursing programs for underserved and rural areas. He provides national and international consultation and serves on editorial review boards on healthcare technology. He also serves on the National Board of Advisors for Spyglass Consulting, a firm focused on emerging healthcare technology, whose clients include Microsoft, Intel, Cisco and Sun Microsystems.

Rice received a Bachelor of Science in Nursing in 1974 from Mount Marty College, Yankton, South Dakota; a Master's in Psychiatric Nursing from the College of Nursing at the University of Nebraska Medical Center in 1976; and a PhD in Clinical Nursing Research from the University of Arizona College of Nursing in 1988. He served on the faculty of Washington State University College of Nursing before joining ASU.

Moving Forward – Development Opportunities and Milestones

50th Anniversary Brings New Development Goals: Raising Funds for Two Professorships

The college is pleased to announce that fundraising is underway to establish two new endowed professorships (\$500,000 each): one in memory of Nancy Melvin to be dedicated to pediatric nursing and one in honor of Bernita “B” Steffl to be dedicated for geriatric nursing. Both Nancy Melvin and B Steffl were pioneers in their respective fields of nursing, which have become academic strengths for the college.

Nancy Melvin is believed to have been the first pediatric nurse practitioner in the Valley and had a huge passion for children. She earned a baccalaureate nursing degree at the University of Nebraska and a doctorate in higher education at the University of Arizona. Nancy was a career nurse who set high goals, focused her work to achieve them, and was a wonderful mentor to graduate students as a result. She was the first ASU nursing professor to receive a \$1 million research grant. Nancy was loved and is missed by many.

B Steffl is a true clinician, respected for identifying what needs to be done in healthcare and then leading the way to address the issues. She first studied nursing at the Anker Hospital of Nursing in St. Paul, Minn. Then, following her service in the Army Nursing Corps during WWII at stations in the United States, Italy and Iran, B continued her education with a baccalaureate degree at the University of Minnesota and a master’s degree in public health. Over time, she developed a keen interest in the unique health issues facing the elderly in the emerging field of geriatric nursing, at which time she earned a Certificate in Gerontology at the University of Southern California. During B’s academic career, she developed curriculum dedicated to gerontology including a certificate program at ASU. Among her many activities beyond ASU, B established the Geriatric Nurses Interest Group of the Gerontological Society of America and worked for the passage of state and federal policies and legislation on aging. B’s warm personality is adored by her colleagues, friends and extended family.

A report on the college’s fundraising progress for these professorships will be included in upcoming issues of ASU Nursing. These professorships will help to build and sustain the college’s strategic priorities in healthy aging and pediatrics (including adolescence) by enabling the college to recruit ASU talented faculty early in their mid-academic careers. Please join us in making contributions to these valuable professorships by check (made payable to ASU Foundation), transfer of stocks and securities, and/or inclusion in estate plans. (See the end of this column for more details.)

Ewing Marion Kauffman Foundation Supports New Center for Healthcare Innovation & Clinical Trials

The Kauffman Foundation pledged \$5 million in December 2006 to ASU for its “University as Entrepreneur” proposal. ASU was the

only competing university that included its nursing school as a key component in its grant proposal. The college will receive seed money totaling \$527,810 over five years to launch the Center for Healthcare Innovation & Clinical Trials. This center will work with other ASU units, such as Innovation Space in the College of Design, to help design and test healthcare devices. The center plans to become a national clearinghouse to assist innovative nurses, NPs, physicians and others to take their healthcare ideas to market. (Please see pages 16–18 for more information.)

It’s a Girl! — “Baby Delivered” to ASU at the Polytechnic Campus

ASU Foundation’s Women & Philanthropy approved a grant request (in excess of \$50,000) in spring 2007 to purchase a SimBaby™ and related equipment to benefit ASU nursing students and improve their clinical simulation experiences. “Baby Jane” will be delivered this summer to the Polytechnic campus. This vital gift will enable the nursing students to receive pediatric clinical practice experiences that may not be available at community sites due to increasing competition for clinical placements.



In addition, having a SimBaby™ on the Polytechnic campus will help create important parity for the Polytechnic’s students’ current clinical simulation experiences. “Baby Jane” is named in honor of Jane Jozoff, outgoing Women & Philanthropy co-chair, who helped lead the organization for two fast-growing years.

Susan G. Komen Race for the Cure Supports Breaking the Cycle

The Phoenix Affiliate of Susan G. Komen for the Cure awarded \$10,755 to the ASU College of Nursing & Healthcare Innovation’s project “Favor de Tocar (Please Touch),” a breast health education program to be delivered at Breaking the Cycle (BTC) Community Health Care. This breast health education program will be provided to all clients receiving full physical exams at BTC, and builds upon a current marketing campaign in Mexico with a similar name, “Toque por Favor,” designed to increase awareness of the importance of breast self exam.

Donor Reception

Approximately 75 scholarship recipients, parents and donors gathered to meet one another and enjoy a beautiful, warm evening in early February this year at the Mercado on the Downtown Phoenix campus. Tours of the adjacent Learning Resource Center featured SimMan™ and SimBaby™. During the program, Dean Melnyk thanked the donors and business advisory group members for their support, congratulated student award recipients for their dedication to school and profession, reported on development achievements in her first two years, and outlined fundraising priorities for the future. In sharing a moving and recent personal life experience, Dean Melnyk concluded her remarks by reminding everyone of the importance of showing each other our appreciation for one another.

First Helene Fuld Nursing Innovation Scholars Named

The first two recipients of the Helene Fuld Nursing Innovation Scholarships are Catherine Brooks and Armida Cisneros-Silva. Cisneros-Silva is an RN with an Associate Degree who works as an emergency room nurse at a local hospital. Brooks hopes to work in labor and delivery with underserved populations and ultimately become a certified nurse midwife.

The Helene Fuld Health Trust, HSBC Bank USA, N.A. Trustee, awarded a \$550,000 grant for the baccalaureate nursing scholarships to the ASU



Above: Scholarship recipient Armida Cisneros-Silva.



Catherine Brooks accepts her scholarship award from Associate Dean for Academic Affairs Mary Killeen, PhD, RN.

College of Nursing & Healthcare Innovation. Scholarships are awarded for the senior year on a competitive basis to a select group of nursing students with the greatest potential for impact on the field of nursing. Recipients are recognized as the Helene Fuld Nursing Innovation Scholars.

Support the Exciting Initiatives of the College of Nursing & Healthcare Innovation

If you wish to make a charitable contribution to the college, please make a gift online by visiting www.asufoundation.org and clicking on “Invest in ASU.” Or, please make your check payable to “ASU Foundation,” and in the check’s memo line indicate your preferred designation, such as,

- Dean’s Investment Fund (where the need is greatest)
- Nursing Professorship:
 1. Nancy Melvin Professorship in Pediatric Nursing,
 2. Bernita (B.) Steffl Professorship in Geriatric Nursing.

Please mail your gift to:

Laurel Van Dromme, Director of Development
 ASU College of Nursing & Healthcare Innovation,
 MC 3020
 500 N. 3rd Street, Phoenix, AZ 85004.*

If you have any questions or wish to designate your gift elsewhere in the College of Nursing & Healthcare Innovation, please contact Laurel at 602-496-0879, laurel.vandromme@asu.edu, or at the above address.

*Note: The ASU Foundation reaches out to alumni and donors via mail, professionally trained ASU 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 & Healthcare Innovation, please contact Laurel Van Dromme, director of development, at 602-496-0879, laurel.vandromme@asu.edu, or 500 N. 3rd Street, Phoenix, AZ 85004. All funds will be deposited with the ASU Foundation, a separate nonprofit organization that exists to support ASU.

In 1935, Dr Leonhard Felix Fuld and his sister, Florentine, created a foundation in honor of their mother, Helene Shwab Fuld. Dr. Fuld developed his interest in supporting student nurses at a time when most nursing education was given in hospital-based diploma programs.

The Helene Fuld Health Trust is the nation’s largest private funder devoted exclusively to nursing students and nursing education. The Fuld Trust awards grants to leading nursing organizations and academic institutions which undertake innovative programs designed to develop and expand the profession and leadership skills of nursing students, faculty and administrators.

Alumni News

Bobby Denaro, BSN, 1993 was graduated with honors from Columbia University's Nurse Anesthesia Program in 2002. He recently completed the first of four semesters in the Doctor of Nursing Practice (DNP) Program at Columbia and hopes to be the first CRNA in the nation with a DNP. Denaro plans to apply the degree at his current work in doing acute/chronic pain management. He credits ASU faculty Beatrice (Bunny) Kastenbaum, Deb Hull and Anita Thorne for cultivating his interest in nursing. "My experience at ASU's College of Nursing was life fulfilling," Denaro said.

In Memoriam

Victoria Beleski Harris, BSN, 1959

Rosemarie Card Sandling, BSN, 1966

NINDS Stroke Health Services Recommendations Made

The National Institute of Neurological Disorders and Stroke (NINDS) has issued recommendations for health services implementation. Anne Wojner-Alexandrov, assistant director for outcomes management in the Center for the Advancement of Evidence-based Practice at the ASU College of Nursing & Healthcare Innovation,

served as co-chairperson of the NINDS subcommittee and is the only representative from the nursing field.

The group's recommendations included:

- Development of data dictionaries endorsed by key stakeholders supported by easily adopted, clinically integrated, prospective data storage/shuttling systems;
- Provider and system payment incentives (e.g., pay for performance) and availability of cost-effective technology strategies;
- Use of practice/professional organizations to support local development of cross-continuum relationships among providers of stroke care (e.g., reduce market competition and increase cooperation);
- Comprehensive Stroke Center certification with development of "hub" and "spoke" (Primary Stroke Centers) services; and



Anne Wojner-Alexandrov, assistant clinical professor of nursing at ASU, co-chairs a National Institute of Neurological Disorders and Stroke subcommittee.

- Increase expectations among certified/designated stroke centers for demonstrating community engagement.

The foremost recommendation of the subcommittee is to understand the contribution of evidence-based, stroke-care systems to the reduction of stroke burden within the U.S. population. The publication of evidence-based practice guidelines already has formed the foundation of certification processes that have been implemented by government and accreditation agencies, such as the Joint Commission on Accreditation of Healthcare Organizations.

More than 700,000 Americans have strokes annually, which result in 15 percent deaths, 10 percent requiring long-term care, and 40 percent with moderate to severe impairments.

First Mayo Campus Cohort Graduates



Above: Members of the first graduating class from the Mayo Campus of the ASU College of Nursing & Healthcare Innovation are: (front row from left) Dawn Duncan, Krystal Greeson, Victoria Murray, Nancy Morales, Ed Runyon, Michele Mintz, Jodi Heisey, and Rachel Samely; (back row from left) Virginia Helmer, Staci Quinn, Melissa Bowden, Shelley Beltz, Katie Blechman, Kevin Wherry, Stephanie Pettit, Kristin Leedy, Alison Frankley, Alison Cole, and Michelle Meler. The campus is part of a strategic partnership between Mayo Clinic in Arizona and the college.

ASU College of Nursing & Healthcare Innovation

Associate Dean for Academic Affairs

The ASU College of Nursing & Healthcare Innovation announces a national search for an Associate Dean for Academic Affairs. Join a team of researchers, educators, and evidence-based practitioners committed to optimizing health across a variety of clinical settings and building the healthiest university in America.

The Arizona State University College of Nursing & Healthcare Innovation has embarked on a bold new strategy that centers on the development of innovative educational programs, cutting-edge research to improve health outcomes in culturally diverse high-risk populations, and the Centers for the Advancement of Evidence-based Practice, Healthy Outcomes in Aging, and Healthy Outcomes in Children, Teens, & Families. Our college is an inclusive world-class enterprise of discovery that prepares innovative, evidence-based healthcare providers, educators, leaders and researchers to optimize health in a culturally diverse global community. The ASU College of Nursing & Healthcare Innovation is the state's largest producer of nurses with Bachelor of Science, Master of Science, and Doctoral degrees in nursing, a Master's degree in Healthcare Innovation, and certification in evidence-based practice, community health/public health, nursing education, child and adolescent psychiatric mental health intervention specialist.

Under the guidance of President Michael M. Crow, ASU is building the New American University. Arizona State University is one of the premier metropolitan research universities in the nation and enrolls more than 63,000 students on four campuses in vibrant metropolitan Phoenix. With more than 325 days of annual sunshine, Arizona's near-perfect weather goes hand-in-hand with year-round cultural activities.

The Associate Dean is accountable for the overall integrity, leadership, management and evaluation of the baccalaureate and graduate degree programs, certificate programs, and related support services in the College of Nursing & Healthcare Innovation across four sites. Additional responsibilities include advancing strategic educational initiatives, creating innovative academic and clinical partnerships, developing and implementing new programs, promoting retention and graduation, advancing faculty development, and mobilizing educational resources to achieve excellence in education.

Applicants must have strong leadership and management skills; demonstrated leadership in nursing education; demonstrated expertise in successful entrepreneurial initiatives and partnership development; and demonstrated experience in successful funding of large grant applications and awards management. An earned doctorate in nursing or related field and eligibility for tenure as an associate or full professor are required.

Review of applications will begin immediately and continue until the position is filled. Electronic applications are encouraged. A criminal and employment history background check will be performed prior to the employment offer. Apply with a letter of interest, curriculum vitae, and the names of three references. Please include a postal address, e-mail address, or telephone number for each reference. Send application materials to:

Bernadette Melnyk, PhD, RN, CPNP/NPP, FAAN, FNAP
Dean and Distinguished Foundation Professor
College of Nursing & Healthcare Innovation
Arizona State University, 500 N. 3rd Street,
Phoenix, AZ 85004-0698
<http://nursing.asu.edu>
E-mail contact: Julie.Fleury@asu.edu
Chair, Search Committee

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ASU College of Nursing & Healthcare Innovation

PRESENTS

Two Innovative Offerings

Educational innovation in an evidence-based practice environment is a core principle of Arizona State University College of Nursing & Healthcare Innovation strategy. As part of the implementation of this strategy, the college is pleased to offer the following two programs that can make a difference in your work and career:

EBP Mentorship Program June 18-22, 2007 September 10-14, 2007

A 5-day immersion program held on the ASU Downtown Phoenix Campus to prepare staff nurse teams and advanced practice nurses as leaders and mentors in changing organizational cultures through the promotion, implementation, and sustainability of evidence-based practice.

Faculty

The following nationally recognized experts in Evidence-based Practice and outcomes management will conduct the program:

*Contact Hours: To be determined

Ellen Fineout-Overholt, PhD, RN

Bernadette Melnyk, PhD, RN, CPNP/NPP, FAAN, FNAP

Alyce Schultz, PhD, RN, FAAN

Anne Wojner-Alexandrov, PhD, RN, FAAN

APPLY TO:

The Center for the Advancement of Evidence-based Practice
ASU College of Nursing & Healthcare Innovation
500 N. 3rd Street • Phoenix, AZ 85004-0698

Phone: 602-496-0932

E-mail: Deborah.Relph@asu.edu

Web: <http://nursing.asu.edu/ebp>

Intervention Studies: A Research Intensive Workshop November 28-30, 2007

A 3-day workshop at the ASU Downtown Phoenix Campus to prepare 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.

Faculty

Expert faculty in theory-based intervention studies who will present at the workshop:

*AzNA-ASU-5397-07 Contact Hours: 18.7

Bernadette Melnyk, PhD, RN, CPNP/NPP, FAAN, FNAP

Michael Belyea, PhD

Julie Fleury, PhD, RN, FAAN, FAHA

Bonnie Gance-Cleveland, PhD, RNC, PNP

Colleen Keller, PhD, RN-C, FNP

Mary Mays, PhD

Diane Morrison-Beedy, PhD, RN, WHNP, FNAP

APPLY TO:

The Academy for Continuing Education
ASU College of Nursing & Healthcare Innovation
PO Box 873008 • Tempe, AZ 85287-3008

Phone: 480-965-7431

E-mail: ACE@asu.edu

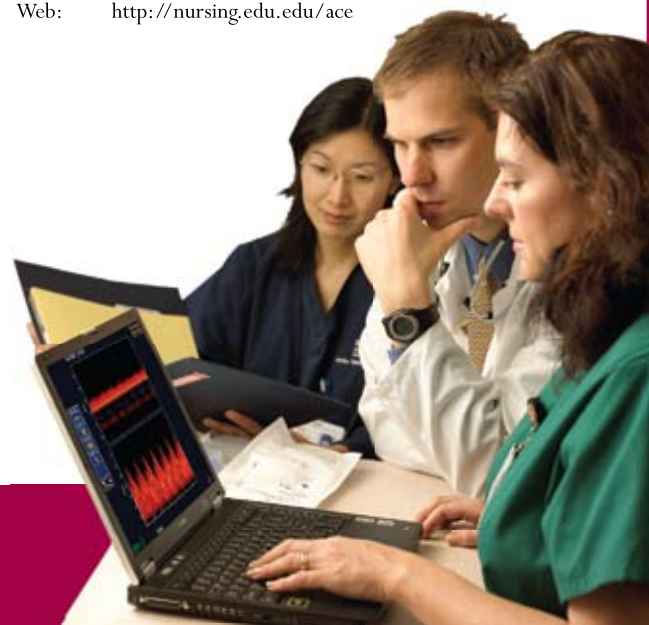
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* Contact hours will be provided by the Arizona State University College of Nursing & Healthcare Innovation, Academy of Continuing Education (ACE). ACE is an approved provider of continuing nursing education by the Arizona Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

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SUPPORT NURSING STUDENTS, SUPPORT YOURSELF

A charitable gift annuity is an excellent way to ensure a bright future for students in ASU's College of Nursing & Healthcare Innovation. It can be a part of your bright future, too.

For more information about tax-advantaged giving opportunities, contact Tim Gartland, associate director of gift planning for the ASU Foundation, at 480.965.2038.



ASU Foundation

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