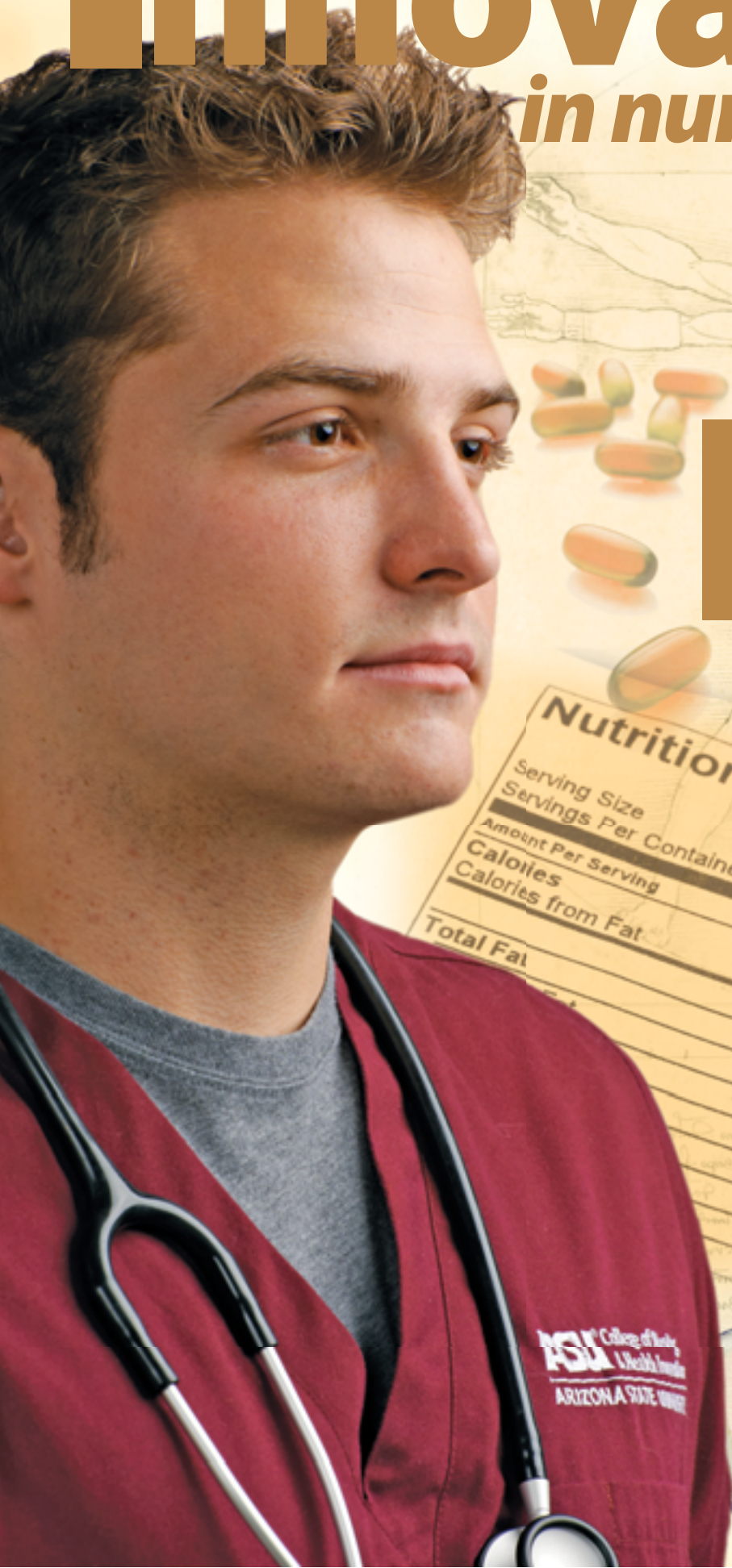


Innovations

in nursing & health

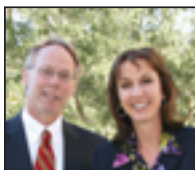
The Changing Face
OF HEALTH



Nutrition Facts	
Serving Size	
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ASU College of Nursing
& Health Innovation
ARIZONA STATE UNIVERSITY

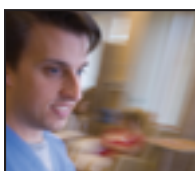
Features



2

Transcending Boundaries

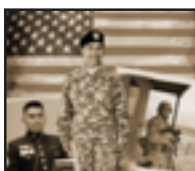
Health education takes the lead in a transdisciplinary, interprofessional approach to finding health solutions.



4

Men in Nursing

Nursing remains a profession populated primarily by women. What are the challenges to achieving gender balance and what can be done to encourage more men to enter the field?



9

Military Veterans Choose Nursing

Responsibility, leadership and disciplinary skills developed in the military help students excel in nursing.



12

Moving Forward: Projects and grants put ASU in forefront of finding health solutions

From research grants on obesity in Latino youth, to community partnerships to enhance the nursing workforce, a plethora of projects and grants keep ASU moving forward.

Focus Articles

- 1 Dean's Message
- 7 Student Spotlight: Joshua Stark
- 8 Second-Career Nurses
- 17 Interprofessional ASU Students Travel, Collaborate in Rwanda
- 19 ASUN: Supporting Native American Nursing Students
- 21 News That Matters
- 26 Professional Achievements, Appointments
- 30 Selected Publications and Presentations

On the Cover: ASU College of Nursing and Health Innovation student Quintin Memken exemplifies one of the new faces of health, as more men enter the nursing profession, with additional change moving from an emphasis on health care for sickness and disease to a focus on wellness and prevention for health.

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The College of Nursing and Health Innovation at Arizona State University is fully accredited by the Commission on Collegiate Nursing Education (CCNE) for its baccalaureate and master's degree nursing programs through June 2014. Its new Doctor of Nursing Practice Program recently achieved a full, five-year accreditation from CCNE through June 2016. The Arizona Board of Nursing has also approved these programs.

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A Message from the Dean

One of the most exciting challenges arising from the Institute of Medicine's Report on the Future of Nursing is the call for nurses to work at the highest level of their skills and education. I see this as an aspiration for all College of Nursing and Health Innovation graduates. I believe the College is uniquely positioned to provide students with the ability to work to their highest ability because of our strategic focus on interprofessional innovation and collaborative practice and research. We have a strong foundation in innovation and interprofessional approaches, and we are building on this in important ways; I would like to share a few examples.

Interprofessional education (IPE) was the core of the Macy Foundation planning grant during the last two years. Drs. Gerri Lamb and Evelyn Cesarotti have led that effort and also have translated the achievements in IPE and innovation into new endeavors. For example, Dr. Lamb has taken interdisciplinary graduate students (Master of Healthcare Innovation [MHI], design, landscape architecture, and healthcare design) to Rwanda to create healing environments that are designed with the culture, environment, and resources as central concepts. Dr. Cesarotti has translated her knowledge of innovation and IPE into two newly funded grants. The first is funded by the Department of Labor and being undertaken with Banner Health and other community partners. The aim is to increase the number of BSN-prepared nurses, consistent with the recent Future of Nursing report. This innovative approach creates pathways, including mentorship, close advising, and online learning opportunities for CNAs and RNs to gain knowledge and skills that will advance their clinical capabilities. Similarly, the second initiative, funded by Centers for Medicare & Medicaid Services (CMS) as one of five in the U.S., will prepare advanced practice nurses for primary care by providing IPE experiences as part of their clinical learning. The demonstration project is a state-wide collaborative initiative and will involve multiple community clinical and educational partners across the state, including Scottsdale Healthcare, University of Arizona, Northern Arizona University, and Grand Canyon University.

IPE is at the core of the newly created Master of Science of Health Care Delivery curriculum. Curriculum development has been a collaborative, university-wide initiative led by Amy Hillman, executive dean of the W.P. Carey School of Business, and me, with input and advice from Elizabeth Phillips, ASU executive vice president and provost and from Keith Lindor, executive vice provost and dean of the College of Health Solutions. The proposed curriculum will now be submitted for internal approval by ASU and the Arizona Board of Regents. When the Mayo Medical School opens its doors in Arizona, the degree will be required for all medical students. In the meantime, plans are in place to have the degree open by fall 2013 for enrollment by qualified students from a variety of backgrounds.

Innovation is at the heart of our college's unique MHI degree. Last year, the American Organization of Nursing Executives (AONE) and the ASU College of Nursing and Health Innovation announced the formation of the Transdisciplinary Consortium for Innovation Leadership in Healthcare. As their first official action, the consortium partners announced the launch of the first Fellowship in Innovation Leadership in Health Care, a 15-month program for senior health care leaders. The purpose of the fellowship is to strengthen the fellows' personal capability to lead and sustain innovation through bold projects that will accelerate their organization's capability to innovate and measurably improve health outcomes; patient, caregiver

and community satisfaction; productivity; transdisciplinary collaboration; and financial health. The fellowship program is designed to prepare the most innovative leaders to positively impact the future of health care. Participants will be mentored by a group of nationally recognized leaders, including Barbara Balik, Jack Gilbert, Kathy Malloch, Tim Porter-O'Grady, Barry Silbaugh, Donna Sollenberger, and David Webster. For more information about the program please visit the website at <http://www.leadhealthcareinnovation.com> or contact Jack Gilbert, consortium director, at Jack.Gilbert@asu.edu.

As another effort, a multidisciplinary team represented ASU at the IPEC Institute Oct. 15-17 in Atlanta, Georgia. Members of the team included Kathy Kenny, Kay Jarrell, Bella Panchmatia, Robin Bonifas, and Lisa Morse. The aim of the conference was how to teach the core competencies for IPE. Panchmatia and Stevens also are serving as faculty honors advisors for nursing students in Barrett Honors College. Another of the goals for this year is to provide an IPE experience at Mayo Clinic for selected Barrett Honors' nursing students.

Community examples of innovation and interprofessional clinical collaboration also are abundant in the Phoenix metro area. In September, I visited the newly opened Mountain Park Health Center in Maryvale. Dr. John Swagert, CEO, and Rachel Lambert guided our group through a facility tour and then discussed their model of interprofessional care. The facility is a transformed movie theater that is now an aesthetically appealing, colorful, inviting primary care environment. Education, community involvement, and advocacy are clearly priorities that come across in the environmental design. Dr. Swagert and Ms. Lambert spoke about the leadership and interpersonal skills that are required in providing interprofessional collaborative care: willingness to step into care scenarios and not needing to await an invitation (except that of the patient/family), being able to work with blurred boundaries while still respecting scope of practice, listening, and going above and beyond in terms of service excellence in patient care. These are the skills we desire in our graduates, students, and faculty role models.

There are many more examples of exciting things unfolding at the College of Nursing and Health Innovation and ASU — these are but a few. Please stay tuned for more. In the meantime, be well, do excellent work, and know that you are part of a meaningful effort to educate our next generation of health leaders.

Warmest regards,



Teri Pipe, PhD, RN
Dean, College of Nursing and Health Innovation



Transcending Boundaries

As the nature of health care in the U.S. continues to evolve, health education takes the lead in a transdisciplinary, interprofessional approach to finding health solutions.

Health care in the United States is at a crossroads. Policy discussions surround how to lower costs and provide access to affordable, high-quality health care for as many people as possible. Moreover, the sedentary American lifestyle has brought on epidemics of obesity and diabetes, and researchers are perennially seeking strategies to lower our nation's high rates of heart disease and cancer.

As the nature of health care — and the understanding of health itself — continues to evolve, health education must be innovative to prepare health professionals for the changing landscape, empowering them to help solve these challenges.

ASU's pioneering approach involves integrated, interprofessional programs that draw on the expertise of individuals from various fields and cultures to begin solutions-oriented discourse, foster collaboration, conduct research, and do more.

Obesity Solutions

One of the greatest health challenges currently facing the profession is the obesity epidemic, especially when obesity correlates with diabetes, heart disease, arthritis and other conditions. The Obesity Solutions Initiative, a collaborative effort between ASU and the Mayo Clinic to promote community-based research and programs in obesity, was launched in May.

"This really came out of an understanding that obesity is a complex problem that doesn't have an easy or simple fix," explains Deborah Williams, PhD, associate director of Obesity Solutions. "The exercise-more-eat-less dictum hasn't worked."

With the support of the Virginia G. Piper Charitable Trust, Obesity Solutions aims to encourage and support research, entrepreneurship, and training in an effort to find evidence-based, applicable solutions to the obesity epidemic.

"There's a recognition that obesity is the largest growing problem in the U.S. — maybe even globally, and there's a growing recognition that we need to do something different," Williams says. "We really are focused on solutions. So, while we are looking at obesity as a complex problem, we're looking at it in very practical terms. We are very open to new ideas, new approaches."

She notes that bringing together experts in various disciplines leads to fruitful research collaborations. A number of fields, including biology, social science, anthropology, bioinformatics and sustainability, touch on some aspect of obesity. Plus, ASU's Complex Adaptive Systems Initiative (CASI), established to focus the university's interdisciplinary strengths on large-scale problems, is tackling the issue of obesity this year.

Among the many current research projects through the Obesity Solutions Initiative are studies on preventing childhood obesity through early guidance, understanding how obesity is "socially contagious," and how smartphone apps can influence healthy behaviors.

"This fall, we'll also do a needs assessment on campus of students and staff to see what their health concerns are, what they think about health and obesity, and how they rate the campus in terms of health," Williams adds.

Already under way is the ASU Well Devil Initiative, which is designed to promote healthy mind, body, and community on-campus. The Well Devils Freshman Challenge encourages first-year students to provide information on their height and weight so that researchers can understand the general health of students when they arrive on campus.

Well Devils also will promote wellness activities throughout the year.

Another element of Obesity Solutions is a "mini-sabbatical" program, which provides time and space for faculty to collaborate. Plus, the initiative invests in business startups that aim to address obesity.

"ASU — because of its interdisciplinary focus — really fosters this kind of collaborative work," Williams notes. "And I think it will enhance the university and the community."

Science of Health Care Delivery Master's Degree

Working with the Mayo Clinic, ASU's new College of Health Solutions has developed a specialized master's degree program in Science of Health Care Delivery; a version of the program is required for medical students enrolled in the newly formed Mayo Medical School—Arizona Campus.

Among the first of its kind in the country, the Science of Health Care Delivery program aims to help students understand various care models and the big picture of health care.

"When I was the dean at Mayo, I was surprised at how little people knew about some of the costs and care models," says Keith Lindor, MD, executive vice provost and dean, College of Health Solutions. "They weren't really thinking about the effects of

how payment models could affect delivery, ... and they had no idea about the costs associated with what they were doing."

The current health care system, Lindor adds, is "unsustainable." That is why at ASU and other institutions, a lot of focus is shifting from the concept of health care to health, Lindor notes.

"When we look at the determinants of health, medical care is about 12 percent. That's small compared with the environment, lifestyle choices, and, to a much lesser extent, our genes," he explains. You need health care when you've lost your health. What we want as a population is health, and that's not the same as health care. So, how do providers truly make the people they're serving have and maintain their health?"

The impact of preventive medicine as well as managing the health care supply chain to reduce costs are key components of the Science of Health Care Delivery.

"Because we don't have a medical school at ASU, we don't have a vested interest to protect. In a lot of places, the medical school and hospital are revenue generators," Lindor notes. "We don't have to worry about that. ... So, really, it allows us to look very broadly—to look at where trends are going, without having to convince a couple thousand physicians. I think we're really out in front on this."

The appeal of this new degree program may lead to undergraduate or executive programs in the science of health care delivery as well.

"When we look at the cost of health care in this country, I think we all believe this can't go on," Lindor says. "This program will give graduates more understanding about how we got where we are and also how we might get out of where we are. ... This group will be better prepared to join the discussion."

A Partnership with China

When Lindor and Teri Pipe, PhD, RN, dean of the College of Nursing and Health Innovation, had the opportunity to travel to China over the summer, they found opportunities to collaborate with health care providers, researchers, and educators.

"The goal of the trip was to seek to understand what their needs were from an academic perspective as well as a clinical perspective," Pipe explains. "We

wanted to see if we could meet those needs in terms of clinical programs, research, and dialogue. The idea was to understand and to build relationships."

Among their stops were three universities, the National Ministry of Health, a private hospital, and China's State Administration of Foreign Experts Affairs.

"A lot of this is built around the idea that cross-border collaboration between universities is a good thing to do," says Denis Simon, PhD, vice provost for International Strategic Initiatives, who accompanied Pipe and Lindor on the trip. "And most important, our students and faculty stand to benefit from having a larger global playing field on which to study and forge partnerships."

The college's Master of Healthcare Innovation program seemed like a great fit for Chinese medical students. The idea is for students to complete the first year online while they finish medical school in China, then visit ASU for a year to complete their master's degree. The first class could be on campus as early as January 2014.



Keith Lindor and Teri Pipe

"This program was appealing in China because they're undergoing health care reform themselves," Pipe says. "In the past, changes were made by the government. Now there's much more room in their culture for innovation and for people to express opinions."

Simon adds that as both countries reconsider and reflect on their health care systems, the opportunity for collaboration is ripe.

"As they become a more modern society, they have to rethink how they're going to provide modern health care to an increasingly affluent population that expects more," Simon adds. "The good news is they understand the problem. The bad news is that more of the disease

profile will reflect that of an industrialized country. The Chinese have two courses of action. They can adopt what we did in the West or look for their own health solution that is going to answer their problems, particularly given their large population."

Lindor adds that having an administrator to go between Tempe and China and coordinate issues like travel and housing for students will be a valuable resource.

"We want them to have a terrific experience when they come here," he says.

Scholars from both countries also see a number of opportunities to collaborate on research programs.

"They're facing the same trends that we are," Pipe notes, adding that an aging population, reduced physical activity, a fast-food culture, and poor air quality are challenges for both countries. "One of the things you consider is that it's a good lesson in how we are all connected."

The visit and exchange of ideas was an exciting first step, Simon says.

"Dr. Pipe and Dr. Lindor are pioneers, and they've only just begun," he adds. "I hope that together we'll be able to open the doors for more collaborations and strategic alliances."

Simon foresees not only that Chinese students come to Arizona but that ASU students and faculty could find great benefit in traveling to China and learning from their scholars as well.

For Pipe, the opportunity is clear. "What strikes me — and it always does when I travel — is we are so much more alike than we are different," she says. "What we have in common is a fruitful place to build."

The Big Picture

By traveling beyond our borders — outside our discipline, outside of the country — we enhance our understanding of the issues we face in health care, foster important collaborations, and develop new insights. And it is these insights that help the College of Nursing and Health Innovation to develop integrated programs that change the way students experience health care education, empowering them to face the challenges that lie ahead and to be proactive in finding innovative solutions. ■



men in nursing



It was men who attended the world's first nursing school in India in 250 B.C., yet today, the percentage of practicing male nurses in the U.S. hovers at a mere six to seven percent. Why? There is an old saying, "Based on results, you are exactly where you choose to be." How can it be that 40 years after the passing of the landmark Education Amendment of 1972, with a full generation of young people being raised with federally mandated equal education opportunities, there is still such a gender disparity in the nursing field? What can be done to encourage more men to join the profession to correct this unfortunate imbalance?

There seems to be no argument that more men are wanted in the nursing profession. "Patients are much more receptive to health care providers of similar cultural and ethnic backgrounds, and that may well translate to gender as well," says Dr. Vernell DeWitty, a registered nurse and deputy director of New Careers in Nursing, which is a program funded by the Robert Wood Johnson Foundation.

Perception is Reality

Nursing is both an art and a science, but the traditional view of nursing is that of being primarily a profession of caring. Nursing is much more than that, however. In general, there is more responsibility than ever before, a greater reliance on technology, more emphasis on science and evidence-based practice to achieve better health outcomes. The new nursing realities, particularly in the higher-tech positions and those requiring higher education degrees and training, are more attractive to career-minded individuals who seek challenges and individual responsibility in their careers.

Although nurse practitioners have considerable responsibility, including prescribing medication in 16 states and the District of Columbia, gender-based stereotypes unfortunately endure. Friends joke with Arizona State University nursing student Quintin Memken about the notion of him pursuing a nursing career. Memken relates, "You still get jokes and my friends crack at me, 'Oh, you're the male nurse!' But I kind of laugh along and joke around with it. It doesn't bother me at all."

Memken (whose picture appears on the cover of this magazine), provides a great example of a nursing student with the potential for being a great addition to the profession, regardless of gender. He is a junior in the ASU College of Nursing and Health Innovation BSN program, and is the first recipient of the recently established J.B. Metzger Spirit of Life Nursing Scholarship



Quintin Memken, ASU Nursing Student

that is awarded to an outstanding student who exhibits merit, leadership and represents the ideals of serving others.

Challenges to Achieving Gender Balance

The reasons behind the imbalance are not really in question: they all stem, one way or another, from the fact that nursing is traditionally perceived as a "woman's job." According to a 2005 survey of 498 men by the American Assembly for Men in Nursing in consultation with the California Institute for Nursing & Health Care and the Coalition for Nursing Careers in California, 85 percent of the survey's respondents said they originally perceived nursing as "a traditionally female-dominated profession" and one third had initial concerns over their ability to earn a good salary. Seventy-three percent of the respondents felt men were dissuaded from the field by negative stereotypes, 59 percent felt men assumed that nursing is "women's work," 53 percent reported that other fields seemed better suited to men, 49 percent reported a lack of positive male role models and mentors in nursing, and 27 percent said there was a lack of information and guidance in high schools.

What can be done to transcend the barriers that prevent more men from joining the nursing profession? According to the Institute of Medicine's 2010 report, *The Future of Nursing*, academic leaders in nursing need to partner with schools and community-based organizations to reach potential minority nursing students, including men, and begin to change the perceptions. The report also recommended that more loans and grants target nursing students in accelerated-degree nursing programs where the students are more likely to be male.

The field needs to place far greater emphasis on recruiting men for a variety of reasons including a projected shortage of

260,000 nurses by 2025. "The shortage of the future will likely not be solved unless men are part of the equation," said William T. Lecher, a registered nurse and president of the American Assembly for Men in Nursing. "We really have to figure out how to provide more gender inclusion and balance in the nursing workforce."

Some strides have been made. In Saudi Arabia, over 30 percent of nurses are reportedly men, and that figure exceeds 20 percent in Israel and Italy. Here in the U.S., there were just 45,060 male nurses in 1980. Now, there are roughly 210,000-250,000. A little over 12 percent of nursing students today are men, which is almost double the number of men currently working in the profession.

As more men enter the profession, it has a ripple effect. For example, Memken was inspired to go into nursing by hospital caregivers in 2010, encouraged by a fellow cycling buddy who is also a nurse, and now some of his younger male friends are thinking about going into the field, their interest sparked by Memken's involvement.

Men are Welcome

"Nursing has long recognized the need to recruit more men into the profession to help address the nursing shortage and to right the profession's gender imbalance," said Robert Rosseter, the chief communications officer with the American Association of Colleges of Nursing (AACN). "Fortunately for the profession, more men are pursuing nursing careers these days as evidenced by increasing enrollments in professional nursing programs."

Men have much to offer the nursing field. The DAISY Foundation recognizes extraordinary nursing professionals and has "found that men are recipients of the DAISY Award at rates two to three times the percentage of men employed in the nursing workforce," notes Lecher. "More specifically, I presented at a symposium at Christ Advocate Hospital in Illinois about gender diversity and inclusion and found that in 2011, 25 percent of their DAISY Award recipients were men, yet men make up only five percent of their nursing workforce."

Teri Pipe, dean of the College of Nursing



and Health Innovation says, “At ASU we are always looking for more ways to provide an inclusive learning environment. We look for ways to provide positive role models.”

Male nurses are a welcome addition from the perspective of many patients, and their families as well. Joshua Stark, 27, who is in his final year at Arizona State

University’s College of Nursing and Health Innovation, recently completed an OB/GYN rotation and said the new dads were extremely appreciative of having a male nurse on-hand during labor and delivery. “The dads loved having a male nurse because they weren’t the odd man out,” he said. Stark also noted that, “...nursing is a field for intelligent, passionate people who truly care about others. None of those qualities are specific to either gender.”

Opportunities and Benefits

Men who break through the barriers and misperceptions find that the field is ripe with opportunities, well-paying jobs, and, often, appreciation. Some top reasons men choose nursing are the ability to make a meaningful contribution to society, upward career mobility, geographic mobility, financial security, good benefits and flexible scheduling. Many are drawn into nursing by a growing number of career paths — everything from informatics to primary care to business — but the most common denominator that draws people to nursing is the chance to positively impact the lives of others.

For Joshua Stark, nursing is his chosen path to making a difference in the world. Last summer, he worked in Haiti for a couple of weeks through Peacework Medical in the mountainside community of Ranquitte. For the long term, Stark dreams of working overseas, at least part-time, possibly for a humanitarian organization. Towards that end, he started a nonprofit



organization called the Rural Roof Project, to raise funds for new residential roofing in the Haitian region where he worked.

ASU nursing student Jason Meyers, 33, is in an accelerated one-year BSN program for post-baccalaureate students. “In general, everyone I have talked to thinks nursing is a good idea and a strong and growing field,” he said. “I chose nursing because I want to help make a difference in people’s lives. I used to work in construction and customers were always trying to take from me. I felt like my hard work wasn’t appreciated. I’m not saying I need praise all the time; I just wanted to see the appreciation in client’s faces.”

Moving Forward

DNPs in particular are playing an increasingly important role in filling the need for primary care providers in the U.S. This leadership role is appealing to men, who also appear to be more attracted to the higher-technology, more highly-specialized nursing careers.

The American Assembly for Men in Nursing has recently introduced the Future of Nursing Campaign for Action. Through that campaign, they are focused on seeing men constitute 20 percent of nursing students by 2020. They also want 80 percent of men in nursing to have a BSN or higher by 2020, and they want to double the number of men in nursing with a doctorate by 2020.

“Since men make up roughly half of all working adults and about half of the patients in the American health care system are men, perhaps the nursing profession of the future should also be not only more gender inclusive, but actually gender balanced,” said the Assembly’s president Lecher.

“In nursing, we need to do a better job of getting the word out about all the roles in nursing, the variety of things people can do and the flexibility that comes with a nursing degree,” said Dean Pipe. “There are opportunities in everything from informatics to working out in communities doing research. Some data show men disproportionately represented in high-tech areas such as critical-care units, emergency departments, and informatics as well as in administrative roles. However, both men and women

have access to many roles in nursing and so much fluidity between roles. So I would just encourage any man who is interested in nursing to follow his curiosity and his own path.”

“Diversity in all ways is essential for the development of the field,” continues Dr. Pipe. “It adds to the viewpoints and perspectives and generates commonalities from which we can all build the knowledge, skills and competencies needed for professional nursing. These are not gender-specific.” ■



student Spotlight

Joshua Stark

Senior, ASU College of Nursing and Health Innovation, BSN Program

nursing is about caring for others, a quality not specific to gender...

Joshua Stark, a senior in ASU's BSN program, shares his experience and perspective on being a "man in nursing" and making a difference in the world.

My decision to go to nursing school was simple; it was clearly a perfect

fit. I wanted a career that would be challenging, allow for growth, and most importantly make a difference in the lives of others.

Nursing meets all of these requirements and once I knew what I wanted, the decision to become a nurse was obvious.

Before I decided to go into nursing I had earned a degree in supply chain management from ASU's W.P. Carey School of Business and had worked for a national retailer for two years. I was earning a competitive salary and felt like I was fitting the role of a young adult. Unfortunately, I did not find much of my job fulfilling, and was eager to do something with my life that would make the world a better place. I spent a lot of time exploring career paths, and eventually was turned on to nursing by a nurse friend of mine. I remember the day I first thought about nursing. It was like a light bulb went off and I knew I had to pursue the idea. I met with nurses to find out more and researched what additional education I would need. The idea of taking so many hard sciences was intimidating, but I had always loved studying the human body, so I figured it couldn't be too bad.

Many people were surprised when I announced that I was giving up on a career with good pay and plenty of growth opportunity, but that never discouraged me. My friends were supportive, and although most of them knew little about nursing, they shared my excitement. My parents were also extremely supportive, but at first they were concerned I had no idea what I was getting into. My dad is a successful businessman and my mom is a cardiologist, so business and medicine were both well understood by my family. When I started taking my pre-reqs, I had been volunteering at a local low-cost clinic that primarily served the immigrant population, and was loving the one-on-one interaction with patients. I talked to doctors, nurses, and anyone I could in the field to see what they thought. It all kept coming back to nursing as being the right place for me. So I worked hard and was accepted into the BSN program.

Since I've been in the program I've been beyond excited about nursing. I have an externship at a hospital on the Neuro Telemetry floor where I work one-on-one with a nurse and do almost everything an RN does. In clinicals, I've met and worked with a variety of clients and patients, all with very different and challenging needs. I've cared for patients who have no other option, but to wait patiently to be seen at a low-cost clinic. I've had the opportunity to work in rural Haiti, as part of Peacework Medical, a team that holds a volunteer-run acute care clinic once a year. All of these have been facets of my education

as a nurse, and I could not be any happier with my career path.

As a male in nursing, there are certain stereotypes and stigmas that have to be overcome. First and foremost, nursing is viewed as a woman's field and although increasing in numbers, male nurses are truly a minority. The pop culture image of the nurse, is that of a soft spoken caregiver who is subservient to the physician. This could not be farther from the truth. The best nurses I know, women and men, are respected members of a team who collaborate to provide excellent care. The nurse is as integral as the physician or surgeon, and is often the go-to person for solutions.

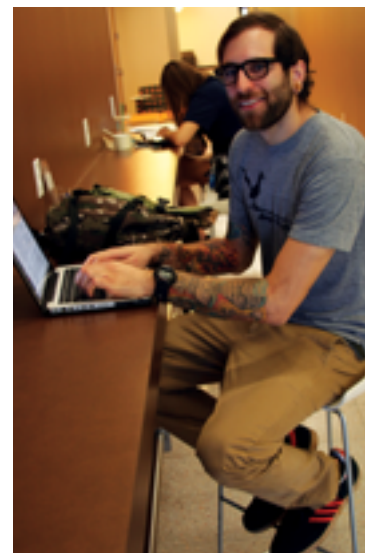
As a nurse, you're often caring for people at the worst moment in their life. People show their best and worst sides all at once, and it takes an incredibly strong and patient person to care for someone in that situation. There are certainly times when all a patient needs is someone to hold their hand and listen, but there are also many times when the patient needs their caregiver to be assertive and strong-willed, no matter how unpopular that may be. Unfortunately, the popular image of the nurse is far from reality, and the truth is that nursing is a field for intelligent, passionate people who truly care about others. None of those qualities are specific to either gender.

Nursing is a perfect career for men. As a nurse, you can always switch to a different area or different type of practice. If you're like me, you get bored after a little while and nursing allows you to keep it fresh. One of my favorite perks about a career in nursing, is that after four years of school, you can work with patients and be relatively autonomous. Most other patient-based careers in health care require at least a master's degree. As a nurse, you get an intensive education, and get to start caring for people right away. One of the best reasons for men to consider nursing is that it upsets the status quo. There is no reason to ignore any opportunity because of a stereotype. If you're truly secure about who you are as a person, then why not look into a rewarding career where you can make a huge impact on the lives of others? It's better that we ignore our insecurities and fears to live according to our own values. ■

"We are more than our opinions, and we are more than our skills. We are beings capable of demonstrating compassion and making the world a better place, even if we're just starting to figure out how."

Josh Stark

Quoted from his blog posting at www.ropaderelief.com





second career nurse

While Florence Nightingale knew early on that she wanted to become a nurse, her upper-class parents were against the idea. It was not until she was in her early 30s that her father finally permitted her to train as a nurse. Just as it was for Nightingale in the 1800s, today many adults experience obstacles that may prevent them from following a career goal.

However, as her experience demonstrates, it is never too late to start a new profession. Today, more people are finding nursing to be a rewarding and stable vocation, and they are turning towards that option on their career path. In an increasing number of cases, nursing students are mature adults returning to school, desiring a new or more meaningful career than the one they first prepared for in college. Many have already had a successful career and are looking for something different.

For Miriam Zerio, who holds a Bachelor of Science in Clinical Laboratory Sciences from Arizona State University, the decision to go back to college to become a nurse wasn't a difficult decision. "For me, helping people is my goal in life; it's my calling. I love people, and I want to be around people to help them when

they are sick and offer my compassion. Nursing will give me that opportunity."

For the last 6 years Zerio has worked as a Medical Lab Scientist at the Maricopa Medical Center in the main hospital lab's hematology department. While she has spent the last few years enjoying her work in in the lab, she felt the fit wasn't quite right for her professionally. In August 2011 while on a medical mission to India, Zerio recognized she lacked the necessary knowledge to make a more direct impact on patients' health, and she made the decision to return to college to become a nurse.

But not all new students are coming from a previous health care background. Some have dreamed of becoming a nurse but pursued an entirely different field. Emily Frye earned her bachelor's degree in Media Arts and Design with a concentration in print journalism. She loved working with people interviewing and writing about people's lives. After spending a few years working as an editor at a newswire service, her passion for writing began to wane. "I wanted to be a nurse since I was a small child, but interests in other areas and the influence of others drew me away from the idea," said Frye. Emily is currently enrolled in the Traditional Pre-Licensure Clinical Nursing program at the College of Nursing and Health Innovation.

In the study, "What Attracts Second Degree Students to a Career in Nursing?," published in 2010 in *The Online Journal of Issues in Nursing*, Deborah Raines, PhD, FN, ANEF, analyzed the self-describing reasons for students returning to start a new career in nursing. She surveyed students entering an accelerated nursing program who provided answers to questions regarding the factors that influenced their decision to pursue nursing.

Out of 66 students surveyed, Dr. Raines noted that second-degree students were driven by intrinsic motivators to pursue a degree in nursing. According to her findings, second-degree nursing students want to be satisfied in the work they do and feel they are contributing to the greater good of society. Raines also noted that second-degree students declared on the survey that they could bring specific work skills to the nursing profession that they gained from their previous careers, e.g., critical thinking, decision-making.

Confirming Raines's observations from the study, Zerio notes the value of her prior experience as a medical laboratory scientist and its relationship to a nursing career: "Besides having an in-depth understanding of lab tests to diagnose patients, I gained a much greater understanding of how to work with so many different people and how to communicate with them. I also learned greater critical thinking to make better decisions."

While second-degree students bring a wealth of experiences from previous careers, they also face challenges when opting to return to school. Students have to balance work, family life, and school; it can be a very demanding time. Most returning students recognize the constraints and look for accelerated programs to quickly attain the education and skills to begin their new careers.

ASU identified this need and in spring 2012, the College of Nursing and Health Innovation announced the new Post-Baccalaureate Bachelor of Science in Nursing (BSN) program. The accelerated program was specifically designed for students who had earned a bachelor's degree in a discipline other than nursing but desired to have a bachelor's degree in nursing. The BSN degree also prepares graduates for entrance into graduate study in nursing at the master's-degree level and above.

"The biggest attraction for me was that the ASU program takes one year. This program has put me one year ahead of the expected graduation date; I want to finish, become a nurse, and be able to look ahead to a master's degree," Zerio remarked.

Nursing provides stability in an otherwise shaky economy, which can be an important factor for many looking to change careers. During and after the recession, while many job markets shrunk, nursing continued to grow. In fact, the U.S. Bureau of Labor Statistics projects 26 percent growth for 2010-2020 for registered nurses, a rate much faster than most other occupations.

Second-career nursing students also find higher salaries and greater upward growth potential compared with other job sectors. In 2011, the U.S. Census Bureau reported the median household income (a combined income of two earners) was \$50,502. The average salary for registered nurses was approximately \$64,000: over 10 percent higher than the average dual-income household.

No matter what their previous employment or educational background has been, many students are pursuing nursing as a second-career choice to contribute to society in a meaningful way. Despite the challenges many second-degree students face, the personal and professional rewards are substantial. "I struggle hard to balance work, school and family because," said Zerio, "in the end, I'm willing to do what it takes to become a nurse." ■

Contributed by Laurie Trowbridge

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military veterans choose nursing

Responsibility, leadership and disciplinary skills developed in military help students excel in nursing

Arizona State University (ASU) has seen veteran enrollment double in the last four years, with 1,600 veterans currently enrolled in graduate and undergraduate programs, according to Christian Rauschenbach, Program Manager, Veteran Services, ASU. Larger numbers of veterans are choosing to pursue higher education after leaving military service as a result of the post-9/11 increase in education benefits for veterans and a tough job market.

ASU is an attractive option to veterans for a variety of reasons. The university has a broad array of educational programs, offers career counseling and readjustment services, and recently opened the Pat Tillman Veterans Center which offers a single point of contact for veterans. ASU has been named a "Military Friendly School" by *GI Jobs* magazine for the last four years and was named one of the top ten "Best for Vets: Colleges 2011" by the *Military Times Edge* magazine.

Although it is easy to understand why veterans choose ASU, it is more difficult to characterize why they seek to enroll in ASU's highly competitive, nationally ranked nursing programs. Twenty-five veteran

students are currently enrolled in ASU's nursing programs. In addition to managing the transition from military to civilian life, these students have taken on the challenges of competitive classes, maintaining a minimum GPA, and working through long hours of clinical study.

As a former Army nurse, Theresa Floegel, MSN, RN, a clinical assistant professor at the College of Nursing and Health Innovation understands the difference between military and civilian culture and empathizes with the issues veterans face as they acclimate to student life. "I think many need an instructor who can understand and care how their valuable military skills propel them to meet school goals," says Floegel. She adds that the "opportunity to develop strong leadership skills in the service are above and beyond anything in civilian life and that this is one area where former military men and women continue to excel in the classroom and the clinical setting."

ASU nursing students Kyle Tisi and Christopher Gozo, along with ASU nursing alumnus Leilani Siaki have had unique military experiences yet all share a common goal: a desire to help and take care of people.

military veterans choose nursing



Kyle Tisi

- **BSN, Nursing — 2012**
ASU College of Nursing and Health Innovation
- **Veteran, United States Air Force (USAF), 2003-2008**

Kyle Tisi served over four years in the USAF from 2003-2008, with three tours overseas in Saudi Arabia and Camp Bucca, Iraq. While in Iraq, Tisi trained with the Army and was attached to a special unit on night missions. He feels his military experience provided opportunities for connecting with others and taking care of people, while developing maturity and sense of responsibility. "The military provides individuals with management and leadership skills and the capacity to both give and take orders," says Tisi.

Finding training and deployment to be difficult while he was in a relationship, Tisi decided to pursue a different career and moved to Arizona in 2008. Nursing was a natural career choice after the military, where he learned and used combat lifesaving skills and found he enjoyed managing high-pressure situations and helping others. After obtaining a full-time security job at the Air Force Research Lab in Mesa as a civilian employee, he submitted an application to ASU's College of Nursing and Health Innovation.

Although Tisi acknowledges that

ASU's academic environment differs greatly from the Air Force, he has found a number of factors that have made the transition easier, including routine class schedules and a supportive instructor with a military background. Army veteran Teresa Floegel taught his adult health class, and he found that her teaching methodology and familiarity with the military experience gave her a special connection with veteran students.

Working, supporting a family, and attending school have required scheduling time carefully, which is one of Tisi's greatest challenge as a nursing student. As he nears completion of his degree program, he feels a sense of achievement and believes his experience as a veteran will make him a better health care provider because of the sense of responsibility the military cultivates.

"Taking care of troops and taking care of people in a medical setting have similarities, and I believe the skills cultivated in the military, in combination with my education at ASU, provide me with the advantage of being able to deal with situations where decisions have to be made quickly," he notes. Tisi believes the combination of military experience and his nursing education will make him more employable, and he encourages young people to take advantage of military service and the experience it offers.



Christopher Gozo

- **Junior, Nursing — 2012**
ASU College of Nursing and Health Innovation
- **Veteran: United States Marine Corp (USMC) 2005-2009**

Marine veteran Christopher Gozo has always liked taking care of people and believes he has what it takes to make a career of doing exactly that. His early experience in caring for younger siblings, combined with leadership and discipline skills culled from his military experience, are what motivated Gozo to seek an education in nursing.

Until the age of 17, he lived in the Philippines with his "tiger" grandma and siblings. "I was raised by a loving but strict grandma who ruled the house with an iron fist and kept us working because we were poor," Gozo relates. At the age of 17, he moved to the U.S. to attend Purdue University, where he studied nursing. He admits that a lack of maturity and discipline prevented him from devoting sufficient time to his studies at that time, and so he joined the Marines in 2005.

In the Marines, he was based in Yuma, Arizona, where he worked in aircraft maintenance administration. Upon leaving the military in 2009, he applied to the ASU College of Nursing and Health Innovation and was admitted in summer 2011. Gozo admits that he spent a lot of time partying prior to his military experience, but as a result of the discipline he gained from being in the military, he has been much more focused at ASU.

Academically, the largest struggle Gozo faces is balancing course workload with other responsibilities, including



Leilani Siaki

- PhD, FNP-BC, MSN
- Army Nurse Corps 2001-Present

work. Although he takes advantage of the GI Bill, he still has to work to make ends meet, and he struggles with time management. He credits the Pat Tillman Center, the Tillman Scholars, and his mentor, Dr. Michael Mokwa, with making a huge difference in his overcoming difficulties at school.

Gozo recalls a time when few support services were available for veterans, and he says that the Tillman Scholars group is a tremendously supportive community, instilling confidence and leadership values. He feels a real connection with Dr. Mokwa, a Pat Tillman Foundation Distinguished Professor in Leadership and Marketing. Gozo says the best advice he received from his mentor is to “stay true to yourself,” which he feels is critical for a nurse. “As a nursing student, you aspire to help others and like taking care of others, which can be overwhelming; you have to have a ‘no’ in your pocket to prevent from overextending yourself.”

Gozo admits coming to America to “live the American dream,” but he never thought he would be able to do all the things he is currently doing. Despite minor setbacks in his education, Chris knows he has what it takes to be an excellent nurse. “My goal is to be a nursing professional working for the Veterans Administration (VA) Hospital. I am passionate about vets, and I understand how the military can affect people both mentally and physically and want to make a difference.”

Leilani Siaki, PhD, FNP-BC, entered the health care field early in life, as a nursing assistant while still in high school. Turning down a full scholarship in nuclear physics to pursue a nursing career, she elected to become a nurse because she wanted to help care for others. She has worked her way through higher education, obtaining LPN, RN, NP, and PhD degrees over an extensive period of time and feels the most challenging aspect of her education was going back to school after a 15-year hiatus. In addition to her family, she credits Dr. Evelyn Cesarotti and Dr. Dana Rosdahl in being instrumental to her success, stating that it was their “professional enthusiasm for both teaching and life-long learning that have served as examples and increased my desire to continue and obtain a PhD.”

Siaki received a Master of Science in Nursing from ASU in 2001. Although she had no military service experience prior to college, she decided to join the service while she was in school. Upon graduation, she began service in the Army Nurse Corps, where she has undertaken a range of such assignments, as intensive care unit staff nurse, reserve combat medic educator, nurse case manager for medical hold service members (a program now known as Wounded Warriors), SRP provider, nurse practitioner in cardiology, nurse scientist, and deployed scientist.

Although Siaki did not receive GI bill benefits, she acknowledges that serving in the military was a career dream that she was able to realize while in school as a result of a serendipitous meeting at a cardiology/critical care conference. She credits the excellent guidance and clinical experiences received in school as making a difference in her career. “For example, evidence-based practice (EBP) and use of guidelines was an expectation while in school, before EBP was so popular. So I was well prepared when my colleagues, including physician providers, began the big push to EBP,” states Siaki. She feels the education received at ASU prepares students to be successful in pursuing a doctorate in nursing by providing organization, study habits, critical thinking, systematic searches, and writing skills.

Siaki has found her career with the Army Nurse Corps rewarding because she contributes to the health of service members and their families as a clinician and scientist. As a military nurse, her practice is based on best available evidence and current science and plays a small but critical role in generating that evidence and science. Although Siaki joined the military later than most people, she feels that the military is committed to professional nursing education, and she supports the pursuit of higher degrees, research, and evidence-based practice.

Although these three veterans have distinctly different stories to tell in respect to their transition from military to civilian life or from civilian to military life, the skills gained while serving in the military provide a strong foundation for success in nursing. Nursing and military service both reflect a strong concern for the well being of other people, so although the uniforms may change, the inherent interest in helping and caring for others remains the same. ■

research

School of Nutrition and Health Promotion and College of Nursing and Health Innovation receive funding for nine major research and health care projects



Promotoras play an important role in educating adolescent Latinos and their families on the importance of early prevention of type 2 diabetes.



1

Obesity among Latino Youth Focus of Research

The National Institutes of Health (NIH) has awarded \$1.2 million to fund a five-year research study titled “Community-based diabetes prevention program for obese Latino youth: Every little step counts” to address obesity-related health disparities among Latino adolescents in Phoenix. The grant is part of a \$6.3 million research award to the Southwest Interdisciplinary Research Center (SIRC) at ASU from the National Institute of Minority Health and Health Disparities (NIMHD).

Gabe Shaibi, PhD, an assistant professor and Southwest Borderlands Scholar, in the College of Nursing and Health Innovation and School of Nutrition and Health Promotion at ASU, is the principal investigator. Co-investigators from ASU include Colleen Keller, PhD, a professor in the College of Nursing and Health Innovation; and Darya McClain, PhD, a research associate professor in the College of Nursing and Health Innovation. In addition to ASU faculty members, the research team includes community partners as co-investigators including Yolanda Konopken, RD, director of family wellness at the Virginia G. Piper Medical and Dental Clinic — St. Vincent de Paul and Erica Hoppin, MFA, director of health and wellness at the Lincoln Family YMCA.

Obesity has reached epidemic proportions in the U.S., with 68 percent of adults and 32 percent of adolescents classified as overweight or obese. Obesity-related health disparities, including type 2 diabetes (T2D), represent some of the most significant public health challenges facing our society. These disparities emerge early in life, when Latino youth demonstrate significantly more insulin resistance than white youth and experience the highest rates of metabolic syndrome, both risk factors for developing T2D. Nearly 30 percent of obese Latino youth exhibit elevated glucose levels or “prediabetes,” leading to estimates by the CDC that up to 50 percent of all Latino youth born in the year 2000 will develop T2D

in their lifetime. The extent and magnitude of health consequences among obese Latino youth set the stage for premature morbidity and mortality. Therefore, improving the health of high-risk youth through targeted disease prevention programs is an urgent need.

The research team will conduct a randomized controlled trial to test the efficacy of a culturally grounded, community-based diabetes prevention program to increase insulin sensitivity (a key marker of T2D risk) in 160 obese Latino adolescents aged 14-16. The study also will explore the biological and psychosocial mechanisms of the intervention’s effects and estimate the long-term cost-effectiveness of the program for preventing future cases of T2D.

Latinos represent more than 30 percent of Arizona’s population, and a majority of Arizona’s Latinos are children. Recent data suggest that in the past 10 years, Arizona has experienced the largest statewide increase (45.3 percent) in the number of children and adolescents who are overweight or obese. This project builds upon promising preliminary data and more than five years of collaboration between three established institutions (ASU, St. Vincent de Paul, and the YMCA) that are working to improve the health of Phoenix’s growing Latino population.

The study addresses critical gaps in how interventions for obese Latino youth are implemented and evaluated by using a culturally grounded, community-based approach during a critical period of development. The use of *promotoras* or lay health educators to deliver the diabetes prevention program to adolescents and their families has the potential to serve as the foundation for future large-scale interventions. This innovative approach is an essential step in the development of cost-effective, solution-oriented programs to improve the health of the growing number of minority youth who experience significant weight-related health disparities. ■

2

National Cancer Institute Awards \$3 Million Grant to Promote Colorectal Screening among Underserved

Principal investigators: Professor Linda Larkey, PhD, ASU Scottsdale Healthcare Professor of Biobehavioral Oncology Research, and Vice Dean and Professor Usha Menon, PhD, College of Nursing, Ohio State University

The National Cancer Institute has awarded a \$3 million grant to ASU's College of Nursing and Health Innovation to fund research to promote colorectal cancer (CRC) screening among underserved populations. Of cancers that affect both women and men, colorectal cancer is the second leading cancer killer in the U.S., according to the most current data from the Centers for Disease Control and Prevention.

The four-year, randomized study of 1,600 participants is titled "Navigation from Community to Clinic to Promote CRC Screening among Underserved Populations." Co-principal investigators are ASU Professor Linda Larkey, PhD, and Vice Dean and Professor Usha Menon, PhD, College of Nursing at Ohio State University. The study will be conducted in the Phoenix metropolitan area.

According to Associate Dean for Research

Elizabeth Reifsnider, PhD, WHNP, PHCNS-BC, FAAN, the CRC screening study is an important part of the college's strategic focus on health disparities among underserved populations. "This project is especially noteworthy as it will utilize community-based approaches with great promise for sustainability," Reifsnider said. "Patient navigators can provide the bridge for underserved populations to access potentially life-saving screening."

Screening rates for minorities and low-income populations are low due to lack of or infrequent access to primary care providers that would provide referrals for CRC screening. Principal investigators Larkey and Menon said the aim of the research is to promote early diagnosis of colorectal cancer to help reduce morbidity and mortality among these populations.

The purpose of the first phase of the study will be to test the effectiveness of an intervention using "community-to-clinic navigators" to guide individuals aged 50 and over from especially hard-to-reach, multicultural, and underinsured populations into primary care clinics to receive referrals



Professor Linda Larkey, PhD

for CRC screening. In the second phase, the impact of the intervention on completion of CRC screening will be examined. Cost-effectiveness analysis will lay the foundation for further evaluation of the dissemination policy potential of the intervention. ■

3

ASU among Five Organizations to Partner with Banner Health in \$4.9 Million Project to Enhance Arizona's Health Care Workforce

Banner Health has announced that five diverse community organizations — Banner Health, Chicanos por La Causa, Maricopa Workforce Connections, the Arizona State University College of Nursing and Health Innovation, and the Arizona Diversity Business Development Center — will collaborate as partners on a \$4.96 million, four-year project to enhance Arizona's health care workforce and provide career trajectory for nurses and nurse assistants in the state.

The U.S. Department of Labor's Education and Training Agency awarded the project to the Arizona Diversity Business Development Center to launch a program called Project MADE to address Arizona's shortage of acute care employees. Specifically, the grant will be used to further the educational opportunities and training of nurses and nurse assistants by recruiting and supporting nearly 700 workers who can earn advanced degrees to serve their profession and provide better patient care.

The grant aims to accomplish five goals:

1. Prepare Banner registered nurses for career advancement through bachelor's degree education;
2. Implement orientation and retention methodologies for new graduates of nursing programs;

3. Provide leadership seminars to develop nursing leaders throughout Arizona;
4. Help nursing assistants with career enhancement through professional certification;
5. Provide outreach to and prepare under-served populations for health care career opportunities.

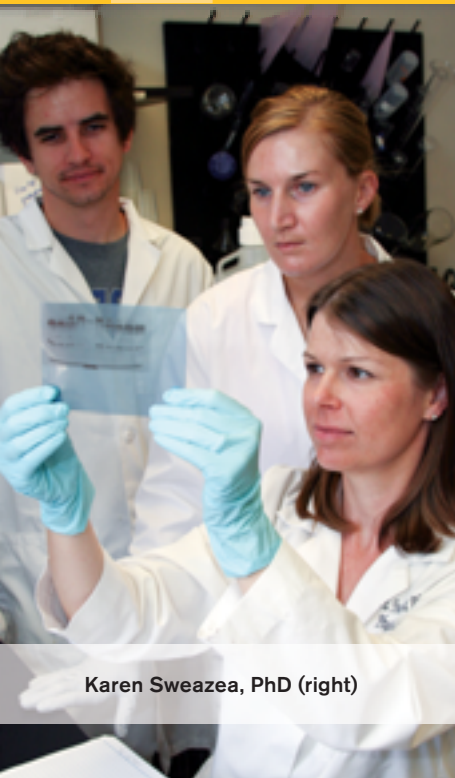
Project MADE will place an emphasis on serving minorities, veterans and the short- and long-term unemployed population and will reduce the reliance on H-1B visa employees in Arizona.

According to the American Association of Colleges and Nursing, nurses with advanced education equate to better patient outcomes. The organization says studies have proven that there are 4.9 fewer deaths per 1,000 patients in intensive care units staffed with a higher percentage of nurses with bachelor's degrees.

The Arizona Business Diversity Center will work with Chicanos por La Causa, Banner Health, Maricopa Workforce Connections and the Arizona State University College of Nursing and Health Innovation to provide Bachelor's of Science and advanced degrees with Project MADE. ■

4

Effects of Almond Ingestion on Hemoglobin A1C in Individuals with Type 2 Diabetes



Karen Sweazea, PhD (right)

Type 2 diabetes (T2D) is rapidly approaching epidemic proportions in the United States. The American Diabetes Association estimates that 23.6 million people have diabetes. The economic impact of this disease in the United States alone, in terms of direct and indirect costs, is staggering: estimated to be \$174 billion. In 2007, Americans spent \$12.5 billion on hypoglycemic medications and insulin.

To research solutions to reduce the incidence of T2D, the Almond Board of California has funded a two-year research study by principal investigator Karen Sweazea, PhD, assistant professor, Nutrition program, and co-principal investigator Carol Johnston, PhD, RD, director of the Nutrition program at the ASU School of Nutrition and Health Promotion.

T2D, previously called noninsulin-dependent diabetes mellitus or adult-onset diabetes, accounts for about 90 to 95 percent of all diagnosed cases and is often associated with older age, obesity, a family history of diabetes, impaired glucose tolerance, physical inactivity, and race/ethnicity (Zhou, H. *et al.* in *Diabetes Care*, 28, 2010, 2856-2863).

Hemoglobin A1c is a widely utilized indicator of blood glucose control in individuals with diabetes. Hemoglobin A1c represents the average blood

glucose status of an individual over the past two–three months. Although 26 percent of individuals with diabetes require insulin treatment to lower blood glucose concentrations, most patients rely on diet and/or oral medications to manage blood glucose. Yet, only 37 percent of patients are able to successfully manage blood glucose and lower their hemoglobin A1c. High blood glucose concentrations induce oxidative stress and inflammation, contributing to the complications of diabetes, which include kidney failure, blindness, heart disease, and stroke. Oxidative stress can also raise blood pressure by decreasing nitric oxide levels, a vasodilator present in blood vessel walls.

New strategies that are simple, inexpensive, and easily adopted across diverse population groups are needed to increase therapeutic success for this patient population.

Participants will ingest 1.5 ounce servings of almonds five–seven days weekly for 12 weeks. Participants will be 25–75 years of age and maintain their normal diet and physical activity patterns during the trial. It is predicted that the inclusion of almonds in the daily diets of persons with T2D will prove a simple, inexpensive, and widely accepted intervention to improve health status and blood glucose control. ■

5

ASU Nursing Partners with Scottsdale Healthcare on Federally Funded Project to Expand Primary Care Workforce

The ASU College of Nursing and Health Innovation is partnering with Scottsdale Healthcare on a statewide collaboration of graduate nursing education programs to increase the primary care workforce in Arizona. Funded by the U.S. Department of Health and Human Services, the initiative will focus on training advanced practice nurses to address the shortage of primary care providers in Arizona.

Scottsdale Healthcare is one of five U.S. hospitals selected to participate in a four-year, \$200 million initiative to help meet the rising need for primary care practitioners. Arizona has significantly fewer physicians and advanced practice nurses per capita than the national average, according to Arizona Health Futures, which reports a shortfall of approximately 2,500 of these health care providers.

In Arizona, the Graduate Nurse Education Demonstration Project will be used to support clinical training of more than 400 nurse practitioners and clinical nurse specialists. Training will be provided at Scottsdale Healthcare hospitals in partnership with the nursing schools at Arizona State University,

University of Arizona, Northern Arizona University, and Grand Canyon University, as well as community-based care organizations representing more than 30 health care settings across the state.

Project Funds Additional ASU Advanced Practice Nursing Students

ASU's College of Nursing and Health Innovation's Doctor of Nursing Practice program will be able to educate 72 additional nurse practitioners and hire clinical instructors over the life of the four-year project. The first group of 24 students has been enrolled for fall semester.

The college's two NP Healthcare clinics in Phoenix also will participate to provide students interprofessional education experiences.

Opportunity to Address Unmet Health Needs

"Associate Dean Evelyn Cesarotti deserves credit for bringing this opportunity to ASU to partner with Scottsdale Healthcare to address growing unmet health needs in America. Nurses with advanced education provide primary care, care coordination,

streamline transitions in care and promote health and safety — critical issues in the nation. This demonstration project provides support for clinical partners for students to gain interprofessional patient care experiences. One of the most exciting aspects is our collaboration with other clinical and educational organizations across Arizona to meet these important goals," said Dean Teri Pipe.

ASU's Doctor of Nursing Practice program, launched in January 2008, has grown to one of the five largest programs in the U.S. with approximately 200 students enrolled. The Commission on Collegiate Nursing Education accredited the program in 2011 through 2016. The program also has added an Innovation Leadership track to its existing six advanced practice specialties. The new track launched this fall and is accepting applications at GPO@asu.edu.

More information on the demonstration project, operated by the Centers for Medicare & Medicaid Services' Center for Medicare & Medicaid Innovation, can be found at: <http://innovations.cms.gov/initiatives/GNE/>. ■

6

Getting an Early Start to Prevent Child Obesity



The National Institute of Diabetes, Digestive and Kidney Diseases (NIDDK) has awarded a \$2.33 million grant to Professor Elizabeth Reifsnider, PhD, RN, WHNP, FAAN, and associate dean for research at the ASU College of Nursing and Health Innovation. The title of the five-year research study is "Preventing Childhood Obesity through Early Feeding and Parenting Guidance."

According to Pediatric National Surveillance Survey data, one in seven (3.7 million) low-income preschool children aged 2-4 is obese or overweight. Of these national totals, 541,000 are obese.

Early and rapid growth in infants is strongly associated with early development and persistence of obesity in young children. Substantial research has linked child obesity/overweight to increased risks for serious health outcomes, which include adverse physical, psychological, behavioral, or social consequences. Recent studies have indicated that obesity has negative outcomes even on very young children and contributes to health problems as obese children age.

The Institute of Medicine's (IOM) 2011 report on early childhood obesity prevention policies recommends five approaches to preventing obesity: assess, monitor, and track growth from birth to age 5; increase physical activity and decrease sedentary behavior in young children; support breastfeeding and be responsive to children's feeding cues; limit screen time; and promote age-appropriate sleep for young children.

Based on the previous work by this research team, and in collaboration with a major urban health department, the team will test an intervention that incorporates all the IOM's recommendations to prevent the development of obesity in at-risk infants. The intervention will be guided by health professionals and delivered through home visits by community health workers (CHW), supervised by public health nurses, to Mexican American women and children who are clients of the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Program in Houston, Texas. The intervention will occur for two years, with one year of follow-up, for a total of three years of measurements.

The goal of this study is to compare the effectiveness of structured CHW-provided home visits, using an intervention created through community-based participatory research, to standard care received through WIC office visits in preventing the development of overweight and obesity in infants during their first two years of life.

The study will provide prospective data on the effects of an intervention to prevent childhood obesity in children at high risk for obesity due to ethnicity, income, and maternal BMI. It will demonstrate the effectiveness of a common community approach in preventing obesity during the first two years of life as well as the intervention's persistence from age two to three. This easy-to-implement obesity prevention intervention can be adapted for many locales and diverse communities. ■



Elizabeth Reifsnider, PhD (left)



7 Impact of Environmental Changes on Children's BMI and Behaviors: A Panel Study

The National Institute of Child Health and Human Development has funded a \$3.2 million R01 study, with additional funding of \$599,000 from the Robert Wood Johnson Foundation, to conduct a controlled evaluation of the impact of changes in the food and physical activity (PA) environments on childhood obesity and related behaviors among 3-18-year-old children living in five New Jersey cities. The cities of Newark, Camden, New Brunswick, Vineland, and Trenton have been targeted for lifestyle interventions by major public health initiatives, providing the opportunity to conduct a natural experiment.

The research is a joint collaboration between principal investigators Associate Professor Punam Ohri-Vachaspati at the ASU School of Nutrition and Health Promotion and Professor Michael Yedidia of the Center for State Health Policy at Rutgers University.

The study aims to advance our understanding of the relationship between elements of the environment and childhood obesity and related behaviors, assess the impact of specific environmental interventions, and demonstrate an innovative methodology for controlled evaluation of community interventions.

Three research questions and implicit hypotheses will be tested:

- What is the relative impact of children's exposure to changes in the community food environment, the school food environment, the

Impact of Environmental Changes on Childrens' BMI and Behaviors (continued)

community environment, and the school PA environment on changes in eating and PA behaviors?

- What is the relative impact of children's exposure to changes in the community food environment, the school food environment, the community PA environment, and the school PA environment on changes in children's weight status?
- What roles do perceptions of the environment and barriers to access play in these relationships?

The research design relies upon a prospective, longitudinal study of a randomly selected panel of 1,200 children in the five cities. The majority of children in the study sample live in households with annual incomes at or below 200 percent of the federal poverty line and are predominantly African American or Hispanic. The research team collected comprehensive baseline data for these children on obesity-related behaviors and body mass index in 2009-2010. The baseline data also included extensive documentation of the food and PA environments to which these children were exposed.

Data collection on children's eating and PA behaviors and weight outcomes will continue over the next four years, and relevant changes in the environment will be monitored over the same period. Changes in the environment may include the presence of new opportunities for healthy eating or PA (e.g., new supermarkets, playgrounds); significant enhancement of existing opportunities (e.g., addition of healthy foods to convenience stores, expanded physical education in schools), as well as nonintervention-related change (e.g., retail outlets that have closed). Individual-level exposure will be measured by the proximity of the environmental change to each child's residence. The analysis will evaluate the impact of exposure to these changes on a comprehensive set of outcomes, including behaviors relevant to food consumption and PA as well as weight status. The research design facilitates an exceptional degree of control in isolating the effects of particular intervention strategies.

While the study is being conducted in New Jersey, the results will have policy and programming implications for similar communities across the country. ■

The Agency for Healthcare Research and Quality has awarded Assistant Research Professor Lesly Kelly, PhD, RN, of the College of Nursing and Health Innovation, a two-year grant to study how telemedicine technology in intensive care units (tele-ICU) systems affect a potentially devastating, costly, yet all-too-common consequence of hospitalization: hospital-acquired infections (HAIs). The study will focus on two of the most serious HAIs: catheter-associated urinary tract infections (CAUTI) and central line-associated blood stream infections (CLABSI), and Kelly will analyze national datasets to determine whether the presence of tele-ICUs improve hospitalized patients' quality of care and reduce the risk that they will acquire an infection.

The Centers for Disease Control and Prevention (CDC) estimates that approximately 560,000 CAUTIs and 41,000 CLABSIs occur annually, with 12-25 percent of the latter resulting in death.

Systematic efforts have shown improvement in the ability of hospitals to reduce HAIs, but they remain a devastating and costly problem that poses a serious risk to a hospitalized patient's life. A new use tele-ICU has the potential to reduce HAI rates in hospitals. The tele-ICU model combines innovative technology with provider expertise (physicians and registered nurses trained in caring for critically ill patients in ICU environments) to implement a systematic care model, deliver evidence-based practice, and potentially improve the quality of care. At a remote location, the tele-ICU team uses specialized software to analyze data entered by the bedside team, monitor for trends in data, capture highly sensitive alerts, and recognize patterns with symptoms. The purpose of Kelly's study is to undertake a secondary analysis of national data to determine if the presence of a tele-ICU system influences CAUTI and CLABSI rates.

Kelly's research will look at hospitals that have tele-ICU systems and compare them with hospitals that do not have tele-ICU systems, examining differences in hospital-associated CAUTI and CLABSI rates between the two and determining whether differences are dependent on patient and/or hospital characteristics. The

innovative study is the first to look at the potential benefit of tele-ICU health care delivery systems in relation to HAI rates by examining large national datasets. The analysis is the first step in determining the impact of tele-ICUs on the probability of being diagnosed with a CAUTI or CLABSI, leading to future research and dissemination on best practices associated with reducing HAIs through hospitals with tele-ICU systems, potentially saving thousands of lives and millions of dollars in health care costs.

Kelly also holds a position as a nurse researcher at Banner Good Samaritan Medical Center in Phoenix. As an acute care nurse researcher, she believes working in the hospital enhances the relevancy of her research. The findings of the study will benefit her hospital, as well as all hospitals that have tele-ICU systems, in helping to determine the significance of tele-ICUs in patient safety.

Regarding the research, Colleen Hallberg, chief nursing officer, Banner Good Samaritan Medical Center, said, "Dr. Lesly Kelly is a valued member of the nursing division of Banner Good Samaritan Medical Center, and she has greatly influenced the culture of research and evidence-based practice within nursing. Banner Good Sam's Magnet designation is a reflection of the excellence which includes having access to scholars such as Dr. Kelly, and with her guidance, we are able to study the impact of evidence-based practice on our patient care outcomes." Teri Pipe, PhD, RN, dean of the ASU College of Nursing and Health Innovation, notes, "Dr. Kelly's research will provide important insights into innovative approaches to health and health care. Her shared work with Banner and ASU is an excellent example of how vital collaboration is to the future of research, practice and education."

Kelly returned to her home state of Arizona in 2011 after completing a postdoctoral fellowship at the University of Pennsylvania School of Nursing, to which she credits her success as a first-time grant recipient and health services researcher. She also acknowledges Professor David Coon, PhD and associate vice provost for research from ASU's Health Solutions, for his mentoring through the grant submission process. ■

The Eunice Shriver National Institute of Child Health and Human Development (NICHD) has awarded an RO3 grant to Shannon D.R. Ringenbach to research a more effective intervention to improve cognitive, motor and emotional functioning in adolescents with Down syndrome (DS). Dr. Ringenbach is an associate professor of kinesiology in the School of Nutrition and Health Promotion at ASU.

According to the National Down Syndrome Society, there are more than 400,000 persons in the U.S. with Down syndrome, the most commonly occurring chromosomal condition.

Persons with DS have broad cognitive impairment and physical characteristics which limit their ability to perform functional tasks of daily living, compared with other people without DS. To date, there have been few, if any, behavioral interventions that have been shown effective in improving cognitive, motor and emotional functioning in adolescents with DS.

Exercise is a logical therapy because it has been repeatedly shown to improve cognitive, physical and mental health in typical populations. However, current exercise recommendations for persons with DS vary greatly and results on improvement of motor and cognitive functioning are limited. The limitation of previous voluntary exercise interventions for adolescents with DS is the voluntary nature of the exercise. Adolescents with DS, in part due to sedentary behaviors and reduced strength, produce slow movements that may limit their ability to sustain exercise at relatively high rates, which would explain the previous non-significant therapeutic benefits of exercise on motor and cognitive functioning in persons with DS.

Animal research and recent research with Parkinson's disease patients have found promising results using an assisted exercise paradigm, in which the participant is exercised at a rate greater than their voluntary exercise rate, which is key to triggering an endogenous increase in neurotrophic factors that are thought to underlie improved motor and cognitive functioning.

Preliminary data with adolescents

with DS revealed improvements in the speed of information processing and manual dexterity, even after one assisted exercise session but not in one voluntary exercise session. The current study will extend these findings to a longer eight week intervention session with an assisted exercise group, a voluntary exercise group, and a no exercise group and expand the motor, cognitive and health measures.

The innovation of this approach is to augment adolescents with DS' voluntary exercise rate via mechanical assistance using a specialized stationary cycle with a motor that is engaged during the Assisted Cycle Therapy (ACT). The specific aims are to determine the effects of a long term intervention of assisted and voluntary exercise on motor, cognition, physical and mental health outcomes in adolescents with DS.

The hypothesis is that the assisted exercise group will exhibit greater improvements in functional behaviors, manual dexterity, measures of executive function, functional exercise capacity, waist circumference, depression, and self efficacy compared to those in the voluntary exercise and no exercise groups.

Fifty-two adolescents with DS will be randomized into voluntary, assisted or no exercise groups. Exercise groups will exercise at identical aerobic intensities. Those in the assisted group will be provided mechanical assistance to perform exercise 35-45 per cent faster than their voluntary exercise rate.

Collectively, data from this project will provide the most complete picture regarding the motor, cognitive, and health outcomes of voluntary and assisted exercise in persons with DS and has the potential to dramatically change the quality of their lives. The exercise intervention is extremely important because it is predicted to enhance neurogenesis, which in turn may improve multiple co-morbid conditions in adolescents with DS.

Positive results from this project have great potential to change clinical practice which may improve functioning of motor, cognitive, physical and mental health status for adolescents with DS. ■



Interprofessional ASU Graduate Students Travel, Collaborate in Rwanda

Students from four of Arizona State University's graduate programs traveled to Rwanda, a country known in Africa as the Land of 1,000 Hills, to study health care and building design in one of that continent's most impoverished areas.

For two weeks in September, ASU students from the Master of Healthcare Innovation program from the College of Nursing and Health Innovation, and from the Architecture, Landscape Architecture, and Healthcare and Healing Environments programs of The Design School in the Herberger Institute for Design and the Arts traveled across Rwanda. Visiting the country's urban and rural landscape, together they navigated the cultures of an unfamiliar country and each other's diverse professional disciplines.

"It was life changing. We were given the opportunity to make a significant difference in other people's lives," said C. J. Rogers, an architecture student in the Design School and part of the international traveling design studio. The group was invited by Rwanda Works, a Rwanda-based, nongovernmental organization (NGO), to study health care facilities in three villages. The students' task was to recommend ways to improve the clinics' current design to improve quality of health care delivery and lower costs. Rwanda Works builds clinics in partnership with the Rwanda government and, with Access Health NGO, trains community members to run them.

The students divided into teams and met with an



assortment of community members, observing and interviewing patients and professionals at Rwanda Works clinics and learning from experts about Rwanda's economic development and health care systems. James Shraiky, director of the Herberger Institute's Healthcare Design Initiative, led the trip with Gerri Lamb, associate professor at the ASU College of Nursing and Health Innovation, and Linda Voyles, a recent graduate of the college's Master of Healthcare Innovation program.

"This kind of interprofessional research experience is unique and very effective," said Shraiky. The Healthcare Design Initiative taps the interprofessional disciplines of design and health care to provide students an unprecedented approach to designing buildings, interiors, and landscapes that not only enhance healing but are also functional for and sensitive to health care providers.

"The students—11 graduate design and 7 healthcare master's students—arrived in Rwanda, worlds apart in terms of perspective and focus," Shraiky said. It was this difference that proved challenging and exhilarating and is the strength of the overall program, according to Shraiky and Lamb.

"Students learn how each profession thinks and solves problems. They generate ideas using different models and tools," Lamb said. "Hopefully, they discover that their ideas and solutions are much stronger because they are working together."

"In my profession, we have to collaborate, and my roles as respiratory therapist and innovator in health care are different than a landscape architect's," said trip participant Donna Pachek, a respiratory therapist in the Master of Healthcare Innovation program. "We have to look at the context, and we all have key perspectives that can contribute to the whole. We all respect each other's perspective."

The students were gratified by the Rwandans' appreciation for their presence. When they asked women in the community what improvements they wanted in the clinic for themselves and their children, the Rwandan women were hard pressed to come up with examples because they were so grateful for what had already been provided, noted architecture student Scott Nye.

Although Rwanda has made tremendous strides in health care, the country is committed to improving its outcomes in key areas, including maternal and child health and lowering infection rates. Malaria and respiratory infections are among the top causes of death. During their visit, the students

gained first-hand knowledge not only of the culture and its people but also of practical everyday things such as local building materials, cooking practices, traveling distances, and patterns of socializing. The architecture and landscape architecture students jumped at an opportunity to work side by side with community members to lay clay bricks in a new home, Lamb said. They gained first-hand knowledge of local building materials and techniques. The students followed patients and their family members through typical clinic visits and attended community meetings, including one at the edge of a volcano in rural Musanze, being careful to observe and not to impose their own cultural values and priorities.

By December, the students will have completed their analysis of the field research on the community needs, its culture, its history, and the country's health care system, economic development, and service needs. They will then be ready to create a schematic and operational design for a community-based clinic that will serve more than 18,000 people from 31 villages.

The initial navigation of learning each discipline's approach to everything from organizing data to prioritizing needs and solving problems will be expanded and deepened during this phase. "I think of it as collecting more tools in my tool belt," said Megan Mohaupt, who is pursuing her master's in Healthcare and Healing Environments.

"We were invited by Rwanda Works to assess its current center design and propose refinements," Lamb said. "Rwanda Works will continue to work with the class on evaluating the refinements and plans for building the new center."

The students want to honor the Rwandan villagers' culture. They are careful to avoid superimposing their experiences and biases on any design plan they create. "This is a critical design change," said Ashley Brenden, a landscape architecture student. **"The way Rwandans perceive and interact with their landscape is dramatically different than in the U.S. We have to create an environment that is productive and functional in ways we may never have thought of before. Learning to work with community members is really powerful."**

For architecture student Alyssa Matter, one of the studio's biggest impacts is in her own realization of what her design skills can contribute. "It makes you realize how much you can completely change someone's life," she said. ■





ASUN *supports student success*

Established in the fall of 1990 with a grant from Indian Health Services (IHS), Division of Nursing, the American Indian Students United for Nursing (ASUN) program has remained a gem within the College of Nursing and Health Innovation.

For nearly 25 years, ASUN has been fulfilling its mission to increase the number of American Indians/Alaskan Natives (AI/AN) studying nursing at ASU and the number of nurses providing care to American Indians/Alaskan Natives. Its mission is critical, given the disproportionate share of many major health conditions that the American Indian community experiences and the scarce human and financial health resources available to those in need.

ASUN is not a separate nursing program but rather provides scholarship support to AI/AN students studying nursing at ASU. It also supports all AI/AN students academically and socially, with tutoring, mentoring,

cultural events, and other offerings. In fact, throughout the school year the ASUN team coordinates many events such as current student and alumni gatherings, Meeting of the Minds (an event at which any AI/AN student in the Traditional Pre-Licensure Clinical Nursing Program meet to share a meal each semester and mentor the students in the semesters that they have already completed), and Traditional Talking Circles (monthly events, facilitated by a traditional healer, at which students, guests, and family members discuss concerns and provide support for each other—and what is shared with the group, stays with the healer and participants while ASUN team members prepare dinner for after the event).





ASU is one of only five nursing colleges in the nation awarded funding under the Indian Health Service Nursing Scholarship Program (Section 112 of the Indian Health Care Improvement Act); its other recipients are Montana State University, Oglala Lakota College, Salish Kootenai College, and the University of North Dakota (UND). ASUN has received this highly competitive five-year grant continuously since 1990, a distinction shared with only UND, which the U.S. Senate established in 1992 as a permanent program, named in honor of North Dakota Senator Quentin N. Burdick.

ASUN's success has allowed it to excel at achieving its fundamental mission of supporting American Indian nursing students as they work to complete their undergraduate degrees. Throughout its 23 years ASUN has funded a total of 75 students: 7 are current students in the undergraduate nursing programs; 67 have completed degrees at ASU (1 graduate student, 7 RN-BSN students, and 59 Pre-licensure students). Also of note is the 100% NCLEX pass rate for funded pre-licensure students who have graduated with their BSN. In return for receiving the ASUN scholarship, students are required to complete a service obligation with IHS, tribal health facilities, or urban health facilities that serve American Indians (such as the Indian Health Board).



The ASUN office has a dedicated space for students to use; it is designed to foster a feeling of belonging in a place created to feel like a home away from home. Other offerings are tutoring services, free printing, access to computers, and a study area. The new space also houses the ASUN team with private offices for advising, mentoring and career counseling.

The impending 25th anniversary of the ASUN program presents a fitting opportunity to cite the words of one current and one past ASU Scholar. Their testimonies and words of encouragement reflect the critical support that ASUN Scholars—and all AI/AN students—have received from the program and staff over the years.

Calandra Baker, a current student,

“ASUN provides a lot of resources such as computers and printing capabilities, a study room and a mentoring program...they have a very friendly, courteous staff who are always smiling and are very welcoming.”

Calandra Baker

enrolled in the first-semester Traditional Pre-licensure Clinical Nursing Program (TPCNP), attests the following: “I was awarded a generous scholarship through the ASUN program. It has been such a blessing. Not only has the program relieved me of the burden of paying tuition, fees, books, and supplies, but it has been a great resource as well. ASUN provides a lot of resources such as computers and printing capabilities, a study room, and a mentoring program for Native American students. ASUN also provides lunches and snacks, which is very convenient for me when I am on the go. I am thankful for ASUN and feel very fortunate to be an ASUN Scholar... [and] they have very friendly, courteous staff who are always smiling and are very welcoming.”



Naomi Aspaas

Naomi Aspaas is a former ASUN Scholar who graduated in 2006. She is currently working as the National IHS nurse recruiter at the IHS Headquarters office in Rockville, MD. In this position she serves as the program manager for the Section 112 grant program and works closely with the ASUN project. As she reflected on her experience in the ASUN program and what motivated her to succeed, Naomi says, “ASUN was always a place I found solace and learned to balance the whirlwind and

rigorous curriculum of nursing school. The support from the ASUN program staff, volunteers, peers and mentors provided the ideal support system that created the stepping stone to my success.” ■

Brenda Morris, the assistant dean for academic affairs with the ASU College of Nursing and Health Innovation, is the project investigator of the grant, and Stephen Livingston is the program director and advisor. For more information on the ASUN program, please go to <http://nursingandhealth.asu.edu/asun>

news that matters...

Dream • Discover • Deliver 2012 Event

Each year, the College of Nursing and Health Innovation hosts an annual event to honor individuals who have contributed significantly to health or health care. This year, celebrating the event's fifth year, it seemed fitting to do something a little different. In an economy in which every industry including health care and education are feeling the pinch of significant cuts, it is more important now more than ever to say thank you.



From left to right: Program host Roger Downey, Dean Teri Pipe, Judy Mohraz, Mary Thomson, ASU President Michael Crow.

At this year's event, the College of Nursing and Health Innovation honored three tremendous organizations, which through their philanthropy have helped the college dream, discover, and deliver. The college gave the Dream award to the Virginia G. Piper Charitable Trust. The Piper Trust has positively impacted organizations throughout the Phoenix area. Specifically, they gave a tremendous grant to the college to assist in the establishment of the Hartford Center for Geriatric Nursing Excellence. Through this grant they have established faculty appointments in the center and continued to educate the next generation of geriatric nurses and geriatric nursing educators. The Piper Trust also has given to several other areas of ASU and the college. Judy Mohraz, the president of the Piper Trust, attended the event to receive the award.

Similarly, the John A. Hartford Foundation received the Discover award at this year's reception for their transformational gift to establish the center for which it is

named: the Hartford Center of Geriatric Nursing Excellence. It is one of only nine in the country and is a stellar example of one of the most successful. The John A. Hartford Foundation is in the process of renewing funding to the college to continue the exemplary work being done, through scholarships and program support. ASU Health Solutions Associate Vice Provost Dr. David Coon accepted the award on behalf of the Foundation. Rachael Watman, the program officer most closely acquainted with the Center, was unable to attend to accept the award as planned, as a result of travel difficulties in the wake of Hurricane Sandy. Dr. Coon read to attendees a letter from Ms. Watman expressing thanks from the Foundation.

The BHHS Legacy Foundation, a charitable foundation established in 2001 through the sale of Phoenix Baptist Hospital, was the recipient of the year's Deliver award. The Foundation has granted more than \$459,000 to the College of Nursing and Health Innovation to support the college's simulation lab and the purchase of manikins for the students to use for study and practice; it also has provided numerous scholarships to alleviate some of the financial burden placed on the students who are in their final years of education as they pursue their bachelor's in nursing. The Foundation always has listed as a preference that its scholars remain in the Phoenix area to practice and have a direct impact on the nursing shortage that the Valley faces in the future. Mary Thomson, Vice President of Program Development of BHHS Legacy Foundation, was in attendance to receive this year's award.

When asked about the significant contributions made by the organizations and their philanthropies to the college, Dean Teri Pipe said, "We are deeply honored and appreciative of the significant impact these organizations have made. We are dedicated to honoring their intent by continuing to dream of new ways to positively influence the nursing profession, discover new leaders who will catapult us into the future, and deliver the best educationally prepared professionals in the nursing field. These organizations have helped us do that and for this, we are eternally grateful."

The Dream Discover Deliver event was held on November 7 at the Sheraton Downtown Phoenix. Notable attendees included Michael Crow, the president

of ASU, Christine Wilkinson, senior vice president and secretary of the university, faculty, staff and students of the College of Nursing and Health Innovation.

Melinda Johnson: Nutrition, Dietetics and the Mass Media

Melinda Johnson, MS, RD, is the director of the didactic program in dietetics at the ASU School of Nutrition and Health Promotion. She also is a lecturer at the university, where she teaches courses in nutrition communication and nutrition in the media.

A nationally recognized writer and food and nutrition professional, Melinda Johnson has been a registered dietitian for 13 years. She is active with the Arizona Dietetic Association, is a frequent guest speaker for professional and consumer organizations, and has written multiple articles on mindful eating and dieting. Most recently, Johnson became a health columnist for usnews.com, where she publishes articles each week concerning diet and fitness advice for the US News blog "Eat + Run."

A spokesperson for the Academy of Nutrition and Dietetics, Johnson is one of 30 registered dietitians and spokespeople across the nation who represent specialty nutrition areas and provide expert commentary for the largest media markets in the U.S.

Throughout her career in the media, Johnson has found that articles on nutrition and weight appear to be most popular with the public. It is important that readers have an accurate knowledge of nutrition when reading articles on weight, weight management and wellness, as Johnson warns that the media's coverage of nutrition can vary greatly.

"It runs from very good coverage to being downright dangerous," Johnson explains. "It really depends on who is doing the coverage and whether they are talking to qualified people."

According to Johnson, "toxic" topics covered by the media include fad diets and digitally enhanced photographs that make subjects appear thinner than they truly are.



To raise awareness about these topics, Johnson lectures about them to her classes, showing before-and-after pictures of “Photoshopped” celebrities to her students.

“It can be eye-opening for people who don’t realize that pictures used in the media as inspiration are not actually based on reality,” Johnson says.

In addition to her work as an educator at Arizona State University, Johnson works with nonprofit agencies and nutrition education programs to deliver accurate nutrition education to the public.

Prior to her time in nutrition and the media, Johnson worked with the Arizona Department of Health Services, where she specialized in maternal health, breast feeding, and infant and family nutrition.

Melinda Johnson can be followed on Twitter: @MelindaRD.

Summer Education Experience Brings Students from Taiwan

ASU’s Center for World Health Promotion and Disease Prevention and the Academy for Continuing Education (ACE) hosted eight students and an instructor from the National Cheng Kung University



Students from Taiwan with (front row, from left) Angela Chen, Teri Pipe, Carol Baldwin.

(NCKU) School of Nursing (SON) for the first-ever summer continuing education program that focused on nurse practitioner (NP) roles and responsibilities.

The experience grew out of a conversation between ASU College of Nursing and Health Innovation professor Angela Chen, PhD, RN, PsyNP, and Hsu Yu-Yun, PhD, RN, NCKU nursing faculty,

when Chen was invited to the NCKU SON to present her research. There are no NP programs in Asia, Africa, or the Middle East, but training, activities, value to patient care, and cost effectiveness are catching on in these regions.

The summer program included sessions on disaster response and telemedicine, the worldwide spread of chronic noncommunicable diseases associated with lifestyle, and writing for professional publication.

Carol Baldwin, PhD, RN, AHN-BC, FAAN, director of the Center for World Health Promotion and Disease Prevention, and program co-organizer with Chen, presented the chronic disease and disaster response educational components for the participants. Baldwin stated, “I was impressed with the students’ knowledge and understanding of the global epidemic of chronic disease associated with lifestyle as reflected in the projects they presented from their classroom assignments in Taiwan. Their understanding prepares them suitably for joining nurses around the world toward combating this epidemic.” Reflecting on the feedback during the discussion on responding to natural and human-made disasters, Baldwin found that students recognized the importance

of including mental health assessment and intervention for responders and survivors.

Chen, who coordinated the NP component of the program, described the students as highly motivated and noted that several of them expressed interest in returning to ASU for the DNP and PhD programs in the future. The students understand the value of scholarship and publishing in professional journals, and the program included a session on writing for publication.

Nancy Moore, PhD, provided the students with guidelines and a discussion of resources for writing tips, selecting the most appropriate journal for disseminating research findings, following journal guidelines, and writing in English-language journals for scholars whose native language is not English.

Dean Pipe stated, “This program is an important part of the college’s ongoing

efforts to extend our relationships for education and scholarship globally. It is our sincere hope that the experience these students had at ASU will have a lasting positive impact on their education that extends to patient care.”

Based on the success of this first summer program, plans are underway for a similar program for nurses from East Asia and the Middle East during the summer of 2013.

Advanced Education Creates Greater Opportunities

Between being preoccupied with finger painting and snack time, most four-year olds do not give much thought to their future professions. Unlike her young peers, ASU nursing alumna Megan Kelly always knew the path she wanted to follow. “For ‘career day’ in preschool, I dressed up as a nurse!” There’s no doubt that the seed was planted early by Megan’s mother, Camille Woods, who is a family nurse practitioner (NP) and a graduate of Arizona State University. Megan always admired her mother’s work ethic, knowledge, and dedication to her patients. Since that dress-up day, Megan has pursued her education to become an agent for change in the health care industry.

Today, Megan works for Parkland Health and Hospital System in Dallas, Texas, as an NP in the Heart and Failure Disease Management Clinic. A unique institution, Parkland is a public hospital whose funds are primarily provided by a designated property tax on county residents. Moreover, because it’s a public facility, it accepts patients, including uninsured residents, regardless of their ability to pay. Her dedication to patients and the profession was recognized in April 2012 when she was named “Provider of the Year” at Parkland Hospital. “My goal is to optimize patients’ heart failure regimens, reduce readmission, and refer cases for advanced therapies.”

Kelly earned her Bachelor of Science in Nursing in 2001 from the ASU College of Nursing. While working as a registered nurse (RN) in a cardiovascular intensive care setting, she became troubled by the volume of acute illness that resulted from chronic conditions and lifestyle choices. It was at that time she decided to return for her master’s degree at ASU. “As an RN, I worked with many nurses who held advanced practice degrees and was impressed at how well prepared they were for their roles.”

In 2007, Megan graduated with an MS, Adult Nurse Practitioner degree. Following graduation, she worked in private general cardiology practice for two years and then moved to Dallas. She accepted a position as an NP at Parkland Hospital, which offered greater responsibilities, including working directly with patients to diagnosis diseases, developing treatment plans, and prescribing medications.

With an advanced degree from ASU, Megan notes that she is able to “focus on improving quality of life for heart failure patients as well as maximizing their health potential.” She is fulfilling her desire to contribute to the greater health of the community in which she serves and is equipped to have a larger impact on the health of her patients.

ASU Master of Healthcare Innovation Program Now Online

Arizona State University’s College of Nursing and Health Innovation is now offering the Master of Healthcare Innovation (MHI) program, a 34-credit masters degree, to students in a new online format.

The MHI program, which was formerly offered to students as a hybrid masters degree, has been redesigned to fit a distance-learning format to enable students around the U.S. and the world to have access to the program.

The new online MHI format will prepare students to lead health care into the future by allowing students to focus on real-life outcomes through a multidisciplinary educational approach.

Jack Gilbert, EdD, FACHE, clinical associate professor and director of the Master of Health Innovation program, states, “We know that the diversity of our student body adds great value to the degree experience. The new format will only add to the diversity as we attract students from different parts of the U.S. and beyond.”

The program will include information from innovation and change theory, leadership, entrepreneurship, application technology, and system design programs to create innovative solutions to the challenges in health care. The program is designed for professionals from many disciplines, including:

- Professionals committed to leading innovation in health care
- Nurses, physicians, architects,

physical therapists, and other health care providers

- Leaders and aspiring health care leaders
- Designers of future health care systems
- Entrepreneurs and “intrapreneurs” with a risk-taking mindset.

The first cohort of the new online MHI program began this fall. More information can be found at nursingandhealth.asu.edu/mhi.

New Student Recreation Center to House EXW Instructional Labs

Arizona State University’s Downtown Phoenix campus and the Lincoln Center Downtown YMCA have begun construction on a new \$25 million student recreation center, to be completed in 2013. The ASU Downtown Phoenix Campus Recreation Center, also known as the Y @ ASU, is a 64,000-square-foot facility that will include a large gymnasium, weight room, indoor track, multipurpose space, student lounge, bike co-op, locker rooms, and a rooftop leisure pool.

The Y @ ASU facility will be located at 350 N. First Ave., Phoenix, between Fillmore and Van Buren streets, just south of the existing YMCA. It will become home to the School of Nutrition and Health Promotion’s Exercise and Wellness program, and will provide a state-of-the-art facility for the

program to hold laboratory classes.

“We are delighted to have our students and faculty so closely embedded in the community,” said Linda Vaughan, director of the School of Nutrition and Health Promotion.

ASU’s Exercise and Wellness program is focused on the promotion of healthy lifestyles in community, rehabilitation, academic, business, and agency settings to help create a prosperous global society.

Faculty Recognized at Nurse of the Year Awards Gala

The March of Dimes Arizona Chapter announced winners at the 9th Annual Nurse of the Year Awards Gala. The event was held in late August at the Sheraton Downtown Phoenix.

Winners from the ASU College of Nursing and Health Innovation included **Diana Jacobson, PhD, RN, PNP-BC**, in the category of Chamberlain College of Nursing Academic Education; **Denise Link, PhD, WHNP-BC, CNE, FAAN**, in the GlaxoSmithKline Advocacy for Patients category; **Leigh Small, PhD, RN, CPNP-PC**, in the category of Innovation/Creativity.

Finalists in other categories from the college included **Joan Dodgson, PhD, MPH, RN**; **Gail Hock, RN, MS, PHCNS-c**; and **Carol Stevens, PhD, RN**. Nominees included **Cristi Coursen, PhD, WHNP-BC** and **Kathie Records, PhD, RN**.



Artist rendering of exterior of Y @ ASU facility, viewed from Central Avenue.

Three Associate Deans Appointed

This summer brought the appointments of three associate deans at the College of Nursing and Health Innovation, filling key positions in academic affairs, operations, and research.

Clinical Associate Professor Brenda Morris, EdD, RN, CNE, has been appointed associate dean for academic affairs and is now responsible for undergraduate, and select graduate and doctoral nursing programs. She served as senior director of the baccalaureate nursing programs, since 2008 during which time she was team leader of the post-baccalaureate BSN curriculum design and co-leader of the undergraduate curriculum design. Morris joined ASU in 1994 and received the Faculty Leadership Award for the college in 2009 and 2010.

Elizabeth Reifsnider, PhD, RN, WHNP, PHCNS-BC, FAAN, and Nancy Melvin Professor of Pediatrics, has been appointed associate dean for research. She came to ASU in 2011 from the University of Texas Medical Branch at Galveston, where she was the Constance Brewer Kommey Professor of Nursing and Associate Dean for Research. Reifsnider has extensive experience in public health nursing and has based her research on her practice for public health departments and women's and children's health programs. She also serves as co-director for the college's T-32 Transdisciplinary Training in Health Disparities program, which is funded by the National Institute of Nursing Research.

Evelyn Cesarotti, PhD, RN, FNP-BC, FAANP and associate professor, has been appointed associate dean for operations for the ASU College of Nursing and Health Innovation. In the newly created position, Cesarotti is responsible for developing and implementing the vision, mission, and strategic goals of the college and university in collaboration with the other associate deans; overseeing the program review and accreditation process in conjunction with the associate dean for academic affairs; and overseeing the nurse practitioner-led health clinics and personnel management in



From left, Elizabeth Reifsnider, Evelyn Cesarotti, Brenda Morris.

the college, including faculty development and promotion. Cesarotti has served in several key positions since joining ASU in 1992, most recently as associate dean for academic affairs. In addition, she was instrumental in the formation, leadership, and accreditation of the Doctor of Nursing Practice program, which launched in 2008.

Dean Teri Pipe said, "I am confident that these three exceptional nursing leaders will help us to continue adding to our record of excellence in innovative nursing education, research, and practice well into the future."

ASU Online Courses Quality Certified

The Professional Nursing Theory (NUR 391) and the Nursing Management in Health Care (NUR 445) online courses in the undergraduate RN-to-BSN program of the ASU College of Nursing and Health have been certified by Quality Matters. The NUR 391 certification is the first ASU online course recognized by Quality Matters for excellence in online course design, according to Diann Muzyka, associate director, RN-to-BSN programs.

The Quality Matters (QM) program is a faculty-centered, peer-review process based on national standards of best practice, research literature,

and instructional design principles. It is a national benchmark and has been used nationwide to improve online courses across multiple disciplines. Courses that are QM certified carry the certification mark. Quality Matters has trained more than 14,000 faculty and instructional design staff.

Over the last two years, ASU RN-to-BSN program faculty have used QM to guide redesign of their program. With guidance and expertise from Instructional Designer Steven Crawford, MS Ed., ASU Online, RN-to-BSN faculty have committed to using the QM process as a standard in designing all of their courses. Plans are to have all courses in the program QM certified.

RN-to-BSN Online enrollment has increased more than five times since 2009.

Innovation Leadership Concentration Added to DNP Program

A post-masters Innovation Leadership Concentration has been added to the ASU College of Nursing and Health Innovation's accredited Doctor of Nursing Practice (DNP) program. The concentration is the seventh offered in the program.

"The DNP Innovation Leadership Concentration will provide advanced nursing knowledge and leadership competencies for nurses who are not direct care providers to improve health care delivery outcomes at the organization and systems level," said Katherine Kenny, DNP, RN, ANP-BC, CCRN, and DNP director.

The new concentration focuses on improving health care through facilitating a



Katherine Kenny

culture of best practice and providing the additional skills necessary to develop advanced practice nursing leaders for the future. With the ever-increasing costs and challenges in health care, there is a strong need for innovative leaders to develop a new model for the health care system. This DNP degree is a highly individualized, interdisciplinary program applied to health care, with a theoretical and scholarly foundation, Kenny added.

Graduates of this program will be prepared as change agents in the health care world to facilitate the application and integration of research into clinical practice using innovative approaches across multiple settings to improve health care, patient outcomes, and health care systems.

The college launched its DNP program in January 2008, and it has grown to be among the five largest programs at colleges of nursing in the nation with 195 students currently enrolled. Other concentrations or advanced practice specialty tracks offered include Family NP, Adult Gerontology NP, Child and Family Psychiatric NP, Neonatal NP, Family Psychiatric Mental Health NP, and Pediatric NP. The Commission on Collegiate Nursing Education (CCNE) awarded the DNP program at the ASU College of Nursing and Health Innovation accreditation through 2016.

The ASU College of Nursing and Health Innovation is ranked 21st, or in the top four percent, of graduate nursing programs in the 2012 U.S. News & World Report's Best Graduate Schools issue.

Four ASU Faculty Named AAN Fellows

Four ASU College of Nursing and Health Innovation faculty members have been selected as 2012 Fellows to the American Academy of Nursing (AAN). **Shannon Dirksen, PhD, RN; Debra Hagler, PhD, RN, ACNS-BC; Marianne McCarthy, PhD, RN, BC; and Kathryn Records, PhD, RN;** were inducted in October in Washington DC at the Academy's 39th Annual Meeting and Conference.

With the addition of the 2012 AAN Fellows, ASU will have a total of 18 Fellows who have been selected for one of the most prestigious honors in nursing. The 2012 class is composed of 176 of the nation's top nurse researchers, policy makers, scholars, executives, educators and practitioners. Academy Fellows (FAAN) are selected through a process that recognizes

significant contribution to nursing and health care as well as the extent to which nominees' nursing careers influence health.



From left, Debra Hagler, Shannon Dirksen, Marianne McCarthy (seated), and Kathryn Records.

Dirksen, an associate professor in the College of Nursing and Health Innovation, has been a senior editor for 17 years on a seminal medical-surgical nursing textbook. The textbook, now in its 8th edition, has been translated into nine languages. She has worked with cancer survivorship research for over 20 years, with sustained grant funding since 1992, supporting studies for understanding symptoms and quality of life for cancer patients. She is currently engaged in research verifying the existence of symptom clusters in prostate cancer patients.

Hagler is a clinical professor in the College of Nursing and Health Innovation and the coordinator for teaching excellence in Health Solutions at Arizona State University. She is nationally recognized for her service in support of specialty credentialing and faculty/staff development and was inducted into the NLN Academy of Nursing Education in 2008. Hagler's recent research encompasses clinical decision-making, clinical competence, innovative teaching strategies, and the effective use of educational technology.

McCarthy is an associate professor and coordinates the adult-geriatric nurse practitioner specialty at the College.

She is nationally recognized for her contributions as an advanced practice nursing leader and expert in geriatrics and has focused her career on generating and advancing knowledge related to care of older adults. McCarthy is a fellow of the National Academies of Practice, and was recently inducted into the American Academy of Nurse Practitioners.

Records, an associate professor in the College of Nursing and Health Innovation, is highly respected in the scientific community for the clinical relevance of her research on maternal-newborn/infant health outcomes during pregnancy and postpartum. She has a passion for scholarly mentorship and has received mentoring awards from two nursing professional organizations for her work in initiating mentoring roles in research intensive environments.

Medical Laboratory Science Program Expansion

Arizona State University and Phoenix College's Medical Laboratory Science (MLS) Partnership Program plans to expand as a result of a decision by the Maricopa County Community College District Governing Board to approve the purchase and modernization of a building valued at \$2.9 million. The proposed property purchase for Phoenix College (PC) will enable the expansion of and improvements in lab facilities of Allied Health and Dental Programs, of which MLS is a part.

"Today more than 70 percent of medical decisions made by physicians are based on laboratory findings and the medical laboratory professionals collecting the information needed to make these decisions play a critical role in health care," according to Julie Stiak, PC program director for the MLS program. Despite the need for lab services, the U.S. currently faces a health care professional shortage in this area as a

result of an aging work force and the recent closure of laboratory science programs, according to the National Accrediting Agency for Clinical Laboratory Science.

The planned growth provides the partners with the opportunity to address the shortage with plans for a state-of-the-art simulation lab and virtual training facility that will strengthen the program's hybrid delivery model and help address the shortage of educational opportunities in a growing field. "Currently, students in rotations as interns are required to spend six months in a clinical practice setting. Building a simulation lab and virtual training facility will reduce the hours students need to spend in the clinic and allow for increased enrollment," according to Jeff Wolz, ASU program director. "It is often difficult to place students in a clinical setting because hospitals lack resources

to train students and the expansion will address this bottleneck" added Stiak.

The collaborative ASU/PC program is unique in using innovative learning technologies in a hybrid delivery model. Students earn a Bachelor's in Applied Science in Medical Laboratory Science (BAS) Degree with 90 credits from Phoenix College and 30 credits from ASU, simultaneously earning an AAS degree from Phoenix College. These two degrees are earned on the PC campus through hybrid delivery and video conferencing. The program directors point out that at this time there are no comparable MLS degree offerings in the country.

The expansion, expected to be completed by 2014, will allow the program to meet the growing number of applicants. "Applicants generally gravitate to the MLS

program because they have an interest in working in a medical field and want to play an integral role in patient care but prefer to work behind the scenes," said Wolz. "Some students find the field by default, such as biology students looking for a career where they can apply knowledge," according to Stiak.

The MLS program has existed for two years and recently graduated the first cohort of students in spring 2012, with 18 students receiving a BAS degree in Medical Laboratory Science. Current degrees offered include an Associate of Applied Science in MLS from Phoenix College and a Bachelor of Applied Science in MLS from ASU. The MLS program was recently recognized as the 2012 Innovation of the Year for the Maricopa County Community College district. ■

professional achievements

awards/honors

Professor Barbara Ainsworth, PhD, MPH, FACSM, FNAK, is the 2012 Recognition Award Winner for the Southwest Chapter of the American College of Sports Medicine. Ainsworth is the associate director of the School of Nutrition and Health Promotion and director and professor of the Exercise and Wellness and Health Promotion Programs at



Barbara Ainsworth

Arizona State University. She also is the immediate Past President of the American College of Sports Medicine and is now the President-Elect of the American Academy of Kinesiology.

Associate Professor Carol Baldwin, PhD, RN, CHTP, CT, AHN-BC, FAAN, was named co-chairman of the Global Health Nursing Expert Panel and Emerging/Infectious Diseases Expert Panel joint pre-session conference planning committee, "Growing Global: Policy and Research Directions for Building Nursing Capacity" for the 2012 American Academy of Nursing meeting. Baldwin served as the co-chair of the American Academy of Nursing Global Health Nursing Expert Panel, in Washington, D.C. in October, and she participated as a 2012 member of the exam writing committee for the International Certification in Thanatology examination.

Assistant Professor Matthew Buman, PhD, served as co-chair of the Society of Behavioral Medicine, Physical Activity Special Interest Group, and was elected to a two-year term as chair of the Physical Activity Special Interest Group. Buman also served as a member of the National Sleep Foundation's Sleep in America Annual Poll, working on a task force exploring the 2012 theme of Exercise and Sleep.



Matthew Buman

Cristi Coursen, PhD, WHNP-BC, and **Jack Gilbert, EdD, FACHE**, have been appointed as Lincoln Fellows for Ethics

achievements...

and Healthcare Innovation. The Arizona State University Lincoln Center is dedicated to emphasizing the essential role that morals and values



Cristi Courson

play in the achievements and successes of individuals and organizations. Lincoln

Fellows serve three-year terms and act as advisors to the director of the Lincoln Center on the development of programs and activities; are responsible for identifying appropriate projects within the Center that could benefit from their expertise; and contribute to the Center's on-going endeavors to encourage teaching, research, and outreach programming in applied ethics.

Clinical Assistant Professor Gail Petersen Hock, MS, RN, PHCNS-c, was a Nurse.com Regional Finalist (Mountain West region) in the category of Home, Community and Ambulatory Care, in recognition of her work in immunization coalition leadership and outreach.

Lecturer Kristen Hoffner, MS, was honored at the ASU women's basketball home opener on November 11th as one of 40 people being recognized for their contributions towards promoting recognition and appreciation of the significance of Title IX in the 40 years since its passing into law. Title IX is part of the federal Education Amendment, which was passed into law 40 years ago, that mandated that schools receiving any type of federal funding provide equal opportunities for participation of both sexes in all education programs or activities.

Clinical Assistant Professor Debra Ilchak, DNP, RN, FNP-BC, CNE, was appointed to a two-year term on the

board of directors for the National Association of Nurse Practitioners in Women's Health (NPWH).

Clinical Associate Professor Katherine Kenny, DNP, RN, ANP-BC, CCRN, has been invited to serve as a faculty advisor for the Primary Care Leadership Program (PCLP), a partnership between the GE Foundation and National Medical Fellowships, Inc. PCLP is focused on health care leadership development and "health teams" (collaborative work for students: future physicians and future nurses, nurse practitioners, midwives, and physicians assistants), and collaboration between universities and community health centers, as part of program implementation.

Professor Pauline Komnenich, PhD, is project director and Manager **Eula Bradley, BMed, MEd**, is co-director of "Meeting Demands for 21st Century Nurse Educators, Women and Philanthropy," a foundation grant (04/2012-04/2013). Komnenich also is project director for the HRSA-funded Nurse Faculty Loan Program (07/01/2012-06/30/2013).

Associate Professor Gerri Lamb, PhD, RN, FAAN, was profiled in the Spring 2012 issue of Leadership magazine, a publication of the Healthcare Financial Management Association, and also was profiled in the summer issue of the University of Rochester School of Nursing magazine. She was appointed associate professor in the ASU Herberger Institute for Design and the Arts, was named to the National Quality Forum Technical Expert Panel on Health Information Technology Critical Paths: Care Coordination, and also was invited to join the American Board of Internal Medicine Product Oversight Committee.

Clinical Associate Professor Denise Link, PhD, WHNP, FAAN, was honored during the American Academy of Nurse Practitioners 27th National Conference as the recipient of the 2012 AANP State Award for Excellence.



Denise Link

Assistant Professor and Southwest

Borderlands Scholar Adriana Perez, PhD, ANP-BC, was selected as the 2012 awardee for the John A. Hartford Foundation Western Institute of Nursing (WIN) Regional Geriatric Nursing New Researcher Award. The award is given to honor nurse scientists who demonstrate high commitment and contributions to geriatric nursing research, education, practice, and to the entire nursing profession.



Adriana Perez

Associate Professor Kathie Records, PhD, MSN, BSN, was invited by the National Institutes of Health to serve as a Reviewer, Nursing and Related Clinical Sciences Study Section (August-October, 2012), and Special Emphasis Panel, Mechanistic Pathways linking Psychosocial Stress and Behavior; Center for Scientific Review (March - May 2012).

Associate Professor Shannon Ringenbach, BPe, MSc, PhD, is now serving as Secretary-Treasurer for the North American Society of Psychology of Sport and Physical Activity.

Clinical Instructor Heather Ross, DNP, RN, ANP-BC, a current PhD student at ASU, was recently competitively selected as a Fellow in the Human and Social Dimensions of Science and Technology: PhD Student, Human and Social Dimensions of Science and Technology IGERT Fellow, Alliance for Person-Centered Accessible Technologies.

Clinical Associate Professor Karen J. Saewert, PhD, RN, CPHQ, CNE, ANEF, earned an Open School Basic School Certificate of Completion (2012) from the Institute for Healthcare Improvement (IHI), in Cambridge, Mass. The IHI Open School for Health Professions is an interprofessional educational community that provides its learners with the knowledge and skills to become change agents in health care improvement. The IHI Open School Basic Certificate

achievements...

reflects successful completion of sixteen online courses.

Associate Professor Nelma Shearer, PhD, was named Faculty Advisor for the Geriatric Leadership Academy sponsored by a grant from The Retirement Research Foundation and additional support from The John A. Hartford Foundation, Hill-Rom and Sigma Theta Tau International Honor Society of Nursing.

Senior Lecturer Tina Shepard, MS, RD, was selected as Outstanding Registered Dietitian of the Year by the Arizona Dietetic Association (AZDA) for 2012. One RD is selected each year by every state and the award winners are honored in the Journal of the Academy of Nutrition and Dietetics. The award recognizes a dietitian of long standing (15+ years in the field) who has provided significant service both district-wide and state-wide, one who is a role model, dedicated to the field of nutrition and who has given of their time and energy to the profession in a positive way.

Assistant Professor Karen Sweazea, PhD, was appointed to the Advisory Board for The American Physiological Society's Educational grant from the National Science Foundation, Integrative Organismal Systems Broadening Participation program, "APS Broadening Participation in Undergraduate Research Experiences."

Assistant Professor Sonia Vega-López, PhD, was elected as a Fellow of the American Heart Association (AHA) and the Council of Nutrition, Physical Activity and Metabolism (NPAM). This



Sonia Vega-Lopez

honor was received in recognition of Dr. Vega-López' scientific and professional accomplishments, as well as her leadership and service to the AHA. Dr. Vega-López has been a member of AHA and NPAM since 2004, and has been an active

member of NPAM's Early Career Committee since July, 2010.

The **Academy for Continuing Education (ACE)** has received a three-year accreditation effective September 12, 2012,

as an approved provider for nursing continuing education through the Arizona Nurses Association (AzNA). The application for accreditation submitted by ACE in August was the first to be reviewed based on the American Nurses Credentialing Center's Commission on Accreditation 2013 Manual requirements.

The **Center for Healthcare Innovation & Clinical Trials (CHI&CT)** is coordinating a newly-funded clinical five-month study using the GeM-REM technology developed by ASU professor, Dr. Sandeep Gupta. The study will assess the quality of data sent wirelessly from the Gem-REM device and compare against standard cardiac monitoring equipment in the cardiac ICU. Arizona Technology Enterprises (AzTE), ASU's technology transfer organization, announced on May 25 that it will fund the study through its Arizona State University Catalyst Fund. CHI&CT consulted on the proposal.

The **ASU Medical Laboratory Science** program, an alliance program with Phoenix College, was awarded the 2012 Paul M. Pair Innovation of the Year award. Completion of the entire programs earns an MCCC Associate of Applied Science degree and an ASU Medical Laboratory Science (BAS) degree.

The Health Resources and Services Administration (HRSA) has awarded a \$339,276 grant to the **College of Nursing and Health Innovation** at Arizona State University to provide financial support for primary care nurse practitioner students, to improve access to high quality primary health care. **DNP Program Director Katherine Kenny, DNP, RN, ANP-BC, CCRN,** is the project director and principal investigator for the grant. By increasing the number of primary care nurse practitioner students who are enrolled in nurse practitioner programs, access to quality health care is improved, positively impacting healthcare and patient outcomes across their lifespan. The HRSA grant titled, "Advanced Education Nursing Traineeship," also has offered the potential of an additional \$349,000 for the 2013-2014 year. This award assists the College in its mission to pursue an environment in which students are valued for their individual

strengths and diversity.

DNP student **Charlotte Thrall** won the best student poster award at the Western Institute of Nursing Conference, April, 2012. The poster's subject was "Culturally Competent Education for Latino Type 2 Diabetics." The award-winning poster was displayed at the Council for the Advancement of Nursing Science conference in Washington, D.C. in September.

DNP student **Alexandra Riley's** poster, "Smoking Cessation in Primary Care: A multi-component intervention in increase abstinence rates in a rural southern Arizona community" won the best poster award at the Southwest Regional NP Conference in Flagstaff, Ariz.

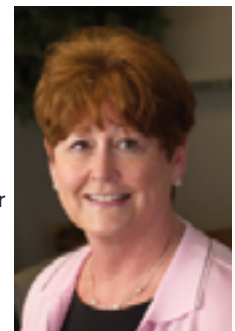
appointments

Faculty—

Cristi Coursen, PhD, WHNP-BC, was recently promoted to clinical associate professor at the College of Nursing and Health Innovation.

Professor Bronwynne Evans, PhD, RN, was recently named director of the PhD Program in Nursing and Health Innovation for the college. She

is in the process of assisting faculty with a systematic review of the PhD curriculum and establishing policy for the interprofessional program. Dr. Evans is a gerontological clinical specialist who received her doctorate from the University of Washington in education, with cognates in nursing, educational policy and leadership, and multicultural education.



Bronwynne Evans

Professor Steven Hooker, PhD, FACSM, accepted the position of assistant director of research for the School of Nutrition and Health Promotion. Dr. Hooker's duties

include developing a strategic plan for research enhancement within the school; implementing research seminar series; and overseeing the research activities that fall under the school's participation in the Piper-funded Obesity Initiative. Hooker earned two master's degrees in physical education from California State University and obtained his PhD in exercise science from Arizona State University.

Clinical Associate Professor Katherine Kenny, DNP, RN, ANP-BC, CCRN, has been appointed coordinator of the Doctor of Nursing Practice (DNP) program for the College of Nursing and Health Innovation. Prior to joining the ASU nursing faculty in 2004, Kenny served as an ICU staff nurse, clinical manager, and director of nurses. A certified Adult Nurse Practitioner, Kenny has clinical expertise in cardiology and cardiovascular, chronic disease management, pain management, and palliative care.

Clinical Associate Professor Diann Muzyka, PhD, RN, has been named program director of the RN-BSN program. Muzyka's position covers the RN-BSN online program, the ASU/Mesa Community College Concurrent Enrollment program, and the RN-BSN program at Eastern Arizona College in Thatcher, Arizona.

Bella Panchmatia, MS, RN, is now program manager, Prelicensure Nursing, at the ASU Mayo campus.

Heather Ross, DNP, RN, ANP-BC, who has been a faculty associate for the last year in the ASU Doctor of Nursing Practice (DNP) program, was promoted to clinical instructor for the DNP program.



Clinical Associate Professor Judy Sayles, DNP, RN, CNE, has been named program director, Prelicensure Nursing (Traditional Prelicensure & Post Baccalaureate Clinical Nursing Program concentrations).

Judy Sayles

Associate Professor Nelma Shearer, PhD, has been named director of the ASU College of Nursing and Health Innovation Hartford Center of Geriatric Nursing Excellence. Shearer has served as the center co-director since its inception in 2007. She brings a strong background in advocacy for the Hartford initiatives. She has served as a participant, consultant, and a committed advocate for many Hartford initiatives as well as participating in the John A. Hartford Foundation Institute for Geriatric Nursing Research Scholar Program at New York University.

Clinical Assistant Professor Cris Wells, EdD, MBA, has been appointed director of the Clinical Research Management (CRM) program at the College of Nursing and Health Innovation. Her duties include working with clinical research students to achieve their career goals and leading the CRM program through the newly created international accreditation process for academic programs in clinical research. Wells earned baccalaureate degrees in radiologic technology from Creighton University and in electrical engineering from Northern Arizona University. She has a master of business administration and health services administration degree from ASU and a master of science in educational technology from DeVry University. Wells also holds a doctorate of education from Northern Arizona University.

Staff—

Henry Barto has joined the Health Solutions organization as director, Information Technology Services. Barto will lead the application development and project management team within the IT Systems Department. Barto has worked at ASU for 16 years, previously serving as computing manager in charge of web and application development for the College of Liberal Arts and Sciences (CLAS) and more recently in a senior development capacity in the University Technology Office.

Kevin Buman was recently appointed the new senior director for Administrative and Business Services. Buman earned his BS degree in accounting at Southern

Utah University and his Master's in Business Administration from Utah State University. He has worked in health care and higher education for over 10 years. Most recently Buman spent the last six years working for the Mayo Clinic



Kevin Buman

in Rochester Minnesota as the Financial Officer for the College of Medicine, Mayo Clinic. He was also responsible for leading multiple Quality Improvement initiatives centered on revenue enhancement. Prior to working for the Mayo clinic Buman managed the budget office for Logan Regional Hospital, and Intermountain Healthcare facility located in Logan, Utah.

Melanie Burford was appointed chief of staff in May, reporting to Keith Lindor, executive vice provost and dean, ASU College of Health Solutions. Burford is



Melanie Burford

responsible for working with Dr. Lindor and the Health Solutions team to advance the evolving Health Solutions strategic initiatives. Most recently, Burford served as the liaison for special projects for the Graduate

College Dean's office. Prior to that, she served as director of the office of the senior vice president for academic affairs, director of the CLAS vice president and dean's office and as scheduling coordinator for the university president.

Jennifer Condliffe, MPH, BA, is the new research analyst for Education Evaluation and Excellence (E3). Jennifer holds a master in public health from the University of Nevada. Before accepting the position at E3, Jennifer worked as a researcher at University of Queensland's Center for Clinical Research. ■

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- Hock, G. P.** (2012, October). Teaching community/public health nursing online: An unfolding case study approach. Poster presentation at the American Public Health Association Annual Meeting, San Francisco, CA.
- Huck, C. J., **Johnston, C. S.**, Beezhold, B. L., & **Swan, P. D.** (2102, June 5). Vitamin C status and perception of effort during exercise in obese adults adhering to a calorie-reduced diet. *Nutrition* [Epub ahead of print]. doi:10.1016/2012.01.021
- Ilichak, D. L.** (2012, June). Chlamydia screening and treatment: Strategies to break the cycle of transmission. Podium presentation at the American Academy of Nurse Practitioners 27th National Conference, Orlando, FL.
- Keller, C., Ainsworth, B., Belyea, M., Records, K., Nagle-Williams, A.**, & Hermann, S. (2012). Physical activity patterns in postpartum Latinas. Podium presentation at the American College of Sports Medicine, San Francisco, CA.
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- Kommenich, P.** (2012, March). Developing a relevant nurse educator program. Podium presentation at the AACN Masters Conference, San Antonio, TX.
- Kommenich, P.** (2012, April). Evaluating the effectiveness of the NEXus Consortium. Podium presentation at the WIN Conference, Portland, OR.
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- Lamb, G.** (2012, February, 16). Cecil Lecture: Interprofessional collaboration in health care and design. Podium presentation at Clemson University, Clemson, SC.
- Lamb, G.** (2012, March 30). Keynote: Closing the 17 year gap: Bridging research and practice. Advancing patient care through translational science. University of Rochester, Rochester, NY.
- Lamb, G.** (2012, August 22). Healthcare transitions and coordination: Early readmission, effectiveness, economics. Part 2: Care coordination [Webinar]. Improvement Science Research Network. www.isrn.net
- Lamb, G.**, & Shraiky, J. (2012, June 2-3). Designing for competence: Spaces that enhance collaborative readiness. Future learning environments: How space impacts on learning. Podium presentation at the Nobel Forum, Karolinska Institutet, Stockholm, Sweden.
- Larkey, L. K.**, Herman, P., Roe, D., Gonzalez, J., Garcia, F., López, A. M., Pepera, P., & Saboda, K. (2012). A cancer screening intervention for underserved Latina women by lay educators. *Journal of Women's Health*, 12(5), 1-10. DOI: 10.1089/jwh.2011.3087
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- Shearer, N. B. C., Fleury, J.,** Ward, K., & O'Brien, A. M. (2012). Empowerment interventions for older adults. *Western Journal of Nursing Research*, 34(1), 24-51. DOI: 10.1177/0193945910377887
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- Sweazea, K. L.** (2012, March). Oxidative stress-mediated vascular dysfunction. Podium presentation at the University of Arizona College of Medicine Phoenix, Department of Basic Medical Sciences Seminar Series.
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- Vana, K. D.** (2012, September 28). STOP: Get more bang for your bucks! Podium presentation at the 3rd Annual Sleep Conference Arizona Sleep Society Phoenix, AZ.
- Wang, Y., Kim, S. Y., Anderson, E. R., **Chen, A. C. C.,** & Yan, N. (2012). Parent-child acculturation discrepancy, perceived parental knowledge, peer deviance, and adolescent delinquency in Chinese immigrant families. *Journal of Youth and Adolescence*, 41(7), 907-919. DOI 10.1007/s10964-011-9705-z
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