Appendix A

Syllabi for New Courses in the DNP Program
COURSE CREDIT & CONTACT HOURS
1 Credit Hour

PRE-REQUISITES
Admission to the BSN-DNP program

COURSE DESCRIPTION:
Focuses on pertinent information needed by incoming students in the BSN-DNP Program. Emphasis on requirements of The University of Toledo and the College of Nursing to matriculate in the Program.

COURSE OBJECTIVES

1. Define policies/procedures necessary to ensure smooth progression through the Program.
2. Explore the multiple roles of the advanced practice nurse.
3. Become familiar with other students in the class and begin the socialization process of role development as a DNP.

Texts


Course Requirements: Expectations of students in course
1. Successful completion of the course requires students’ active participation in class discussions, satisfactory completion of ethics written and oral projects, and completion of the ethics reflections.
2. Students are expected to use the required readings in original critical analysis of ethical issues for both written and oral discussions.
3. All papers are expected to reflect accurate use of APA guidelines (i.e. term-paper style) for papers and citing resources within text and in reference lists. The APA Manual is cited as a required text, the APA Web page also has tips available online, and Write on! is another source with explanations and examples of APA formatting style (posted on Blackboard).
4. Abide by UT CON Academic Honesty Code. See policies, Student Handbook Undergraduate Program UT College of Nursing. The handbook and other CON graduate resources are available at http://www.utoledo.edu/nursing/grad_nursing_resources.html
*Avoiding Plagiarism: Excellent module on plagiarism. How to avoid violating ethical and legal guidelines. Available at http://www.umuc.edu/prog/ugp/ewp_writingcenter/modules/plagiarism/intro_about.html

5. The faculties reserve the right to change course requirements in exceptional circumstances with fair notice to students.

**Grading criteria**

<table>
<thead>
<tr>
<th>Grading Scale</th>
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**Assessment of Learning**

- Class Participation ................. 20%
- Group Presentation .................. 40%
- Class activities ..................... 20%
- Project .............................. 20%

**Classroom Procedures and Expectations**

**Participation:** Graduate learning is based on class participation where one articulates one's understanding about new ideas and concepts. Participation requires thoughtful reflection. This course offers opportunities to express yourself and to expand the depth and breadth of that understanding based on consideration of the writings of the scholars in the discipline. Classmates benefit from hearing your perspective whether they agree or not. Acceptance or rejection of those ideas requires critical thinking on your part and integrating that understanding into a broader perception of nursing and your practice world. You are expected to take the risk to initiate verbalizing your understandings, to respect peers and to help them clarify their ideas. Because class discussions support your learning, you are expected to attend and share in the discussions at all classes. Missing more than one class will seriously compromise your learning and your satisfactory completion of this expectation. If your opinion differs from those expressed in the assigned articles, try to identify how your opinion developed and why it may not agree with these scholars. In other words, it is ok to disagree with these writers, but you need to thoughtfully consider why nursing scholars are proposing a contrasting perspective. If you agree, what "fits" for you and why?

**Discussion Grading Criteria:** Agreeing and disagreeing do not mean just voicing one’s opinion. The focus of the discussions should remain on the ideas posed in the readings. Agreeing and disagreeing mean making scholarly arguments from the literature that may support your own ideas. Faculty expects you to support your ideas from the readings or similar scholarly writing about the topic in nursing literature. Always cite your source(s).
Respect for Each Other and Faculty: Some of the class discussions will challenge personal values. Each person has the right and responsibility to examine his or her own thinking in the context of the readings and discussion. Faculty expects each to verbalize those insights without risk of censure from others in the class. Conflicting ideas are expected and respected. Responding to another’s different perspective in constructive ways is part of using empathy and practicing how to respond to patients whose views and choices may differ from yours. Practice what we advocate! Lack of respect for differences of values and expression will not be tolerated. Please feel free to disagree with each other, gently and respectfully.

Late Assignments: Late papers and presentations will receive a 5% point deduction for the first day late and deductions for each day that follows without receipt of the paper. Deductions may be modified if a student negotiates for a changed deadline with faculty in advance. However, all late assignments will receive a grade deduction.

Academic accommodations: Academic accommodations may not be made by faculty unless documented testing indicates a need officially. Please pursue your rights as needed to assure your success! Any student who feels s/he may qualify for academic accommodations in this course based on the impact of a documented disability or who may need assistance in the event of an emergency, should contact the Academic Enrichment Center (AEC) to discuss your specific need(s). If you have already met with the AEC staff and have a faculty memo, please make an appointment to meet with me as soon as possible. AEC staff can be reached at 419-383-4274, AcademicEnrichmentCenter@utoledo.edu, or go the website at http://www.utoledo.edu/med/depts/aec/.

Official Communication will occur through the Blackboard course site for e-mail communication and posting of papers. Faculty will retrieve and return papers online as well.

<table>
<thead>
<tr>
<th>Tentative Class Schedule/Activities/List of Topics Covered</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Review Syllabus</td>
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<td>Graduate Handbook</td>
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<td>Week 2</td>
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<td>Week 3</td>
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<td>Evidence-based Practice</td>
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University of Toledo  
NURS 7400 - Theoretical Foundations of Advanced Nursing Practice  
Term Year  

SYLLABUS

COURSE CREDIT & CONTACT HOURS  
2 Credit Hours: 2 theory hours  

PRE-REQUISITES:  
Admission to the BSN-DNP program  

COURSE DESCRIPTION:  
Explores nursing as science and art. Identifies practice theory in the context of the nursing metaparadigm, grand and middle range theory with emphasis on analysis/evaluation of selected nursing theories.  

COURSE OBJECTIVES  
1. Synthesize knowledge regarding the structure of the discipline and the nature of theory, research, and practice knowledge developed within nursing.  
2. Analyze the three levels of nursing theory that are the basis for practice: grand theory, middle range theory, and practice theory.  
3. Analyze the inter-relationships among nursing theory, practice, and research.  
4. Apply selected concepts from nursing theory to advanced nursing practice.  

Required Textbooks  


 Recommended  
Ransom, J. (2010). Write on! An abbreviated guide to APA format for writing college papers. Toledo, OH: The University of Toledo College of Nursing. [Posted online under “Resources.”]  

Course Requirements: Expectations of students  
1. Successful completion of the course requires students’ active participation in class discussions, satisfactory completion of written and oral projects, and completion of the nursing theory application papers.  
2. Students are expected to use the required readings in original critical analysis of theoretical issues in nursing for both written and oral discussions.
3. All papers are expected to reflect accurate use of APA guidelines (i.e. term-paper style) for papers and citing resources within text and in reference lists. The APA Manual is cited as a required text, the APA Web page also has tips available online, and Write on! is another source with explanations and examples of APA formatting style (posted on Blackboard).

4. Students are expected to abide by UT CON Academic Honesty Policies in the Graduate Student Handbook. The handbook and other CON graduate resources are available at http://www.utoledo.edu/nursing/grad_nursing_resources.html

5. The faculties reserve the right to change course requirements in exceptional circumstances with fair notice to students.

Grading criteria

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Assessment of Learning

- Class Participation ......................... 20%
- Group Presentation of Grand Theory .......... 35%
- Individual Practice Change Paper ........... 20%
- Application of Middle-Range Theory to Selected Concept ......................... 25%

Teaching/ Learning Strategies: lecture/discussion, case studies, class activities, presentations, discussions, personal reflection papers, audiovisual media, internet activities, scholarly writing.

Classroom Procedures: Expectations of classroom behaviors

Participation: Graduate learning is based on class participation where one articulates one's understanding about new ideas and concepts. Participation requires thoughtful reflection. This course offers opportunities to express yourself and to expand the depth and breadth of that understanding based on consideration of the writings of the scholars in the discipline. Classmates benefit from hearing your perspective whether they agree or not. Acceptance or rejection of those ideas requires critical thinking on your part and integrating that understanding into a broader perception of nursing and your practice world. You are expected to take the risk to initiate verbalizing your understandings, to respect peers and to help them clarify their ideas. Because class discussions support your learning, you are expected to attend and share in the discussions at all classes. Missing more than one class will seriously compromise your learning and your satisfactory completion of this expectation. If your opinion differs from those expressed in the assigned articles, try to identify how your opinion developed and why it may not agree with these scholars. In other words, it is ok to disagree with these writers, but you need to thoughtfully consider why nursing scholars are proposing a contrasting perspective. If you agree, what “fits" for you and why?
**Discussion Grading Criteria:** Agreeing and disagreeing do not mean just voicing one’s opinion. The focus of the discussions should remain on the ideas posed in the readings. Agreeing and disagreeing mean making scholarly arguments from the literature that may support your own ideas. Faculty expects you to support your ideas from the readings or similar scholarly writing about the topic in nursing literature. Always cite your source(s).

**Respect for Each Other and Faculty:** Some of the class discussions will challenge personal values. Each person has the right and responsibility to examine his or her own thinking in the context of the readings and discussion. Faculty expects each to verbalize those insights *without risk of censure from others in the class*. Conflicting ideas are expected and respected. Responding to another’s different perspective in constructive ways is part of using empathy and practicing how to respond to patients whose views and choices may differ from yours. Practice what we advocate! Lack of respect for differences of values and expression will not be tolerated. Please feel free to disagree with each other, gently and respectfully.

Respect for each other is reflected in one’s choice of words and how one shares one’s interpretation of the readings, perhaps differently than expressed by a peer. Respect means that one values another’s interpretation in relation to the discussion as an opportunity to understand a different “take,” rather than defending one’s position. Class discussions offer an opportunity to support each other’s growth. Often, defensiveness results when one feels threatened. New ideas may occasionally feel threatening, but discussions are intended to be a safe forum for expressing what one understands, based on the student’s genuine attempt to add to the discussions based on the assigned readings.

**Late Assignments:** Late papers and presentations will receive a 5% point deduction for the first day late and deductions for each day that follows without receipt of the paper. Deductions may be modified if a student negotiates for a changed deadline with faculty *in advance*. However, *all* late assignments will receive a grade deduction.

**Assessment of Student Outcomes:** Students with learning issues, test anxiety or personal matters are urged to seek assistance from the UT Academic Enrichment Center at http://www.utoledo.edu/med/depts/aec/. (See Graduate Student Handbook.)

**Official Communication** will occur through the Blackboard course site for e-mail communication and posting of papers. Faculty will retrieve and return papers online as well.
<table>
<thead>
<tr>
<th>WEEK #1</th>
<th>Welcome and Introductions</th>
<th>Access syllabus. Ask questions; clarify expectations. Introductions. <em>Send picture for posting via e-mail.</em> 😊</th>
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<tr>
<td>WEEK #2</td>
<td>Knowledge development</td>
<td><strong>Reading:</strong> Alligood (2010): chapter 1, p. 7-13.</td>
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<td>Theory in practice</td>
<td><strong>Readings:</strong> a) Ellis (1969); b) Ellis (1981); c) Hardy, Titchen, Manley, and McCormack (2006); d) Jasovsky, Morrow, Clementi, and Hindle (2010)</td>
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<td>Week 3</td>
<td>Guidelines for analysis &amp; evaluation of frameworks by Faculty</td>
<td>Discuss how to analyze &amp; evaluate theories according to criteria by Fawcett (2006-book) or Fawcett (2005-article).</td>
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<td>View presentation by faculty on Nightingale (Nursing history &amp; early theory)</td>
<td><strong>Related readings:</strong> a) Alligood (2010) chapter 5 and b) LeVasseur (1998)</td>
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<tr>
<td>WEEK #4</td>
<td>Application of theory to research</td>
<td><strong>Readings:</strong> a) Baken and Akyol (2007); b) Baker and Denyes (2008); c) Dobratz (2004); d) Ehrenberger, Alligood, Thomas, Wallace, and Licavoli (2002); or e) Endo, Miyahara, Suzuki, and Ohmasa (2005)</td>
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</table>
| WEEK #6 | Concepts relevant to the discipline | **Reading:** Mitchell, 2002. Learning to practice...,
| WEEK #7 | Nursing theory and nursing science | **Readings:** a) Arslanian-Engoren, Hicks, Whall, and Algase (2005); b) Cody (2002a); & c) Northrup, Tschanz, Olynyk, Sakaroff, Szabo, and Biasio (2004) |
| WEEK #8 | **Presentations:** Grand Theory | Class – View presentations. Respond to interaction activities identified by groups. Compare ideas with reality of current practice. |
| WEEK #9 | **Presentations:** Grand Theory | Class – View presentations. Respond to interaction activities identified by groups. Compare ideas with reality of current practice. |
| WEEK #10 | Implemented theory-based practice | **Readings:** Select one project, plus repeat – Jasovský, Morrow, Clementi, and Hindle (2010):  
**PROJECT TWO:** Bulfin (2005)  
**PROJECT THREE:** Flanagan (2009) |
| | Theory-based documentation | **Readings:** a) Baumann (2004)  
 b) Karkkainen and Eriksson (2004)  
 c) von Krogh, Dale, & Naden (2005) |
| WEEK #11 | **Presentations:** Middle-range Theory | Class – View presentations. Respond to interaction activities identified by groups. Compare ideas with reality of current practice. |
| WEEK #12 | **Presentations:** Middle-range Theory | Class – View presentations. Respond to interaction activities identified by groups. Compare ideas with reality of current practice. |
| WEEK #13 | Practice/Micro/Prescriptive theory in nursing | **Readings:**  
1. Fitzpatrick & Whall (2009), pp. 11-13  
3. Bishop & Scuder ( 
4. Liaschenko & Fisher ( |
| WEEK #14 | Concept analysis & synthesis as a research and practice tool | **Readings:**  
1. Compliance  
2. Glaister (2001) - Healing  
3. Dignity  
4. Walker & Avant |
|---|---|---|
| WEEK #15 | Conclusions about theoretical base for nursing | Share *two of your conclusions with in-depth supporting ideas and examples from articles about nursing theory in advanced practice.*  
**Reading** from *one (a, b, or c):*  
a) Cody (2003a) “Nursing...”  
b) Johnson (2005)  
**AND** Cody (2003b) |
NURS 7410 - Ethical Foundations of Advanced Nursing Practice

COURSE CREDIT & CONTACT HOURS
2 Credit Hours: 2 theory hours

FACULTY
TBA

PRE-REQUISITES:
Admission to the BSN/DNP program, NURS 7000 BSN-DNP Orientation, NURS7400 Theoretical Foundations of Advanced Nursing Practice

COURSE DESCRIPTION:
Examines the inter-relationship between theory, research, practice in ethical decision-making. Focuses on critical analysis/evaluation of selected ethical theories, values, professional codes of ethics related to evidence-based practices.

COURSE OBJECTIVES
1. Identify the ethical foundations of nursing science.
2. Examine personal and professional values and their impact on behaviors
3. Evaluate various theoretical and practical approaches to ethical decision making.
4. Analyze the impact of professional codes of ethics upon the practice of nursing.

TEXTBOOKS
ISBN: 9781558101760


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**Assessment of Learning**

- *Class Participation*……………………………………... 20%
- *Group Presentation of Ethical dilemma in nursing …… 40%
- *Professional codes of ethics activity*………………... 20%
- *Reflection paper*…………………………………..…… 20%

**Classroom Procedures**

**Participation:** Graduate learning is based on class participation where one articulates one's understanding about new ideas and concepts. Participation requires thoughtful reflection. This course offers opportunities to express yourself and to expand the depth and breadth of that understanding based on consideration of the writings of the scholars in the discipline. Classmates benefit from hearing your perspective whether they agree or not. Acceptance or rejection of those ideas requires critical thinking on your part and integrating that understanding into a broader perception of nursing and your practice world. You are expected to take the risk to initiate verbalizing your understandings, to respect peers and to help them clarify their ideas. Because class discussions support your learning, you are expected to attend and share in the discussions at all classes. Missing more than one class will seriously compromise your learning and your satisfactory completion of this expectation. If your opinion differs from those expressed in the assigned articles, try to identify how your opinion developed and why it may not agree with these scholars. In other words, it is ok to disagree with these writers, but you need to thoughtfully consider why nursing scholars are proposing a contrasting perspective. If you agree, what "fits" for you and why?

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### Class Schedule

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<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td>Week 1</td>
<td>• Introductions &amp; Course Overview&lt;br&gt;• Values&lt;br&gt;• Introduction to Ethics &amp; Discipline of Nursing</td>
<td>• Volbrecht, Chapter 1.&lt;br&gt;• Redman, R. K., &amp; Fry, S. T. () Nurses’ ethical conflicts: What is really known about them? Nursing Ethics, 7(4), 360-6.</td>
</tr>
<tr>
<td>Week 3</td>
<td>• Ethical concepts, theories &amp; principles&lt;br&gt;• Ethical decision-making case study</td>
<td>• Volbrecht, Chapters 2, 4, 6 (chapters 3, 5, 7 optional)&lt;br&gt;• Bournes, D. A. (2000). A commitment to honoring people's choices. Nursing Science Quarterly, 13(1), 18-23.&lt;br&gt;• Case study on Mary (Hand-in your thoughts using an ethical theory)</td>
</tr>
<tr>
<td>Week 4</td>
<td>• Kohlberg’s moral development&lt;br&gt;• Ethical decision-making case studies</td>
<td>• Crain, pg. 118-136 and selected readings&lt;br&gt;• Case studies on truck driver and Mike</td>
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<td>Week 5</td>
<td>Nurse Professional ethics &amp; obligations</td>
<td>• ANA Code of Ethics for Nurses&lt;br&gt;• International Code of Nursing Ethics</td>
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<td>Week 6</td>
<td>• Professional codes of practice&lt;br&gt;• Professional oaths</td>
<td>Medical code of ethics, Pharmacy code of ethics, Patient Bill of Rights, Nightingale Pledge, Medical Professional Oaths</td>
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<td>Rest of the readings may vary based on group topics. There may be additional selected readings throughout the remainder of the course based on current topics.</td>
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<td>Week 8</td>
<td>• Policy &amp; Health Care&lt;br&gt;• Culture</td>
<td>Hedayat &amp; Pirzadeh, 2001 Selected readings</td>
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| Week 9 | • Case Management  
• End of life & Palliative care | Selected readings |
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<tr>
<td>Week 10</td>
<td>Genetics &amp; Reproductive Issues</td>
<td>Selected readings</td>
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| Week 11 | Ethics of Nursing Practice  
| Week 12 | Ethics of Nursing Practice  
• Fights, S. I'm just a nurse. Academy of Medical-Surgical Nurses Newsletter 16(3):1,7.  
| Week 13 | Presentation of Group project | |
| Week 14 | Presentation of Group projects continue | |
| Week 15 | Presentation of Group projects continue  
Summary of course | |
NURS 7740 - Advanced Health Assessment

COURSE CREDIT & CONTACT HOURS:
5 Credit Hours: 3 Theory hours, 2 Lab hours

FACULTY:
TBA

PRE-REQUISITES:
NURS 7680 Advanced Physiology and Pathophysiology

COURSE DESCRIPTION:
Focuses on acquisition of advanced skills in collection and documentation of assessment data across the life-span. Differentiates normal, abnormal physiologic/psychosocial findings. Analyzes abilities/limitations in developing therapeutic relationships. Supervised laboratory practice.

COURSE OBJECTIVES
1. Demonstrate therapeutic communication skills in focused subjective and objective data collection.
2. Assess growth, development, and age-related changes.
3. Perform physical examinations and psychosocial assessment.
4. Differentiate normal from abnormal findings.
5. Identify diagnostic tests to augment findings from subjective and objective data.
6. Utilize clinical decision making process to analyze a clinical problem.
7. Formulate diagnostic hypotheses based on the diagnostic reasoning process.
8. Develop beginning plan of care related to the physical and psychosocial findings.
10. Analyze personal abilities and limitations that have a potential to enhance or limit effectiveness in working with individuals.
11. Examine the role of the APN.
12. Participate in planning for appropriate clinical sites.

TEACHING/LEARNING STRATEGIES

Teaching/Learning Strategies
Web CT, weekly course materials, lecture, discussion, guided lab practice and performance, standardized patients.

Evaluation Methods
Written Objective Exams, Problem Focused Lab Exams, Clinical Performance Exam with
Standardized Patients.

**Course Grading Scale**
- A = 91 -100%
- B = 81 - 90%
- C = 71 - 80%
- D = 61 - 70%
- F = 60 % and below

**Written Examinations (2)**
- Midterm exam
- Final exam

**CPX**
- **added after 81% achieved on written exams**

**CPX SOAP note**
- **added after 81% achieved on written exams**

**Problem Focused Exams (PFEs)**
- Gyn and Male exam
- Problem Focused Exam
- Physical Exam Elements
- Screening exam/special techniques

**Evaluation Strategies**
Students are expected to abide by the UT CON Academic Honesty Policy. The College of Nursing views cheating and plagiarism as a direct violation of the purpose of the educational program as noted in the Code of Ethics for the Profession of Nursing.

Faculty reserves the right to change course requirements in exceptional circumstances with fair notice to students.

For the midterm and final exam all scores will be determined by the response marked on the scantron sheet. If there is a discrepancy between the scantron sheet and a test booklet, credit will be given only for the scantron answer.

Theory and lab performance will be evaluated separately. In order to achieve a final grade of B (required for progression in the graduate major) an average of 81% is required for theory and all lab exams must earn an "S" or Satisfactory grade. The theory portion of the grade is based on 2 objective exams. The final course grade is based on the theory grade (didactic / written examinations) and requires an 81% (B). The lab portion of the grade is based on the CPX exam and 1 SOAP note. The lab performance requirements will be added to the grade only AFTER achieving 81% on the written exams. Satisfactory performance in lab examinations, 1 PFE, 1 screening exam/special techniques, and 1 GYN/Male examination is required for successful course completion and progression in the clinical sequence of the student's selected major.
Assessment of Student Outcomes
This is a Blackboard assisted course. All course materials will be available on the Blackboard site. Class will be conducted to review the materials posted on the web. Students are expected to attend class and lab practice/demonstrations sessions.

Lab attendance is a required component of this course. Practice of PE techniques is essential for achieving performance standards. Students will be provided with directed faculty guidance in learning the assessment skills. However, individual study and practice is essential and expected for integration of learning and demonstration of basic competencies. Students will pair with a lab partner for practice of skills. Each student will be responsible for completing a series of physical exam elements and turning in a peer evaluation along with a soap note each week. Personal time for practice of assessment techniques is at the discretion of the student. Individual learning and student success is ultimately the responsibility of the student. Students with learning issues, test anxiety, or personal issues are encouraged to contact the Academic Enrichment Center, UT Health Science Campus (419-383-6118)

Examination Policies
1. The only valid excuses for missing an exam, PFE, screening or CPX exam are illness, severe and unexpected family emergency, or death in the family. In any case, the student must call the course coordinator at the UT number before noon on the day of the exam and submit documentation from a provider. It is the student’s responsibility to schedule a make-up exam with the course coordinator within one week. Exams will not in any case be given early.
2. During written and lab examinations students are not permitted to wear caps or visors.
3. No food or beverages will be brought to the classroom or consumed during exams
4. Use of cell phones, calculators, PDAs or other electronic devices will not be permitted.
5. All personal items will be placed under the student's desk.
6. Any student found cheating on examinations will be required to surrender their test booklet and will receive a 0% for the exam and recommended for dismissal from the program. (See graduate student handbook policy on cheating).
7. Item analysis of written exams will be used to guide post-exam review and decision-making regarding particular questions. Written exams will be reviewed in class. Students are encouraged to make an appointment to review the exam with a copy of their answer key, textbook and notes to better understand the rationale for the questions. Students will then have the opportunity to discuss questions with faculty during lab hours.

Specific Requirements for PFEs and CPX
Congruent with the dress code policies of the University of Toledo Health Science Campus, professional dress and grooming are required for the laboratory exams, standardized patient experiences and CPX. Therefore, students will adhere to the following dress requirements for clinical/lab exams in preparation for clinical rotations:

No blue jeans, shorts, “hip-hugger” pants, halter/tank tops, low-cut blouses, mini-skirts, sneakers, sandals w/o socks.
Full-length pressed/ironed buttoned lab coat with name tag will be worn.
Student will bring personal stethoscope
Long hair will be pulled back and secured.
No caps, hats or visors will be worn. Fingernails will be trimmed to a length that allows proper assessment technique without injury to patients. Artificial nails are not permitted and nail polish, if worn, will be clear. No excessive wear of jewelry, cologne or perfume. Body piercings (other than earrings) and/or tattoos will be covered by clothing.

**Problem Focused Exam (PFE)**

The goal of the PFE is to evaluate the student’s ability to collect pertinent problem focused history data and demonstrate mastery of common assessment techniques with attention to patient safety, comfort and appropriate psychomotor technique. **Faculty may question the student during the exam to determine understanding of anatomy or rationale for using a particular assessment technique.**

**PFE Lab Exam Procedure**

1. Students will randomly draw a problem focused patient situation at the time of the exam. Students should be prepared to perform any of the PFE scenarios. This is a timed exam. Each student will have 15 minutes to collect a history and perform the exam. The problem will include the patient age, gender and VS. The student will interview the “patient” (faculty) to obtain pertinent subjective data.
2. Following collection of the HPI the student will perform the problem focused exam techniques on a lab partner. Students will not refer to notes or books during the exam and must be finished within the time limit.
3. Students are expected to demonstrate basic beginning level competence with skills and knowledge of underlying anatomy. Students may be asked to identify underlying anatomy, explain a use for a particular technique, or describe the purpose for a technique being used.
4. Following the “patient” encounter the faculty will provide verbal feedback and inform the student of the evaluation of performance
5. **A student who does not meet the objectives for satisfactory performance of the physical exam portion of the PFE will be told the area(s) in which he/she was deficient and be required to schedule another appointment for re-testing. Students will be permitted only one re-test of the problem focused lab exam otherwise a grade of "U" or Unsatisfactory is assigned.**
6. The student will document the **subjective and objective** findings using SOAP format. Documentation will be submitted to faculty immediately following the exam for evaluation. Correct use of landmark descriptors and organization of written data is required.
7. For successful achievement on the PFE the student is expected to perform the elements of the exam correctly and systematically. The expected examination parameters are identified on the PFE check-off form. The student is not required or expected to do more than what is required on the form
**Screening Exam Procedure**

1. The screening exam is a test of the student's ability to systematically and correctly perform a head to toe physical examination.
2. Using the checklist provided, students will have 20 minutes to perform the exam on a lab partner.
3. Points will be given for each item and will be used to determine the final score.
4. A student who has repeated the PFE and does not meet the objectives for a passing grade on the screening exam will not be permitted to re-take the screening exam.
5. For successful completion of the exam the student is expected to perform the elements of the exam correctly and systematically. The expected parameters are identified on the check-off form.
6. **STUDENTS MUST ACHIEVE A SATISFACTORY GRADE ON THIS EXAM IN ORDER TO PASS THE COURSE.**

**GYN/Male Exam Procedure**

Students will be assigned a gyn/male exam day on the first day of class. Students are expected to arrive at the skills center in professional attire 15 minutes before their scheduled time for additional instruction from lab personnel.

1. The GYN/Male exam is to provide a learning experience in performing these exams with trained instructors.
2. Students are expected to have read the assigned chapters pertaining to the male/female exam prior to this experience. There is **NO expectation** that students have had prior experience with these procedures.

**Clinical Performance Exam (CPX)**

Students are expected to arrive at the skills center in professional attire 15 minutes before their scheduled time for additional instruction from lab personnel.

The CPX is the culminating examination of the student’s ability to collect subjective and objective information from a standardized patient and document the findings prior to initiating the clinical rotations.

**CPX Procedure**

1. Students will be assigned to interview and perform a problem focused physical exam with a standardized patient. The “patients” will have a commonly occurring health problem.
2. Student will conduct a problem focused interview and determine the patient’s HPI, current health status (allergies, meds, tobacco, alcohol), PMH, FH.
3. The patient encounter will be videotaped and reviewed by faculty.
4. **The student will have a time limit of 15 minutes with the patient and 15 minutes to complete the documentation.**
5. The standardized patient will provide written evaluation to the faculty on student communication skill, history taking, and PE parameters.
6. Faculty evaluation of student performance is based on the videotape. Students will have the opportunity to review the disk for self-evaluation.

**Satisfactory Performance of the CPX includes the following elements**

**Interview – subjective data**
- Introduces self to SP and establishes reason for visit
- Non-verbal behavior is open / relaxed – uses eye contact
- Sits at eye level with patient
- Uses active listening
- Does not write patient responses while interviewing
- Communicates conclusion of encounter and expected action
- Responds appropriately to patient concerns
- Interview is **problem focused** and relevant to the HPI
- Obtains pertinent relevant data to the patient chief complaint
- Addresses patient concerns during interview
- Asks follow up questions
- Interview is organized and absent of extraneous information

**Physical Exam (objective data)**
- Washes hands prior to exam
- PE is relevant to problem
- Does not exam for systems unrelated to the chief complaint / HPI
- Correct technique is used
- Organized and systematic approach to exam
- Attention given to patient safety, comfort, unnecessary exposure

**Documentation (S+O)**
- S includes HPI, current health status, PMH and FH
- O includes general survey, normal and abnormal findings
- Organized format used for S and O
- Correctly differentiates S and O
- Correct spelling and descriptors

**SOAP Note Grading**
The CPX note will be recorded electronically in the skills center and will be submitted immediately following the patient encounter. The SOAP note will contain only the S + O portion of the documentation.

1. Chief complaint
2. HPI 7 elements (complete / organized) 35 points
3. Current health status 4 elements 10
4. Past Medical History 10
5. Family History 10
6. Physical exam 35
HEENT/CN PFE Evaluation

Name __________________________________________

Problems (chief complaint): Sore Throat / Ear Pain / Nasal congestion w/ HA

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<th>Performed / Technique / Systematic</th>
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**Interview & Documentation**
- HPI is organized and problem focused
- Introduces self to “patient”
- Does not write patient responses
- Uses appropriate communication skills – eye contact / active listening

**Otoscopic / Ear**
- Pulls ears up and back
- Braces against patient cheek
- Inserts speculum only slightly within meatus
- Palpates tragus for tenderness

**Nose / Oropharynx**
- Uses clean speculum tip
- Elevates nose tip using thumb
- Brace against patient chin
- Insert speculum gently into nares without touching nasal septum
- Examines oral mucosa and posterior pharynx

**Sinuses / Eyes**
- Firmly palpates maxillary and frontal sinuses
- Percusses maxillary and frontal sinuses
- Inspects conjunctivae

**Lymph Nodes**
- Uses pads of fingers to palpate lymph nodes
- Names pairs or chains of lymph nodes
- Uses firm pressure to palpate
- Systematic approach
- Palpates all lymph nodes of head, neck and supraclavicular region

**Precordium**
- Auscultates heart at 5 “valvular” areas
- Able to name correct valvular areas

**Thorax**
**Cardio-Pulmonary / Abdomen PFE Evaluation**

Name ____________________________

Problems (chief complaint): RUQ Abd pain / Cough w/ leg swelling / Cough w/ SOB

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<td>HPI is organized and problem focused</td>
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<td>Does not write patient responses</td>
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<td>Uses appropriate comm. skills / active listening</td>
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<td>Correctly identifies valvular locations using anatomical landmarks</td>
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<td>Demonstrates a technique to elicit a murmur</td>
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<td>Uses diaphragm at each valvular area</td>
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<td>Uses bell at each valvular area</td>
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<td>Locates and palpates PMI</td>
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<td>Examines patient from the right</td>
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<td><strong>Thorax</strong></td>
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<td>Auscultates posterior thorax through full I/E cycle</td>
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<td>Demonstrates a technique to elicit voice sounds</td>
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<td>Palpates to locate level of the diaphragm</td>
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<td>Examines patient from the right</td>
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<td>Auscultates abdomen for bowel sounds</td>
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<tr>
<td>Auscultates and names abdominal arteries</td>
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<tr>
<td>Percuss for liver span</td>
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<td>Palpates for width of abdominal aorta pulsation</td>
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<tr>
<td>Light palpation 4 quadrants and epigastrum</td>
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<td>Deep palpation of 4 quadrants</td>
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</table>
Performs palpation to assess liver border
Demonstrates a technique for peritoneal signs
Percuss for CVA tenderness
Examines patient from the right

**Peripheral Vascular**
- Inspects neck veins supine and upright
- Palpates carotid pulses
- Palpates radial pulses
- Palpates pedal pulses
- Palpates lower extremities for edema

**Final grade**

### Screening Exam and Special Procedures

**Situation: Pre-employment physical**

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<tr>
<th>Performed / Technique / Systematic</th>
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<tbody>
<tr>
<td>Interviews to establish reason for visit</td>
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<tr>
<td>Inspects gait</td>
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<tr>
<td>Heel and toe walking</td>
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<tr>
<td>Hip and lumbo-sacral spine range of motion</td>
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<td>Romberg</td>
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<td>EOMs</td>
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<td>PERRL</td>
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<tr>
<td>Palpate sinuses and TMJ</td>
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<td>Palpates temporal arteries</td>
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<tr>
<td>Palpate head and neck lymph nodes</td>
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<tr>
<td>Inspect oropharynx and ears</td>
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<tr>
<td>Cervical and shoulder range of motion</td>
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<tr>
<td>Muscle strength upper extremities</td>
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<tr>
<td>Examine hands/nails/grip strength</td>
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<tr>
<td>Palpates radial pulses</td>
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<td>Palpates thyroid</td>
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<tr>
<td>Auscultate lungs (posterior &amp; RML)</td>
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<td>Percuss for CVA tenderness</td>
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<tr>
<td>Auscultate heart (bell and diaphragm)</td>
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<tr>
<td>Inspect neck veins upright and supine</td>
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<tr>
<td>Palpate carotids</td>
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<tr>
<td>Inspect lower extremities and joints</td>
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<td>Check pedal pulses</td>
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<tr>
<td>Inspect /auscultate abdomen</td>
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Palpate aortic pulsations
Palpate liver border
Percuss and palpate abdomen

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<th>Special Procedures</th>
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Final Grade

**Required Texts**


**Recommended**


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<tr>
<th>Week</th>
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<th>Reading/Assignments</th>
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<td>2</td>
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<td>CLASS</td>
<td>Problem focused</td>
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<td>exams, Diagnostic</td>
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<td>Testing, General</td>
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<td>Survey. Introduction</td>
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<td>Supervised labs A,B,C</td>
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<tr>
<td></td>
<td>10/19</td>
<td>Musculoskeletal/Sports Physical</td>
<td>Bates pp. 846-849</td>
<td>A. 11am-1pm</td>
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<td></td>
<td>10/26</td>
<td>Neuro/Cranial</td>
<td>Dains Ch 21</td>
<td>B. 1pm-3pm</td>
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<td></td>
<td>Bates Case Study: Ch 6, 8, 10</td>
<td>C. 3pm-5pm</td>
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<td></td>
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<td></td>
<td>Dain 4th ed = Ch 4,5,6,33,34</td>
<td>MALE/FEMALE PRACTICE MODELS AVAILABLE IN LAB</td>
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<td>11/2</td>
<td>NO CLASS</td>
<td>GYN EXAM FROM 9-12</td>
<td>Supervised Labs</td>
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<td>A. 11am-1pm</td>
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<td>B. 1pm-3pm</td>
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<td>11/9</td>
<td>Peds Assessment</td>
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<td>C. 3pm-5pm</td>
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<td>Bates Ch 18</td>
<td>SCREENING LAB EXAM DURING LAB SESSIONS</td>
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<td>Bates Case Study: Ch 15</td>
<td>A. 11am-1pm</td>
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<td>C. 3pm-5pm</td>
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<td>Date</td>
<td>Event</td>
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<td>CLASS MEETS 9-11</td>
<td>DOT/Exam Mental Status Exam</td>
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<td>Bates Ch 5</td>
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<td>Dains Ch 30, 31,32</td>
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<td>Bates Case Study: Ch 13</td>
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<td>Dains 4th ed = Ch 3,8,28</td>
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<td>GYN EXAM 2-5</td>
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<td>Supervised labs</td>
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<td>A. 11am-1pm</td>
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<td>B. 1pm-3pm</td>
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<td>C. 3pm-5pm</td>
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<td>HAPPY THANKSGIVING</td>
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<td>11/30</td>
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<td>ONLINE ONLY Dermatology and</td>
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<td>Nutrition</td>
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<td></td>
<td>Bates Ch 6, Review Tables 4.1-4.7 also pages 104-107.</td>
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<td>Dains Ch 8, page 511 (BMI Chart)</td>
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<tr>
<td></td>
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<td>Dains 4th ed = Ch 25, page 467 (BMI Chart)</td>
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<tr>
<td>12/7</td>
<td>CLASS MEETS 9-11</td>
<td>Introduction to Typhon</td>
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<td>Introduction to Practice</td>
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<td>CPX Testing 1pm – 5:00</td>
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<td>12/14</td>
<td>EXAM 9-11</td>
<td>FINAL EXAM</td>
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</table>
COURSE NUMBER: NURS 7011

COURSE TITLE: Theoretical Basis for Evidence-Based Practice

PLACEMENT IN CURRICULUM: Semester 4

COURSE CREDIT & CONTACT HOURS
3 Credit Hours: 3 theory hours

FACULTY

PRE-REQUISITES
NURS7400- Theoretical Foundations of Advanced Nursing Practice, NURS7410- Ethical Foundations of Advanced Nursing Practice, NURS7740- Advanced Health Assessment

COURSE DESCRIPTION
This 3-credit course examines the inter-relationship between theory, research, and practice along with the nature of scientific knowledge development in nursing. Focus is on critical analysis and evaluation of theory and its use for designing evidence-based practice protocols.

COURSE OBJECTIVES
1. Describe the DNP nursing role in the delivery and evaluation of health care and in relation to the use of theory for practice development
2. Describe, analyze, and evaluate middle-range theory and practice theory within nursing as basis for practice
3. Analyze the philosophical and theoretical foundations of nursing science
4. Examine the inter-relationship between theory, research, and practice within nursing.
5. Analyze components of theory relevant to nursing practice, using specific methodology.
6. Develop or apply theory to frame approaches for linking evidence to a practice problem/issue.

TEXTBOOKS
Required:

Philadelphia: Lippincott, Williams and Wilkins.

Recommended:


**TEACHING/LEARNING STRATEGIES:**
- Required readings
- Weekly online lessons
- Discussion group participation
- Experiential learning activities

**EVALUATION STRATEGIES:**
The following are required for successful completion of the course:
- Weekly discussion participation (15% of grade)
- Concept analysis paper (25% of grade)
- Proposition paper (25% of grade)
- Scientific foundation paper (25% of grade)
- Student presentation online (10% of grade)

The final grade is determined by the sum of points earned in completing the above requirements.

Guidelines for discussion participation, the concept analysis paper, proposition paper, scientific foundation paper, and student online presentation are in the Assignment Guidelines folder.

**GRADING SCALE:**
- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 – 69%

**ACADEMIC STANDARDS/POLICIES**

1. Students are expected to abide by the UT CON Academic Honesty Policy. Papers or assignments done for another nursing course or by another student will not be accepted for credit.

2. Style of format used for all papers is APA with rules of grammar and spelling followed. Please watch for common mistakes leading to plagiarism. For example, quotation marks, along with the reference source, year, and page number, must be used for any direct
quotes. Direct quotes of longer than 40 words must be typed as a fully indented paragraph (indent both left and right margin). Paraphrasing must reflect the student’s own interpretation of the information (do not just change a couple of words) and must be referenced, with page number, or it will be counted as plagiarism. Material downloaded from the Internet must be properly cited, referenced in the reference list, and must come from a reputable web site.

3. Papers and assignments are due on the date identified unless the student contracts with the instructor for an extension. A firm deadline must be agreed to in writing. **Points may be deducted from the total grade received for late papers/assignments if not contacted prior to the due date.**

4. All course work must be:
   - submitted electronically according to the assignment due dates
   - supported by current literature
   - accepted by faculty as satisfactory

5. The faculty reserve the right to change the course requirements in exceptional circumstances with fair notice to students.

6. Students will be expected to use Blackboard email function for regular correspondence with faculty.

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**TOPICAL OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Covered</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>DNP roles and expectations for theory and research –part 1</td>
<td>Chism chaps 3 &amp; 4</td>
</tr>
<tr>
<td>9/7/10-</td>
<td>Overview of philosophy, science, and the discipline of nursing- part 2</td>
<td>Meleis chaps 2, 3, 7, 16</td>
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<tr>
<td>9/10/10</td>
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<td>Reed &amp; Shearer chap 2, 9</td>
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<tr>
<td>Week 2</td>
<td>Identification of phenomena: Concept Analysis</td>
<td>Meleis chap 8</td>
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<tr>
<td>9/13/10-</td>
<td>Walker and Avant chap 5</td>
<td>Reed &amp; Shearer 43, 44</td>
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<tr>
<td>9/17/10</td>
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<tr>
<td>Week 3</td>
<td>Knowledge development, critical reflection, and evidence-based practice</td>
<td>Reed &amp; Shearer chap 35, 41</td>
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<td>9/20/10-</td>
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<td>9/24/10</td>
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<tr>
<td>Week 4</td>
<td>Identification of propositions: Statement Analysis</td>
<td>Meleis pg 248-249</td>
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<tr>
<td>9/27/10-</td>
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<td>Walker and Avant chap 8</td>
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<td>10/1/10</td>
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<td><strong>CONCEPT ANALYSIS PAPER DUE</strong></td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
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<tr>
<td>Week 5</td>
<td>10/4/10–10/8/10</td>
<td>Philosophical Issues in Development of Nursing Science</td>
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<td>Week 6</td>
<td>10/11/10–10/15/10</td>
<td>Theoretical Foundations in Nursing</td>
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<td>Week 7</td>
<td>10/18/10–10/22/10</td>
<td>The Application of Theory to Practice</td>
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<td><strong>PROPOSITION PAPER DUE</strong></td>
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<tr>
<td>Week 8</td>
<td>10/25/10–10/29/10</td>
<td>Ethical Issues in the development of nursing science</td>
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<td>Week 9</td>
<td>11/1/10 – 11/5/10</td>
<td>Theoretical implications in the Art of Nursing</td>
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<td><strong>MID-RANGE THEORY ONLINE PRESENTATION DUE</strong></td>
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<td>Week 10</td>
<td>11/8/10 - 11/12/10</td>
<td>Issues Impacting the Implementation &amp; Evaluation of Nursing Actions</td>
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<tr>
<td>Week 11</td>
<td>11/15/10 - 11/19/10</td>
<td>Wrap-Up</td>
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</table>

*Note: Dates and topics are subject to change based on specific course requirements.*
NURS 7920
Outcome Methods for Advanced Practice Nurses

COURSE CREDIT & CONTACT HOURS:
3 semester credits: 3 theory hours

FACULTY:
TBA

PRE-REQUISITES:
INDI 8000 Introduction to Biostatistical Methods, NURS 7910 Advanced Nursing Research

CO-REQUISITE:
NURS 7040 Applied Nursing

COURSE DESCRIPTION:
Emphasis on statistical methods associated with outcome measurement, experimental and quasi-experimental designs, meta-analysis and meta-synthesis. Evaluates nursing evidence in support of evidence-based practice protocol, development and evaluation.

COURSE OBJECTIVES:
1. Evaluate psychometric properties of outcome measures.
2. Evaluate group differences obtained from research using experimental and quasi-experimental designs
3. Synthesize results across qualitative and quantitative studies to develop and evaluate evidence-based practice protocols.

Required Texts:
IBM SPSS Grad Pack Software for Students
Required Readings (sample):

Course Requirements: Expectations of students in course
By completion of the course, students will be expected to:
1. Evaluate psychometric properties of outcome measures.
2. Evaluate group differences obtained from research using experimental and quasi-experimental designs
3. Synthesize results across qualitative and quantitative studies to develop and evaluate evidence-based practice protocols.

Course Grading Scale
Successful completion of the course requires a grade of 80 or better.

Grading will be based on a scale of 100 points as follows:
A = 90-100 points or more
B = 80-89 points
C = 70-79 points
D = 65-69 points
F = 64 or fewer points

Points are earned from assignments and projects as follows:
Assignment 1 = 25% of points toward course grade
Assignment 2 = 25% of points toward course grade
Project = 50% of points toward course grade

Evaluation Strategies
Assessment of learning will be based on two assignments and one project for the course, each of which addresses a specific course objective.

Assignment 1. Psychometric Evaluation of an Outcome Measure
Students will design and conduct a psychometric evaluation of one measure based upon an existing dataset. Faculty will provide up to three datasets on different outcome measures from which students can select. Each dataset allows for evaluation of validity and reliability of the measure in one or more ways. Completed assignments will include a description of the plan for evaluation for the measure, SPSS output of the statistical tests performed, and a write-up of the results including their interpretation.

Grading criteria:
Plan specifies a minimum of one type of validity and reliability to be assessed: 9 pts.
Plan consistent with type available data
Plan specifies statistics appropriate to type of validity and reliability
SPSS output indicates the following: 9 pts.
Appropriate assessment of descriptive data
Selection of appropriate statistical procedures and options within
Annotation of results selected for reporting

Write up includes:
Correct reporting and interpretation of each result 7 pts.

Extra credit: Multiple approaches to assessment of validity and reliability are appropriately included in the plan, output, and write-up Max. 5 pts.

**Assignment 2. Evaluation of Intervention Effect**

Students will design and conduct an evaluation of a nursing intervention to affect at least one outcome based upon an existing dataset. Faculty will provide up to three datasets on different outcome measures from which students can select. Each dataset allows for evaluation of one or more outcomes. Completed assignments will include a narrative and quantitative description of the outcome(s) to be evaluated, a plan for evaluation for the outcomes, SPSS output of the statistical tests performed to evaluate the outcomes, and a write-up of the results including their interpretation.

**Grading criteria:**
Description includes outcome(s) for at least one concept: 6 pts.
- Narrative defines concept in a manner consistent with data available
- Quantitative data supports narrative

Evaluation plan 6 pts.
- Reflects issues and remedies related to descriptive data on outcome(s)
- Plan consistent with type of available data
- Plan specifies statistics appropriate for making inferences on differences

SPSS output indicates the following: 7 pts.
- Selection of appropriate statistical procedures and options within
- Annotation of results selected for reporting

Write up includes: 6 pts.
- Correct reporting and interpretation of each result

Extra credit: Four criteria above adequately presented for two or more outcomes Max. 5 pts.

**Project: Meta-analysis or meta-synthesis project**

The project is to produce a meta-analysis or meta-synthesis on a clinical topic for which no evidence-based practice protocol has been published. Students will select a method of analysis from among options covered in the course. The resulting analysis will be presented as a paper suitable for submission as a manuscript for publication, including naming of a target journal and formatting consistent with journal’s author guidelines (to be included with the paper).

**Grading criteria:**
Justification of need for a meta-analysis or –synthesis 4 pts.
Adequacy of procedures defining the literature identification and selection 8 pts.
Appropriate extraction of data from identified literature 8 pts.
Appropriate analytic method selected 8 pts.
Adequate application of analytic strategy 8 pts.
Clear and accurate presentation of results 8 pts.
Rational interpretation of results. 4 pts.
Adherence to author guidelines. Extra credit is not available for this project.

ATTENDANCE AND PARTICIPATION
Students are expected to read assigned materials and participate in every class session. While no points for attendance are awarded or subtracted, failure to attend and participate will hamper student’s ability to complete assignments and the project to the expectations of faculty. Proper professional behavior is expected during class sessions including respect for other students and faculty, courteous communications, quieting of cell phones and elimination of distracting behavior, such as side bar discussions, texting, etc.

AMERICAN WITH DISABILITIES ACT
The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please contact the instructor of this course at the beginning of the semester to discuss any necessary accommodations.

ACADEMIC HONESTY

Please be aware that a sentence which is minimally paraphrased (you changed a word here and there) must be cited appropriately and the page number must be given as reference. The citation may require quotation marks if only a few words are changed, added, or subtracted. See APA 6th edition pp. 16-17 regarding plagiarism and pp.169-192 regarding quotations, paraphrasing, and citations. Material downloaded from the Internet must be properly cited, referenced in the reference list, and must come from a reputable web site. Wikipedia is NOT a reputable source for your academic work. You are expected to review the current literature on the topic from published articles in refereed journals as assigned.

COMMUNICATION GUIDELINES:
Email:
Students are expected to check their email frequently for important course information. In addition, please place NUR 825/704 in the subject line for all corresponding course emails. You are expected to also check and use your official UT email accounts. No emails will be accepted or sent to personal email accounts.

In person:
If you need to discuss course material with the faculty member outside of course time, please check for posted office hours, during which drop-ins are welcome, or call for an appointment outside those times.
## Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Activities/Teaching strategies</th>
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| 1    | Introduction to course SPSS  
      Dataset selection for course analyses | Discussion  
      SPSS review session  
      Access provided to de-identified database(s)        |
| 2    | Nursing Outcomes Measurement                                           | Lecture/discuss assigned readings                      |
| 3    | Validity: types and related statistical procedures                     | Lecture/discuss assigned readings                      |
| 4    | Reliability: types and related statistical procedures                  | Lecture/discuss assigned readings                      |
| 5    | Sample psychometric analysis                                           | In-class exercise, sample database                      |
| 6    | Evaluating Effects of Interventions                                    | Lecture/discuss assigned readings                      |
| 7    | Means tests t, F                                                       | In-class exercise, sample database                      |
| 8    | Analysis of Variance                                                   | Lecture/discuss assigned readings                      |
| 9    | Non-parametric and other approaches                                    | Lecture/discuss assigned readings                      |
| 10   | Meta-analysis and meta-synthesis: A comparison                         | Lecture/discuss assigned readings  
      Present examples                                      |
| 11   | Defining the question delimiting the literature                        | Lecture/discuss assigned readings  
      Present examples                                      |
| 12   | Data extraction approaches                                             | Lecture/discuss assigned readings  
      Present examples                                      |
| 13   | Data compilation approaches                                            | Lecture/discuss assigned readings  
      Present examples                                      |
| 14   | Reporting and interpreting results                                     | Lecture/discuss assigned readings  
      Present examples                                      |
| 15   | Project reports                                                        | Students report on projects                             |
NURS 7210 Family Nurse Practitioner Clinical I: Primary Care of Adolescents and Adults

COURSE CREDIT & CONTACT HOURS:
7 Credit Hours; 3 Theory Hours, 4 Clinical Hours

FACULTY:
TBA

PRE-REQUISITES:
Admission to the BSN-DNP, NURS 7680 Advanced Physiology and Pathophysiology, NURS 7740 Advanced Health Assessment, NURS 7050 Information Technology in Nursing and Healthcare Systems, NURS 7400 Theoretical Foundations of Advanced Nursing Practice, NURS 7410 Ethical Foundations of Advanced Nursing Practice

CO-REQUISITE:
NURS 7690 Advanced Pharmacotherapeutics

COURSE DESCRIPTION:
Focuses on primary care of common/chronic illness of adolescents, adults; includes beginning understanding of role of APN in primary care; includes development of therapeutic relationships. Clinical experiences include populations across the lifespan.

COURSE OBJECTIVES:
1. Analyze knowledge from nursing, medical and behavioral sciences in the diagnosis and treatment of common acute and chronic conditions in the care of adolescents and adults.
2. Synthesize behavioral and nursing theory in promoting positive health behaviors in primary care.
3. Apply professional, legal and ethical standards in clinical practice.
4. Apply epidemiological principles in clinical reasoning process with target populations.
5. Integrate clinical outcomes research data in development of management plan.
7. Establish an environment that promotes ethical decision-making and patient agency.
8. Examine core clinical issues across advanced practice nursing specialties.
9. Evaluate personal ability to initiate, maintain, and terminate therapeutic relationships.
10. Analyze the dimensions of the advanced practice role.
11. Apply change agent strategies as they relate to the advanced practice role.

Teaching/ Learning Strategies:
Web CT (Blackboard) weekly course materials, lecture, discussion, integration of evidenced
based research in clinical plan, evaluation of student assignments related to theory or clinical content, and small group discussions.

**Evaluation Strategies:**
1. Students are expected to abide by the UT CON Academic Honesty Policy. The College of Nursing views cheating and plagiarism as a direct violation of the purpose of the educational program as noted in the Code of Ethics for the Profession of Nursing.
2. Faculty reserves the right to change course requirements in exceptional circumstances with fair notice to students.
3. For examinations using scantron sheets and separate exam sheets, all scores will be determined by the scantron sheet. If there is a discrepancy between the scantron sheet and the examination, credit will only be given for the scantron answers.

**Assessment of Student Outcomes:**
1. Generally, assessment of student progress is an ongoing process between both the student and the faculty throughout the course.
2. The student has a reciprocal responsibility for self-evaluation throughout the course, which includes, but is not limited to, initiation of individual conferences with the faculty member when needed.
3. Students with learning issues, test anxiety, or personal issues are encouraged to contact the Academic Enrichment Center at the University of Toledo Health Science Campus (419.383.6118).
4. The only valid excuses for missing an exam are a serious illness or death in the family. In either case, you must call (No E-mails) the Course Coordinator before noon on the day of the exam. It is the student’s responsibility to provide a physicians excuse and to schedule a make up exam with the course coordinator verbally (no-mails) within one week. Evidence of a valid excuse is required to re-take the exam. **Exams will not, in any case, be given early.** Make-up exams may be given in alternate format at coordinator discretion. During written exams students are not permitted to wear caps or visors. No food or beverages will be consumed during exams. Cell phones will be turned off and inaccessible. Calculators, PDAs and other electronic equipment will not be permitted. All personal items will be placed under the student's desk.
5. Achievement of clinical objectives and requirements at a satisfactory level is required and will be evaluated by faculty with evaluation input from your Clinical Preceptor. **The student must successfully achieve the clinical performance elements of the course with a satisfactory clinical grade in order to progress in the clinical major.**

**Evaluation Methods**

<table>
<thead>
<tr>
<th>Theory</th>
<th>Midterm Exam</th>
<th>30%</th>
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<tbody>
<tr>
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<td>Final Exam</td>
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<table>
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<tr>
<th>Clinical</th>
<th>OTC Pharmacy Project</th>
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<tr>
<td></td>
<td>Case Presentation</td>
<td>10%</td>
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<td></td>
<td>SOAP notes</td>
<td>25%</td>
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</table>
Clinical Practice  S/U
Written journal  S/U

Course Grading Scale
A  91-100%
B  81- 90%
C  71-80%
D  61-70%
F  60% and below

Students must achieve a B (81%) average on the theory portion (2 written exams) before clinical grades are factored in. Students must also achieve an average of 81% on SOAP notes and must achieve “Satisfactory” in clinical performance in order to pass the course. OTC and Case presentation grades will be added after all other grades are calculated. Failure to achieve a minimum of 81% on BOTH theory and clinical SOAPs will result in unsuccessful course completion and the entire course must be repeated.

Expectations of the Student during Clinical Preceptorship:

1. Direct care clinical practice is essential for the acquisition of advanced practice skills. There is no substitute for the experience gained in direct care settings. This course requires 180 hours of direct patient contact.

2. **By week 2 of the semester, each student will submit a written plan for achievement of clinical hours to their clinical faculty.** This plan must include specific information including the projected days of the week for clinical experience, the specific clinical site, the projected number of hours per clinical day (e.g. Wednesday, 4 hours; Thursday, 8 hours), and the name, address, fax, and contact phone number of preceptor.

3. **The clinical site and/or preceptor must be approved by the APN Coordinator, Course Coordinator and/or clinical faculty. It is not appropriate to function in a student role in your place of employment, nor can a student’s employee, employer, friend, or family member function as a preceptor. Use of such individuals as Preceptors Will Result in clinical failure.**

4. **If for any reason, a preceptor requires that a student not return to a clinical setting due to unsafe practice, inappropriate behavior, or failure to adhere to the preceptor’s guidance, it may result in an automatic unsatisfactory clinical grade after review by the Course Coordinator and course faculty.**

5. Each hour of orientation (approximately four (4) hours total), and each hour of clinical conference time, as designated by the clinical faculty, not to exceed 8 hours, are also included in the 180 hour clinical time, and should be the only exception to the direct care requirement. Therefore, no activity other than direct patient contact will be credited toward the clinical hour requirement (including professional conferences unless previously negotiated with Course Coordinator).

6. Clinical time should average 12 hours weekly. All clinical hours must be completed by the final week of the course in order to receive a final course grade. Approximately, 80 hours
of clinical time must be met at midterm to receive a satisfactory midterm clinical evaluation.

7. Students should report clinical difficulties to their clinical faculty and to the Course Coordinator. In the case of a clinical emergency, the clinical faculty should be notified immediately.

8. Failure to report for a clinical experience without contacting both the preceptor and the clinical faculty will be considered unsatisfactory clinical performance.

9. While in the clinical setting, the student will wear a lab coat (or alternate professional attire as required by the agency) and name tag identifying the student as a UT Nurse Practitioner-Student. Professional dress and conduct will be the standard.

10. After one-half day of orientation, NP students will collaborate with their preceptors on the selection of patients for assessment and management. Following the orientation period, the student is expected to obtain the initial assessment (S+O) with guidance from the preceptor. The student will participate in collaborating with the preceptor on the management plan. Initially, students can expect to work with 1 or 2 patients each hour.

11. By the fourth or fifth week, the APN student will be expected to become more independent in the initial patient assessment. The student will be able to collect initial subjective/objective data, develop a working list of probable and possible diagnoses, and suggest a potential plan for treatment, management and follow-up in collaboration with their preceptor.

12. The APN student will always collaborate with the preceptor to discuss the accuracy of assessment findings, diagnosis, and plan of care. Students will not independently release a patient from the office.

13. Printed copies of “Real Time” SOAP notes will be submitted to your clinical faculty each week in addition to the Typhon entry program. More than one note/week will not be accepted. Notes are due on class day, prior to class.

14. The student will document each patient interaction in the standard clinical record using the SOAP format or the accepted format of the clinical practice setting. (See attached Faculty Evaluation of Student SOAP Documentation).

15. SOAP notes should be submitted via Typhon with all identifying information removed. Inclusion of any identifying information will automatically earn a score of 0 points for that week. If your clinical site is using computerized formats, you will negotiate with your clinical faculty for appropriate format to transfer SOAP notes for Typhon submission.

16. You should submit notes from both clinical sites on alternating weeks if there is more than one site. The first SOAP note will not be graded, but will be reviewed. You will complete a maximum of 10 SOAPS for that portion of the clinical grade.

17. Self evaluation of the SOAP and patient encounter will be done with each submitted SOAP note because self evaluation is critical for role development. The successful student will critically analyze personal clinical performance and learn from each patient encounter.

18. Failure of any of the above criteria and/or deadlines will automatically result in an unsatisfactory at midterm. If the above criteria and deadlines continue past midterm the student will automatically fail the course.
Direct observation of clinical performance (preceptor / faculty)

Students are expected to see patients across the life-span, with the focus of this course on acute and chronic illness of the adolescent and young adult; emphasis should include health promotion and epidemiological principles in primary care.

Student’s performance is monitored and assessed in the clinical setting by the preceptor. The student will also be evaluated directly by one or more of the clinical faculty. Faculty visits will occur in the preceptor’s setting or at the clinical practice of the faculty as frequently as necessary to evaluate the student’s performance. The preceptor's evaluation is used as adjunct data in the student's overall clinical evaluation. The preceptor will complete the clinical evaluation form (see preceptor evaluation form) and should return the form between week 14 and 16 of the semester. Phone contact and/or clinical site visits may be made by the faculty at any time.

SOAP Documentations with Self-Evaluations

Student abilities in clinical reasoning and critical thinking are reflected in the SOAP note. Therefore, skill in SOAP documentation is essential and is a good indicator of the student’s clinical judgment. Each SOAP note will be evaluated by faculty based on the criteria found on the Faculty Evaluation of SOAP Recordings. SOAPS are assigned a maximum number of points. SOAP scoring is to be used by the student as a guide to progress and to guide the student in incorporation of faculty feedback. A total average score of 81% must be achieved on SOAP notes submitted for a grade to achieve satisfactory clinical grade.

Students will submit a minimum of 1 SOAP recording beginning week 3. Subsequent SOAP notes will be submitted for evaluation and will be graded. Each student is evaluated on individual success of meeting SOAP note criteria reflecting student clinical judgment and decision making as guided by the grading criteria. The clinical faculty will review the SOAP and provide summative and formative evaluation. In addition, if allowed, documentation will be submitted from the actual chart form used in the practice and done at the time of the patient encounter. HIPPA standards will be met when copying any patient information.

It is essential that the student remove all patient identification from the SOAP copy prior to submitting to faculty. Failure to do so will result in a zero for that SOAP and risk of failure for the course.

Written Journal

A brief narrative of your own assessment of personal progress in clinical performance and any difficulties encountered in APN role development or achievement of course objectives. Journals are due two times during the semester and are to be submitted to faculty via email (see topical outline for due dates).
**Required Texts** (not APA format)

Fenstermacher & Hudson (2004). *Practice guidelines for family nurse practitioners*. Saunders


**Recommended Texts**


Clinical Case Presentation (10% of clinical grade)

All HIPPA patient identifying information will be eliminated in both oral and written case.

Each student will present a case study during clinical conference. Presentations will be no more than 15 minutes in length including time for questions. Case study topics will focus on disorders affecting adolescents and adults. Selection of a case study topic should be based on interesting lessons learned during clinical this semester and be of such value to enhance fellow student learning. This is a combination oral/written presentation and while notes may be used, reading your presentation will result in points deducted. A 1-2 page typed handout will be provided for students and faculty.

The focus of the presentation must reflect the learning objectives of the course and drawn from the current clinical setting of the student practice site. The evaluation of the presentation is based on both the oral and written content. Professionalism is also considered.

____ 10 points . Chief Complaint & pertinent history
____ 10 points Pertinent exam and diagnostics
____ 5 points Working diagnosis with supporting criteria
____ 5 points Management plan
____ 10 points Epidemiological data - cited from literature
____ 10 points Evidenced based rationale for treatment (literature based)
____ 20 points Analysis of self care and family issues r/t diagnosis and treatment plan
____ 10 points Evaluation parameters to be used (or were used) to determine outcomes
____ 20 points Identify major "lessons learned" and how it may affect your future practice

Total 100 points:

Comments:

Faculty:______________________________________________________________
**OTC Pharmacy Project (5% clinical grade)**

As an APN you will be expected to provide recommended therapies and medications that are available OTC. This assignment is designed to assist the student in understanding the challenges encountered by patients in selecting an appropriate OTC remedy. Submit typed presentation for distribution to the group.

Select from one of the following “OTC categories" for one of the following chief complaints:

1. cold and flu, sinus, aches, cough
2. sneezing, sniffles, runny nose, watery eyes
3. heartburn, indigestion
4. constipation, diarrhea, nausea
5. skin products for rash, itching, acne, dry skin
6. headache
7. joint and muscle, arthritis pain/stiffness
8. PMS, dysmenorrhea
9. vitamins, minerals, ADEK, C, CA++, BBBBBB, Fe, glucosamine, etc
10. herbals for depression, anxiety, mental acuity, disease prevention

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<thead>
<tr>
<th>Points</th>
<th>Instructions</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>Go to any store that sells OTC products and select at least 3 major brand name or generic products from the above categories</td>
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<tr>
<td>25</td>
<td>List the product by name and OTC cost; include active ingredients and action for each product</td>
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<tr>
<td>25</td>
<td>Indicate dosage range for adolescents and adults and age related precautions</td>
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<tr>
<td>25</td>
<td>Indicate whether you would recommend any product to your patients - if so which products, rationale and patient education</td>
</tr>
<tr>
<td>25</td>
<td>Typed summary for distribution to the peers</td>
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</table>

**Total 100 points:**

**Comments:**

Faculty: ____________________________________________
Student _____________________________  
Date______________

Clinical Faculty______________________________

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<td>HPI: Any side effects or adverse rx’s to therapies</td>
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<td>Excludes extraneous elements</td>
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<td>Includes critical elements r/t subjective data</td>
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<td>Description of what you would do differently and</td>
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### University of Toledo/College of Nursing

**Faculty Evaluation of SOAP Documentation**

**Problem–Focused SOAP Criteria**

Student _____________________________  
Date______________

Clinical Faculty______________________________

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The University of Toledo  
College of Nursing  
Nurse Practitioner / CNS Program  
Preceptor Evaluation of Student Clinical Performance

<table>
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<tr>
<th>Student</th>
<th>Date</th>
<th>Preceptor</th>
<th>Course</th>
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Please check (X) your observation of student clinical behaviors.

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<tr>
<th>Criteria</th>
<th>Always</th>
<th>Usually</th>
<th>Sometime</th>
<th>Rare</th>
<th>N/A</th>
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<tr>
<td><strong>S - History taking, interviewing skills</strong></td>
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<tr>
<td>Uses age appropriate communication with pt/family</td>
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<tr>
<td>Able to establish rapport with patient/family</td>
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<tr>
<td>Uses age-appropriate approach to patient</td>
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<tr>
<td>Collects meaningful history data</td>
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<tr>
<td>Able to prioritize and focus multiple patient concerns</td>
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<tr>
<td><strong>O - Physical Examination Skills</strong></td>
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<tr>
<td>Uses problem focused history to direct the PE</td>
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<tr>
<td>Uses orderly/systematic approach to the PE</td>
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<tr>
<td>Demonstrates thoroughness in exam r/t the chief c/o</td>
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<tr>
<td>Uses correct technique w/ evidence of practice</td>
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<td><strong>A - Diagnostic / Judgment Skills</strong></td>
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<tr>
<td>Presents patient case in organized manner</td>
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<tr>
<td>Identifies differential diagnoses</td>
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<td>Able to prioritize patient problems appropriately</td>
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<tr>
<td>Suggests working diagnosis for common acute illness</td>
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<td>Able to verbalize basic interpretation of lab studies</td>
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<tr>
<td><strong>P – Plan of Care</strong></td>
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<tr>
<td>Suggests possible lab/diagnostic tests as needed</td>
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<tr>
<td>Suggests appropriate medications / therapies as needed</td>
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<tr>
<td>Integrates patient teaching into treatment plan</td>
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<tr>
<td>Suggests appropriate follow-up or referral</td>
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<tr>
<td><strong>General</strong></td>
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<tr>
<td>Works effectively with other members of the team</td>
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<tr>
<td>Exhibits appropriate / professional conduct</td>
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<tr>
<td>Demonstrates initiative in seeking learning opportunities</td>
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<tr>
<td>Demonstrates non-judgmental approach and respect for patients/families/staff</td>
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<tr>
<td>Assumes accountability and responsibility for actions</td>
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<tr>
<td>Appropriately seeks preceptor for consultation and improvement</td>
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<tr>
<td>Demonstrates active involvement in clinical learning</td>
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Please circle overall performance in one of 5 appropriate boxes

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<th>Low</th>
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<td>Topic</td>
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| 1 1/12    | Introduction to Course  
Primary Care and Patient Encounters  
Diagnostic Reasoning & Clinical Decision-Making  
SOAP Documentation/ Prescriptions  
Typhon  
Reflexive practice/Journaling  
Introduction to clinical groups | TBA | Bickley (2009) Chpt. 1,2,3  
Dains (2007) Chpt.1  
McPhee (2012) Chpt. 1 |
| 2 1/19    | NONPF, Masters Essentials, Professional Organizations  
Health Promotion/Disease Prevention  
Periodic Health Screening  
Cultural Diversity  
Evidenced Based Practice | TBA | Cash (2011) Chpt. 1 & 2  
McPhee (2012) Chpt. 1  
Master Essential document & Immunizations schedules posted on Blackboard  
[www.ahrq.gov/clinic/uspsstfix.htm](http://www.ahrq.gov/clinic/uspsstfix.htm)  
- Recommendations  
- Evidence Based Practice  
Other readings TBA |
| 3 1/26    | Common HEENT Disorders  
Bacterial vs. Viral Illness  
Allergy vs. Infection/Influenza, Pharyngitis, Sinusitis, Rhinitis, Otitis Media/Otitis Externa  
Red eye | TBA | Cash (2011) Chpt. 5, 6, 7  
Dains (2007) Chpt. 2,3,4,5,6  
McPhee (2012) Chpt. 8  
Seller (2012) Chpt. 7,12, 30 |
| 4 2/2     | Common Pulmonary Disorders  
Cough, bronchitis, pneumonia, asthma  
Respiratory Therapy, Smoking Cessation | TBA | Cash (2011) Chpt. 8  
Dains (2007) Chpt. 11, 12  
McPhee (2012) Chpt. 1, 9  
Sellers (2012) Chpt. 9 |
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<th>Readings/ Assignments</th>
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<tr>
<td>8 3/1</td>
<td><strong>Adolescent Health Issues</strong>&lt;br&gt;Growth &amp; Development&lt;br&gt;Sexual Maturation&lt;br&gt;Skin/Acne&lt;br&gt;Eating disorders&lt;br&gt;Legal Issues, HEADDS, Gangs</td>
<td>TBA</td>
<td>Midterm Evaluations: 80 clinical hours completed&lt;br&gt;Dains (2007) Chpt. 32&lt;br&gt;Additional readings TBA</td>
</tr>
<tr>
<td>9 3/8</td>
<td><strong>Spring Break</strong></td>
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</tr>
<tr>
<td>10 3/15</td>
<td><strong>Neurological</strong>&lt;br&gt;Headaches&lt;br&gt;Migraines&lt;br&gt;Bells Palsy</td>
<td>TBA</td>
<td>Cash (2011) Chpt 18&lt;br&gt;Dains Chapters 28&lt;br&gt;McPhee Chapter 24</td>
</tr>
<tr>
<td>11</td>
<td><strong>Exam 2 (2:30 - 4 pm)</strong></td>
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<tr>
<td>Week Date</td>
<td>Topic</td>
<td>Faculty</td>
<td>Readings/Assignments</td>
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</tr>
<tr>
<td>3/22</td>
<td>Skin (4:15 - 6 pm)</td>
<td>TBA</td>
<td>Cash (2011) Chpt. 3 Readings TBA</td>
</tr>
<tr>
<td>12 3/29</td>
<td><strong>Endocrine Disorders I</strong></td>
<td>TBA</td>
<td>Cash (2011) Chpt. 19 McPhee Chpt. 26</td>
</tr>
<tr>
<td></td>
<td>Thyroid</td>
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<td></td>
<td>Obesity</td>
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<td></td>
<td>Metabolic Syndrome</td>
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<tr>
<td>13 4/5</td>
<td><strong>Endocrine Disorders II</strong></td>
<td>TBA</td>
<td>Cash (2011) Chpt. 19 Guidelines for Management of DM2 McPhee Chpt. 27</td>
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<tr>
<td></td>
<td>Diabetes Mellitus</td>
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<td>AACE ADA</td>
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<td></td>
<td>Addisons</td>
<td></td>
<td>McPhee Chpt. 27</td>
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<tr>
<td></td>
<td>Cushings</td>
<td></td>
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<tr>
<td>14 4/12</td>
<td><strong>Cardiovascular Disorders I</strong></td>
<td>TBA</td>
<td>Cash (2011) Chpt. 9 McPhee Chpt. 11 &amp; 28 Sellers (2012) Chpt. 6</td>
</tr>
<tr>
<td></td>
<td>Lipids, HTN, CAD</td>
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<td></td>
<td>DVT, PE's</td>
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<td></td>
<td>Syncope / NCS</td>
<td></td>
<td></td>
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<td></td>
<td>SVT/ Arrhythmias</td>
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<td></td>
<td>Diagnostic Testing</td>
<td></td>
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<tr>
<td></td>
<td>UTI, Calculi, Pyelonephritis, Genitourinary Disease, Incontinence, UA, Diagnostic Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 5/3</td>
<td><strong>Exam 3 (2:30 - 4 pm)</strong></td>
<td>TBA</td>
<td>Final clinical evaluation conferences</td>
</tr>
</tbody>
</table>
NURS 7220 Family Nurse Practitioner Clinical II: Primary Care of Women and Children

COURSE CREDIT & CONTACT HOURS:
7 Credit Hours, 3 Theory Hours, 4 Clinical Hours

FACULTY:
TBA

PRE-REQUISITES:
NURS 7210 FNP Clinical I, NURS 7690 Advanced Pharmacotherapeutics,

COURSE DESCRIPTION:
Focuses on primary care of children/women’s health. Emphasis on health promotion and common acute illness, role development, therapeutic communication, and continued emphasis on development of skills with individuals and groups.

COURSE OBJECTIVES:
1. Apply knowledge from the behavioral, medical and nursing sciences to provide primary health-care for women and children.
2. Analyze health behavior models for applicability to primary care.
3. Apply health promotion theory in providing anticipatory guidance and patient education to individuals and families.
4. Use professional, ethical and legal standards of nursing practice to monitor and promote cost effective, quality health care.
5. Diagnose and treat common acute illness in women and children.
6. Analyze indicators of healthy pregnancy.
7. Examine own development in delivery of primary care to women and children.
8. Examine core clinical issues across advanced practice nursing specialties.
9. Analyze personal abilities and limitations that have a potential to enhance or limit effectiveness in working with individuals and groups.
10. Describe the role of the APN as an advocate for healthcare for individuals and families.
11. Apply change agent strategies as they relate to the advanced practice role.

Teaching/ Learning Strategies:
Lecture, class discussion, student presentations, online assignments or research related to class and clinical learning, evaluation of student assignments related to theory or clinical content, and small group discussions.
**Evaluation Strategies:**
1. Students are expected to abide by the UT CON Academic Honesty Policy.

2. For examinations using scantron sheets and separate exam sheets, all scores will be determined by the scantron sheet. If there is a discrepancy between the scantron sheet and the examination, credit will only be given for the scantron answer.

3. Faculty reserve the right to change course requirements in exceptional circumstances, with fair notice to students.

**Assessment of Student Outcomes:**
1. Generally, assessment of student progress is an ongoing process between both the student and the faculty throughout the course.

2. The student has a reciprocal responsibility for self-evaluation throughout the course, which includes, but is not limited to, initiation of individual conferences with the faculty member when needed.

3. Students with learning issues, test anxiety, or personal issues are encouraged to contact the Academic Enrichment Center at the UT Health Science Campus (419.383.4274)

4. The only valid excuses for missing an exam are a serious illness or death in the family. In either case, you must call the lead faculty before noon on the day of the exam. It is the student’s responsibility to schedule a make-up examination with the lead faculty within 48 hours of your return to UT. A health provider’s medical excuse is required for an illness; verification from the funeral home, crematory, or place of the funeral service is required for a death. **Failure to notify lead faculty before the exam or failure to provide required documentation will result in an exam grade of zero.** Exams will not, in any case, be given early.

5. Achievement of clinical objectives and requirements at a satisfactory level is required and will be evaluated by faculty with evaluation input from your clinical preceptor. Students will be directly observed by their preceptor and/or clinical faculty. (See Preceptor Evaluation of Student Clinical Performance). **The student must successfully achieve the clinical performance elements of the course with a satisfactory clinical grade in order to progress in the clinical major.**

**Course Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>91-100%</td>
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<tr>
<td>B</td>
<td>81-90%</td>
</tr>
<tr>
<td>C</td>
<td>71-80%</td>
</tr>
<tr>
<td>D</td>
<td>61-70%</td>
</tr>
<tr>
<td>F</td>
<td>Below 61%</td>
</tr>
</tbody>
</table>

**Calculation of Course Grade:**
Satisfactory Clinical Performance S/U
Weekly Clinical Log (in Typhon) S/U
Midterm Exam 35%
Final Exam 35%
Clinical SOAP Documentation
**added after 81% achieved on written exams 20%
Clinical Case Study Presentation
**added after 81% achieved on written exams 10%
Total 100%

Each student must achieve an average grade of 81% on the two written examinations in order to pass the course. **After an exam average of 81% is achieved, the remainder of the grades for additional assignments will be added to the exam grades to calculate the final course grade. The final course grade must also be a minimum of 81% to pass the course; clinical requirements must be satisfactory as well in order to pass this course.**

**Students With Disabilities:**
It is the responsibility of the student to follow the UT CON guidelines regarding accommodation of disabilities. Directions are given in the UT CON student handbook. It is the responsibility of the student to follow the procedures allowed by the ADA officials. If the accommodation requires course faculty action, it is in the best interests of the student to notify the course faculty directly during the first week of class regarding any condition that requires special accommodation for successful completion of the course.

**Clinical Expectations:**
*Note-failure to comply with the below expectations may result in an Unsatisfactory grade for your clinical experience—please communicate promptly with your clinical faculty, the lead faculty, and/or the APN Coordinator (Kathryn Pilliod-Carpenter, MSN, FNP-C, RN) if you have difficulties with any of the below expectations*

1. **By week 2 of the semester, each student will submit a written plan for achievement of clinical hours to their clinical faculty.** This plan must include specific information including the projected days of the week for clinical experience, the specific clinical site, the projected number of hours per clinical day (e.g. Wednesday, 4 hours; Thursday, 8 hours), **and the name, address, fax, and contact phone number of preceptor.**

2. **The clinical site and/or preceptor must be approved by the APN coordinator, and/or the lead faculty and/or clinical faculty.** It is not appropriate to function in a student role in your place of employment, nor can an employee or employer function as a preceptor. (See CON Graduate Handbook)

3. **If for any reason, a preceptor requests a student not return to a clinical setting due to unsafe practice, inappropriate behavior, or failure to adhere to the preceptor’s**
guidelines, it may result in an automatic unsatisfactory clinical grade after review by the APN coordinator, lead faculty, and course faculty.

4. Direct care clinical practice is essential for the acquisition of advanced practice skills. There is no substitute for the experience gained in direct care settings. This course requires 180 hours of direct patient contact.

5. Each hour of orientation (should be four (4) hours total), and clinical conference hours (up to eight (8) hours total—see #6), are also included in the 180 hour clinical time, and are the only exception to the direct care requirement. No other additional activity beyond direct patient contact will be credited toward the clinical hour requirement.

6. Students are expected to be present and participate in all clinical conferences. If students participate in a **minimum of 12 clinical conferences**, 8 hours of clinical time may be added into their clinical hour total at the end of the semester.

7. Clinical time should be about 12 hours weekly. Students are strongly encouraged to complete the clinical hours throughout the semester—not in an intensive period of only a shortened number of weeks. All clinical hours must be completed by the final week of the course in order to receive a final course grade.

8. Students should report clinical difficulties to their clinical faculty and to the lead faculty. In the case of a clinical emergency, the clinical faculty should be notified immediately, preferably by phone or by email if the faculty is unavailable by phone.

9. **Failure to report for a clinical experience without contacting both the preceptor and the clinical faculty will be considered unsatisfactory clinical performance.**

10. While in the clinical setting, the student will wear a lab coat (or alternate professional attire as required by the agency) and name tag identifying the student as a UT Nurse Practitioner-Student. Professional dress and conduct will be the standard.

11. After one-half day of orientation, NP students will collaborate with their preceptors on the selection of patients for assessment and management. Initially, students can expect to work with 1 or 2 patients each hour.

12. By about the third week of clinical time, NP students will be expected to become more independent in approach to patient care. The students will be able to collect initial subjective/objective data, develop a working list of probable and possible diagnoses, and suggest a potential plan for treatment, management and follow-up in collaboration with their preceptor.

13. NP students will collaborate with the preceptor to discuss the accuracy of assessment findings, diagnosis, and plan of care. NP students will document each patient interaction in the standard clinical record using the SOAP format or the accepted format of the clinical practice setting.
14. Clinical logs are recorded in the Typhon system; these must be entered each week. Include clinical hours/week and cumulative hours to date at the end of each Typhon log note.

15. SOAP notes will be submitted to your clinical faculty through the Typhon program. More than one note/week will not be accepted. Notes are due on class day, prior to class. Approximately equal numbers of women’s and pediatric SOAP notes should be submitted. The initial SOAP (either women’s health or pediatric) note will be formative (ungraded) SOAP note. A total of six SOAP notes will be submitted for grading. Three of these should be pediatric and three women’s health SOAP notes.

16. SOAP notes must be entered into Typhon weekly with all identifying information removed. Inclusion of any identifying information will automatically earn a score of 0 points for that week. If your clinical site is using computerized formats, you will negotiate with your clinical faculty for appropriate format to transfer SOAP notes for Typhon submission.

17. Complete self evaluation of the SOAP note and patient encounter is a critical part of each SOAP note submitted; self evaluation is critical for role development. Successful students will critically analyze personal clinical performance and learn from each patient encounter.

18. Include prescriptions, in the standardized format, with all identifying information removed, with your weekly SOAP notes.

19. Include LOE assigned to each patient encounter on each SOAP note.

20. The Faculty Evaluation of Student SOAP Documentation form is included near the end of the syllabus. In general, a score of at least 28.5 points is required on each SOAP note to be considered satisfactory (ie. 81%). A copy of this form is to be submitted with each SOAP note.

21. Students are expected to submit weekly the Precepted Clinical Hours Log to their clinical faculty. The Precepted Clinical Hours Log is included near the end of the syllabus.
# Texts:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher/ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>*DeCherney, Nathan, &amp; Goodwin</td>
<td>Current Diagnosis &amp; Treatment Obstetrics &amp; Gynecology</td>
<td>10th</td>
<td>McGraw-Hill 978-0071439008</td>
</tr>
<tr>
<td>*Burns, Dunn, Brady, Starr, &amp; Blosser</td>
<td>Pediatric Primary Care</td>
<td>4th</td>
<td>Saunders 978-1416040873</td>
</tr>
<tr>
<td>*Green, Palfrey, Clark, &amp; Anastasi</td>
<td>Bright Futures, Pocket Guide</td>
<td>3rd</td>
<td>National Center for Maternal Child Health 1572850663</td>
</tr>
<tr>
<td>Tierney, McPhee &amp; Papadakis (2009) OR most current edition</td>
<td>Current Medical Diagnosis &amp; Treatment</td>
<td></td>
<td>McGraw Hill 9780071494304</td>
</tr>
<tr>
<td>Pagana KD &amp; Pagana TJ. (2006). OR Another text of diagnostic and laboratory tests</td>
<td>Manual of Diagnostic and Laboratory Tests</td>
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<td>CV Mosby, St. Louis, MO</td>
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<td>Parker, S. &amp; Zuckerman, B.</td>
<td>Behavioral &amp; Developmental Pediatrics</td>
<td>2nd</td>
<td>Little, Brown, &amp; Co. 0316690902</td>
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</table>

* REQUIRED
# Faculty Evaluation of Student Clinical Documentation

**Student**

**Date**

**Clinical Site**

**Course Faculty**

0 = N/A     y = yes     n = no     p = partial

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S – History Documentation (10 points)</strong></td>
<td></td>
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<tr>
<td>1. Chief complaint or reason for visit documented</td>
<td>0 y n p</td>
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<tr>
<td>2. HPI complete (7 characteristics of sx)</td>
<td>0 y n p</td>
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<tr>
<td>3. HPI questions relevant for the CC</td>
<td>0 y n p</td>
<td></td>
</tr>
<tr>
<td>4. Relevant PMH documented</td>
<td>0 y n p</td>
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<tr>
<td>5. Currents: allergies, meds, tobacco, ETOH etc.</td>
<td>0 y n p</td>
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<tr>
<td>6. Gyn history (including LMP, contraceptive method)</td>
<td>0 y n p</td>
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<td>7. Pertinent FH documented</td>
<td>0 y n p</td>
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<td>8. Psych-soc if relevant</td>
<td>0 y n p</td>
<td></td>
</tr>
<tr>
<td>9. ROS is pertinent for CC.</td>
<td>0 y n p</td>
<td></td>
</tr>
<tr>
<td>10. Documentation is organized with correct spelling and descriptors.</td>
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</table>

| **O – Objective Documentation (8 points)** | | |
| 1. Exam is problem focused. | 0 y n p | |
| 2. PE is related to the CC & history. | 0 y n p | |
| 3. PE complete for CC/history (including pertinent negatives) | 0 y n p | |
| 4. Documentation is organized with correct spelling & descriptors | | |

| **A – Diagnosis (2 points)** | | |
| 1. List of differentials (including documented health risks) | 0 y n p | |
| 2. Diagnosis supported by S + O | 0 y n p | |
| 3. Addresses S + O findings | | |

| **P – Plan of Care (5 points)** | | |
| 1. Appropriate diagnostic tests | 0 y n p | |
| 2. Medications as prescribed | 0 y n p | |
| 3. Patient education | 0 y n p | |
| 4. Health Promotion | 0 y n p | |
| 5. Follow-up/referral documented | 0 y n p | |

| **Self Evaluation (10 points)** | | |
| 1. Analysis of the quality of data obtained in S+O | 0 y n p | |
| 2. Identification of needed but missing data in S+O | 0 y n p | |
| 3. Inclusion of patient education | 0 y n p | |
4. Description of what you would do differently
5. Identification of limitations & abilities
6. LOE-designated ________
7. LOE supported by documentation
8. Compare performance to Standard of Practice
9. What would student do differently? Cite the standard that supports your revised action (worth 2pts).

Total points = 35

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<thead>
<tr>
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<th>y</th>
<th>n</th>
<th>p</th>
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<td>y</td>
<td>n</td>
<td>p</td>
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Final score =

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**B. Clinical Case Study Presentation (Individual 10%)**

Over the semester, each student will present 1 structured clinical case study presentation during the clinical conference hour. Presentations should be about 20 minutes in length, with a brief time for questions afterwards. The discussion should focus on an interesting woman, child or family you have seen in your primary care clinical setting. This case study may have a primary chief complaint with a secondary condition, or health issue that you also address. **Remember** that this is a professional presentation to your colleagues.

**Clinical Case Study Presentation: Grading Criteria**

**Student Name: ____________________________ Date: _________________**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Chief complaint and underlying condition/issue.</td>
</tr>
<tr>
<td>20</td>
<td>2. Relevant history including past medical history and pertinent family history, currents, developmental, cultural, and psychosocial data. Provide a genogram relevant to this child/family or woman/family.</td>
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<tr>
<td>20</td>
<td>3. Physical exam findings (briefly note any abnormalities or note as WNL). Include any pertinent developmental assessment.</td>
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<tr>
<td>10</td>
<td>4. Develop a table/list that indicates all diagnostic hypotheses that were generated in your assessment of this patient. State the single most important objective and subjective piece of information used in making the diagnoses. Conclude with your final diagnosis(es) for this encounter.</td>
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<td>5</td>
<td>5. Goals (what goals do you have for this child/woman and family relative to the diagnosis(es).</td>
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<td>20</td>
<td>6. Plan (all actions taken, including diagnostic, treatments, educative, follow-up, referrals, letters to referring agencies).</td>
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<tr>
<td>10</td>
<td>7. Briefly discuss and document from the clinical and research literature etiology, prevalence, etc. of the developmental, and/or clinical problem/issue.</td>
</tr>
</tbody>
</table>
5 points _____ 8. Why did you choose this case? Are there any changes in your actions? Would you do anything different? Why?

5 points _____ 9. Provide a reference list in APA format for whole class.

Comments:

Total = 100 points  Score = _____  Faculty: __________________
<table>
<thead>
<tr>
<th>Week</th>
<th>Date/Time</th>
<th>Topic</th>
<th>Faculty</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.23.11</td>
<td>Introductions&lt;br&gt;Review of syllabus&lt;br&gt;Remarks re: clinical placement&lt;br&gt;Meet with clinical groups</td>
<td>Quinlan</td>
<td>Review content/lecture in your Advanced Assessment text dealing with female genitalia, breasts &amp; axillae,&lt;br&gt;Essentials of Masters Education document posted on Blackboard course site</td>
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<tr>
<td></td>
<td>8.23.11</td>
<td>Class: 2-6</td>
<td>All faculty</td>
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<tr>
<td>2</td>
<td>8.30.11</td>
<td>Clinical Conference&lt;br&gt;The Well Woman Exam: Abnl Pap, Menopause, Osteoporosis</td>
<td>Quinlan</td>
<td>Review content/lecture from Advanced Assessment on the Well Woman exam&lt;br&gt;Current: OB/GYN, chpt 1, 33, 59&lt;br&gt;Review content in CMDT on osteoporosis</td>
</tr>
<tr>
<td>3</td>
<td>9.6.11</td>
<td>Clinical Conference&lt;br&gt;Fertility Control Preconceptional Care</td>
<td>Quinlan</td>
<td>Current: OB/GYN, chpt 36</td>
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<td>4</td>
<td>9.13.11</td>
<td>Clinical Conference&lt;br&gt;Well Obstetrics</td>
<td>Quinlan</td>
<td>Current: OB/GYN, chpt. 9, 11, 12, 13, 14</td>
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<tr>
<td>5</td>
<td>9.20.11</td>
<td>Clinical Conference&lt;br&gt;The Newborn and Infant: Assessment, Health&lt;br&gt;Maintenance Schedules, Breastfeeding, Dermatitis &amp; eczema;&lt;br&gt;Hip dysplasia; Age Specific Issues&lt;br&gt;Immunizations</td>
<td>Vogelpohl</td>
<td>Review content/lecture from Advanced Assessment on the Pediatric exam&lt;br&gt;Bright Futures: pgs v-xix; 1-18; 54; 58&lt;br&gt;Burns: Briefly review Chpt 1; Read Chpt. 5 &amp; pps. 197; 200-202; 249-254; 571-575; 808-809; 815; 975-978; 1005-1007; 1016-1017; 1023-1027; 1045; 1293-1304&lt;br&gt;FYI: Burns Chpt 12&lt;br&gt;www.aappolicy.org (Clinical Practice Guide on Hyperbilirubinemia, 2004)&lt;br&gt;<a href="http://www.cdc.gov/vaccines/recs/schedules/child-schedule.htm">http://www.cdc.gov/vaccines/recs/schedules/child-schedule.htm</a></td>
</tr>
<tr>
<td>Week</td>
<td>Date/Time</td>
<td>Topic</td>
<td>Faculty</td>
<td>Readings</td>
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<tr>
<td>6</td>
<td>9.27.11</td>
<td>Clinical Conference&lt;br&gt;The Toddler and Preschooler: Assessment, Health Maintenance Schedules, Musculoskeletal issues: Age Specific Issues (autism)</td>
<td>Vogelpohl</td>
<td>Bright Futures: pp. 20-32; 55; 59; 62&lt;br&gt;Burns: Chpt 4 (pps. 56-57); Chpt. 6 (91-108); Chpt 11(220-224); Chpt. 13 (254-267) &amp; pps. 202; 339-343; 866-868; 870-876;1028</td>
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<tr>
<td>7</td>
<td>10.4.11</td>
<td>Clinical Conference&lt;br&gt;The School-Age Child: Assessment, Health Maintenance Schedules, Musculoskeletal issues, Skin—scabies, lice, Special Issues of School-Age Children (Bullying)</td>
<td>Vogelpohl</td>
<td>Bright Futures: pp. 32-42; 56;60&lt;br&gt;Burns: Chpt 7 (109-131); Chpt 13 (254); &amp; pps. 202-203; 220-224; 273; 966-970; 1012-1021; 1029</td>
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<tr>
<td>8</td>
<td>10.11.11</td>
<td>Evaluations&lt;br&gt;Midterm Exams</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>10.18.11</td>
<td>Fall Break</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>10.25.11</td>
<td>Clinical Conference&lt;br&gt;Breast Disorders&lt;br&gt;Chronic pelvic pain/Interstitial Cystitis</td>
<td>Quinlan/Durbin</td>
<td>Current: OB/GYN, chpt. 63&lt;br&gt;Review content in CMDT on breast disorders</td>
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<td>11</td>
<td>11.1.11</td>
<td>Clinical Conference&lt;br&gt;Common Gynecological Disorders: Menstrual Disorders, Endometriosis</td>
<td>Quinlan</td>
<td>Current: OB/GYN, chpt. 35 and 43</td>
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<tr>
<td>12</td>
<td>11.8.11</td>
<td>Clinical Conference&lt;br&gt;Common GYN Disorders&lt;br&gt;Sexually Transmitted Infections</td>
<td>Quinlan</td>
<td>Current: OB/GYN, chpt. 42; pps. 655-656</td>
</tr>
<tr>
<td>Week Date/Time</td>
<td>Topic</td>
<td>Faculty</td>
<td>Readings</td>
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</table>
| 13 11.15.11   | Clinical Conference Febrile Issues Dehydration/Rehydration           | Vogelpohl | Burns: pp. 468-470; 539-543; 654-655; 798-801  
[http://aappolicy.aappublications.org/cgi/search-from](http://aappolicy.aappublications.org/cgi/search-from) this site go to policy, and find these AAP Clinical Practice guidelines:  
<p>| 14 11.22.11   | Clinical Conference Common Communicable Childhood Infections Childhood Respiratory Infections (conjunctivitis, pharyngitis/tonsillitis, URI, RSV, croup syndromes, bronchiolitis, pertussis) | Vogelpohl | Burns: review pps. 482-499; read pps. 477-482; 502-515; 519-535; 691-694; 758-760; 767-787 |
| 15 11.29.11   | Clinical Conference Common Gastrointestinal Issues in Children Constipation, &amp; Parasites | Vogelpohl | Burns: pp. 543-544; 798-801; 808-826; 833-839 |</p>
<table>
<thead>
<tr>
<th>Week Date/Time</th>
<th>Topic</th>
<th>Faculty</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Special Needs Across the Lifespan (ADHD, Klinefelter</td>
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<tr>
<td></td>
<td>syndrome, Down syndrome, Turner syndrome)</td>
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<tr>
<td>17 12.13.11</td>
<td>Final Evaluations Final Exam</td>
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</table>
University of Toledo College of Nursing  
FNP II Primary Care of Women and Children

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Unsatisfactory</th>
<th>In Progress</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply knowledge from behavioral, medical &amp; nursing sciences to provide primary healthcare for women &amp; children</td>
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<td>2. Analyze health behavior models for applicability to primary care</td>
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<tr>
<td>3. Apply health promotion theory in providing anticipatory guidance and patient education to individuals &amp; families</td>
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<td>4. Use professional, ethical, and legal standards of nursing practice to monitor and promote cost effective, quality healthcare</td>
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<td>5. Diagnose &amp; treat common acute illness in women &amp; children</td>
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<td>6. Analyze indicators of healthy pregnancy</td>
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<td>7. Examine own development in delivery of primary care to women &amp; children</td>
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<td>8. Examine core clinical issues across advanced practice nursing specialties</td>
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</table>

Legend: X = midterm   0 = final
Student ______________________________________________________

Midterm Evaluation Comments:

Clinical hours completed at MT: ______________________________

Student Comments

Student Signature:_________________________ Faculty Signature:___________________

Date: ____________________________________

Final Evaluation Comments:

Clinical hours at final evaluation: _____________________

Student Comments:

Student Signature ______________________________   Date ________________

Faculty Signature ______________________________    Date ________________

N622 Grade:
Clinical Performance (must be satisfactory) ___________________
Weekly Clinical Log (must be satisfactory) ___________________
Midterm exam (35%) ___________________
Final exam (35%) ___________________
Clinical SOAP documentation (20%);
 (document total SOAP points) _________________
Clinical Case presentation (10%) 

_________________________

TOTAL ____________________
The University of Toledo College of Nursing
Preceptor Evaluation of Student Clinical Performance

Student Name ____________________________________________

Preceptor Name ____________________________________________

Clinical Site ____________________________________________

Please check (X) the frequency of student clinical behaviors.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rare</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td><strong>History taking/communication skills</strong></td>
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<tr>
<td>1. Uses appropriate communication approach with patient/family</td>
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<td>2. Able to establish rapport with patient</td>
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<td>3. Obtains pertinent problem-focused data.</td>
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<td>4. Able to prioritize and focus multiple patient concerns.</td>
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<td>5. Obtains information in systematic manner.</td>
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<td><strong>Physical Examination Skills</strong></td>
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<tr>
<td>1. Uses problem-focused history to direct PE</td>
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<td>2. Orderly/systematic approach to the PE</td>
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<td>3. Exam is thorough for chief complaint.</td>
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<td>4. Appropriate technique</td>
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<tr>
<td><strong>Diagnostic/Judgment Skills</strong></td>
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<tr>
<td>1. Presents case in organized manner.</td>
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<td>2. Identifies differential diagnosis.</td>
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<td>4. Develops working diagnosis with rationale.</td>
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<td>5. Able to diagnose common acute illness.</td>
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<td>6. Minimal assistance needed for complex health problems.</td>
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<td>7. Interprets diagnostic lab information.</td>
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<tr>
<td><strong>Plan of Care</strong></td>
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<tr>
<td>1. Orders appropriate diagnostic studies.</td>
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<td>2. Suggests appropriate medications/therapies.</td>
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<td>3. Provides rationale for medications.</td>
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<td>4. Integrates pt. education into plan.</td>
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<td>5. Prioritizes plan of care for multiple</td>
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<td>6.</td>
<td>Suggests appropriate follow-up/referral.</td>
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<td>7.</td>
<td>Plan of care evidence-based/standard of care</td>
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<tr>
<td>8.</td>
<td>Plan documented in organized, succinct format.</td>
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<td>9.</td>
<td>Beginning to identify appropriate Level of Service</td>
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</tbody>
</table>
The University of Toledo College of Nursing  
Preceptor Evaluation of Student Clinical Performance

Student Name______________________________

Preceptor Name______________________________  
Please check (X) the frequency of student clinical behaviors.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rare</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. Non-judgmental, courteous approach to patients assumes accountability and responsibility for actions.</td>
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<td>2. Utilizes appropriate clinical resources for information</td>
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<td>3. Appropriate use of preceptor</td>
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<td>4. Able to accept suggestions/guidelines</td>
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<td>5. Demonstrates initiative in seeking learning opportunities.</td>
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<td>6. Dress/behavior is professional and appropriate.</td>
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<td>7. Uses self-evaluation to identify areas for improvement.</td>
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<td>8. Works effectively with other members of office staff.</td>
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</table>

Preceptor Signature __________________________ Date __________ Total Hours _____

Comments:
University of Toledo College of Nursing  
Precepted Clinical Hours Plan

Student: __________________________ Student Contact Phone: _____________________

Preceptor: _______________________ Clinical Site: _______________________________

Preceptor address: __________ __________ Preceptor fax: ____________________________

Preceptor Phone: __________________________

Planned Schedule: (Usual hours planned per day)  Note: Complete a form for each preceptor

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<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
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Other schedule options:
University of Toledo College of Nursing  
Precepted Clinical Hours Log

Student Name: ___________________________  

Total # Clinical Hours Needed: ____________

Preceptor Name 1: ___________________________  

Preceptor Name 2: ___________________________

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<th>Sat/Sun</th>
<th>Total Wk</th>
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<th>Preceptor Initial /Date</th>
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</table>
Student Signature: ___________________________ Date: _______________
Preceptor Signature: ___________________________ Date: _______________
Preceptor Signature: ___________________________ Date: _______________
Faculty Signature: ___________________________ Date: _______________
# CLASS SCHEDULE:  (2-3 PM Clinical Conference; 3-6 PM Class)
All classes in CB 2401/2403 unless otherwise noted
Additional Readings May Be Assigned

<table>
<thead>
<tr>
<th>Week</th>
<th>Date/Time</th>
<th>Topic</th>
<th>Faculty</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.23.11</td>
<td>Introductions</td>
<td>TBA</td>
<td>Review content/lecture in your Advanced Assessment text dealing with female genitalia, breasts &amp; axillae</td>
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<tr>
<td></td>
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<td>Review of syllabus</td>
<td></td>
<td>Review Essentials of Masters Education document posted on Blackboard course site</td>
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<td>Remarks re: clinical placement Meet with clinical groups</td>
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<tr>
<td>Class: 2-6</td>
<td>8.30.11</td>
<td>Clinical Conference The Well Woman Exam: Abnl Pap, Menopause, Osteoporosis</td>
<td>TBA</td>
<td>Review content/lecture from Advanced Assessment on the Well Woman exam</td>
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<td>Current: OB/GYN, chpt 1, 33, 59</td>
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<td>Review content in CMDT on osteoporosis</td>
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<tr>
<td>2</td>
<td>9.6.11</td>
<td>Clinical Conference Fertility Control Preconceptional Care</td>
<td>TBA</td>
<td>Current: OB/GYN, chpt 36</td>
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<tr>
<td>3</td>
<td>9.13.11</td>
<td>Clinical Conference Well Obstetrics</td>
<td>TBA</td>
<td>Current: OB/GYN, chpt. 9, 11, 12, 13, 14</td>
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<td>4</td>
<td>9.20.11</td>
<td>Clinical Conference The Newborn and Infant: Assessment, Health Maintenance Schedules, Breastfeeding, Dermatitis &amp; eczema; Hip dysplasia; Age Specific Issues Immunizations</td>
<td>TBA</td>
<td>Review content/lecture from Advanced Assessment on the Pediatric exam</td>
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<td>Bright Futures: pgs v-xix; 1-18; 54; 58</td>
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<td>Burns: Briefly review Chpt 1; Read Chpt. 5 &amp; pps. 197; 200-202; 249-254; 571-575; 808-809; 815; 975-978; 1005-1007; 1016-1017; 1023-1027; 1045; 1293-1304</td>
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<td>FYI: Burns Chpt 12</td>
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<td><a href="http://www.cdc.gov/vaccines/recs/schedules/child-schedule.htm">http://www.cdc.gov/vaccines/recs/schedules/child-schedule.htm</a></td>
</tr>
<tr>
<td>Week</td>
<td>Date/Time</td>
<td>Topic</td>
<td>Faculty</td>
<td>Readings</td>
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<tr>
<td>6</td>
<td>9.27.11</td>
<td>Clinical Conference The Toddler and Preschooler: Assessment, Health Maintenance Schedules, Musculoskeletal issues: Age Specific Issues (autism)</td>
<td>Vogelpohl</td>
<td>Bright Futures: pp. 20-32; 55; 59; 62 Burns: Chpt 4 (pps. 56-57); Chpt. 6 (91-108); Chpt 11(220-224); Chpt. 13 (254-267) &amp; pps. 202; 339-343; 866-868; 870-876;1028</td>
</tr>
<tr>
<td>7</td>
<td>10.4.11</td>
<td>Clinical Conference The School-Age Child: Assessment, Health Maintenance Schedules, Musculoskeletal issues, Skin—scabies, lice, Special Issues of School-Age Children (Bullying)</td>
<td>Vogelpohl</td>
<td>Bright Futures: pp. 32-42; 56;60 Burns: Chpt 7 (109-131); Chpt 13 (254); &amp; pps. 202-203; 220-224; 273; 966-970; 1012-1021; 1029</td>
</tr>
<tr>
<td>8</td>
<td>10.11.11</td>
<td>Evaluations</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>10.18.11</td>
<td>Fall Break</td>
<td></td>
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<tr>
<td>10</td>
<td>10.25.11</td>
<td>Clinical Conference Breast Disorders Chronic pelvic pain/Interstitial Cystitis</td>
<td>Quinlan/Durbin</td>
<td>Current: OB/GYN, chpt. 63 Review content in CMDT on breast disorders</td>
</tr>
<tr>
<td>11</td>
<td>11.1.11</td>
<td>Clinical Conference Common Gynecological Disorders: Menstrual Disorders, Endometriosis</td>
<td>Quinlan</td>
<td>Current: OB/GYN, chpt. 35 and 43</td>
</tr>
<tr>
<td>12</td>
<td>11.8.11</td>
<td>Clinical Conference Common GYN Disorders Sexually Transmitted Infections</td>
<td>Quinlan</td>
<td>Current: OB/GYN, chpt. 42; pps. 655-656</td>
</tr>
<tr>
<td>Week Date/Time</td>
<td>Topic</td>
<td>Faculty</td>
<td>Readings</td>
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</table>
| 13 11.15.11   | Clinical Conference Febrile Issues Dehydration/Rehydration           | Vogelpohl | Burns: pp. 468-470; 539-543; 654-655; 798-801  
http://aappolicy.aappublications.org/cgi/search-from this site go to policy, and find these AAP Clinical Practice guidelines:  
<p>| 14 11.22.11   | Clinical Conference Common Communicable Childhood Infections Childhood Respiratory Infections (conjunctivitis, pharyngitis/tonsillitis, URI, RSV, croup syndromes, bronchiolitis, pertussis) | Vogelpohl | Burns: review pps. 482-499; read pps. 477-482; 502-515; 519-535; 691-694; 758-760; 767-787 |
| 15 11.29.11   | Clinical Conference Clinical Conference Common Gastrointestinal Issues in Children Constipation, &amp; Parasites | Vogelpohl | Burns: pp. 543-544; 798-801; 808-826; 833-839 |</p>
<table>
<thead>
<tr>
<th>Week Date/Time</th>
<th>Topic</th>
<th>Faculty</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 16 12.6.11     | Clinical Conference Special Needs Across the Lifespan (ADHD, Klinefelter syndrome, Down syndrome, Turner syndrome) | Vogelpohl/Moore | Burns: pps. 325-336; pps.1125-1131
| 17 12.13.11    | Final Evaluations Final Exam | | |
University of Toledo College of Nursing  
BSN to DNP Program  
Syllabus

NURS 7230 Family Nurse Practitioner Clinical III: Primary Care of Adults and Older Adults

COURSE CREDIT & CONTACT HOURS:  
8 Credit Hours, 2 Theory Hours, 6 Clinical Hours

FACULTY:  
TBA

PRE-REQUISITES:  
NURS 7220 FNP Clinical II

COURSE DESCRIPTION:  
Focuses on primary care management of acute/chronic conditions of adults/older adults. Urgent care issues are addressed. Emphasizes holistic care across the lifespan integrating primary care concepts. Explores professional APN leadership role.

COURSE OBJECTIVES:

1. Synthesize knowledge from nursing, medical and behavioral sciences in providing primary care to patients across the life span.
2. Manage health promotion and common health deviations for adults and older adults including urgent care situations.
3. Analyze impact of health care access and cost on older adults, uninsured, and under-served.
4. Integrate professional and legal standards into advanced practice role.
5. Incorporate epidemiological principles in clinical decision-making process.
6. Apply outcomes based research findings in managing the clinical plan.
7. Evaluate performance related to beginning level competency in the role of Nurse Practitioner.
8. Examine core clinical issues across advanced practice nursing specialties.
9. Explore the use of complimentary modalities within the therapeutic relationship.
10. Identify the role of the APN as a leader within the healthcare system.
11. Apply change agent strategies as they relate to the advanced practice role.

Teaching/ Learning Strategies:  
Lecture, class discussion, student presentations, online assignments or research related to class and clinical learning, evaluation of student assignments related to theory or clinical content, and small group discussions.

Evaluation Strategies:  
Students are expected to abide by the UT CON Academic Honesty Policy. The College of Nursing views cheating and plagiarism as a direct violation of the purpose of the educational program as noted in the Code of Ethics for the Profession of Nursing.

1. For examinations using scantron sheets and separate exam sheets, all scores will be determined by the scantron sheet. If there is a discrepancy between the scantron sheet and the examination, credit will only be given for the scantron answer.

2. Faculty reserve the right to change course requirements with fair notice to students.
3. Any student who feels that she/ he may qualify for academic accommodations in this course based upon the impact of a documented disability, or who may need assistance in the event of an emergency, should contact the Academic Enrichment Center (AEC) to discuss your specific needs. If you have already met with the AEC staff and have a faculty memo, please make an appointment to meet with your Course Leader as soon as possible. AEC staff can be reached at 419-383-4274, http://www.utoledo.edu/med/depts/aec.

Students with Disabilities
The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with the Office of Accessibility (OA) (Rocket Hall 1820; 419.530.4981; officeofaccessibility@utoledo.edu) please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. I/We also encourage students with disabilities receiving accommodations through OA to discuss these with me/us, after class or during office hours, so that I/we may be better informed on how to assist you during the semester.

Course Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91-100%</td>
<td>Exam I</td>
<td>25%</td>
</tr>
<tr>
<td>B</td>
<td>81-90%</td>
<td>Exam II</td>
<td>25%</td>
</tr>
<tr>
<td>C</td>
<td>71-80%</td>
<td>Exam III</td>
<td>25%</td>
</tr>
<tr>
<td>D</td>
<td>61-70%</td>
<td>SOAPs</td>
<td>15%</td>
</tr>
<tr>
<td>F</td>
<td>60% and below</td>
<td>Clinical Practice Project</td>
<td>5%</td>
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<tr>
<td></td>
<td></td>
<td>Community Resource Project</td>
<td>5%</td>
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<tr>
<td></td>
<td></td>
<td>Clinical Practice/Conference</td>
<td>S/U</td>
</tr>
</tbody>
</table>

Final course grade is based upon the theory grade which requires an 81% (B) and a satisfactory clinical performance grade for passage of the course.

Each student must achieve a minimum average of 81% on the written examinations AND a minimum average of 81% on written assignments which include the SOAP documentations and the project/presentations to pass this course.

Clinical Conference:
Attendance at clinical conferences is a required part of the course requirements.

Assessment of Student Outcomes:
1. Generally, assessment of student progress is an ongoing process between both the student and the faculty throughout the course.
2. The student has a reciprocal responsibility for self-evaluation throughout the course, which includes, but is not limited to, initiation of individual conferences with the faculty member when needed.
3. Students with learning issues, test anxiety, or personal issues are encouraged to contact the Academic Enrichment Center at the University of Toledo Health Science Campus.
4. The only valid excuses for missing an exam are a serious illness or death in the family. In either case, you must call (no emails) the Course Coordinator before noon on the day of the exam. It is your responsibility to schedule a make-up examination with the Course Coordinator upon your return to UT. If you are unable to take the final exam 72 hours before final semester grades are due, you will be given an incomplete for the
semester and are not eligible to graduate. **Exams will not, in any case, be given early.** Make-up exams may be given in alternate format (essay, short answer, multiple choice, matching) at coordinator discretion.

5. During exams students are not permitted to wear caps or visors. No food or beverages will be consumed during exams. Cell phones will be turned off and inaccessible. Calculators, PDAs and other electronic equipment will not be permitted. **All personal items will be placed in the front of classroom as directed by proctors.**

6. Achievement of clinical objectives and requirements at a satisfactory level is required and will be evaluated by faculty with evaluation & input from your Clinical Preceptor. **The student must successfully achieve the clinical performance elements of the course with a satisfactory clinical grade in order to progress in the clinical major.**

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**Clinical Expectations and Evaluation - Elements of the Clinical Evaluation:**

1. Direct observation of student by Preceptor and/or Faculty (See Preceptor Evaluation of Student Clinical Performance).

2. **By week 2 of the semester, each student will submit a written plan for achievement of clinical hours to their clinical faculty.** This plan must include specific information including the projected days of the week for clinical experience, the specific clinical site, the projected number of hours per clinical day (e.g. Wednesday, 4 hours; Thursday, 8 hours), and the name, address, fax, and contact phone number of preceptor. A form has been developed for this written plan of clinical hours achievement.

3. The clinical site and/or preceptor must be approved by the Course Leader and/or clinical faculty. It is not appropriate to function in a student role in your place of employment, nor can an employee or employer, friend, relative or personal physician or NP function as a preceptor. Use of such individuals as Preceptors WILL RESULT in clinical failure.

4. If for any reason, a preceptor requests a student not return to a clinical setting due to unsafe practice, inappropriate behavior, or failure to adhere to the preceptor’s guidelines, it may result in an automatic unsatisfactory clinical grade after review by the Course Leader and Course Faculty.

**Expectations of the Student during Clinical Preceptorship:**

1. Direct care clinical practice is essential for the acquisition of advanced practice skills. There is no substitute for the experience gained in direct care settings. This course requires 240-270 hours of direct patient contact (variable – see faculty).

2. Each hour of orientation (should be four (4) hours total), and each hour of clinical conference time, as designated by the clinical faculty, are also included in the required clinical time, and should be the only exception to the direct care requirement. Therefore, no activity other than direct patient contact will be credited toward the clinical hour requirement (including professional conferences unless previously negotiated with the Course Coordinator).

3. Clinical time should average 16-18 hours weekly. All clinical hours must be completed by the final week of the course in order to receive a final course grade. 100 hours clinical time must be met at midterm to receive a satisfactory midterm clinical evaluation.

4. Students should report clinical difficulties to their clinical faculty and to the Course Coordinator. In the case of a clinical emergency, the clinical faculty should be notified immediately.
5. Failure to report for a clinical experience without contacting both the preceptor and the clinical faculty will be considered unsatisfactory clinical performance.

6. While in the clinical setting, the student will wear a lab coat (or alternate professional attire as required by the agency) and name tag identifying the student as a UT Nurse Practitioner-Student. Professional dress and conduct will be the standard.

7. After one-half day of orientation, NP students will collaborate with their preceptors on the selection of patients for assessment and management. Initially, students can expect to work with 1 or 2 patients each hour.

8. By the third clinical week, the NP student will be expected to become more independent in approach to patient care. The student will be able to collect initial subjective/objective data, develop a working list of probable and possible diagnoses, and suggest a potential plan for treatment, management and follow-up in collaboration with their preceptor.

9. The NP student will collaborate with the preceptor to discuss the accuracy of assessment findings, diagnosis, and plan of care. At the clinical site, students will document each patient interaction in the standard clinical record using the SOAP format or the accepted format of the clinical practice setting.

10. Weekly written work: 1) Patient encounter notes will be submitted to your clinical faculty each week through the Typhon program, documenting all patient encounters, prior to class. Clinical faculty may choose to have students print the Typhon patient encounter notes and submit weekly. Clinical faculty will monitor patient encounters in the Typhon system and mark them “accepted”. 2) Weekly clinical log hours will be submitted to your clinical faculty each week at the start of the clinical conference time. 3) SOAP notes are expected to be turned in systematically. The first SOAP note is due by month, date, year. The second SOAP note is due by month, date, year. The third SOAP note is due by month, date, year. The fourth SOAP note is due by month, date, year.

11. 4 SOAP note submissions, to clinical faculty, of patient encounters will be required. Student abilities in clinical reasoning and critical thinking are reflected in the SOAP note. Therefore, skill in SOAP documentation is essential and is a good indicator of the student’s clinical judgment. Each SOAP will be evaluated by clinical faculty based on the criteria found on the Faculty Evaluation of SOAP Recordings syllabus document. A SOAP note submission consists of: 1) Student type written documentation and evaluation of patient encounter addressing Evaluation of Student SOAP Note Documentation criteria 2) Copy of student clinical site documentation of the patient encounter 3) Copy of Typhon submission of the patient encounter. A score of at least 40.5 points is required on each SOAP to be considered satisfactory at the 81% level. An average score of 81% of all SOAP notes is required to be successful in the course. All SOAP notes will be graded, there is no formative SOAP note. A student may be required to submit an additional SOAP note if the faculty deems necessary. All graded SOAP notes will be factored in to the SOAP note grade for the semester.

12. SOAP notes should be submitted via Typhon with all identifying information removed. Inclusion of any identifying information will automatically earn a score of 0 points for that week. If your clinical site is using computerized formats, you will negotiate with your clinical faculty for appropriate format to transfer SOAP notes for Typhon submission. Typhon has a paperwork blank page to assist in gathering and entering data after patient encounter.

13. You should submit notes from both clinical sites on alternating weeks if there is more than one site.

14. Self evaluation of the patient encounter and SOAP documentation will be done with each submitted SOAP note, as noted in the Faculty Evaluation of SOAP Recordings rubric.
15. Include prescriptions, in the proper standardized format, with all identifying information removed, with your weekly SOAP notes as appropriate.

16. Include LOE assigned to each patient encounter on each SOAP + documentation of supporting documentation for the level chosen.

**Direct observation of clinical performance (preceptor / faculty):**

Students are expected to see patients across the life-span, with the focus of this course being acute and chronic illness of the adult and elderly adult; emphasis should include health promotion and epidemiological principles in primary care.

Student performance is monitored and assessed in the clinical setting by the preceptor. The student may also be evaluated directly by the clinical faculty in the clinical practice setting. The preceptor's evaluation documents the student’s overall clinical performance. The preceptor will be sent an evaluation form from the College of Nursing and should return the form between week 14 and 16 of the semester. Phone contact between the preceptor and faculty may be made at any time. Students are evaluated by the preceptor and faculty using the following learning objectives:

**Learning Objectives for Clinical:**

1. Uses appropriate interpersonal communication with patients/family.
2. Able to establish rapport with patient/family.
3. Uses age appropriate interviewing and exam approach.
4. Collects meaningful history data.
5. Demonstrates ease and professional behaviors in patient interaction.
6. Able to prioritize multiple patient concerns.
7. Uses problem focused history to direct the physical exam.
8. Uses orderly and systematic approach to physical exam.
9. Demonstrates thoroughness in exam related to the chief complaint.
10. Uses correct examination techniques with evidence of practice.
11. Uses sound rationale in developing the working diagnosis.
12. Able to prioritize patient problem appropriately
13. Able to verbalize basic interpretation of lab studies
14. Suggests possible lab/diagnostic tests as needed.
15. Suggests appropriate medications/therapies as needed.
16. Integrates patient education/ health teaching into treatment plan
17. Suggests appropriate referrals and follow up.
18. Works effectively with other members of the team.
19. Exhibits appropriate /professional conduct in the clinical setting
20. Demonstrates respect for patients/families/staff.
21. Demonstrates accountability and responsibility for actions
22. Demonstrates initiative in seeking learning opportunities
23. Demonstrates active involvement in clinical learning
Clinical Standard of Practice Project:

Format

Each student will present a Clinical Practice Project in a clinical group format. Presentations will be evaluated related to the criteria listed. Presentations, in a PowerPoint format with a Reference List in APA format, will be no more than 20 minutes in length including time for questions.

Topics will be listed and students must sign up for presentation by the second week of the course. Topics may include: pneumonia, aneurysm, Parkinson’s, pancreatitis, benign prostatic hypertrophy, sickle cell anemia, joint replacement, psoriasis, other.

The focus of the presentation must reflect current treatment recommendations from accepted professional organizations. The evaluation of the presentation is based on content and professionalism.

Grading Criteria

5 points 1. Chief complaint & typical presenting symptoms
5 points 2. Health History: what key points of the history should be included to rule in/out this particular condition?
5 points 3. Physical exam: what elements of the PE are critical to this diagnosis?
5 points 4. List possible differential diagnosis with supporting/excluding criteria.
10 points 5. What labs or tests are typically ordered in relation to this condition? What results should the NP expect to see with this diagnosis?
10 points 6. What medications are typically prescribed for this condition? List specific drugs, starting doses, dose ranges, precautions to keep in mind when prescribing these drugs.
15 points 7. Discuss appropriate community referrals and resources that may be used in relation to this condition.
15 points 8. Discuss the Standard of Practice and appropriate follow up when treating this condition
10 points 9. When should the NP refer a patient with this condition and to whom should they refer to?
10 points 10. Discuss specific changes that could be made in your clinical setting to improve patient outcomes.
5 points 11. Provide patient teaching materials specific to your condition.
5 points 12. Presentation is organized and of advanced clinical principles; within time frame.

Total: 100 points

Student: ____________________     Clinical Faculty: ____________________     Date:__________
Community Resource Project

Students will work in their clinical group to investigate resources available within the community. The goal of this endeavor is to provide information to be used by practitioners in the clinical setting.

Examples of resources to research include:
- Durable medical equipment coverage
- Home care agencies
- Mental health services
- Office of aging assistance
- Assisted living
- Women/children services
- Mission services
- Nursing home admission criteria

A brief 5-10 minute oral presentation will be provided to the clinical group, with written information to clinical group and faculty.

Grading Criteria:

1. Discuss population most likely to use this resource (10 points)
2. Discuss how population is identified for this resource (10 points)
3. Discuss how populations access this resource (10 points)
4. Include assessment tools available for using this resource (10 points)
5. Include any red flags/do not miss information concerning this resource and population (10 points)
6. Discuss how the practitioner makes this referral and financial issues related to referral: precertification, co-pays, and out-of-pocket payment (30 points)
7. Discuss practitioner coding for reimbursement related to referral (10 points)
8. Discuss relevance to practice (5 points)
9. Reference list APA format (2 points)
10. Professional presentation (3 points)

Total points:

Comments:

Student:____________________  Clinical Faculty:____________________  Date:___________
## Nurse Practitioner / Clinical Nurse Specialist Program

### Faculty Evaluation of SOAP Recordings

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>S - History (6 points)</strong></td>
<td></td>
<td></td>
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<tr>
<td>1. Chief complaint documented (1)</td>
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<td>2. HPI complete and relevant for the CC (1)</td>
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<td>3. Currents: allergies, meds, tobacco, ETOH (1)</td>
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<td>4. Relevant PMH/FH documented (1)</td>
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<td>5. ROS as pertinent to CC (1)</td>
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<tr>
<td>6. Organized w/ correct spelling and descriptors (1)</td>
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<td>7. Gyn / psych-soc if relevant (S/U)</td>
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<tr>
<td><strong>S: Score =</strong></td>
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<tr>
<td><strong>O - Physical Exam (4 points)</strong></td>
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<tr>
<td>1. Problem focused exam excludes extraneous elements (1)</td>
<td></td>
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<td>2. PE related to CC and history (1)</td>
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<td>3. PE complete for CC/history (1)</td>
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<td></td>
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<tr>
<td>4. Organized w/ correct spelling and descriptors (1)</td>
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<tr>
<td><strong>O: Score =</strong></td>
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<td></td>
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<tr>
<td><strong>A - Diagnosis (4 points)</strong></td>
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<tr>
<td>1. Diagnosis supported by S+O (1)</td>
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<tr>
<td>2. List of potential /actual differentials (Including health risks (abusive habits, obesity, etc.) (1)</td>
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<tr>
<td>3. Actual and current diagnoses are written correctly &amp; prioritized (1)</td>
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<tr>
<td>4. Level of encounter and coded diagnosis supported with documentation (1)</td>
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<tr>
<td><strong>A: Score =</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P - Plan of Care (7 points)</strong></td>
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<td></td>
</tr>
<tr>
<td>1. Appropriate diagnostic tests (1)</td>
<td></td>
<td></td>
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<tr>
<td>2. Medications written correctly (1)</td>
<td></td>
<td></td>
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<tr>
<td>3. Potential drug interactions and medication education addressed (1)</td>
<td></td>
<td></td>
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<tr>
<td>4. Patient education (1)</td>
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<tr>
<td>5. Health promotion (1)</td>
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<tr>
<td>6. Follow-up &amp; community /specialty referrals (1)</td>
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<tr>
<td>7. Identify potential drug interactions and monitoring plan (1)</td>
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<tr>
<td><strong>P: Score =</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Reflective Self-Evaluation (29 points)</strong></td>
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</tr>
<tr>
<td>1. Analyze the quality of data obtained in the S+O. (2)</td>
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<tr>
<td>2. Identify epidemiologic principles that impact</td>
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</tbody>
</table>

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Student ___________________________  Date ____________  Clinical Faculty ___________________________  Course ________
<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the clinical decision-making process.</td>
<td>2</td>
</tr>
<tr>
<td>2. Identification of needed but missing data</td>
<td>2</td>
</tr>
<tr>
<td>3. Site the standard of practice for diagnosis treatment of the primary diagnosis (include citation).</td>
<td>2</td>
</tr>
<tr>
<td>4. How did your performance compare with this standard of practice?</td>
<td>2</td>
</tr>
<tr>
<td>5. Evaluate the sensitivity and specificity of the diagnostic test(s).</td>
<td>2</td>
</tr>
<tr>
<td>6. What would you do differently if you were treating this patient independently? Describe why. Cite standard of practice that supports this.</td>
<td>4</td>
</tr>
<tr>
<td>7. Does your patient have access to the treatment plan you prescribed?</td>
<td>2</td>
</tr>
<tr>
<td>8. Describe the cost to older adults, uninsured and under-served.</td>
<td>2</td>
</tr>
<tr>
<td>9. Discuss the degree of your involvement in the clinical decision making process.</td>
<td>1</td>
</tr>
<tr>
<td>10. What are you most proud of in relation to this patient interaction</td>
<td>3</td>
</tr>
<tr>
<td>11. What areas would you like to continue to work on in relation to this patient interaction</td>
<td>3</td>
</tr>
<tr>
<td>12. What specific actions will you take next clinical experience to help in your growth as a practitioner</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Score (50 points)**

<table>
<thead>
<tr>
<th>Total Score</th>
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</table>
The University of Toledo  
College of Nursing  
Nurse Practitioner / CNS Program  
Preceptor Evaluation of Student Clinical Performance

Student ___________________________________ Date ________________________
Preceptor ______________________________ Course _______________________
Preceptor Address & Phone__________________ Preceptor Hours__________

Please check (X) your observation of student clinical behaviors.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Always</th>
<th>Most of the time</th>
<th>Needs reminders</th>
<th>Rare not consistent</th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>S - History taking, interviewing skills</strong></td>
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<tr>
<td>1. Uses appropriate communication approach with pt/family</td>
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<td>2. Able to establish rapport with patient/family</td>
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<td>3. Uses age-appropriate approach to patient</td>
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<td>4. Collects meaningful history data</td>
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<td>5. Demonstrates ease and professionalism in pt. interaction</td>
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<td>6. Able to prioritize and focus multiple patient concerns</td>
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<td><strong>O - Physical Examination Skills</strong></td>
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<td>7. Uses problem focused history to direct the physical exam</td>
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<td>8. Uses orderly/systematic approach to the PE</td>
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<td>9. Demonstrates thoroughness in exam related to the chief c/c</td>
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<td>10. Uses correct technique w/ evidence of practice</td>
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<td><strong>A - Diagnostic / Judgment Skills</strong></td>
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<td>11. Uses sound rationale in developing the working diagnosis</td>
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<td>12. Able to prioritize patient problems appropriately</td>
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<td>13. Able to verbalize basic interpretation of lab studies</td>
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<td><strong>P – Plan of Care</strong></td>
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<td>14. Suggests possible lab/diagnostic tests as needed</td>
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<td>15. Suggests appropriate medications / therapies as needed</td>
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<td>16. Integrates patient teaching into treatment plan</td>
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<td>17. Suggests appropriate follow-up or referral</td>
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<td><strong>General</strong></td>
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<td>18. Works effectively with other members of the team</td>
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<td>19. Exhibits appropriate / professional conduct in</td>
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<td>clinical setting</td>
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<tr>
<td>20. Demonstrates initiative in seeking learning opportunities</td>
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<td>21. Demonstrates respect for patients/families/staff</td>
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<td>22. Assumes accountability and responsibility for actions</td>
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<td>23. Appropriately seeks preceptor for consultation and improvement</td>
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<td>24. Demonstrates active involvement in clinical learning</td>
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<tr>
<td>Please circle overall performance in one of 5 appropriate boxes</td>
<td>High</td>
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<td>Low</td>
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</table>

Comments:
### NURS N7230
#### Student Evaluation

<table>
<thead>
<tr>
<th>Objective</th>
<th>Midterm – S / U</th>
<th>Final – S / U</th>
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</thead>
<tbody>
<tr>
<td>Synthesize knowledge from nursing, medical and behavioral sciences in providing care to patients across the life span.</td>
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<tr>
<td>Manage health promotion and common health deviations for adults and older adults including urgent care situations</td>
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<tr>
<td>Analyze impact of health care access and cost on older adults, uninsured and under-served</td>
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<td>Integrate professional, legal and ethical standards into advance practice role.</td>
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<td>Incorporate epidemiological principles in clinical decision-making process.</td>
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<tr>
<td>Apply outcomes based research findings in clinical management plan.</td>
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<tr>
<td>Evaluate performance related to beginning level competency in the roles of nurse practitioner and clinical nurse specialist (direct care, educator, researchers, change agent consultant, and leader).</td>
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<tr>
<td>Examine core clinical issues across advanced practice nursing specialties.</td>
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</tbody>
</table>

Clinical Hours Midterm: _______  Clinical Hours Final: _______
Clinical Site Visit by Clinical Faculty Date: ________________
Clinical Practice Project: _______
Community Resource Project: _______
SOAP Note Paper Average: _______
Clinical Conference Attendance: _______
Midterm Student: ___________________________ Faculty: ___________ Date: _______
Final Student: ___________________________ Faculty: __________ Date: _____
#1 Preceptor/Site/Hours: ___________________ #2 Preceptor/Site/Hours: ______________
#3 Preceptor/Site/Hours: ___________________ #4 Preceptor/Site/Hours: ______________
University of Toledo College of Nursing  
Precepted Clinical Hours Plan

Student: ___________________________ Student Contact Phone: _____________________

Preceptor: _________________________ Clinical Site: ________________________________

Preceptor Address:__________________ Preceptor Fax:______________________________

Preceptor Phone: ____________________

Planned Schedule: (Usual hours planned per day)  **Note: Complete a form for each preceptor**

<table>
<thead>
<tr>
<th>WK</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat/Sun</th>
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</table>
Other schedule options:
University of Toledo College of Nursing
Precepted Clinical Hours Log

Student Name: ___________________  Total # Clinical Hours Needed: __________

Preceptor Name 1: ________________  Preceptor Name 2: _______________________

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<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat/Sun</th>
<th>Total Wk</th>
<th>Total Sem</th>
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<th>Faculty Initial</th>
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Student Signature: ___________________________________  Date: __________________

Preceptor Signature: ________________________________  Date: __________________
## Topics and Readings

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<tr>
<th>Week</th>
<th>Topics</th>
<th>Assigned Readings/Media</th>
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<tbody>
<tr>
<td>2.</td>
<td>1/18</td>
<td>Groups 2p-3p&lt;br&gt;Class 3p-5p&lt;br&gt;Age Appropriate Care Part II&lt;br&gt;Chronic HEENT</td>
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<tr>
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<td>Date</td>
<td>Event</td>
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<td></td>
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<td>Class 4p-5p</td>
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<td>Dementia / Delirium</td>
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<td>Liver / Pancreas / GI</td>
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<td>8.</td>
<td>2/29</td>
<td>Groups 2p-3p Midterm Evaluation</td>
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<td>Class 3p-5p</td>
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<td>End of Life Issues</td>
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<td>SPRING BREAK</td>
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<td>4/25</td>
<td>2p-4p</td>
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<td>5/2</td>
<td>2p-3p</td>
<td>3p-5p</td>
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</table>

**Other articles and / or readings may be assigned at the discretion of the faculty.**
**Required Texts**

Bickley, L.S. (2009). Bates’ guide to physical examination and history taking (10th ed.). Philadelphia, Pennsylvania: Lippincott Williams & Wilkins. (*other editions are good also)


**Recommended Texts**

Drug book or program of your choice.

Quick reference of your choice:


Review book of your choice:


Lafayette, LA: Advanced Practice Education Associates.


Laboratory & diagnostic book or program of your choice.


NURS 7810 Pediatric Nurse Practitioner Clinical I: Care of Children and Concepts of Wellness

COURSE CREDIT & CONTACT HOURS:
6 Credit Hours, 2 Theory Hours, 4 Clinical Hours

FACULTY:
TBA

PRE-REQUISITES:
Admission to the BSN-DNP, NURS 7680 Advanced Physiology and Pathophysiology, NURS 7740 Advanced Health Assessment, NURS 7050 Information Technology in Nursing and Healthcare Systems, NURS 7400 Theoretical Foundations of Advanced Nursing Practice, NURS 7410 Ethical Foundations of Advanced Nursing Practice

CO-REQUISITE:
NURS 7690 Advanced Pharmacotherapeutics

COURSE DESCRIPTION:
Health care for children/adolescents, principles of health promotion/wellness. Understanding of APN role in primary care, development of therapeutic relationships. Competencies in primary care for children from birth to 21 years and families.

COURSE OBJECTIVES:
1. Apply knowledge from the behavioral, medical and nursing sciences using developmental models to provide health care for children and their families.
2. Apply health promotion theory in providing well child anticipatory guidance and patient education to individuals and families.
3. Use professional, ethical and legal standards of nursing practice to monitor and ensure cost effective, quality health care.
4. Demonstrate advanced nursing knowledge to diagnose and treat common health disorders in children.
5. Analyze environmental influences on risk factors for health promotion/disease prevention.
6. Analyze indicators of effective patient care outcomes for a patient population.
7. Examine personal and professional development in delivery of primary care to children and adolescents.
8. Establish an environment that promotes ethical decision making and patient agency.
9. Examine core clinical issues across the advanced practice nursing specialties.
10. Evaluate personal ability to initiate, maintain, and terminate therapeutic relationships.
11. Analyze the dimensions of the advanced practice role.
12. Apply change agent strategies as they relate to the advanced practice role.

Teaching/learning Strategies:
Lecture, class discussion, student presentations, online assignments or research related to class and clinical learning, evaluation of student assignments related to theory or clinical content, and small group discussions.
Course Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>91–100%</td>
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<tr>
<td>B</td>
<td>81–90%</td>
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<td>C</td>
<td>71–80%</td>
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<tr>
<td>D</td>
<td>61–70%</td>
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</table>

**Evaluation Strategies:**

1. Students are expected to abide by the UT CON Academic Honesty Policy. The CON views cheating and plagiarism as a direct violation of the purpose of the educational program.
2. For examinations using scantron sheets and separate exam sheets, all scores will be determined by the scantron sheet. If there is a discrepancy between the scantron sheet and the examination sheet, credit will only be given for the scantron answer.
3. Students who need accommodation for a disability or health reasons are responsible for requesting accommodation from the faculty. Self-identification is the only way to assure that the faculty can provide the appropriate accommodation. Notification of appropriate UT staff is also required.
4. Faculty reserve the right to change course requirements in exceptional circumstances, with fair notice to students.

**Assessment of Student Outcomes for Theory and Clinical Course Components:**

1. Assessment of student progress is an ongoing process between both the student and the faculty throughout the course.
2. The student has a reciprocal responsibility for self-evaluation throughout the course, which includes, but is not limited to, initiation of individual conferences with the faculty member when needed.
3. Students with learning issues, test anxiety, or personal issues are encouraged to contact the Academic Enrichment Center at the University of Toledo Health Science Campus (419.383.6118).
4. The only valid excuses for missing an exam are a serious illness or death in the family. In either case, you must call the Course Coordinator before noon on the day of the exam. It is your responsibility to schedule a make-up examination with the Course Coordinator within one week of your return to UT. Exams will not be given early.
5. The clinical site and/or preceptor must be approved by the Course Coordinator and/or clinical faculty. It is not appropriate to function in a student role in your place of employment, nor can an employee or employer function as a preceptor.
6. If for any reason, a preceptor requests a student not return to a clinical setting due to unsafe practice, inappropriate behavior, or failure to adhere to the preceptor’s guidelines, it may result in an automatic unsatisfactory clinical grade after review by the Course Coordinator and course faculty, in consultation with the NP Coordinator and Program Director of the Master’s Nursing Program.
7. Achievement of clinical objectives and requirements at a satisfactory level is required and will
be evaluated by faculty with evaluation input from the preceptor. The student must successfully achieve the clinical performance elements of the course with a satisfactory clinical grade in order to progress in the clinical major.

8. All S/U assignments must be satisfactory in order to receive a course grade. The final course grade is based on a combination of the theory grade and clinical grade.

**Course Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Satisfactory Clinical Performance</td>
<td>S/U</td>
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<tr>
<td>Weekly Clinical Log (Typhon database)</td>
<td>S/U</td>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>3 Graded SOAP Notes</td>
<td>15%</td>
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<tr>
<td>Clinical Case Study Presentation</td>
<td>10%</td>
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<tr>
<td>Health Literacy Project</td>
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</table>

**Required Texts:**


**Recommended Texts**


Websites for Clinical Reference

American Academy of Pediatrics – www.aap.org
Bright Futures - : http://www.brightfutures.org
Center for Disease Control – www.cdc.gov
NAPNAP – www.napnap.org
Ohio Department of Health – www.cdc.gov
Healthy People 2020 – www.healthypeople.gov
Pediatric Nursing Certification Board – www.pncb.org/ptistore/control/about/links

Clinical Expectations and Evaluation - Elements of the Clinical Evaluation

A. Direct observation of clinical performance by preceptor/faculty
   (See Preceptor Evaluation of Student Clinical Performance, pages 12-14)
   Student performance is monitored and assessed in the clinical setting by the preceptor. The
   preceptor's evaluation is assessment included in the student's overall clinical evaluation. The
   preceptor will be sent an evaluation form from the CON and should return the form by week
   15 of the semester. Phone contacts between the preceptor and faculty may be made at any
   time. Students will be evaluated by the preceptor using the following learning objectives for
   clinical:
   1. Completes history & records systematically, accurately & succinctly
   2. Performs PE & developmental assessment skillfully & systematically
   3. Adapts evaluation techniques to the child’s age & developmental level
   4. Reports history & PE finding concisely
   5. Identifies a range of reasonable differential diagnoses (using S & O)
   6. Suggests & prioritizes appropriate plans of care
   7. Records exam findings systematically, accurately & succinctly
   8. Suggests, performs & interprets routine lab tests appropriately
   9. Provides accurate anticipatory guidance to parents and children during well visits
   10. Provides accurate anticipatory guidance during ill visits
   11. Suggests correct immunizations
   12. Provides correct immunization information to parents & assesses for
       contraindications consistently
   13. Suggests appropriate medications
   14. Calculates medication dose based on child’s weight correctly
   15. Suggests referrals as needed
   16. Establishes rapport with child and parent
   17. Establishes professional rapport with other staff members
   18. Appropriately uses preceptor for consultation and improvement
   19. Assumes responsibility & accountability for own actions
   20. Demonstrates initiative in seeking learning opportunities
   21. Uses self-evaluation to identify own areas of improvement

B. Expectations of the Student during Clinical Preceptorship:
   The student must also take responsibility for his or her own learning needs,
   including:
   1. Ability to identify own competencies and limitations in clinical performance
   2. Communicates learning needs to preceptor and faculty.
3. Assertively seeks appropriate patient care situations.
4. Incorporates suggestions for improvement as recommended by faculty or preceptor.
5. Articulates rationale for clinical judgments; communicates rationale for clinical judgments to faculty and peers in clinical conference; provides rationale for decisions to clinical preceptor. The student will also be evaluated directly by the clinical faculty in the preceptor's setting or at the clinical practice of the faculty.

C. Clinical Hours, Attendance, Professional Attire during Clinical Preceptorship

Direct care clinical practice is essential for the acquisition of advanced practice skills. There is no substitute for the experience gained in direct care settings. This course requires 180 hours of direct patient contact. Students are expected to average 12 clinical contact hours weekly, and should have at least 60 clinical hours completed by midterm. All clinical hours must be completed by the first week of May 2007 in order to satisfactorily complete this course.

1. Direct patient contact includes time spent seeing patients in the clinical setting and time spent in consultation with the preceptor. Also included in the 180 hour clinical time are orientation hours (generally 4) and clinical conference time, as designated by the course faculty. No activity other than direct patient contact will be credited toward the clinical hour requirement

2. Students should report clinical difficulties to their clinical faculty or to the course director. In the case of a clinical emergency, the clinical faculty should be notified immediately. Failure to report for a clinical experience without contacting both the preceptor and the clinical faculty will be considered unsatisfactory clinical performance.

3. Professional dress and conduct will be the standard. While in the clinical setting the student will wear a lab coat (or alternate professional attire required by the agency) and UT ID name pin.

D. Collaboration, Progression, and Documentation

1. After one-half to one day of orientation, the NP student will collaborate with the preceptor on the selection of patients for assessment and management. Initially, students can expect to work with 1 or 2 patients each hour.

2. By about the third week of clinical time, the NP student will be expected to become more independent in approach to patient care. The student will be able to collect initial subjective/objective data, develop a working list of probable and possible diagnoses, and suggest a potential plan for treatment and follow-up in collaboration with their Preceptor.

3. The NP student will collaborate with their preceptor to discuss the accuracy of assessment findings, diagnosis, and plan of care. Expect to take some risks in stating your findings and suggested plan of care-you are not expected to be right all the time.

4. Documentation of patient encounters will be recorded each week in the Typhon Database, with identifying information removed.

Assignments
Clinical Plan - S/U

By week 2 of the semester, each student will submit a written plan for achievement of clinical hours to their clinical faculty. This plan must include specific information including the specific clinical site (name & address), projected days of the week for clinical experience, the projected number of hours per clinical day (e.g. Wednesdays, 4 hours; Thursday, 8 hours), and the name, e-mail address, and phone number of preceptor.

Weekly Clinical Log - S/U

Clinical logs are kept within the Typhon database system. The student enters information about each patient encounter (without identifiers), and also completes the typhon time log. Logs are reviewed weekly by the Faculty; information should be logged by the day of class and printed off to submit to faculty.

SOAP Notes - 15%

Three well child SOAP documentations are due to faculty as assigned. Each SOAP note is also included in the Typhon database. SOAP notes will be evaluated by faculty using the following guidelines. This point system is to be used by the student as a guide to determine integration of concepts and faculty feedback, and is not intended to be an absolute evaluation protocol. (Refer to SOAP grading criteria, page 9)

There are 35 total possible points for each SOAP note:

10 points: (S) subjective. In this section are pertinent elements of the CC, HPI with current health status, PMH, FH, Developmental milestones, pertinent psychosocial history and Gyn (as needed), as well as subjective review of systems are documented.

8 points (O) objective. In this section, document physical findings related to HPI or well visit; elements of focused exam are included; stated in accurate terminology

4 points (A) assessment. In this section, document the diagnosis, stated correctly, as supported by S & O data. Developmental and preventive health issues are also addressed in this section.

5 points (P) plan. In this section include diagnostic tests ordered, therapeutic interventions, referrals, education/anticipatory guidance, and follow-up instructions. Include prescriptions, in the standardized format, with all identifying information removed, with the SOAP notes.

8 points Evaluation of the patient encounter, information collected and documented, diagnostic thinking, diagnosis, and level of patient encounter (LOE). Self evaluation of the SOAP and patient encounter will be done with each submitted SOAP note because self evaluation is critical for role development. The successful student will critically analyze personal clinical performance and learn from each patient encounter.

Clinical Case Study Presentation - 10%
Over the semester, each student will present one structured clinical case presentation during the clinical conference hour. The outline for these presentations is follows. Presentations should be about 20 minutes in length, with a brief time for questions afterwards. The discussion should focus on an interesting patient or family you have seen in clinical. Try to keep a focus on developmental and wellness issues whenever possible. (Refer to Case Grading criteria, page 10)

Outline of Content for Clinical Case Study/Presentation
1. Chief complaint.
2. Identify and discuss developmental, psychological, and cultural issues relevant to your client and his/her diagnosis, and treatment. Reference appropriate research and clinical literature.
3. Relevant history including past medical history and pertinent family history (include a genogram of your client), current, developmental, and psychosocial data. Provide a genogram relevant to this child/family.
4. Exam findings (briefly note any abnormalities or note as WNL). Include any developmental assessment.
5. Develop a table that lists all diagnostic hypotheses that were generated in your assessment of this patient. State the single most important objective and subjective piece of information used in making the diagnoses. Conclude with your final diagnosis(es) for this visit.
6. Goals (what goals do you have for this child and family relative to the diagnoses.
7. Plan (all actions taken, including educative, diagnostic, treatments, follow-up).
8. Briefly discuss and document from the clinical and research literature etiology, prevalence, etc of wellness, developmental, and/or clinical problem. Include a copy and critique of an evidenced based journal article that guided your decision-making. (Reference list in APA format to be provided for all conference participants.)
9. Why did you choose this case? Any changes in your actions? Would you do anything different? Why?
10. Provide a reference list in APA format for all participants.

Health Literacy Project - 15%
A project promoting health literacy among children and parents is a requirement of this course. The student will choose from developmental and health promotion topics in collaboration with course faculty. Examples of these issues might include: toilet training, sleep issues, birth of a sibling/sibling rivalry, bullying, behavioral issues, stepfamilies, and substance abuse.

The student will choose one topic for each of three developmental age groups (i.e. adolescent, toddler, infant). For each topic, the student will investigate available literature/media that relates to the topic for both children and parents. The student will produce an annotated bibliography, with two sources for each topic, one for the parent and one for the child, listing title, author, and publication information in APA format. The annotated bibliography will include a short description of the content; a critique that includes appropriateness and accuracy of the information, reading level, and attractiveness of the choice for children/parents; and a summary statement of how these materials could be used by the PNP in practice. (Refer to grading criteria, page 11)
NURS 7910 - PNP I: Care of Children and Concepts of Wellness  
Faculty Evaluation of Student Clinical Documentation (SOAP)

Student___________________________________________________Date______________
Clinical Faculty _______________________________________________

Make additional copies as needed.

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<tr>
<th>Criteria</th>
<th>Score</th>
<th>Comments</th>
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<tr>
<td><strong>S – History Documentation (10 points)</strong></td>
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<tr>
<td>1. Chief complaint or reason for visit documented</td>
<td>0 y n p</td>
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<td>2. HPI complete (7 characteristics of symptoms)</td>
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<td>3. HPI questions focus on CC or reason for visit</td>
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<td>4. Relevant PMH documented</td>
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<td>5. Currents: allergies, meds, tobacco, ETOH etc.</td>
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<td>6. Pertinent FH documented</td>
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<td>7. Review of System is pertinent for CC.</td>
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<td>8. Documentation is organized with correct spelling and descriptors.</td>
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<td>9. Psych-social history if relevant</td>
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<td>10. Gyn history as appropriate</td>
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<td>11. Developmental milestones</td>
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<td><strong>O – Objective Documentation (8 points)</strong></td>
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<td>1. Exam is problem focused.</td>
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<td>2. PE is related to the CC &amp; history.</td>
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<td>3. PE complete for CC/history</td>
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<td>4. Developmental assessment</td>
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<td>5. Documentation is organized.</td>
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<td>6. Correct spelling &amp; descriptors</td>
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<td><strong>A – Assessment (4 points)</strong></td>
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<td>1. Addresses S + O findings</td>
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<td>2. Diagnosis supported by S + O</td>
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<td>3. Diagnosis correctly stated</td>
<td>0 y n p</td>
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<td><strong>P – Plan of Care/Treatment (5 points)</strong></td>
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<tr>
<td>1. Diagnostic tests (as appropriate)</td>
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<td>2. Medications (as prescribed)</td>
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<td>3. Immunizations (as appropriate)</td>
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<td>4. Patient education/health promotion/anticipatory guidance</td>
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<td>5. Follow-up documented</td>
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<tr>
<td><strong>Self Evaluation of Patient Encounter (8 points)</strong></td>
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<td>Discussion of quality of S &amp; O data</td>
<td>Identification of pertinent/missing data</td>
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Total = 35 points
NURS 7810 PNP I: Care of Children and Concepts of Wellness
Clinical Case Study/Presentation: Grading Criteria

Name_________________________________________   Date_____________  Total Points ____________

1. Overall presentation, style, and organization              _________(10 pts.)

2. Accuracy and depth/use of clinical literature and research,
including use of evidence based practice critique      _________(15 pts.)

3. Presentation of case (elements 1–8)
   Chief complaint
   HPI
   Related history
   Genogram
   Physical exam findings
   Assessment
   Plan with rationale         __________(50 pts.)

4. Differential diagnosis(es)/critical rationale
   used in arriving at final diagnosis(es)    __________(20 pts)

5. Self Evaluation (element 9)        __________(5 pts)

Comments:
The student will choose one topic for each developmental age group (i.e. adolescent, toddler, infant) available in the public library. For each topic, the student will investigate available literature/media that relates to the topic for both children and parents. The student will produce an annotated bibliography, with at least two sources for each topic for both the parent and child, listing title, author, and publication information in APA format. The paper will include a short description of the content; a critique that includes appropriateness and accuracy of the information, reading level, and attractiveness of the choice for children/parents; and a summary statement of how these materials could be used by the PNP in practice.

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<thead>
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<th>Topic #3</th>
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<td>3 topics</td>
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<td>Parent included</td>
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<td>Sources are appropriate</td>
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<td>Description of content</td>
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<td>Critique of each source</td>
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<tr>
<td>Applicability to practice</td>
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Three topics and three developmental ages of children are represented, as well as parents

Sources chosen are appropriate for children/parents

Description of the content for each source

Critique of each source

Applicability of each source to practice

APA format

__________(10 pts)

__________(10 pts)

__________(30 pts)

__________(30 pts)

__________(15 pts)

__________(5 pts)
### Student: ____________________________________________

* Key attached

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<tr>
<th>*Clinical Competency</th>
<th>Not Applicable</th>
<th>Dependent</th>
<th>Provisional</th>
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<th>Supervised</th>
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<tr>
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Comments:

Preceptor Signature: _______________________________ Date: __________________

Student Signature: _______________________________ Date: __________________
Levels of Student Performance in Clinical Practice

Five levels of clinical performance are described below. Read the standards for each level of competency in order to determine the performance level of the student you are precepting.

INDEPENDENT
Performs procedures and patient evaluations safely and accurately each time observed without direction from preceptor.
Demonstrates dexterity.
Consistently spends an appropriate amount of time on each patient visit.
Appears relaxed and confident during performance of task. Applies theoretical knowledge accurately each time.
Focuses on the child and parent while giving care.

SUPERVISED
Performs procedures and exam safely and accurately each time observed.
Requires supportive confirmation or specific directions occasionally during performance of care.
Demonstrates coordination but uses some unnecessary energy to complete procedures and assessments.
Spends a reasonable amount of time on patient visits.
Appears generally relaxed and confident, only occasionally displaying noticeable anxiety.
Applies theoretical knowledge accurately with occasional suggestions.
Focuses on child and parent initially but as complexity increases, focuses on own behavior and skill.

ASSISTED
Performs safely and accurately each time observed.
Requires frequent verbal directions and occasional direct physical assistance with assessments and care.
Demonstrates partial lack of skill and/or dexterity in parts of caregiving activity; awkward.
 Takes a long time to complete assessments and instruction; occasionally late.
Appears to waste energy due to poor planning.
Identifies theoretical principles, but needs direction to identify application.
Focuses primarily on own behavior/skill, not on child and parent.

PROVISIONAL
Performs safely under supervision, not always accurate.
Requires continuous verbal and frequent physical directions and assistance.
Demonstrates lack of skill; uncoordinated in majority of patient evaluation and management.
Performs tasks with considerable delay; activities are disrupted or omitted.
Wastes energy due to incompetence.
Identifies fragments of theoretical principles; often applies principles inappropriately.
Focuses entirely on own behavior/skill.
DEPENDENT

Performs in an unsafe manner; unable to demonstrate behavior. Requires continuous verbal and physical directions and assistance. Performs in an unskilled manner; lacks organization. Appears frozen, unable to move, non-productive. Unable to identify principles or apply them. Attempts procedures or patient evaluations but is unable to complete them. Focuses entirely on procedure or own behavior/skill.

Adapted from The Ohio State University, College of Nursing. Criterion-referenced definitions for rating scales in clinical evaluation. *Journal of Nursing Education, 22*(9), 376-82.
### University of Toledo College of Nursing
#### Precepted Clinical Hours Record

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<tr>
<th>Student Name:</th>
<th>Preceptor Name:</th>
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<tr>
<th>Course #/Title:</th>
<th>Clinical Site:</th>
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<th>Semester/Yr:</th>
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<th>Thur</th>
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<th>Total Wk</th>
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<td>1 1/13/09</td>
<td>Course Overview Working with a Preceptor</td>
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<td>TBA</td>
<td>Basic readings are assigned for each week. Additional readings may be added as relevant for weekly topics.</td>
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<td>2 1/20</td>
<td>Role issues Typhon Overview</td>
<td>Well Child visits: Overview</td>
<td>TBA</td>
<td>Augustyn – Ch. 8 (35-38) Burns – Ch. 1 (3-12); Ch 2 (12-40); Ch 4 (53-70) Duderstadt – Ch.1 (1-10); Ch 2 (11-22); Ch 4 (33-45)</td>
<td>Clinical Plan due</td>
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<td>3 1/27</td>
<td>Clinical discussion Template for SOAP papers</td>
<td>Acute Care visits: Overview</td>
<td>TBA</td>
<td>Burns – Ch 9 (153-167); Ch 10 – (168-190); Ch. 22 (453-476) Duderstadt – Ch. 3 (23-31); Ch 5 (47-52)</td>
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<td>4 2/3</td>
<td>Developmental Assessment Instruments</td>
<td>Infants: Growth &amp; Development Physical Assessment</td>
<td>TBA</td>
<td>Augustyn – Ch. 3(12-17); Ch. 4 (18-22); Ch 12 (48-55) Burns – Ch. 5 (71-90) Bright Futures: Infancy (2-18)</td>
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<td>5 2/10</td>
<td>Health Literacy</td>
<td>Infants: Health Promotion Anticipatory</td>
<td>TBA</td>
<td>Augustyn - Ch. 37 (182-186) Burns – Ch. 12 (235-252) <em>Pediatrics, 114</em>(1) July 2004 (or) <a href="http://www.aappolicy.org">www.aappolicy.org</a> search hyperbilirubinemia</td>
<td>Health Literacy Project 1 &amp; 2</td>
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<td>6 2/17</td>
<td>Health Literacy</td>
<td>Toddlers: Growth &amp; Development Physical</td>
<td>TBA</td>
<td>Augustyn - Ch 10 (41-43); Ch11 (44-47) Burns – Ch 6 (91-108) Bright Futures: Early Childhood (18-27; 54-55)</td>
<td>Health Literacy Project 3 &amp; 4</td>
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<td>7 2/24</td>
<td>Clinical discussion</td>
<td>Toddlers: Health Promotion Anticipatory</td>
<td>TBA</td>
<td>Augustyn - Ch. 53 (258-262); Ch. 80 (376-379); Ch 84 (393-395) Burns – Ch 11 (191-234); Ch 13 (253-268) CDC – <a href="http://www.cdc.gov/vaccines">www.cdc.gov/vaccines</a></td>
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<td>9 3/17</td>
<td>Exam review</td>
<td>Preschool Children: Growth &amp; Development</td>
<td>TBA</td>
<td>Augustyn – Ch. 13 (56-58); Ch. 14 (59-65) Burns – Ch 17 (347-365); Ch 18 (366-394) Bright Futures: Early/Middle Childhood (28-33)</td>
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<td>Clinical discussion</td>
<td>Pre-School Children: Health Promotion Anticipatory Guidance</td>
<td>TBA</td>
<td>Augustyn - Ch. 43 (210-212); Ch. 58 (280-281); Ch 75 (355-359); Ch. 81 (380-385); Ch. 100 (463-466) Burns – Ch. 15 (304-319)</td>
<td>SOAP - Toddler/Pre-Schooler</td>
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<td>Clinical Case Presentation</td>
<td>School Age Children: Growth &amp; Development Physical Assessment</td>
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<td>Burns – Ch 7 (109-131) Bright Futures: Middle Childhood (34-40; 56)</td>
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<td>School Age Children: Health Promotion Anticipatory Guidance</td>
<td>TBA</td>
<td>Augustyn - Ch 33 (160-163); Ch 54 (263-267); Ch 55 (268-270) Burns – Ch. 14 (268-303)</td>
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<td>13 4/14</td>
<td>Scope &amp; Standards of Pediatric Nursing Practice</td>
<td>Adolescents: Growth &amp; Development Physical Assessment</td>
<td>TBA</td>
<td>Burns – Ch 8 (132-149) Bright Futures: Adolescence (42-52; 57)</td>
<td>SOAP – School Age/ Teen</td>
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<td>Scope &amp; Standards: Standards of Professional Performance</td>
<td>Adolescents: Health Promotion Anticipatory Guidance</td>
<td>TBA</td>
<td>Augustyn – Ch 46 (222-228); Ch 72 (338-346); Ch 79 (373-375) Burns – Ch. 19 (395-410); Ch. 21 (441-449)</td>
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<td>Clinical Discussion Wrap Up</td>
<td>Summary Issues</td>
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<td>FINAL EXAM</td>
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Nurs 7820 Pediatric Nurse Practitioner Clinical II: Common Acute and Stable Chronic Illnesses

COURSE CREDIT & CONTACT HOURS:
6 Credit Hours, 2 Theory Hours, 4 Clinical

FACULTY:
TBA

PRE-REQUISITES: NURS 7810 PNP Clinical I, NURS 7690 Advanced Pharmacotherapeutics

COURSE DESCRIPTION:
Care of children/adolescents with an emphasis on the management of common acute and stable chronic illnesses and APN role development. Includes therapeutic communication skills development with individuals and groups.

COURSE OBJECTIVES:
1. Analyze knowledge from nursing, medical and behavioral sciences using developmental models to diagnose and treat of common acute and chronic conditions of children and adolescents.
2. Synthesize behavioral and nursing theory in promoting positive health behaviors in primary care.
3. Apply epidemiological principles in clinical reasoning process with specific populations of children and adolescents.
4. Critique personal and professional development related to clinical decision-making in pediatric primary care.
5. Apply professional, legal and ethical standards in clinical practice.
6. Establish an environment that promotes ethical decision making and patient agency.
7. Examine core clinical issues across advanced practice nursing specialties.
8. Analyze personal abilities and limitations that have a potential to enhance or limit effectiveness in working with individuals and groups.
9. Describe the role of the APN as an advocate for healthcare for individuals and families.
10. Apply change agent strategies as they relate to the advanced practice role.

Teaching/learning Strategies:
Lecture, class discussion, case studies, student presentations, online assignments or research related to class and clinical learning, evaluation of student assignments related to theory or clinical content, and small group discussions.
Course Grading Scale
A  91–100%
B  81–90%
C  71–80%
D  61–70%

Evaluation Strategies:

1. Students are expected to abide by the UT CON Academic Honesty Policy. The CON views cheating and plagiarism as a direct violation of the purpose of the educational program.

2. For examinations using scantron sheets and separate exam sheets, all scores will be determined by the scantron sheet. If there is a discrepancy between the scantron sheet and the examination sheet, credit will only be given for the scantron answer.

3. Students who need accommodation for a disability or health reasons are responsible for requesting accommodation from the faculty. Self-identification is the only way to assure that the faculty can provide the appropriate accommodation. Notification of appropriate UT staff is also required.

4. Faculty reserve the right to change course requirements in exceptional circumstances, with fair notice to students.

Assessment of Student Outcomes for Theory and Clinical Course Components:

1. Assessment of student progress is an ongoing process between both the student and the faculty throughout the course.

2. The student has a reciprocal responsibility for self-evaluation throughout the course, which includes, but is not limited to, initiation of individual conferences with the faculty member when needed.

3. Students with learning issues, test anxiety, or personal issues are encouraged to contact the Academic Enrichment Center at the University of Toledo Health Science Campus (419.383.6118).

4. The only valid excuses for missing an exam are a serious illness or death in the family. In either case, you must call the Course Coordinator before noon on the day of the exam. It is your responsibility to schedule a make-up examination with the Course Coordinator within one week of your return to UT. Exams will not be given early.

5. The clinical site and/or preceptor must be approved by the Course Coordinator and/or clinical faculty. It is not appropriate to function in a student role in your place of employment, nor can an employee or employer function as a preceptor.
Assignment (continued)

6. If for any reason, a preceptor requests a student not return to a clinical setting due to unsafe practice, inappropriate behavior, or failure to adhere to the preceptor’s guidelines, it may result in an automatic unsatisfactory clinical grade after review by the Course Coordinator and course faculty, in consultation with the NP Coordinator and Associate Dean of the Graduate Nursing Program.

7. Achievement of clinical objectives and requirements at a satisfactory level is required and will be evaluated by faculty with evaluation input from the preceptor. The student must successfully achieve the clinical performance elements of the course with a satisfactory clinical grade in order to progress in the clinical major.

8. All S/U assignments must be satisfactory in order to receive a course grade. The final course grade is based on a combination of the theory grade and clinical grade.

Course Requirements:

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<tr>
<th>Satisfactory Clinical Performance</th>
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<tr>
<td>Weekly Clinical Log (Typhon database)</td>
<td>S/U</td>
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<tr>
<td>Midterm Exam</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>35%</td>
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<td>3 Graded SOAP Notes</td>
<td>15%</td>
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<tr>
<td>Clinical Case Study Presentation</td>
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<tr>
<td>OTC Medication Project</td>
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Required Texts:

From PNP I:


For PNP II:


**Recommended Texts:**


**Websites for Clinical Reference**

American Academy of Pediatrics – [www.aap.org](http://www.aap.org)
Bright Futures - [www.brightfutures.org](http://www.brightfutures.org)
Center for Disease Control – [www.cdc.gov](http://www.cdc.gov)
NAPNAP – [www.napnap.org](http://www.napnap.org)

**Clinical Expectations and Evaluation - Elements of the Clinical Evaluation**

A. Direct observation of clinical performance by preceptor/faculty
(See Preceptor Evaluation of Student Clinical Performance, pages 12-14)

Student performance is monitored and assessed in the clinical setting by the preceptor. The preceptor's evaluation is assessment included in the student's overall clinical evaluation. The preceptor will be sent an evaluation form from the CON and should return the form by week 15 of the semester. Phone contacts between the preceptor and faculty may be made at any time.

Students will be evaluated by the preceptor using the following learning objectives for clinical:

1. Completes history & records systematically, accurately & succinctly
2. Performs PE & developmental assessment skillfully & systematically
3. Adapts evaluation techniques to the child’s age & developmental level
4. Reports history & PE finding concisely
5. Identifies a range of reasonable differential diagnoses (using S & O)
6. Suggests & prioritizes appropriate plans of care
7. Records exam findings systematically, accurately & succinctly
8. Suggests, performs & interprets routine lab tests appropriately
9. Provides accurate anticipatory guidance to parents and children during well visits
10. Provides accurate anticipatory guidance during ill visits
11. Suggests correct immunizations
12. Provides correct immunization information to parents & assesses for contraindications consistently
13. Suggests appropriate medications
14. Calculates medication dose based on child’s weight correctly
15. Suggests referrals as needed
16. Establishes rapport with child and parent
17. Establishes professional rapport with other staff members
18. Appropriately uses preceptor for consultation and improvement
19. Assumes responsibility & accountability for own actions
20. Demonstrates initiative in seeking learning opportunities
21. Uses self-evaluation to identify own areas of improvement

B. Expectations of the Student during Clinical Preceptorship:
The student must also take responsibility for his or her own learning needs, including:
1. Ability to identify own competencies and limitations in clinical performance
2. Communicates learning needs to preceptor and faculty.
3. Assertively seeks appropriate patient care situations.
4. Incorporates suggestions for improvement as recommended by faculty or preceptor.
5. Articulates rationale for clinical judgments; communicates rationale for clinical judgments to faculty and peers in clinical conference; provides rationale for decisions to clinical preceptor. The student may also be evaluated directly by the clinical faculty in the preceptor’s setting or at the clinical practice of the faculty.

C. Clinical Hours, Attendance, Professional Attire during Clinical Preceptorship
Direct care clinical practice is essential for the acquisition of advanced practice skills. There is no substitute for the experience gained in direct care settings. This course requires 180 hours of direct patient contact. Students are expected to average 12 clinical contact hours weekly, and should have at least 60 clinical hours completed by midterm. All clinical hours must be completed by the first week of May 2007 in order to satisfactorily complete this course.

1. Direct patient contact includes time spent seeing patients in the clinical setting and time spent in consultation with the preceptor. Also included in the 180-hour clinical time are orientation hours (generally 4) and clinical conference time, as designated by the course faculty. No activity other than direct patient contact will be credited toward the clinical hour requirement (including professional conferences unless previously negotiated with Course Coordinator).

2. Students should report clinical difficulties to their clinical faculty or to the course director. In the case of a clinical emergency, the clinical faculty should be notified immediately. Failure to report for a clinical experience without contacting both the preceptor and the clinical faculty will be considered unsatisfactory clinical performance.

3. Professional dress and conduct will be the standard. While in the clinical setting the
student will wear a lab coat (or alternate professional attire required by the agency) and UT ID name pin.

D. Collaboration, Progression, and Documentation

1. After one-half to one day of orientation, the NP student will collaborate with the preceptor on the selection of patients for assessment and management. Initially, students can expect to work with 1 or 2 patients each hour.

2. By about the third week of clinical time, the NP student will be expected to become more independent in approach to patient care. The student will be able to collect initial subjective/objective data, develop a working list of probable and possible diagnoses, and suggest a potential plan for treatment and follow-up in collaboration with their Preceptor.

3. The NP student will collaborate with their preceptor to discuss the accuracy of assessment findings, diagnosis, and plan of care. Expect to take some risks in stating your findings and suggested plan of care—you are not expected to be right all the time.

4. Documentation of patient encounters will be recorded each week in the Typhon Database, with identifying information removed.

Assignments

Clinical Plan - S/U
By week 2 of the semester, each student will submit a written plan for achievement of clinical hours to their clinical faculty. This plan must include specific information including the projected days of the week for clinical experience, the specific clinical site for each projected day, the projected number of hours per clinical day (e.g. Wednesdays, 4 hours; Thursday, 8 hours), and the name, address, fax, and contact phone number of preceptor.

Weekly Clinical Log - S/U
Weekly clinical logs are recorded in the Typhon system, and are due weekly. Include clinical hours/week and cumulative hours to date at the end of each Typhon note. The Precepted Clinical Hours Record to document clinical hours, with Preceptor verification, is due each class day.

Clinical Case Study Presentation - 10%
Over the semester, the student will write up and present 1 structured clinical case presentation during the clinical conference hour. The outline for these presentations is follows. Presentations should be about 20 minutes in length, with a brief time for questions afterwards. The discussion should focus on an interesting patient or family you have seen in clinical. The focus of these presentations is to be focused on acute and chronic stable issues. This assignment is designed as a professional presentation to your colleagues. (Refer to Case Grading criteria, page 11)
Outline of Content for Clinical Case Study/Presentation

1. Chief complaint.
2. Identify and discuss developmental, psychological, and cultural issues relevant to your client and his/her diagnosis, and treatment. Reference appropriate research and clinical literature.
3. Relevant history including past medical history and pertinent family history (include a genogram of your client), current, developmental, and psychosocial data. Provide a genogram relevant to this child/family.
4. Exam findings (briefly note any abnormalities or note as WNL). Include any developmental assessment.
5. Develop a table that lists all diagnostic hypotheses that were generated in your assessment of this patient. State the single most important objective and subjective piece of information used in making the diagnoses. Conclude with your final diagnosis(es) for this visit.
6. Goals (what goals do you have for this child and family relative to the diagnoses.
7. Plan (all actions taken, including educative, diagnostic, treatments, follow-up).
8. Briefly discuss and document from the clinical and research literature etiology, prevalence, etc of wellness, developmental, and/or clinical problem. Include a copy and critique of an evidenced based journal article that guided your decision-making.
(Reference list in APA format to be provided for all conference participants.)
9. Why did you choose this case? Any changes in your actions? Would you do anything different? Why?
10. Provide a reference list in APA format for all participants.

Over-the-Counter (OTC) Medication Project – 10%

The main objective of this activity is to make the PNP student aware of the many OTC products available to parents and to heighten awareness of the different brands of each OTC in just one category—as well as differences in expense, instructions for parents, dosing, etc. An additional objective is to help the student educate parents in making decisions concerning OTCs chosen for their child.

Students will choose four (4) of the following categories for their investigation and report. From each of the four categories, select two products to compare & contrast. (There will be 8 products per student).

1. Fever, pain
2. Cough, cold, flu
3. Allergy
4. Stomach ache, heartburn
5. Constipation, diarrhea
6. Skin – moisturizers, anti-itch medications
7. Skin – insect repellants, sunscreen, sunburn
8. Vitamins & minerals, herbal supplements

Grading of this activity is based on completeness; grading percentages for each step are indicated
in parentheses. This project will be presented to student peers and/or faculty as scheduled.

1. Visit a pharmacy or retail store that sells the OTC products; select at least 2 brand name or generic products for children in each of the categories you are searching (There will be at least 8 products) (20%)
2. List the product by name and cost (10%)
3. Include the active ingredients and action for each product (10%)
4. Indicate the dosage range for infants, children, and adolescents; indicate if packing states that any dosing device is included; if so, can you determine the accuracy of the device (20%)
5. Indicate whether you would recommend any products to your patients--if so, which ones and why. Use literature guidelines when available. (20%)
6. Submit 3–4 typed pages, or tables, on the medications in your OTC category for distribution

**SOAP Notes - 15%**

Three acute care SOAP documentations are due to faculty as assigned. Each SOAP note is also included in the Typhon database. SOAP notes will be evaluated by faculty using the following guidelines. This point system is to be used by the student as a guide to determine integration of concepts and faculty feedback, and is not intended to be an absolute evaluation protocol. (Refer to SOAP grading criteria, page 10)

There are 35 total possible points for each SOAP note:

10 points: (S) subjective. In this section are pertinent elements of the CC, HPI with current health status, PMH, FH, Developmental milestones, pertinent psychosocial history and Gyn (as needed), as well as subjective review of systems are documented.

8 points (O) objective. In this section, document physical findings related to HPI or well visit; elements of focused exam are included; stated in accurate terminology

4 points (A) assessment. In this section, document the diagnosis (stated correctly, as supported by S & O data. Developmental and Preventive health issues are also addressed

5 points (P) plan. In this section include diagnostic tests ordered, therapeutic interventions, referrals, education, anticipatory guidance and follow-up instructions. Include prescriptions, in the standardized format, with all identifying information removed, with the SOAP notes

8 points Evaluation of the patient encounter, information collected and documented, diagnostic thinking, diagnosis, and level of patient encounter (LOE). Self-evaluation of the SOAP and patient encounter will be done with each submitted SOAP note because self-evaluation is critical for role
development. The successful student will critically analyze personal clinical performance and learn from each patient encounter.

** In general a score of at least 28 points is required on each SOAP to be considered satisfactory at the 80% level.
# NURS 720 PNP II: Common Acute and Stable Chronic Illnesses
## Faculty Evaluation of Student Clinical Documentation (SOAP)

**Student_________________________________________**

**Clinical Faculty ___________________________________________**

**Date________________________**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>S – History Documentation (10 points)</strong></td>
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<tr>
<td>1. Chief complaint or reason for visit</td>
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<tr>
<td>documented</td>
<td>0</td>
<td>y n p</td>
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<tr>
<td>2. HPI complete (7 characteristics of</td>
<td>0</td>
<td>y n p</td>
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<tr>
<td>symptoms)</td>
<td>0</td>
<td>y n p</td>
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<tr>
<td>3. HPI questions focus on CC or reason for</td>
<td>0</td>
<td>y n p</td>
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<tr>
<td>visit</td>
<td>0</td>
<td>y n p</td>
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<tr>
<td>4. Relevant PMH documented</td>
<td>0</td>
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<tr>
<td>5. Currents: allergies, meds, tobacco, ETOH</td>
<td>0</td>
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<td>etc.</td>
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<td>6. Pertinent FH documented</td>
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<tr>
<td>7. Review of System is pertinent for CC.</td>
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<tr>
<td>8. Documentation is organized with correct</td>
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<td>spelling and descriptors.</td>
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<td>y n p</td>
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<td>9. Psych-social history if relevant</td>
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<td>10. Gyn history as appropriate</td>
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<tr>
<td>11. Developmental milestones (as appropriate)</td>
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<td><strong>O – Objective Documentation (8 points)</strong></td>
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<tr>
<td>1. Exam is problem focused.</td>
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<td>2. PE is related to the CC &amp; history.</td>
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<td><strong>A – Assessment (4 points)</strong></td>
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<td>2. Diagnosis supported by S + O</td>
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<td><strong>P – Plan of Care/Treatment (5 points)</strong></td>
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<td>2. Appropriate diagnostic tests</td>
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<tr>
<td></td>
<td>Medications as prescribed</td>
<td>Orders immunizations (as appropriate)</td>
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<tr>
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<th>Self Evaluation of Diagnostic Thinking (8 points)</th>
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<tr>
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<td>6.</td>
<td>What would student do differently?</td>
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Total = 35 points
NURS 7820  PNP II: Common Acute and Stable Chronic Illnesses
Clinical Case Study/Presentation: Grading Criteria

Name__________________________________    Date_____________

1. Overall presentation, style, and organization            _______(10 pts.)

2. Accuracy and depth/use of clinical literature and research,
   including use of evidence based practice critique     ________(15 pts.)

3. Presentation of case (elements 1–8)
   
   Chief complaint
   
   HPI
   
   Related history
   
   Genogram
   
   Physical exam findings
   
   Assessment
   
   Plan with rationale       __________(50 pts.)

4. Differential diagnosis(es)/critical rationale
   used in arriving at final diagnosis(es)  __________(20 pts)

5. Self Evaluation (element 9)                          __________(5 pts)

Comment
University of Toledo College of Nursing  
Precepted Clinical Hours Record

Student Name: _____________________________    Preceptor Name: _____________________________

Course #/Title: ______________________________    Clinical Site: _______________________________

Semester/Yr: ______________________________    Total # Clinical Hours Needed: _______________

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Student Signature: __________________________________   Date: __________________

Preceptor Signature: ________________________________    Date: __________________

Faculty Signature: ________________________________    Date: __________________
**Student:**

* Key attached

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<th>* Clinical Competency</th>
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<th>Dependent</th>
<th>Provisional</th>
<th>Assisted</th>
<th>Supervised</th>
<th>Independent</th>
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<tbody>
<tr>
<td>Completes history &amp; records systematically, accurately &amp; succinctly</td>
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<td>Performs PE &amp; developmental assessment skillfully &amp; systematically</td>
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<td>Adapts evaluation techniques to the child’s age &amp; developmental level</td>
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<td>Reports history &amp; PE finding concisely</td>
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<td>Identifies a range of reasonable differential diagnoses (using S&amp;O)</td>
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<td>Suggests appropriate, prioritized plans of care</td>
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<td>Records exam findings systematically, accurately &amp; succinctly</td>
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<td>Suggests, performs &amp; interprets routine lab tests appropriately</td>
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<td>Provides accurate anticipatory guidance to parents and children during well visits</td>
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<td>Provides accurate anticipatory guidance during ill visits</td>
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<tr>
<td>Suggests correct immunizations</td>
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<tr>
<td>Provides correct immunization information to parents &amp; assesses for contraindications consistently</td>
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<td>Suggests appropriate medications</td>
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<tr>
<td>Calculates medication dose based on child’s weight correctly</td>
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<td>Suggests referrals as needed</td>
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<tr>
<td>* Clinical Competency</td>
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<td>Establishes rapport with child and parent</td>
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<tr>
<td>Establishes professional rapport with other staff members</td>
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<tr>
<td>Appropriately uses preceptor for consultation and improvement</td>
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<tr>
<td>Assumes responsibility &amp; accountability for own actions</td>
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<tr>
<td>Demonstrates initiative in seeking learning opportunities</td>
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<tr>
<td>Uses self-evaluation to identify own areas of improvement</td>
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Comments:

Preceptor Signature: ___________________________________________ Date: _______________________

Student Signature: ___________________________________________ Date: _______________________

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Levels of Student Performance in Clinical Practice

Five levels of clinical performance are described below. Read the standards for each level of competency in order to determine the performance level of the student you are precepting.

INDEPENDENT
Performs procedures and patient evaluations safely and accurately each time observed without direction from preceptor.
Demonstrates dexterity.
Consistently spends an appropriate amount of time on each patient visit.
Appears relaxed and confident during performance of task. Applies theoretical knowledge accurately each time.
Focuses on the child and parent while giving care.

SUPERVISED
Performs procedures and exam safely and accurately each time observed.
Requires supportive confirmation or specific directions occasionally during performance of care.
Demonstrates coordination but uses some unnecessary energy to complete procedures and assessments.
Spends a reasonable amount of time on patient visits.
Appears generally relaxed and confident, only occasionally displaying noticeable anxiety.
Applies theoretical knowledge accurately with occasional suggestions.
Focuses on child and parent initially but as complexity increases, focuses on own behavior and skill.

ASSISTED
Performs safely and accurately each time observed.
Requires frequent verbal directions and occasional direct physical assistance with assessments and care.
Demonstrates partial lack of skill and/or dexterity in parts of caregiving activity; awkward.
Takes a long time to complete assessments and instruction; occasionally late.
Appears to waste energy due to poor planning.
Identifies theoretical principles, but needs direction to identify application.
Focuses primarily on own behavior/skill, not on child and parent.

PROVISIONAL
Performs safely under supervision, not always accurate.
Requires continuous verbal and frequent physical directions and assistance.
Demonstrates lack of skill; uncoordinated in majority of patient evaluation and management.
Performs tasks with considerable delay; activities are disrupted or omitted.
Wastes energy due to incompetence.
Identifies fragments of theoretical principles; often applies principles inappropriately.
Focuses entirely on own behavior/skill.

DEPENDENT
Performs in an unsafe manner; unable to demonstrate behavior.
Requires continuous verbal and physical directions and assistance. Performs in an unskilled manner; lacks organization. Appears frozen, unable to move, non-productive. Unable to identify principles or apply them. Attempts procedures or patient evaluations but is unable to complete them. Focuses entirely on procedure or own behavior/skill.

Adapted from The Ohio State University, College of Nursing. Criterion-referenced definitions for rating scales in clinical evaluation. *Journal of Nursing Education, 22*(9), 376-82.
### University of Toledo College of Nursing
**NURS 7820 - Pediatric Nurse Practitioner Clinical II:**
**Class schedule**

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>CLINICAL CONFERENCE 3-4 PM</th>
<th>CLASS 4-6 PM</th>
<th>FACULTY</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1 8/25</td>
<td>Course Overview &amp; Clinical Arrangements</td>
<td>Course Overview: Acute Care Perspective</td>
<td>TBA</td>
<td>Basic readings are assigned for each week. Additional readings may be added as relevant for weekly topics.</td>
<td>Clinical Plan due</td>
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| 2 9/1     | Certification Review Questions: Core Review: Ch. 27-28 | Common ENT & Respiratory Illnesses in Children | TBA | Burns – Ch 28 (689-698); Ch 29 (712-723); Ch 31 (767-790) 
AAP Website: Policy/Practice guidelines/Reports 
1. Diagnosis and Management of Acute Otitis Media, 2004 
2. Otitis media with Effusion, 2004 
3. Management of Sinusitis 
4. Review of evidence-Cephalosporins 
5. Policy statement - Synagis 
AAO guidelines – Tonsillectomy in children 
Spering (2011) Therapeutic strategies for bacterial conjunctivitis |
<table>
<thead>
<tr>
<th>Date</th>
<th>Certification Review Questions: Core Review:</th>
<th>Condition/Topic</th>
<th>TBA</th>
<th>Reading Material</th>
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| 3/9/8 | Ch. 36                                      | Asthma in Children | TBA | Burns – Ch 24 (553-554; 555-567)  
Caverly & Taussig (2011) Uncontrolled Asthma: When to step up  
| 4/9/15| Ch. 3                                       | Febrile Illness/Dehydration Fluid replacement | TBA | Burns – Ch 22 (468-470); Ch 23 (539-542); Ch 27 (654-655).  
AAP Website:  
1. Fever & antipyretics  
2. Febrile siesures  
3. Technical report-febrile siesures  
Canavan & Arant (2009) Diagnosis & management of dehydration in children  
Carson (2003) Alternating Acetaminophen & Ibuprofen…  
Shapiro et al ( 2010) Rehydration & refeeding after diarrheal illness  
Wright & Liebelt (2007) Alternating antipyretics for fever reduction… |
| 5/9/22| Ch. 8 & Ch. 30                              | Common Gastro-intestinal Problems in Children | TBA | Burns - Ch 32 (795- 844)  
AAP Website:  
1. Technical report- Chronic Abdominal Pain…  
2. Clinical report – Probiotics & prebiotics… |
<p>|       |                                             |                 |     | SOAP #1           |
|       |                                             |                 |     | OTC PROJECTS     |
|       |                                             |                 |     | Cherie Cebie     |
|------|------------------------------------------------|-------------------------------------|-----|-----------------------------------------------------------------|--------------------------|
| 9/29 | Ch. 9 &amp; Ch. 31                                  |                                     | TBA | Burns – Ch. 34 (866-903). AAP Website: 1. Diagnosis &amp; management of UTI (2011) 2. Clinical guideline UTI (2011) | OTC PROJECTS Erin Julie |
| 10/6 | Ch. 12 &amp; Ch. 34                                  | Musculoskeletal Problems in Children | TBA | Burns – Ch. 37 (1001-1033) AAP Website: 1. Overuse injuries 2. Medical conditions affecting sports participation |                         |
| 10/13| MIDTERM EXAM                                    |                                     |     | MIDTERM EXAM                                                    | MT EVALS                |
| 10/27| Questions: Core Review: Ch. 13 &amp; Ch. 35         | Headaches in Children               | TBA | Burns – Ch. 27 (655-663) Neurology.org website: 1. Practice parameter – Pharmacologic management of migraine… | SOAP #2                 |</p>
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<th>Event Description</th>
<th>Section Details</th>
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<td>11/3</td>
<td>Certification Review Questions: Core Review: Ch. 23</td>
<td>Mental Health Issues in Children TBA Burns – Ch. 20 (411- 438) AAP Website: 1. Policy – Mental Health Competencies in Primary Care</td>
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<td>11/8</td>
<td>Meet with FNP Class 3-6 PM</td>
<td>Sexually Transmitted Illness TBA Burns – Ch. 35 (933- 939) CDC Website: 1. Guidelines for STIs</td>
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<td>Certification Review Questions: Core Review: Ch. 26</td>
<td>Gynecologic Issues in Adolescents TBA Burns – Ch. 35 (906-932) AAP Website: 1. Contraception &amp; adolescents 2. Emergency contraception</td>
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<td>Thanking Holiday</td>
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<td>12/1</td>
<td>Certification Review Questions: Core Review:</td>
<td>Infectious Diseases TBA Burns – Ch. 23 (477-535) CASES: Cebie Cherie</td>
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<tr>
<td>12/8</td>
<td>Clinical Discussion Wrap Up</td>
<td>Summary Issues TBA TBA</td>
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<tr>
<td>12/15</td>
<td>FINAL EXAM</td>
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University of Toledo College of Nursing  
BSN to DNP Program  
Syllabus

NURS 7830 Pediatric Nurse Practitioner Clinical III: Complex Chronic Illnesses or Disabilities

COURSE CREDIT & CONTACT HOURS:
6 Credit Hours, 2 Theory Hours, 4 Clinical Hours

FACULTY:
TBA

PRE-REQUISITES:
NURS 7820 PNP Clinical II

COURSE DESCRIPTION:

COURSE OBJECTIVES:
1. Synthesize knowledge from nursing, medical and behavioral sciences, using a developmental model, in providing care to children and adolescents in primary or specialty practice settings.
2. Manage health promotion and chronic conditions or disabilities of children and adolescents.
3. Analyze the impact of health care access for the under-served or under-insured child or adolescent and their family.
4. Incorporate epidemiological principles in clinical decision-making process.
5. Evaluate personal and professional performance related to beginning level competency in the role of pediatric nurse practitioner.
6. Establish an environment that promotes ethical decision-making and patient agency.
7. Integrate professional, legal and ethical standards into advance practice role.
8. Examine core clinical issues across advanced practice nursing specialties.
9. Explore the use of complimentary modalities within the therapeutic relationship.
10. Identify the role of the APN as a leader within the healthcare system.
11. Apply change agent strategies as they relate to the advanced practice role.

Teaching/learning Strategies:
Lecture, class discussion, student presentations, online assignments or research related to class and clinical learning, evaluation of student assignments related to theory or clinical content, and small group discussions.

Course Grading Scale
A  91–100%
B  81–90%
C  71–80%
D  61–70%
**Evaluation Strategies:**

1. Students are expected to abide by the UT CON Academic Honesty Policy. The CON views cheating and plagiarism as a direct violation of the purpose of the educational program.

2. The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). Students should contact the Office of Accessibility (Rocket Hall 1820; 419.530.4981; officeofaccessibility@utoledo.edu) as soon as possible for more information and/or to initiate the process for accessing academic accommodations.

3. For examinations using scantron sheets and separate exam sheets, all scores will be determined by the scantron sheet. If there is a discrepancy between the scantron sheet and the examination sheet, credit will only be given for the scantron answer.

4. Faculty reserve the right to change course requirements in exceptional circumstances, with fair notice to students.

**Assessment of Student Outcomes for Theory and Clinical Course Components:**

1. Assessment of student progress is an ongoing process between both the student and the faculty throughout the course.

2. The student has a reciprocal responsibility for self-evaluation throughout the course, which includes, but is not limited to, initiation of individual conferences with the faculty member when needed.

3. The only valid excuses for missing an exam are a serious illness or death in the family. In either case, you must call the Course Coordinator before noon on the day of the exam. It is your responsibility to schedule a make-up examination with the Course Coordinator within one week of your return to UT. Exams will not be given early.

4. The clinical site and/or preceptor must be approved by the Course Coordinator and/or clinical faculty. It is not appropriate to function in a student role in your place of employment, nor can an employee or employer function as a preceptor.

5. If for any reason, a preceptor requests a student not return to a clinical setting due to unsafe practice, inappropriate behavior, or failure to adhere to the preceptor’s guidelines, it may result in an automatic unsatisfactory clinical grade after review by the Course Coordinator and course faculty, in consultation with the NP Coordinator and Associate Dean of the Graduate Nursing Program.

6. Achievement of clinical objectives and requirements at a satisfactory level is required and will be evaluated by faculty with evaluation input from the preceptor. The student must successfully achieve the clinical performance elements of the course with a satisfactory clinical grade in order to progress in the clinical major.
7. All S/U assignments must be satisfactory in order to receive a course grade. The final course grade is based on a combination of the theory grade and clinical grade.

**Course Requirements:**

<table>
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<tr>
<th>Requirement</th>
<th>Weight</th>
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<tr>
<td>Satisfactory Clinical Performance</td>
<td>S/U</td>
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<td>Weekly Clinical Log (Typhon database)</td>
<td>S/U</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>3 Graded SOAP Notes</td>
<td>10%</td>
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<tr>
<td>PNP Role Reflection paper &amp; Resume</td>
<td>10%</td>
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<tr>
<td>Child and Family Resources Project</td>
<td>15%</td>
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<tr>
<td>PEDS Exam Prep (PNCB)</td>
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**Required Texts:**

For PNP III


Pediatric Nursing Certification Board (PNCB). *PEDS Exam Prep*. Module I - Primary Care Health Promotion, & Module II - Primary Care Health Restoration module. Obtained at [www.pncb.org](http://www.pncb.org).

From PNP I & II


**Recommended Texts:**


**Websites for Clinical Reference:**

- American Academy of Pediatrics – [www.aap.org](http://www.aap.org)
- Center for Disease Control – [www.cdc.gov](http://www.cdc.gov)
- NAPNAP – [www.napnap.org](http://www.napnap.org)
- Ohio Department of Health - [www.odh.state.oh.us](http://www.odh.state.oh.us)
- Healthy People 2020 - [www.healthypeople.gov](http://www.healthypeople.gov)
- Pediatric Nursing Certification Board - [www.pncb.org/ptistore/control/about/links](http://www.pncb.org/ptistore/control/about/links)

**Assignments:**

- **Clinical Plan** - S/U
  
  By week 2 of the semester, each student will submit a written plan for achievement of clinical hours to their clinical faculty. This plan must include specific information including the projected days of the week for clinical experience, the specific clinical site for each projected day, the projected number of hours per clinical day (e.g. Wednesdays, 4 hours; Thursday, 8 hours), and the name, address, fax, and contact phone number of preceptor.

- **Weekly Clinical Log** - S/U
  
  Weekly clinical logs are recorded in the Typhon system, and are due weekly. Include clinical hours/week and cumulative hours to date at the end of each Typhon note. The Precepted Clinical Hours Record to document clinical hours, with Preceptor verification, is due each class day.

- **PNP: Role Reflection Paper & Resume – 10 %**

  The purpose of this 2-page paper is reflection on personal and professional performance as a new pediatric nurse practitioner. For this paper, the student will review two relevant standards of practice:

  The National Association of Pediatric Nurse Practitioners (NAPNAP) [www.napnap.org](http://www.napnap.org) - go to scope and standards of practice

  National Organization of Nurse Practitioner Faculty (NONPF) [www.nonpf.org](http://www.nonpf.org) - go to competencies, pediatric nurse practitioner standards of practice for PNPs,

  Reflect on your progress as a new, competent, beginning PNP; reflect on how you as a new PNP meet the competencies and the standards of practice espoused by the professional APN organizations. Be specific in your areas of growth, the type of practice in which you envision yourself, and your goals for future growth and how you will attain these goals.

  Additionally, attach a copy of a professional resume that you plan to utilize as you market yourself as a PNP. (2-3 pages)
PEDS Exam Prep – 10 %

Students are expected to subscribe to and complete both the Primary Care Health Promotion module and Primary Care Health Restoration module of the PEDS Exam prep offered through the Pediatric Nursing Certification Board (PNCB) at www.pncb.org. Students are to provide printed copies of their answers for each module with the answers and score report submitted to the faculty by the due dates.

Assignments (Continued):

Child and Family Resources Project – 15 %

The purpose of this project is to provide PNP students with an overview of resources to which they might refer children and their families.

Each student will sign up for one of the following categories of services for children and their families.

1. Early Intervention/Help Me Grow
2. Medicare/Medicaid/ SSI
3. Bureau for Children with Medical Handicaps (BCMH)/ free medications
4. Abuse Services/Mental Health Services/ Substance Abuse Services
5. Public Health Department Services/free clinics/medical programs
6. Food Stamps/WIC
7. Subsidized housing programs/Subsidized utility programs

The student will explore their assigned services in both Lucas County as well as one other county of their choosing (ie. NW Ohio, or the county in which the student plans to practice).

In reviewing criteria for how to access and utilize the assigned service the student should consider these following broader issues:

1. Explain/describe the service provided. Who administers this service? Who provides the service?
2. How available is the assigned resource? (ie, is there a “cap” on numbers of clients served or amount of service one client may access? Is there a long wait list?, etc.)
3. What are eligibility requirements? What “proof” do families need to provide to meet these requirements?
4. How acceptable are the resources to families? Are the resources “client friendly?”
5. What constraints exist that make using these resources more difficult? (ie, transportation, scheduled appointments, limitation due to residence in a particular county or general geography?)

The assigned resources and answers to the above criteria will be shared in oral and written format. The written information may be presented in table form, as well as any brochures, web addressees, phone numbers, addresses, etc that will provide a reference guide of valuable resources for all PNP students.
Assignments (Continued):

SOAP Papers – 10 %

Three SOAP note documentations for children with complex/chronic conditions are due to faculty as assigned. Each SOAP note is also included in the Typhon database. SOAP notes will be evaluated by faculty using the following guidelines. This point system is to be used by the student as a guide to determine integration of concepts and faculty feedback, and is not intended to be an absolute evaluation protocol. (Refer to SOAP grading criteria)

There are 35 total possible points for each SOAP note:

5 points: (S) Subjective - the chief complaint (CC), all pertinent elements of the history of present illness (HPI), past medical history (PMH), including immunizations, current, family history (FH), psycho-social history, revised. Differential diagnosis(es) based on information provided in history are noted.

3 points: (O) Objective – Physical data related to chief complaint; elements of focused exam are included; stated in accurate terminology. Differential diagnosis(es) based on information provided in history and objective exam are adjusted.

3 points: (A) Assessment – diagnosis(es) is supported by data (S and O), preventive health issues addressed; final diagnosis is stated.

4 points: (P) Plan – appropriate diagnostic tests, medications, immunizations, patient education/health promotion/anticipatory guidance, follow-up.

20 points: Self Evaluation of the SOAP and patient encounter (See guidelines below).

** In general a score of at least 28 points is required on each SOAP to be considered satisfactory at the 80% level.

A Self evaluation of the SOAP and patient encounter will be completed with each submitted SOAP note as reflective practice is critical for role development. The successful student will critically analyze personal clinical performance and learn from each patient encounter. Include the following components in the self-evaluation:

1. Evaluation of the quality of the data obtained in the Subjective information. Include an explanation with cited sources for the differential diagnoses listed in this section.

2. Evaluation of the quality of data in the Objective information. Include an explanation with citations for the remaining/adjusted differential diagnoses listed in this section.

*What missing data would you collect the next time? Why?
3. Evaluation of the quality and completeness of the Assessment. Discuss the rationale for the final diagnosis(es). Include citations.

4. Evaluation of the quality and completeness of the Plan of care/treatment with rationale and citations. Include the following:
   Discuss rationale for the plan of care/treatment plan. Cite references.
   Were there any areas in which your plan of care differed from that of your preceptor? If so, how did you resolve these issues? Identify how you might have proceeded differently from your preceptor.
   Submit prescriptions for the medications in the plan. These prescriptions are to be formatted on the standardized form provided, with all identifying information removed. Provide rationale for these medications. If you do not agree with the medications or would have preferred other medications, support your preferred choices. Provide citations for your rationale.

5. Evaluation of the patient/family Encounter. What was your level of comfort and your level of independence in assessing, diagnosing and suggesting a plan of care? What would you have done differently in this encounter? What was the Level of Encounter (LOE) for this patient?
# NURS 7820 - PNP III: Complex, Chronic Illnesses or Disabilities

Faculty Evaluation of Student Clinical Documentation (SOAP)

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<th>Student ____________________________</th>
<th>Date ____________</th>
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<tr>
<th>0 = N/A</th>
<th>y = yes</th>
<th>n = no</th>
<th>p = partial</th>
<th>Total possible = 35 points</th>
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### Criteria

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<tr>
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<th>Score</th>
<th>Comments</th>
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<tr>
<td><strong>S</strong> – Subjective Documentation (5 points)</td>
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<tr>
<td>1. Chief complaint or reason for visit documented</td>
<td>0 y n p</td>
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<td>2. HPI complete (7 charac of sx; questions focus on CC or reason for visit)</td>
<td>0 y n p</td>
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<td>3. PMH documented (includes currents, immunizations)</td>
<td>0 y n p</td>
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<td>4. Pertinent family history/social history documented</td>
<td>0 y n p</td>
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<td>5. ROS: includes all body systems, developmental milestones</td>
<td>0 y n p</td>
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<td>6. List differential diagnosis(es)</td>
<td>0 y n p</td>
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<td>7. Documentation is organized with correct spelling and descriptors.</td>
<td>0 y n p</td>
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<td><strong>O</strong> – Objective Documentation (3 points)</td>
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<td>1. Exam is problem focused.</td>
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<td>2. PE is related to the CC &amp; history and complete.</td>
<td>0 y n p</td>
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<td>3. Developmental assessment (as appropriate)</td>
<td>0 y n p</td>
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<tr>
<td>4. List differential diagnosis(es) based on objective data</td>
<td>0 y n p</td>
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<tr>
<td>5. Documentation is organized with correct spelling &amp; descriptors.</td>
<td>0 y n p</td>
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<tr>
<td><strong>A</strong> – Assessment (3 points)</td>
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<tr>
<td>1. Addresses S + O findings</td>
<td>0 y n p</td>
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<td>2. Final diagnosis(es) supported by S + O</td>
<td>0 y n p</td>
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<td>3. Final diagnosis(es) correctly state</td>
<td>0 y n p</td>
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<tr>
<td><strong>P</strong> – Plan of Care/Treatment (4 points)</td>
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<td>1. Plan of care</td>
<td>0 y n p</td>
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<tr>
<td>2. Appropriate diagnostic tests</td>
<td>0 y n p</td>
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<tr>
<td>3. Medications</td>
<td>0 y n p</td>
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<tr>
<td>4. Immunizations (as appropriate)</td>
<td>0 y n p</td>
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<td>5. Patient education/health promotion/anticipatory guidance</td>
<td>0 y n p</td>
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<td>6. Follow-up documented</td>
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Self Evaluation (20 points)
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<tr>
<td>1. Subjective data/differential diagnosis(es)</td>
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<tr>
<td>2. Objective data/differential diagnosis(es)</td>
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<tr>
<td>3. Assessment/final diagnosis</td>
<td>0</td>
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<tr>
<td>4. Plan of care/treatment plan</td>
<td>0</td>
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<tr>
<td>5. Patient/family encounter</td>
<td>0</td>
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6. Food Stamps/WIC
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Clinical Expectations and Evaluation - Elements of the Clinical Evaluation

A. Direct observation of clinical performance by preceptor/faculty

(See Preceptor Evaluation of Student Clinical Performance, pages 12-14)

Student performance is monitored and assessed in the clinical setting by the preceptor. The preceptor's evaluation is assessment included in the student's overall clinical evaluation. The preceptor will be sent an evaluation form from the CON and should return the form by week 15 of the semester. Phone contacts between the preceptor and faculty may be made at any time. Students will be evaluated by the preceptor using the following learning objectives for clinical:

1. Completes history & records systematically, accurately & succinctly
2. Performs PE & developmental assessment skillfully & systematically
3. Adapts evaluation techniques to the child’s age & developmental level
4. Reports history & PE finding concisely
5. Identifies a range of reasonable differential diagnoses (using S & O)
6. Suggests & prioritizes appropriate plans of care
7. Records exam findings systematically, accurately & succinctly
8. Suggests, performs & interprets routine lab tests appropriately
9. Provides accurate anticipatory guidance to parents and children during well visits
10. Provides accurate anticipatory guidance during ill visits
11. Suggests correct immunizations
12. Provides correct immunization information to parents & assesses for contraindications consistently
13. Suggests appropriate medications
14. Calculates medication dose based on child’s weight correctly
15. Suggests referrals as needed
16. Establishes rapport with child and parent
17. Establishes professional rapport with other staff members
18. Appropriately uses preceptor for consultation and improvement
19. Assumes responsibility & accountability for own actions
20. Demonstrates initiative in seeking learning opportunities
21. Uses self-evaluation to identify own areas of improvement

B. Expectations of the Student during Clinical Preceptorship:

The student must also take responsibility for his or her own learning needs, including:

1. Ability to identify own competencies and limitations in clinical performance
2. Communicates learning needs to preceptor and faculty.
3. Assertively seeks appropriate patient care situations.
4. Incorporates suggestions for improvement as recommended by faculty or preceptor.
5. Articulates rationale for clinical judgments; communicates rationale for clinical judgments to faculty and peers in clinical conference; provides rationale for decisions to clinical preceptor. The student may also be evaluated directly by the clinical faculty in the preceptor's setting or at the clinical practice of the faculty.
C. Clinical Hours, Attendance, Professional Attire during Clinical Preceptorship

Direct care clinical practice is essential for the acquisition of advanced practice skills. There is no substitute for the experience gained in direct care settings. This course requires 180 hours of direct patient contact. Students are expected to average 12 clinical contact hours weekly, and should have at least 60 clinical hours completed by midterm. All clinical hours must be completed by the first week of May 2007 in order to satisfactorily complete this course.

1. Direct patient contact includes time spent seeing patients in the clinical setting and time spent in consultation with the preceptor. Also included in the 180 hour clinical time are orientation hours (generally 4) and clinical conference time, as designated by the course faculty. No activity other than direct patient contact will be credited toward the clinical hour requirement (including professional conferences unless previously negotiated with Course Coordinator).

2. Students should report clinical difficulties to their clinical faculty or to the course director. In the case of a clinical emergency, the clinical faculty should be notified immediately. Failure to report for a clinical experience without contacting both the preceptor and the clinical faculty will be considered unsatisfactory clinical performance.

3. Professional dress and conduct will be the standard. While in the clinical setting the student will wear a lab coat (or alternate professional attire required by the agency) and UT ID name pin.

D. Collaboration, Progression, and Documentation

1. After one-half to one day of orientation, the NP student will collaborate with the preceptor on the selection of patients for assessment and management. Initially, students can expect to work with 1 or 2 patients each hour.

2. By about the third week of clinical time, the NP student will be expected to become more independent in approach to patient care. The student will be able to collect initial subjective/objective data, develop a working list of probable and possible diagnoses, and suggest a potential plan for treatment and follow-up in collaboration with their Preceptor.

3. The NP student will collaborate with their preceptor to discuss the accuracy of assessment findings, diagnosis, and plan of care. Expect to take some risks in stating your findings and suggested plan of care—you are not expected to be right all the time.

4. Documentation of patient encounters will be recorded each week in the Typhon Database, with identifying information removed.
University of Toledo College of Nursing  
Precepted Clinical Hours Record

Student Name: _______________________________  Preceptor Name: _______________________________

Course #/Title: _______________________________  Clinical Site: _______________________________

Semester/Yr: _______________________________  Total # Clinical Hours Needed: _______________

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Student Signature: __________________________________  Date: __________________

Preceptor Signature: ________________________________  Date: __________________

Faculty Signature: __________________________________  Date: __________________
Student: _______________________________________________________

<table>
<thead>
<tr>
<th>Clinical Competency</th>
<th>Not Applicable</th>
<th>Dependent</th>
<th>Provisional</th>
<th>Assisted</th>
<th>Supervised</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes history &amp; records systematically, accurately &amp; succinctly</td>
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<tr>
<td>Performs PE &amp; developmental assessment skillfully &amp; systematically</td>
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<tr>
<td>Adapts evaluation techniques to the child’s age &amp; developmental level</td>
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<tr>
<td>Reports history &amp; PE finding concisely</td>
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<tr>
<td>Identifies a range of reasonable differential diagnoses (using S&amp;O)</td>
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<tr>
<td>Suggests appropriate, prioritized plans of care</td>
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<tr>
<td>Records exam findings systematically, accurately &amp; succinctly</td>
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<tr>
<td>Suggests, performs &amp; interprets routine lab tests appropriately</td>
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<tr>
<td>Provides accurate anticipatory guidance to parents and children during well visits</td>
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<td>Provides accurate anticipatory guidance during ill visits</td>
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<tr>
<td>Suggests correct immunizations</td>
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<tr>
<td>Provides correct immunization information to parents &amp; assesses for contraindications consistently</td>
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<tr>
<td>Suggests appropriate medications</td>
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<td>* Clinical Competency</td>
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<td>Provisional</td>
<td>Assisted</td>
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<tr>
<td>Calculates medication dose based on child’s weight correctly</td>
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<tr>
<td>Suggests referrals as needed</td>
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<tr>
<td>Establishes rapport with child and parent</td>
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<tr>
<td>Establishes professional rapport with other staff members</td>
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<tr>
<td>Appropriately uses preceptor for consultation and improvement</td>
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<tr>
<td>Assumes responsibility &amp; accountability for own actions</td>
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<tr>
<td>Demonstrates initiative in seeking learning opportunities</td>
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<tr>
<td>Uses self-evaluation to identify own areas of improvement</td>
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Comments:

Preceptor Signature: _______________________________ Date: ___________________________

Student Signature: _______________________________ Date: ___________________________
Levels of Student Performance in Clinical Practice

KEY

Five levels of clinical performance are described below. Read the standards for each level of competency in order to determine the performance level of the student you are precepting.

INDEPENDENT
Performs procedures and patient evaluations safely and accurately each time observed without direction from preceptor.
Demonstrates dexterity.
Consistently spends an appropriate amount of time on each patient visit.
Appears relaxed and confident during performance of task. Applies theoretical knowledge accurately each time.
Focuses on the child and parent while giving care.

SUPERVISED
Performs procedures and exam safely and accurately each time observed.
Requires supportive confirmation or specific directions occasionally during performance of care.
Demonstrates coordination but uses some unnecessary energy to complete procedures and assessments.
Spends a reasonable amount of time on patient visits.
Appears generally relaxed and confident, only occasionally displaying noticeable anxiety.
Applies theoretical knowledge accurately with occasional suggestions.
Focuses on child and parent initially but as complexity increases, focuses on own behavior and skill.

ASSISTED
Performs safely and accurately each time observed.
Requires frequent verbal directions and occasional direct physical assistance with assessments and care.
Demonstrates partial lack of skill and/or dexterity in parts of caregiving activity; awkward.
Takes a long time to complete assessments and instruction; occasionally late.
Appears to waste energy due to poor planning.
Identifies theoretical principles, but needs direction to identify application.
Focuses primarily on own behavior/skill, not on child and parent.

PROVISIONAL
Performs safely under supervision, not always accurate.
Requires continuous verbal and frequent physical directions and assistance.
Demonstrates lack of skill; uncoordinated in majority of patient evaluation and management.
Performs tasks with considerable delay; activities are disrupted or omitted.
Wastes energy due to incompetence.
Identifies fragments of theoretical principles; often applies principles inappropriately.
Focuses entirely on own behavior/skill.
DEPENDENT
Performs in an unsafe manner; unable to demonstrate behavior.
Requires continuous verbal and physical directions and assistance.
Performs in an unskilled manner; lacks organization. Appears frozen, unable to move, non-productive.
Unable to identify principles or apply them
Attempts procedures or patient evaluations but is unable to complete them.
Foci9ses entirely on procedure or own behavior/skill.

Adapted from The Ohio State University, College of Nursing. Criterion-referenced definitions for rating scales in clinical evaluation. Journal of Nursing Education, 22(9), 376-82.

Class Schedule/List of Topics Covered:

Your clinical experiences will all be varied and in different locations. You will be working in your practice setting and are to follow the directions written earlier in this syllabus under “Assignments.”
Appendix B

Letters of Support
April 3, 2012

Timothy M. Gaspar, PhD, RN
Dean and Professor
The University of Toledo College of Nursing
Collier Building, Mail Stop 1026
3000 Arlington Avenue
Toledo, Ohio 43614-2598

Dear Dr. Gaspar,

ProMedica is pleased to be a clinical partner with the University of Toledo College of Nursing. ProMedica also supports the establishment of the Bachelor of Science in Nursing to Doctor of Nursing Practice Program. This program will assist in meeting one of the goals of the Center of Nursing Excellence which is to increase the percentage of RN’s who complete graduate nursing degrees.

We are fortunate to have a very robust relationship between our organizations to promote professional nursing. The Center of Nursing Excellence has an Advisory Committee which reports to the ProMedica Board of Trustees. The Dean, Dr. Gaspar, is a member of this ProMedica Advisory Board. In addition, the Chief Nurse Executive, Dr. Gladeen Roberts, is a member of the University of Toledo College of Nursing Advisory Committee. We have encouraged professional nursing by working together on faculty appointments as well as shared appointments between our hospitals and the community. I am currently teaching as an adjunct faculty member in the UT/Wright State DNP program. We are also working closely on the use of the simulation center for competency development of our RN staff.

The graduates of this program have the knowledge, skills and attitude to deliver patient centered care to the members of our communities. We work with the university to recruit their students and have developed a transition to practice sub-council where transition issues are addressed. Additional shared services include research and development with Dr. Donna Algase from the University of Toledo. We also have a process which encourages students in all programs to participate with ProMedica’s nursing research councils to develop capstone projects around current practice issues. In addition, the further development of a Dean’s Task Force at ProMedica has opened up communication regarding additional shared resource opportunities.
CENTER OF NURSING EXCELLENCE

ProMedica and the University of Toledo also have an Operation and Innovation Council which can assist in obtaining resources. Recently the College of Nursing changed their curriculum after collaborating to include the elective of critical care nursing and perioperative nursing due to the high number of open positions in these areas.

The University hosted a four hour training schedule for ProMedica educators to learn how to develop simulation scenarios. The ProMedica newly hired Residents (RN new graduates) will be utilizing the college’s simulation laboratory this year.

In addition, we have over 41 RN’s from ProMedica currently completing classes in the Master’s program in nursing. We have over 118 ProMedica employees taking advantage of courses in the College of Nursing. Our work with the University of Toledo College of Nursing has been extremely positive for both of us and our communities as we work together to advance knowledge through excellence in learning, discovery and engagement.

Thank you for the opportunity to share ProMedica’s support of the University of Toledo’s BSN to DNP Program. I appreciate the great collaboration that exists between our organizations.

Respectfully,

Gladeen Roberts, PhD, RN, FACHE, NEA-BC
Chief Nurse Executive
Center of Nursing Excellence

GAR/cf

cc: Randy Oostra, CEO
University System of Ohio
Board of Regents
Regents' Advisory Council of Graduate Schools

Dear council members,

Please accept this letter of recommendation on behalf of The University of Toledo in its application for the proposed BSN to DNP program. The University Of Toledo Medical Center (UTMC) is extremely fortunate to have a long standing partnership with the University of Toledo College of Nursing (UTCON), and the synergies between the institutions are truly beyond my ability to describe. Below is just a small sampling of the countless programs, joint ventures and scholarly activities that the UCON provides to our medical center;

- First and foremost is our access to such a high quality candidate pool of potential staff nurses, educators and nursing leaders. The UCON consistently produces the best cadre of nursing graduates in our region and we at UTMC go to great lengths to recruit them each and every year. The majority of our staff nurses are UCON graduates and the nursing leadership team is fortunate to have three directors who completed their MSN at the UCON and two who have earned their DNP there. The addition of the BSN to DNP program will only augment that.
- The UCON Office of Continuing Education anchors all continuing education activities on our campus and provides us with a depth and breadth of continuing education that rivals that of any hospital in the state.
- The UCON offers the most advanced and comprehensive simulation training center that I have seen in my thirty years of acute care. Our continuing staff development program, advanced skills training and ICU development programs benefit not only from the state of the art technology available in the center, but more so from the expert guidance provided by the highly experienced advanced practice providers.
- UTMC and The UCON recently joined forces to develop a co-operative program to provide BSN students an opportunity to gain first hand acute care experience as part of their curriculum. In full semester rotations students are provided the opportunity to
Nursing Services Administration

Mail Stop 1097
3000 Arlington Avenue
Toledo, Ohio 43614-2598

419.383.5003
Fax: 419.383.3182
www.toledo.edu

gain experience in specialty care areas including critical care, emergency, cardiac
catheterization lab and PACU giving them exposure and experience in areas historically
unavailable to students at this level.

In closing, I strongly support The University of Toledo in its endeavor to develop a BSN to
DNP program as it will undoubtedly serve our community for decades to come.

Respectfully,

Daniel Barbee RN, BSN, MBA
Chief Nursing Officer
University of Toledo Medical Center
April 17, 2012

Dianne Smolen, PhD, RN
DNP Program Director
The University of Toledo College of Nursing
Collier Building, Mail Stop 1026
3000 Arlington Avenue
Toledo, Ohio 43614-2598

Dear Dr. Smolen:

I want to express support for the University of Toledo’s proposal to offer a BSN to DNP program in addition to their present CCNE accredited post-Master’s DNP program. As a private university with a College of Nursing in Northwest Ohio we have had the pleasure to maintain a very collegial relationship with the University of Toledo. Many of our nursing faculty have received their BSN and MSN education at the University of Toledo. Currently we have one faculty member who is completing her DNP at your institution. With the shortage of advanced practice nurses and nurse educators in Northwest Ohio, we feel that it is important for the nursing community to have a local opportunity to pursue doctoral education. The University of Toledo’s current post master’s DNP is the first nursing doctorate to be offered in our community. This program has already met high priority needs for nursing education and patient care in Northwest Ohio. To offer a BSN to DNP program will further enhance the opportunities for nurses in our community to pursue doctoral education.

Currently Lourdes University, The University of Toledo and Mercy College are all part of the Zeta Theta Chapter-At-Large of Sigma Theta Tau. This collaboration facilitates ongoing organization, and support for nursing scholarship in the Northwest Ohio community. The addition of doctoral program options will enhance this scholarship and further provide resources for clinical research and advanced practice in our community.

I wish you the best with this endeavor. Feel free to contact me at jdidion@lourdes.edu if you need additional information.

Sincerely,

Judy A. Didion Ph.D., RN
Dean, College of Nursing
April 13, 2012

Timothy M. Gaspar, PhD, RN
Dean and Professor
College of Nursing
3000 Arlington Avenue, MS 1026
Toledo, Ohio 43614-2598

Dear Tim:

As a fellow college of nursing administrator, representing a university that, like the University of Toledo, will be implementing a post-baccalaureate DNP program, I write to express our strong commitment to implementation of the post-baccalaureate DNP at the University of Toledo. Implementation of programs like this is essential to the quality of advanced nurse practice. Your proposal indicates that you are well positioned to offer the program.

We wish you good luck as you begin this new adventure.

Sincerely,

Laura Dzurec, PhD, PMHCNS-BC
Dean and Professor
Appendix C

Curriculum Vitae
CURRICULUM VITAE
Donna L. Algase, PhD, RN, FAAN, FGSA

University of Toledo          Office phone: 419-383-6346
College of Nursing           email: Donna.Algase@utoledo.edu
Mail Stop 1026
3000 Arlington Avenue
Toledo, OH 43614-2598

PROFESSIONAL CREDENTIALS
Michigan Nursing Licensure, #4704116998  Active: 6/1977 - present

ACADEMIC DEGREES
Degree                  Date     Institution
Ph.D.                    1988     Case Western Reserve University, Cleveland, OH
M.S.N.                   1983     Medical College of Ohio at Toledo, Toledo, OH
B.S.N. (cum laude)       1976     University of Toledo, Toledo, OH

OTHER TRAINING
Committee on Institutional Cooperation; Academic Leadership Program Training, 1999-2000

PROFESSIONAL EXPERIENCE

ACADEMIC POSITIONS
Position Title                Employer                        Dates
Professor                     College of Nursing                8/2010-
Associate Dean for Research and Evaluation
Professor Emerita             6/2010-
Director                     Intervention Development and
Measurement Core, Michigan Center for Health Intervention, School of Nursing
Josephine M. Sana Collegiate Chair
Professor                     School of Nursing                6/2001-6/2010
Faculty Associate             Institute of Gerontology        6/1994-6/2010
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<th>Position</th>
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<tr>
<td>Director</td>
<td>Center on Frail and Vulnerable Elders School of Nursing</td>
<td>2/2002-12/2008</td>
</tr>
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<td>Director</td>
<td>Division of Acute, Critical, and Long-Term Care Programs, School of Nursing</td>
<td>1/1999-2/2002</td>
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<tr>
<td>Associate Professor</td>
<td>School of Nursing</td>
<td>6/1996-6/2001</td>
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<tr>
<td>Associate Director, Clinical Programs</td>
<td>Center for Enhancement &amp; Restoration of Cognitive Function</td>
<td>1/1995-12/2002</td>
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<tr>
<td>Asst Research Scientist</td>
<td>School of Nursing</td>
<td>9/1990-9/1996</td>
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<tr>
<td>Coordinator</td>
<td>UM -Glacier Hills Teaching Nursing Home Project</td>
<td>1/1989-12/1999</td>
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<td>Assistant Professor</td>
<td>School of Nursing</td>
<td>1/1989-6/1996</td>
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<tr>
<td>Assistant Professor of Nursing</td>
<td>School of Nursing</td>
<td>9/1987-8/1988</td>
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<td>Chairperson and Program Director, Gerontological Nursing</td>
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<td>Acting Program Director</td>
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<td>9/1985-9/1986</td>
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<td>Graduate Faculty</td>
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<td>Instructor</td>
<td>Office of Geriatric Medicine School of Medicine</td>
<td>9/1983-1/1989</td>
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<td>Assistant to the Dean</td>
<td>School of Nursing</td>
<td>9/1981-6/1983</td>
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<td>Teaching Associate</td>
<td>School of Nursing (intermittent)</td>
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<td>Research Assistant</td>
<td>Frances Payne Bolton School of Nursing</td>
<td>1/1984-8/1984</td>
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<tr>
<td>Instructor</td>
<td>Frances Payne Bolton School of Nursing</td>
<td>1986-1987</td>
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<tr>
<td>Program Associate</td>
<td>Case Western Reserve University/ Geriatric Education Center, Cleveland, OH</td>
<td>5/1986-8/1986</td>
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### Other Academic Institutions

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<tr>
<td>Coordinator and Project Director</td>
<td>Owens Technical College, Toledo, OH</td>
<td>6/1979-8/1981</td>
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<tr>
<td>Clinical Instructor ICU-CCU</td>
<td>Mercy Hospital School of Nursing, Toledo, OH</td>
<td>9/1975-6/1976</td>
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### Visiting Professorships

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<td>Visiting Professor</td>
<td>Medical College of Georgia School of Nursing</td>
<td>2001 (Winter)</td>
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<tr>
<td>Visiting Asst. Professor</td>
<td>Auburn University at Montgomery</td>
<td>1989 (Summer)</td>
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### CLINICAL POSITIONS

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<tr>
<td>Geriatric Clinical Nurse Specialist</td>
<td>Medical College of Ohio, Internal Medicine, Office of Geriatric Medicine</td>
<td>9/1984-6/1987</td>
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<tr>
<td>Staff Nurse</td>
<td>St. Vincent Hospital and Medical Center, Toledo, OH</td>
<td>6/1967-8/1974</td>
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### OTHER POSITIONS

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<tr>
<td>President</td>
<td>Midwest Nursing Research Society (MNRS)</td>
<td>2007-2009</td>
</tr>
<tr>
<td>Editor</td>
<td>Research and Theory for Nursing Practice, Springer Publishing Co.</td>
<td>2005-present</td>
</tr>
<tr>
<td>Co-Director</td>
<td>Nursing In-Service and Continuing Education Associates, Waterville, OH</td>
<td>1976-1981</td>
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GRANTS, CONTRACTS AND PROJECTS  (Approx $12M in total funding)

Research Grants (Approx. $8.6M in total research funding)
Co-Investigator.  Strength-Based Intervention for Dementia Family Caregivers.  R21NR010922, NIH-NINR, $346,500  (PI: L. Burgio).  Scored, not funding


Consultant, Home Evaluation of Visual Barriers in Dementia-related Wandering, Department of Veterans’ Affairs, RR&D, $461,930, (PI: D.H. Moore), 1/09-2/11

Consultant, Early Trajectory of Wandering in Veterans with Mild Dementia, NRI 04-184-2, VHA HSR&D, NRI, $702,500, (PI: I. Joseph), 4/08-3/12.

PI, Wandering Behavior and Caregiver Strategies Among Asians, Office of the Vice President, University of Michigan, $7,400, OVPR, 1/08-12/08.


Consultant, Navigation Assistant for a Wheeled Walker, NIH-NIA, $250,000, SBIR, (PI: J. Matthews, Univ. of Pittsburgh), 9/05-9/06.

Co-Investigator, The effect of the Korean traditional exercise, KoukSunDo, on physical, psychological, and cognitive functions among persons with dementia and their family caregivers, Office of the Vice President for Research, University of Michigan, $14,000 (PI: G. Son) 9/2005-9/2006, deferred by PI for up to one year).

Principal Investigator, Wandering: Background and Proximal Factors, National Institute of Nursing Research, $2.4M, 1 R01 NR04569, 1999-2004 (extended through 5/06)

Co-Investigator, An Operant Conditioning Intervention to Increase Mealtime Sitting in Nursing Home Wanderers, Janet Gather Boyles Endowed Clinical Fund & Carl Pursel Endowed Nursing Research Award (with Elizabeth Beattie, PhD), University of Michigan School of Nursing, $3,500, 1998

Principal Investigator, Wandering and Its Sequelae: Cognition and Agitation, National Institute of Aging, R01AG11501-04, $1.06M, 1997-2001, extended to 2002

Principal Investigator, Wayfinding Efficiency and Alzheimer’s Disease, University of Michigan Center for the Enhancement and Restoration of Cognitive Function, $9990, 1996

Principal Investigator, Wandering: Its Role in Falls and Elopements of Nursing Home Residents, University of Michigan Center for the Enhancement and Restoration of Cognitive Function, $10,000, 1996

Principal Investigator, The Impact of the Light/Dark Cycle on Wandering Behavior, University of Michigan, Rackham International Partnership Program, $5000, 1995-96
Principal Investigator, Wandering: Cognition and Environment National Institutes of Health, National Institute of Aging, ROIAG11501-01, $ 336,576, 1992-95

Principal Investigator, Environmental Legibility and Acute Cognitive Impairment, Biomedical Research Support Grant, U-M School of Nursing, $580, 1992

Principal Investigator, Impact of Nurse-Resident Interaction on Wandering Behavior, Biomedical Research Support Grant, U-M School of Nursing, $1080, 1991


Principal Investigator, Nurse-Resident Interactions for Wandering Sigma Theta Tau International, $2,984, 1990

Principal Investigator, Cognitive and Social Discriminants of Wandering Behavior among Cognitively-impaired Persons Residing at Home, Ohio Department of Aging, $17,000, 1987-89

Principal Investigator, Cognitive and Social Discriminants of Wandering Behavior among Cognitively-impaired Nursing Home Residents, Medical College of Ohio School of Nursing Research Seed Funds, $1000, 1986
Principal Investigator, Prevalence and Temporal Pattern of Wandering Among Nursing Home Residents with Alzheimer’s Disease or Other Cognitive Impairments, Alzheimer’s Disease and Related Disorders Association, $20,000, 1986

Principal Investigator, Prevalence and Temporal Pattern of Wandering Among Nursing Home Residents with Alzheimer’s Disease or Other Cognitive Impairments, American Nurses Foundation, $2500, 1986

Co-Investigator, Environmental Cues, Environmental Legibility and Cognitive Functioning of Institutionalized Older Persons, BRSG PI: B. Roberts), Bolton School of Nursing, $1310, 1986

**Teaching/Training Grants** (Approx. $1.7M in total funding for training projects)
Principal Investigator, Dementia Specialist Training, DHHS – Health Resources and Services Administration, $581,478, 9/1/03-6/30/06, extended to 2008.

Principal Investigator, Geriatric Nursing Education Project: Creating Careers in Geriatric Advanced Practice Nursing, John A. Hartford Foundation/American Association of Colleges of Nursing, $95,812/$191,624, 9/1/02 – 8/31/05.

Principal Investigator, Lead, Link & Learn Project, John A. Hartford Foundation, $300,000, 2002-2004

Principal Investigator, Concentration in the Care of Frail Elderly, HHS – Division of Nursing Training Grant application, $425,144, 2001-2004

Principal Investigator, Enhancing Geriatric Nursing Education for Advanced Practice Nursing Programs, John A. Hartford Foundation/American Association of Colleges of Nursing, $90,000, 2002-2005
Principal Investigator, Enhancing Geriatric Nursing Education for Undergraduate Baccalaureate Programs, John A. Hartford Foundation/American Association of Colleges of Nursing, $90,000, 2002-2005

Principal Investigator, Dementia Care and Research: Practice to Policy, John A. Hartford Foundation, $2.5M, not funded

Principal Investigator, The Art and Science of Healthy Aging, Center for Research on Learning and Teaching, University of Michigan, (with K. Colling and J. Trumpey), $10,000

Other Grants (Approx. $1.64M in total project funding)
Principal Investigator, MI Choice Quality Assurance Review, State of Michigan, Department of Community Health, $713,279, 10/1/07-9/30/08

Principal Investigator, MI Choice Quality Assurance Review, State of Michigan, Department of Community Health, $330,000, 10/1/06-9/30/07

Principal Investigator, MI Choice Quality Assurance Review, State of Michigan, Department of Community Health, $330,000, 10/1/05-9/30/06

Principal Investigator, Auditing Clinical Services of Waiver Agent of the MI Choice Program, State of Michigan Department of Community Health, $270,604, 1/1/05-9/30/05
PUBLICATIONS

**Articles in Peer-reviewed Journals** (total = 62; *research or data-based = 45)


**Editorials**


Books

Book Chapters (total = 17)


**Refereed Abstracts (through 2007) (total = 56)**


**Other Publications**


**EDITORIAL AND REVIEWER ACTIVITIES**

Editor, *Research and Theory in Nursing Practice*, 1/05-present
Guest Editor, *Western Journal of Nursing Research* 29, Special Issue on Nursing Science and Dementia Care, December 2007

Editorial Board, *Western Journal of Nursing Research*, 2/04-present

Manuscript reviewer,


Former: *Clinical Nurse Specialist, Nursing Research*

Abstract reviewer

International State of the Science Conference, Sigma Theta Tau

Gerontology Society of America, Clinical Medicine Section

Grant reviewer

Center for Scientific Review, NIH, Nursing Study Section on Nursing Science: Adults & Older Adults, permanent reviewer, 7/2006 through 2/2010

Center for Scientific Review, NIH, Nursing Study Section on Nursing Science: Adults & Older Adults, temporary reviewer, 6/03, 10/04, 2/05

National Alzheimer’s Association, on-going

JA Hartford Foundation Building Academic Geriatric Nursing Capacity Program, American Academy of Nursing, 3/09, 3/10

External reviewer (promotion, tenure, endowed/distinguished professorships

1999 University of Kansas

2000 University of California at San Diego, Oakland University, Indiana University and Medical College of Ohio

2001 Case Western Reserve University

2005 University of Texas at Austin, Duke University

2006 University of Missouri, Columbia; New York University

2007 University of Pennsylvania, University of North Carolina at Chapel Hill

**HONORS AND AWARDS**

2009 Fellow, National Gerontological Nursing Association

2007 American Journal of Nursing Book of the Year Award

2006 Sigma Theta Tau, Rho Chapter, Education Award

2005 Outstanding Research in Wandering, National VA Patient Safety Center, Tampa, FL

2004 Distinguished Alumna Award, Frances Payne Bolton School of Nursing, Case Western Reserve University

2004 Sigma Theta Tau, Rho Chapter, Research Award

2001 Josephine M. Sana Collegiate Professor of Nursing, University Chair, University of Michigan

2000 Fellow, Gerontological Society of America

1999 Fellow, American Academy of Nursing

1999 Awardee, Blue Cross/Blue Shield of Michigan Foundation Excellence in Clinical Research
1999  Fellow, CIC Academic Leadership Program
1999  Nightingale Award for Excellence in Research, Oakland University
1999  Experienced Investigator Award, Midwest Nursing Research Society Chronicity Section
1999  A Nurse Who Made a Difference Award, Medical College of Ohio School of Nursing
1991  Golden Lamp Award, Toledo District Ohio Nurses’ Association
1989  First Dissertation Award, Sigma Theta Tau International
1989  Mary Opal Wolanin Award for Excellence in Gerontological Nursing Research, University of Arizona College of Nursing
1985  Dorothy Van Ness Thompson Foundation Scholarship
1985  Excellence in Nursing Practice Award, Ohio Nurses Association
1983  Isabel Hampton Robb Scholar, Nurses’ Educational Fund

PRESENTATIONS (Refereed)

International:

2005  Comparison of Wandering Behavior between NH and ALF Residents with Dementia, Presented at 16th International STT Research Congress, Honolulu, Hawaii. (Co-author)


2002  Strategic interventions for wandering in nursing homes. Presented at the 7th colloquium of the Center for Consultation and Formation in Psychogeriatrics titled “Models and intervention strategies applied to particular issues in psychogeriatrics”. Montreal.

2000  Differences in Wandering by Age, Sex, Race and Medical Basis of Dementia (poster) World Alzheimer’s Conference, Washington, DC

1999  Idiosyncratic Patterns and Rhythms of Wandering
International Congress of Nursing, London, England

1998  The Need-Driven Dementia-Compromised Behavior Model
First National Conference on Dementia and Depression, Xuan Wu Hospital, Beijing China

National/Regional:


2010 Lee, KY & Algase DL. Relationship of emotion and cognition to wandering behaviors of people with dementia. Gerontological Society of America Annual Scientific Meeting New Orleans, LA; 11/2010


2004 Validation of the everyday spatial questionnaire-patient version. Midwest Nursing Research Society 28th Annual Research Conference


2001 Launching the interactive projects: Sailing without a compass. Gerontological Society of America 2001 Annual Scientific Session

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Conference/Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Where Have all the Subjects Gone? Maximizing Yield from Consent</td>
<td>Gerontological Society of America 2000 Annual Scientific Session</td>
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<td>Procedures</td>
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<tr>
<td>1999</td>
<td>Middle Range Theory: Its Meaning and Impact on Nursing Science</td>
<td>Midwest Nursing Research Society 23rd Annual Research Conference</td>
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<td>Schools</td>
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<tr>
<td>1999</td>
<td>Wandering: How I Got Here from There</td>
<td>Annual Meeting, MNRS Chronicity Section</td>
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<td>1999</td>
<td>Wandering in Dementia</td>
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<tr>
<td></td>
<td>“Brain, Cognition, and Behavior: Nursing Science Perspectives”</td>
<td>Midwest Nursing Research Society Preconference, Columbus, OH</td>
</tr>
<tr>
<td>1998</td>
<td>Update on the Need-drive Dementia Compromised Model</td>
<td>Gerontological Society of America, 50th Annual Meeting, Cincinnati, OH</td>
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<tr>
<td>1997</td>
<td>The refinement of a conceptual approach that underpins nursing research and care giving program related to cognitive impairment in persons with Alzheimer’s dementia. (with D.L. Wells and P. Dawson)</td>
<td>Gerontological Society of America, 49th Annual Meeting, Washington, DC</td>
</tr>
<tr>
<td>1995</td>
<td>Estimates and Stability of Wandering</td>
<td>Gerontological Society of America, 48th Annual Meeting, Los Angeles, CA</td>
</tr>
<tr>
<td>1994</td>
<td>Using Allies to Reduce Variance in a Nursing Home Intervention Study</td>
<td>The Gerontological Society of America, 47th Annual Meeting, Atlanta, GA</td>
</tr>
<tr>
<td>1994</td>
<td>Wandering patterns of the cognitively-impaired</td>
<td>Proceedings of the 18th Annual Midwest Nursing Research Society Conference, Kansas, City, MO</td>
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<tr>
<td>1993</td>
<td>Why they wander: Agitation or level of cognitive impairment?</td>
<td>The Gerontological Society of America, 46th Annual Meeting, New Orleans, LA</td>
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<tr>
<td>1993</td>
<td>An Emergent Theory of Wandering</td>
<td>MNRS, Theory Development Section</td>
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<td>1992</td>
<td>Issues in Aging Research</td>
<td>National Gerontological Nursing Association, Region V</td>
</tr>
<tr>
<td>1992</td>
<td>Theoretical Analysis of the Progressively Lowered Stress Threshold</td>
<td>Model MNRS, Theory Development Section</td>
</tr>
</tbody>
</table>
Antecedent and consequent activity as pacers for wandering cycles
The Gerontological Society of America, 45th Annual Meeting
1992

Wandering as a rhythm
1992

Wandering as a rhythm.
The Gerontological Society of America, 44th Annual Meeting
1991

Cognitive discriminants of wandering
15th Annual Midwest Nursing Research Society Conference.
1991

Everyday indicators of cognitive impairment in nursing home residents: Scale development and validation
17th Annual Nursing Research Conference Clinical Research: Biophysical and Psychosocial Instrumentation, University of Arizona College of Nursing Tucson
1989

A collaborative practice in clinical gerontology
Kansas City: American Academy of Nursing.
1986

PRESENTATIONS (Invited)

International:

2010 Hanyang University, Seoul, S. Korea
2006 Chang Gung University, Taipei, Taiwan
2006 Korea University, Seoul, S. Korea
2005 University of Edinburgh, Edinburgh Scotland, Keynote speech to the UK Wandering Network
2001 Montreal, Canada
1998 Xuan Wu Hospital, Beijing, China, One-day workshop on Dementia

1998 Beijing Medical University, Week-long workshop on Dementia
1996 University of Technology, Sydney, Australia, Two day workshop on Dementia

National

2009 Wandering and Fall Risk in Nursing Homes. Annual Falls Conference, National Patient Safety Center, Tampa, FL

Regional/State/Local:

2009 Ethical Aspects of Authoring. Mid-west Nursing Research Society 33rd Annual Conference, Minneapolis, MN
2008  Wandering Behavior: A Program of Research, University of Toledo
2004  Dementia and Center on Frail and Vulnerable Elders, Michigan Medical Management Center, University of Michigan
2004  Wandering: What it is, What it means, What to do, Toledo Hospital
2003  Young Onset of Alzheimer’s Disease series, St. Joseph Mercy Health System
2003  Web-Based Learning: The Challenges and Opportunities for Gerontological Nursing, Center on Frail and Vulnerable Elders Conference
2003  Center on Frail and Vulnerable Elders: Connecting to MADRC Michigan Alzheimer’s Disease Research Center
2003  Frail and Vulnerable Elders: UM’s Newest Center of Excellence Sigma Theta Tau, Rho Chapter
2002  A New Center on Frail and Vulnerable Elders Institute of Gerontology, University of Michigan
2000  Toward an Explanation for Wandering Institute of Gerontology, University of Michigan
2000  Dementia Care Research Sigma Theta Tau, Rho Chapter
1998  Wandering in Dementia Institute of Gerontology, Wayne State University
1991  A Nurse Who Made a Difference Medical College of Ohio, School of Nursing, Fall Convocation
1990  Collaboration between Nurse Researchers and Clinicians: Focus on Gerontology Sigma Theta Tau, Rho Chapter Spring Lectureship
1990  The Importance of Scholarship in Nursing Sigma Theta Tau, Zeta Theta Chapter Induction Ceremony 1
1990  Developing a Program of Clinical Nursing Research Miami Valley Hospital Research Day, Dayton, OH
1989  Alzheimer’s Disease and the Environment Sixth Annual Lou Lewis Memorial Symposium in Gerontology Seven Acres Jewish Geriatric Center; Houston, TX

CONSULTATIONS
International:
2009  Queensland University of Technology, Brisbane, AU  (dementia training project)
2006  Chung Gung University, School of Nursing, Taipei, Taiwan
2006  Korea University, School of Nursing, Seoul, South Korea
1998  Beijing Medical University, School of Nursing; Beijing, China
1996  James Cook University, Dept. of Nursing Sciences, Townsville, Queensland, AU
1991  National Association of Catholic Nurses and Midwives, Brussels, Belgium

National:
2009  Visiting Nurse Association of New York (wandering assessment project)
2009  Georgetown University, Washington, DC, research consultant, (PI: P. Saunders)
2006  University of South Florida, Tampa, FL; research consultant, (PI: W. Kearns)
2006  Veterans’ Administration, Tampa, FL; research consultant, PI: D.H. Moore
2003-pres.  International Consortium on Wandering Research, Patient Safety Center of
            Inquiry, James A. Haley Veterans’ Hospital, Veterans’, Administration, Tampa FL
1999  Research consultant, Dr. Ann Kolanowski, Medical College of Georgia
1998  Research consultant, Dr. R. Allen-Burge, University of Alabama at Birmingham
1998  Research consultant, Dr. Lore Wright, Medical College of Georgia

State/Local:
1998  Research consultant, Dr. Laura Struble, Michigan State University
since 1988  Expert Witness on Nursing Standards for Nursing Homes
            Various law firms in Ohio, Michigan, Florida, Massachusetts

MAJOR COMMITTEE MEMBERSHIPS AND SERVICE

General School Service

Medical College of Ohio
1974-76    School of Nursing (SON) RN Advisory Committee
1976-81    Continuing Education Advisory Committee, SON
1981-83    Administrative Council, Secretary, SON
1981-83    Continuing Education Committee, SON
1981-85    Long Range Development Committee, SON
1982-83    Task Force on Faculty Salary, SON
1981-83    Graduate Curriculum Committee, Student Rep., SON
1983-85    Faculty Practice Committee, Chairperson, SON
1983-85    Executive Committee, SON
1984-85    Task Force on Recruitment for Graduate Program, SON
1984-85    Task Force on School Goals, SON
1984-85    Task Force on Faculty Recruitment, SON
1985-88    Graduate Curriculum Committee, SON
1986-88    Administrative Council, SON

Case Western Reserve University
1984-85    Ph.D. Council, Student Representative, Bolton School of Nursing (BSON)
1985-86    Task Force on the Ph.D. Curriculum, Student Representative, BSON

University of Michigan
1989-90    Curriculum Committee, UMSON
1989-90    Doctoral Program Admissions Committee, UMSON
1989-91  Operations Committee, Glacier Hills Teaching Nursing Home Project, UMSON  
1989-90  Undergraduate Curriculum Task Force, UMSON  
1989-present  Research Monitoring Committee, Glacier Hills, UMSON  
1991-1992  Search Committee, Division I Director, UMSON  
1992-1993  Master's Curriculum Task Force, Division I, UMSON  
1992-1994  Elections Committee, chair, chair-elect, UMSON  
1994-1996  Faculty Practice Task Force, UMSON, member  
1994-1997  Nursing Center Task Force, UMSON, member  
1995-1997  Committee on Academic Admission and Scholastic Standing, Chair-elect, Chair; UMSON  
1995-1996  International Affairs Committee, member, UMSON  
1995-1996  Curriculum Committee, member, UMSON  
1996-1997  New Course Task Force, Division I, Chair, UMSON  
1996-1998  Doctoral Program Steering Committee, member, UMSON  
1996-1998  Doctoral Program Admission Committee, member, UMSON  
1997-1998  School of Nursing Executive Committee, member  
1997-1998  School of Nursing Strategic Planning Task Force, member  
1997-1998  Faculty Practice Plan Advisory Committee, Chairperson, UMSON  
1999  Doctoral Program Admission Committee, member, UMSON  
1999-2000  AC/EC Program Review Task Force, member, UMSON  
1999-2002  Faculty Practice Plan Advisory Committee, member, UMSON  
1999-2002  Administrative Council, member, UMSON  
1999-2002  Academic and Student Affairs Program Director’s Group, member, UMSON  
1999  Curriculum Committee Review Task Force for the Bio-Behavior Concentration, member, UMSON  
2001-2004  Appointments, Promotion and Tenure Committee, Chair 2002-2004  
2003-2004  Undergraduate Director Search Committee, Chairperson, UMSON  
2003-2004  Graduate Faculty Task Force, member, UMSON  
2003-2006  Grants and Research Office Advisory Committee, member, UMSON  
2006-2007  Clinical Track Faculty Search Committee,  
2008-present  Appointments, Promotion and Tenure Committee, member  
2009-present  PhD Admission Committee, member  

**University Service**  

Medical College of Ohio  
1983-88  Dept. of Medicine Geriatric Advisory Committee  
1984-85  Geriatric Symposium Planning Committee  

Case Western Reserve University  
1987-88  Alzheimer's Clinical Research Center Consultant  

University of Michigan  
1998-1992  Administrative Committee, Kellogg Interdisciplinary Geriatrics Training Program, Department of Geriatric Medicine  
1989-1992  Team Training Curriculum Committee, Kellogg Interdisciplinary Geriatrics Training Program, Department of Geriatric Medicine  
1989-1999  Executive Committee, Glacier Hills Teaching Nursing Home Project, UMSON  
1999  Dean's representative, Provost's Workshop on the State of the Professoriate  
1999  Task Force on the “Research Scientist Faculty Track”, member  
1999  Provost's Seminar on Teaching, “Multicultural Teaching and Diverse Classrooms”, attendee
1999  Provost’s committee on the Research Scientist Track
1999  Campus Committee on Fullbright Awards
1999-2000  Rackham Grant Review Board
2000-2003  Provost’s Advisory Committee on Budget

RESEARCH ADVISEMENT
Post-doctoral Fellows

<table>
<thead>
<tr>
<th>Name</th>
<th>Present Position</th>
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</thead>
<tbody>
<tr>
<td>Leitsch, Sarah</td>
<td>Researcher, Rand Corporation, Chicago</td>
</tr>
<tr>
<td>Gretebeck, Kimberlee</td>
<td>Assistant Professor, University of Michigan School of Nursing</td>
</tr>
<tr>
<td>Ziemba, Rosemary</td>
<td>Asst. Research Scientist, University of Michigan School of Nsg.</td>
</tr>
<tr>
<td>Yao, Lan</td>
<td>Assistant Research Scientist, University of Michigan</td>
</tr>
<tr>
<td>Nowak, LuAnn</td>
<td>Hartford Post-doctoral Fellow, University of Michigan</td>
</tr>
<tr>
<td>Kim, Hyojeong</td>
<td>Post-doctoral Fellow, University of Michigan</td>
</tr>
<tr>
<td>LuAnn Nowak</td>
<td>Assistant Professor, Wayne State University</td>
</tr>
</tbody>
</table>

Ph.D. Dissertations
Chair, University of Michigan

Struble, Laura  The Effects of Physical Environmental Stimuli of Ambulatory Behavior in Persons with Alzheimer’s Disease, 1995.

Beel-Bates, Cynthia  Visuospatial function in ambulatory aged women with probable Alzheimer’s Disease: A multiple case study, 2001
Present position: Associate Professor, Grand Valley State University, Grand Rapids, MI

Chiu, Yu-Hong  Getting Lost Behavior & Directed Attention Impairments in Taiwanese Patients with Early Alzheimer's Disease, 2002
Present position, Assistant Professor, Chung Gung University, Taipei, Taiwan

Song, Junah  Relationship of premorbid personality and behavioral responses to stress to wandering behavior of residents with dementia in long term care facilities, 2003
Present position: Associate Professor, Korea University, Seoul, South Korea

Yao, Lan  Locomoting responses to environment in elders with dementia: A model construction and preliminary testing, 2004
Present position: Assistant Research Scientist, UM-SON

Co-Supervisor, James Cook University, Queensland, AU
Beattie, Elizabeth  Wandering Behavior: Impact of Nurse Communication Style, 1997
Present position: Compliance Officer, Office of the Vice President for Research, University of Michigan

Member, University of Michigan
Chung, Eunlee. Social Support and Self-Efficacy as Mediators between Stress and Depression Symptoms in Older Adults, 1994

Yankou, Dawn Depression in the Elderly: A Person-Environment Perspective, 1995

Early, Margaret Rivero Effects of Selected Nurse Attributes on Nursing Care of Battered Women in Emergency Department, 1998

Ziemba, Rosemary Study of Adult Children and Spouse Caregivers of Relatives with Dementia, 2002

M.S.N. Theses
Chair, University of Michigan

Ford, Linda Nurse-Resident Interactions for Wandering. 1990

Collinson, Joanne The exercise of self-care agency and social isolation in caregivers of Alzheimer's clients, 1992

Kriel, Cynthia Caregivers of Patients with Dementia of the Alzheimer's Type: Relationships among Dependent Care-Agency, Self-care Agency and Burden, 1993

Sandine, Julie KF-ACI: Measurement of Variant Behaviors in Elderly Patients with Acute Cognitive Impairment, 1993

Coccia, Rebecca Environmental Legibility and Acute Cognitive Impairment among Hospitalized Elders, 1993

Ziemba, Rosemary The Influence of Age on Self-Care and Caregiving: A Comparison Study of Adult Children and Spouse Caregivers of Relatives with Dementia, 1993

Pauuwe, Jill Wandering and Agitation, 1996

Tierney, Mary & Thorpe, Pamela Overscheduling to Achieve Target Staffing, 1996

Olson, Leah Alcoholism and the Elderly, 1996

Tyrell, Vicky Elopement: A Concept Analysis, 1998

Hsu, Mei-Wei The role of hearing in falls among nursing home residents, 1998

Song, JunAh Inter-rater reliability in coding a feeding intervention for nursing home residents with Alzheimer's Disease, 1999

Szakatis, Kathy Stability of a feeding intervention for nursing home residents with Alzheimer's Disease, 2000

Drew, Emily A wandering typology based on the Algase Wandering Scale, 2009
Yeh, AnYun  Effects of Dementia Medications on Sleep, 2010

Chair, Medical College of Ohio
Levy, Kathy  Reminiscence in Nursing Home Residents, 1987

Price, Holly  Variables Influencing Burden in Spousal and Adult-child Primary Caregivers of Persons with Alzheimer’s Disease in the Home Setting, 1987

Ramnath, Marna.  Pet Ownership and Loneliness in the Elderly who Live Alone and Receive Mobile Meals, 1988

MEMBERSHIPS AND OFFICES IN PROFESSIONAL SOCIETIES

National/Regional:

American Academy of Nursing
   Fellow, 1999-present
   Member, Fellow Selection Committee, 2001-present

American Geriatrics Society
   Member, 2000-present

American Nurses Association
   Member, 1976-present
   Council on Gerontological Nursing Executive Committee, 1991-93; Member, 1984-93
   Council of Nurse Researchers, Member, 1984-93
   Council of Clinical Nurse Specialists, Member, 1984-88
   Council on Continuing Education, Member, 1980-83
   Congressional District Coordinator, 9th U.S. District, 1983-88

Gerontological Society of America
   Member, Health Sciences Section Executive Committee, 2009
   Member, Fellow Selection Committee, 2008-2009
   Convener, Nursing Interest Group, 2003
   Fellow, 1999
   Program Planning Committee, Clinical Medicine Section, 1991
   Member, 1986-present

Midwest Nursing Research Society
   President, 2007-2009
   President-elect, 2006
   Treasurer, 2001-2005
   Board of Governors, 1994-96
   Convener, Gerontological Nursing Section, 1991-1993
   Member, 1985-present
   Western Journal of Nursing Research Advisory Committee – 4/2/02 – present

National Gerontological Nursing Association
   Member – 1992-present
   Fellow - 2009
State/Local:

Ohio Nurses Association
   Member, 1976-1993
   Treasurer, 1989-93
   Finance Committee, 1987-93
   Membership Committee, 1983-85
   Nominating Committee, 1983-85
   Resolutions Committee, Chairperson, 1983, Member, 1985,93

Michigan Nurses Association
   Member, 1993-2006

Toledo District Nurses Association
   President 1983-87
   Board of Directors, 1979-83
   Legislation Committee, Chairperson, 1979-82, Member, 1975-93

Sigma Theta Tau International
   Zeta Theta Chapter, Founding member, 1982-present
   Finance Committee, 1982-1984
   Rho Chapter, member, 1989-present
CURRICULUM VITAE

NAME: Susan W. G. Batten

HOME ADDRESS: 5946 Sweetwater Court  TELEPHONE: 419-861-0023
ADDRESS: Toledo, Ohio 43614

BUSINESS ADDRESS: The University of Toledo  TELEPHONE: 419-383--5823
ADDRESS: College of Nursing
Health Science Campus MS1026  LICENSURE: State of Ohio
ADDRESS: Toledo, Ohio 43614  COA: State of Ohio

Education:

2003  Health and Medical Science Education Certificate
Medical College of Ohio
Toledo, Ohio

1994  Doctor of Philosophy (Ph.D.)
George Mason University
Fairfax, Virginia
Major: Nursing
Minor: Administration

1992  Master of Arts
West Virginia University
Morgantown, West Virginia
Major: Communication Studies

1981  Master of Nursing
Emory University
Atlanta, Georgia
Major: Neonatal-Perinatal

1980  Bachelor of Science
George Mason University
Fairfax, Virginia
Major: Nursing

1977  Associate of Science
Shepherd College
Shepherdstown, West Virginia
Major: Nursing

Experience:
8/2011-present  Associate Professor, College of Nursing  
The University of Toledo, Toledo, Ohio

8/2010-8/2011  Associate Professor, College of Nursing  
Interim Director AASN Program  
The University of Toledo, Toledo, Ohio

8/2006 - 8/2010  Associate Dean, Undergraduate Program  
College of Nursing  
The University of Toledo, Toledo, Ohio

8/1999 – 8/2006  Associate Dean, Undergraduate Program  
School of Nursing  
Medical College of Ohio, Toledo, Ohio

6/1998  Interim Associate Dean Undergraduate Program  
School of Nursing  
Medical College of Ohio, Toledo, Ohio

8/1995 – 5/1998  Assistant Professor  
School of Nursing  
Medical College of Ohio, Toledo, Ohio

8/1994 – 7/1995  Assistant Professor  
Shepherd College  
Shepherdstown, West Virginia

City Hospital, Inc.  
Martinsburg, West Virginia

8/1990 – 8/1992  Instructor and Chairman  
BSN Senior Level, Shepherd College  
Shepherdstown, West Virginia

1/1989 – 8/1990  Director of Nursing (CNE)  
City Hospital, Inc.  
Martinsburg, West Virginia

6/1988 -12/1989  Assistant Director of Nursing  
City Hospital, Inc.  
Martinsburg, West Virginia

1/1985 – 12/1990  Research Coordinator, WV SIDS Study (enrolled 4000 families)  
Role concurrent with administrative position at CHI

9/1984 – 5/1986  Adjunct Faculty, Off-Campus Program  
West Virginia University
Morgantown, West Virginia

9/1983 – 5/1990  Adjunct Faculty Nursing
Shepherd College
Shepherdstown, West Virginia

City Hospital, Inc.
Martinsburg, West Virginia

8/1982 – 5/1983  Instructor
Shepherd College
Shepherdstown, West Virginia

1/1982 - 8/1982  Clinical Nurse Specialist
City Hospital, Inc.
Martinsburg, West Virginia

City Hospital, Inc.
Martinsburg, West Virginia

Honors:

2005  Faculty Recognition Award
Nursing Administration, Medical College of Ohio Hospital

2003  Fellow
Research Center for Educational Technology

2002  Teaching Scholars Fellowship
Medical College of Ohio

2001  Summa Cum Laude Research Award
Mercy Health Partners (co-recipient with K. Cole)

1998  Dean's Award for Teaching Excellence
Medical College of Ohio

1995  WVNA Practice Recognition
District VI Nurses Association

1993  Excellence in Nursing
West Virginia Nurses Association

1992  Virginia E. Jones Nursing Service Recognition
Gateway Foundation

1991  PACE Award Recognition
City Hospital, Inc.
1990  Frist Humanitarian Recognition  
      HCA and City Hospital, Inc.

1988  Professional Service Award  
      March of Dimes  
      National Capital Area of Washington, D.C.

1986  Frist Humanitarian Recognition  
      HCA and City Hospital, Inc.

1981  Excellence in Nursing  
      Emory University

1980  Kitty Parker Smith Award  
      George Mason University

1977  Outstanding Nursing Student Award  
      Shepherd College

**Professional Memberships:**

2009-2010  Counselor  
            Zeta Theta Chapter-at-large

2004-2005  Nominating Committee  
            Zeta Theta Chapter-at-large

2003-2005  Shepherd University Nursing Honor Society

2002-2004  Past President  
            Zeta Theta Chapter at Large

2001-2002  President  
            Zeta Theta Chapter at Large

1998-2000  President Elect  
            Zeta Theta Chapter at Large

1996-1998  Secretary  
            Zeta Theta Chapter at Large

1980-2007  Member  
            Sigma Theta Tau International

1995-2006  Member  
            Midwest Nursing Research Society

1996-2003  Member  
            Association of Women's Health, Obstetric, Neonatal Nurses
1977-1995  Member
American Nurses Association

1977-1996  Member
West Virginia Nurse Association
District VI Nurses Association

1995  Board of Directors
District VI Nurses Association

1994-1995  Member
Eastern Panhandle Breastfeeding Coalition

1993-1995  First Vice President and Program Chair
District VI Nurses Association

1991-1994  Member
Doctoral Nurses Forum
George Mason University

1990-1992  Member Perinatal Task Force, West Virginia State Department of Health

1990-1991  Secretary
District VI Nurses Association

1989-1992  Member and Reviewer
WVNA Education Accreditation Board

Academic Courses Taught

The University of Toledo

Fall 2011  NURS5220 Field Experience Seminar
NURS5980 Comprehensive Exam in Nursing (coordinator)
NURS6070 Advanced Communication Skills and Group Dynamics
NURS7100 Evidenced Based Practice Project
PHYA5330 Clinical Medicine III (obstetrics)

Summer 2011  NURS4250 Professional Nursing Competency (30 hrs + tutoring)
NURS5240 Designing Nursing Systems (10 hrs theory)
NURS4990 NCLEX Preparation (15 hrs class + 30 hrs monitoring + tutoring)
NURS3180 Concepts of Pharmacology (45 hrs + tutoring)
NURA2990 NCLEX (initial assessment and testing)
NURA2300 Nursing for Self Care (initial assessment and testing)

Spring 2011  NURS3620 Women's Health (6 hrs lecture / 30 hrs interactive assessment)
NURS4250 Professional Nursing Competency (30 hrs + tutoring)
NURS4990 NCLEX Preparation (15 hrs class + 30 hrs monitoring + tutoring)
NURS3180 Concepts of Pharmacology (45 hrs + tutoring)
NURA2990 Nursing for Self Care (30 hrs + tutoring)
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<tr>
<td>Fall 2010</td>
<td>NURS3620 Women's Health (50 hrs lecture / interactive assessment)</td>
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<tr>
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<td>NURS4250 Professional Nursing Competency (15 hrs + tutoring)</td>
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<td>NURS4990 NCLEX Preparation (15 hrs + tutoring)</td>
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<tr>
<td></td>
<td>NURS3180 Concepts of Pharmacology (45 hrs + tutoring)</td>
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<td>PHYA5330 Pregnancy, High Risk Pregnancy, Birth, and Postpartum</td>
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<tr>
<td>Sum 2010</td>
<td>NURS4250 Professional Nursing Competency (30 hrs + tutoring)</td>
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<tr>
<td>Spring 2010</td>
<td>NURS4990 NCLEX Review (45 hrs)</td>
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<tr>
<td>Fall 2009</td>
<td>NURS3620 Women's Health (6 hrs lecture)</td>
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<td>NURS4250 Professional Nursing Competency (30 hrs + tutoring)</td>
</tr>
<tr>
<td></td>
<td>PHYA570 Pregnancy, High Risk Pregnancy, Birth, and Postpartum</td>
</tr>
<tr>
<td></td>
<td>NURS1000 Introduction to Nursing (co-coordinator)</td>
</tr>
<tr>
<td>Sum 2009</td>
<td>NURS4250 Professional Competency Preparation (30 hr + 60 hr tutoring)</td>
</tr>
<tr>
<td></td>
<td>NURS 524 Designing Nursing Systems for Compromised Health States (2 hr)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>NURS362 Women's Health (6 hrs lecture)</td>
</tr>
<tr>
<td></td>
<td>NURS499 NCLEX Preparation elective (15 hrs lecture x 3 sections)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>NURS3620 Women's Health (6 hrs lecture)</td>
</tr>
<tr>
<td></td>
<td>PHYA570 Pregnancy, High Risk Pregnancy, Birth, and Postpartum</td>
</tr>
<tr>
<td></td>
<td>NURS1000 Introduction to Nursing (coordinator 16 sections with 360 students)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>NURS3620 Women's Health (6 hrs lecture)</td>
</tr>
<tr>
<td></td>
<td>NURS4990 NCLEX Preparation elective (15 hrs lecture x 3 sections)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>NURS3620 Women's Health (6 hrs lecture)</td>
</tr>
<tr>
<td></td>
<td>PHYA570 Pregnancy, High Risk Pregnancy, Birth, and Postpartum</td>
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<tr>
<td>Sum 2007</td>
<td>NURS4250 Professional Nursing Competency (15 hr online+100 hr tutoring)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>NURS3620 Women's Health (6 hrs lecture)</td>
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<tr>
<td></td>
<td>NURS4250 Professional Nursing Competency (15 hrs lecture)</td>
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<tr>
<td></td>
<td>NURS4990 NCLEX Preparation elective (15 hrs lecture x 2 sections)</td>
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<tr>
<td>Fall 2006</td>
<td>NURS3620 Women's Health (6 hrs lecture)</td>
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<tr>
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<td>PHYA570 Pregnancy, High Risk Pregnancy, Birth, and Postpartum</td>
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<tr>
<td>Spring 2006</td>
<td>NURS3620 Women's Health (9 hrs lecture)</td>
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<tr>
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<td>NURS4990 Professional Development (15 weeks)</td>
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<tr>
<td>Fall 2005</td>
<td>NURS3620 Women's Health (12 hrs lecture)</td>
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<td></td>
<td>PHYA570 Pregnancy, High Risk Pregnancy, Birth, and Postpartum</td>
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<tr>
<td>Spring 2005</td>
<td>NURS3620 Women's Health (9 hrs lecture)</td>
</tr>
<tr>
<td></td>
<td>NURS4990 Professional Development (15 weeks)</td>
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<tr>
<td>Fall 2004</td>
<td>NURS3620 Women's Health (12 hrs lecture)</td>
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<td>PHYA570 Pregnancy, High Risk Pregnancy, Birth, and Postpartum</td>
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<tr>
<td>Semester</td>
<td>Course Code</td>
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<tr>
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<td>NURS4080</td>
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<tr>
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<td>NURS4990</td>
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<tr>
<td>Spring  1998</td>
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</tr>
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</table>
Winter 1998  N447 Childbearing Families
Fall 1997  N447 Childbearing Families
            N574 Advanced Assessment Lab
Sum 1997  N430 The Nurse as a Provider of Care to Families
            PHYA570 Pregnancy, Labor, Delivery, and Newborn Care
Spring 1997  N447 Childbearing Families
            N430 The Nurse as a Provider of Care to Families
Winter 1997  N447 Childbearing Families
Fall 1996  N447 Childbearing Families
Spring 1996  N 447 Childbearing Families
            N 430 The Nurse as a Provider to Care of Families
Winter 1996  N447 Childbearing Families
            N327 Advanced Nursing Technologies
Fall 1995  N-447 Childbearing Families
            N-326 Intermediate Nursing Technologies

Bowling Green State University

Spring 2002  Tech665 Computer Courseware Design (3 credit graduate course)

Direction of Students

current  Megan Mosier (chair)
            Beta HCG for Obesity
            Lisa Jasin (DNP committee)
            Infant Mortality Reduction

2011  Michael Finch (chair)
            Using Novice to Expert Theory during Disaster and Mass Casualty Training of Nurses
            Deborah Mattin (committee)
            Relationship of Performance Indicators on Continuous Performance Improvement within Colleges of Nursing

2010  Nicole Miller (chair)
            The Impact of LEEP on Preterm Pregnancy

2008  Carla Gonyer, Gina Philips, Traci Braylock (chair)
            Precepting: Three Modules for Online Nurse Education

2007  Elizabeth Kastens
            Primary Care Providers Role in Managing Substance Abuse
2006  Victoria Lukasek (chair)
The Effects of Cigarette Smoking on Breast Cancer Risk: A review of Literature

2005  Luanne Snyder (chair)
Self-Efficacy of Nursing Students Passing NCLEX-RN and Factors that Affect Self

2004  Janine Filipek (chair)
The Utilization of Breast Self-Exam Reminders for Females Living in Rural Southeastern Michigan

Nicole Roberts Horn (chair)
Healthcare Providers Knowledge of Group B Streptococcus

2003  Larissa McMillen (chair)
HSV Infection During Pregnancy

2003  Dissertation Committee Member (3rd Reader)
Virginia O'Dell, MSN RN
University of Minnesota, College of Human Services

2001  Susan Foley (Independent Study)
Exploration of Advanced Practice in Nurse Anesthesia

2000-2001  Barbara Warner (committee)
The Influence of Temperament on the Preterm Neonates’ Behavioral and Physiologic Responses to Pain

1999-2000  Jan Cook (committee)
Verbal Abuse of Operating Room Nurses from Physicians
Annshay Spear (committee)
Response of Preterm Infants to Comfort Measures During Painful Procedures

1998-1999  Kim Cole (chair)
Lived Experience of Relationships in the Adult Female Adoptee

Karen Wehman
Relationships of Osteoporosis Knowledge Risk Reduction Behaviors, Education, and Income in Middle-Aged Caucasian Women

Cathy Patton (committee)
A Community Diabetes Resource Guide

Ruth Grothaus (committee)
Knowledge Level of Menopause and Hormone Replacement Therapy in African American and European American Women

Kathy Pitzen (committee)
An Analysis of Behavioral Cues in Preterm Infants Surrounding Axillary Temperature Taking

Deborah Cooksey (chair, inactive)
1997-1998 Kathy Jender (committee)
Sexuality Changes in Postpartum Couples
Suree Offut (committee, inactive)

1996-1997 Virginia Hiltner (chair)
Implementation of a Project to Increase Minority Prostate Screening

1996-1997 Michael Kerrigan (committee)
An Exploratory Field Study of Home Birth Mothers Self Care Agency

1996-1998 Janet Bressler (committee, inactive)

1995 Tamara Sharp, BSN, RN (committee)
Breastfeeding Assessment and Triage Management
Georgetown University, School of Nurse Midwifery

1994-1995 L. Dugan BSN and T. Boshart-Yoder, BSN, RN (chair)
Communication Apprehension in Healthcare Workers
George Mason University, College of Nursing and Health Science

1992-1993 Kathleen Connor BSN RN (chair)
Migrant Population Education in Field Setting
University of Maryland, School of Nursing

Publications


* Batten, S. (Ed.). (Summer 1993). Obstetric Operating Room Workbook. (Available from City Hospital, Inc., P.O. Box 1418, Martinsburg, West Virginia, 25401)


* Batten, S. (1981). Intraoperative Care. (Available from City Hospital, Inc., P.O. Box 1418, Martinsburg, West Virginia, 25401)

Presentations at Professional Meetings


Batten, S (2009, May). From Critical Thinking to Clinical Thinking. Oral presentation for Nurses Week at St Luke’s Hospital (Maumee, Ohio)


Batten, S (2008, May). New Frontiers in Undergraduate Nursing Education. Oral presentation for Nurses week. (Toledo, Ohio)


* Batten, S (2000, June 9) ILINE: Intranet Learning Initiative Nursing Education. Presentation for Medical College of Ohio School of Nursing.


* Batten, S. (1997, October 21). Physiologic changes in the hematologic system during pregnancy and implications for care. Presentation for St. Vincent's Medical Center, Department of Nursing Education, Toledo, OH.

* Batten, S. (1997, May 9). Hematologic disorders in pregnancy and nursing interventions. Presentation for St. Vincent's Medical Center, Department of Nursing Education, Toledo, OH.
Batten, S. (1996, October 15). Hematologic problems in pregnancy. Presentation for St. Vincent's Medical Center, Department of Nursing Education, Toledo, OH.


* Batten, S. (1984, October). Nursing management of the pregnant diabetic. Paper presented at the meeting of the District VI Nurses Association meeting, Ranson, WV.

**Editorial Work**

**Accreditation preparation**

2011 HLC report, Criterion III self study team
2011 NLNAC program closure report and plan
2010 Ohio Board of Nursing, authored entire report
2009 CCNE Report, majority of undergraduate program content plus editing
2006  Ohio Board of Nursing, entire report (assisted by H Gatzke for one section)
2001  Ohio Board of Nursing, significant portions of report
       NCA, editorial panel contributor (review committee)
2000  CCNE Report, majority of undergraduate program content

Manuscript reviewer
       HEAL Peer review Board

Grant reviewer
1993-1995  Eastern Panhandle March of Dimes
1991-1992  United Way of Western Maryland
1989      National Capital Area March of Dimes
1986-1988  Eastern Panhandle March of Dimes

Research Grant Writing Activities


Creative and Scholarly Accomplishments:

Research
2007  "Hospital Staff Utilization of 950 Payroll Code" for UTMC
2005  "Passing NCLEX-RN and Factors that Influence Outcome"
2003  "Faculty Motivation in Web-Based Education."
2002  "Distance Learning: Identifying Conditions That Influence Web-Based Education Outcomes."
2001  "Assessment of Student Utilization for the Online Pathology Laboratory Series"
2000  "Evaluation of Intranet Learning by Medical Students"
1996-2000  “A Study of the Relationship of Communication Apprehension to Demographic and Educational variables of Nursing Students.”

1997  “Looking at Admissions: Predictor of Long Term Care Falls”  Commissioned by FCH.

1997-1998  Critical Thinking in Master’s Degree Nursing Students and Relevant Variables  Co-priniciple with J. Evans PhD RN.


1993  "Length of Stay and Availability of Nursing Homes Beds"  Co investigator with K. Batten, D, Cobean, and J. Pittinger  Funded by City Hospital, Inc.  Utilized by State Department of Health

1981  "A Study of the Effects of Pleasant Stimuli on Anxiety During Early Labor"  (Master’s Thesis, Emory University)  

1980  "The Relationship of Barometric Pressure Decreases and Spontaneous Vaginal Delivery"  (Senior Research Project, George Mason University)

**Educational Grants:**

2006  Willis, R and Batten, S. Partners Investing in Nursing’s Future. The Toledo Community Foundation partnership for Robert Wood Johnson grant. $25,000, withdrawn.

2005  Implementing a Model for Preceptorships in Nursing Education. State of Ohio Govenors Workforce Initiative Grant. Reviewed and ranked, $102,000 (not funded due to change in state priorities related to auto industry crisis).

2004  Distance Instruction Resources to Increase Clinical Faculty - Nursing $2,1000,000 grant submitted to Department of Labor (ranked, not funded.)

1998  Intranet Initiative Grant: Neonatal Assessment; Presentation Graphics $3000 funded for interactive media computer  Medical College of Ohio
1994  Teen Workshop: Today's Challenges
      $1,200 funded (speakers and materials)
      National Capital Area March of Dimes
      Washington, D.C.

1992  Course: "Neonatal Resuscitation"
      $1125 funded (textbooks and media)
      Gateway Foundation
      Martinsburg, West Virginia

1991  Educational Media Grant for Shepherd College
      $1000 funded (video media on neonatal care)
      Mead Johnson Nutritional Division, Bristol Myers

1990  "Patient Centered Diabetes Management"
      $3500 funded (speakers, materials, and publicity)
      American Diabetes Association and WVDA

Service:

College of Nursing

Current
Member, Grievance Committee
Member, Appointment Promotion Tenure Committee
Member, Faculty Salary Task Force
Member, Reviewer, Provider for Center Continuing Education in Nursing
Member, BSN-DNP Subcommittee to Graduate Curriculum Committee
Representative to UT Faculty Senate

2011  Member, Baccalaureate Curriculum Committee
      Member, Program Assessment Committee
      Member, Faculty Salary Task Force
      Member, Diversity Committee
      Member, Reviewer, Provider for Center Continuing Education in Nursing
      Member, BSN-DNP Subcommittee to Graduate Curriculum Committee
      Representative to UT Faculty Senate

2010  Ex Officio, Baccalaureate Admission, Retention and Progression Committee
      Ex officio, Baccalaureate Curriculum Committee
      Member, Student Affairs Committee
      Member, Center for Nursing Research Evaluation Advisory Committee
      Member, Executive Committee
      Member and Reviewer, Center Continuing Education in Nursing
      Member, Assessment Committee
      Coordinator, Incoming Junior Orientation
      Chair, Undergraduate Faculty Committee

2009  Interim Chair, Baccalaureate Admission, Retention and Progression Committee
      Ex officio, Baccalaureate Curriculum Committee
      Member, Student Affairs Committee
Member, Center for Nursing Research Evaluation Advisory Committee
Member, Executive Committee
Member and reviewer, Center Continuing Education in Nursing
Member, College of Nursing Assessment Committee
Moderator, 8th Grade Enrichment Day
Coordinator, Incoming Junior Orientation
Chair, Undergraduate Faculty Committee
Member, CCNE Accreditation Preparation Committee

2008
Ex officio, Baccalaureate Admission, Retention and Progression Committee
Ex officio, Baccalaureate Curriculum Committee
Member, Student Affairs Committee
Member, Center for Nursing Research Evaluation Advisory Committee
Member, Executive Committee
Member and reviewer, Center Continuing Education in Nursing
Member, College of Nursing Assessment Committee
Moderator, 8th Grade Enrichment Day
Co-ordinator, Incoming Junior Orientation
Chair, Undergraduate Faculty Committee
Member, Z-drive Task Force

2007
Ex officio, UG Student Admission, Retention and Progression Committee
Ex officio, UG Curriculum Committee
Member, Student Affairs Committee
Member, Center for Nursing Research Evaluation Committee
Member, Executive Committee
Member and reviewer, Center Continuing Education in Nursing
Moderator, 8th Grade Enrichment Day
Co-ordinator, Incoming Junior Orientation
Chair, Undergraduate Faculty Committee

2006
Ex officio, UG Student Admission, Retention and Progression Committee
Ex officio, UG Curriculum Committee
Member, Student Affairs Committee
Member, Center for Nursing Research Evaluation Committee
Member, Executive Committee
Reviewer, Center Continuing Education in Nursing
Moderator, 8th Grade Enrichment Day
Co-ordinator, Incoming Junior Orientation
Chair, Undergraduate Faculty Committee

2005
Ex officio, UG Student Admission, Retention and Progression Committee
Ex officio, UG Curriculum Committee
Member, Student Affairs Committee
Member, Center for Nursing Research Evaluation Committee
Member, Executive Committee
Member, Convocation Committee
Co-chair, Career Fair Planning Committee
Member, CEU Review for MCO Continuing Education Program
Moderator, 8th Grade Enrichment Day
Co-ordinator, Incoming Junior Orientation
Member, Salary Task Force
Chair, Search Committee for Associate Dean Graduate Committee

2004
Ex officio, UG Student Admission, Retention and Progression Committee
Ex officio, UG Curriculum Committee
Member, Student Affairs Committee
Member, Center for Nursing Research Evaluation Committee
Member, Executive Committee
Member, Convocation Committee
Co-chair, Career Fair Planning Committee
Course Co-coordinator, N408 Perioperative Nursing Care
Member, CEU Review for MCO Continuing Education Program
Volunteer for Campus Visits by Prospective Students
Committee, SON Information Meetings
Moderator, 8th Grade Enrichment Day
Co-coordinator, Incoming Junior Orientation
Chair, RN/MSN Progression Task Force
Dean's Strategic Initiative Committee, MCO Foundation
Advisor, MCO and BGSU Firelands campus
Member, Bachelors to Masters Degree Task Force

2003
Ex officio, UG Student Admission, Retention and Progression Committee
Ex officio, Ex officio, UG Curriculum Committee
Member, Center for Nursing Research Evaluation Committee
Member, Executive Committee
Member, Convocation Committee
Co-chair, Career Fair Planning Committee
Advisor, MCO and BGSU Archbold and Lima
Course Coordinator, N408 Perioperative Nursing Care
Member, CEU Review for MCO Continuing Education Program
Volunteer for Campus Visits by Prospective Students
Moderator, 8th Grade Enrichment Day
Co-coordinator, Incoming Junior Orientation
Co-coordinator, Study Skills Workshop

2002
Ex officio, UG Student Admission, Retention and Progression Committee
Ex officio, UG Curriculum Committee
Coordinator, OBN Surveillance Visit Task Force
Member, Center for Nursing Research Evaluation Committee
Member, Executive Committee
Member, Convocation Committee
Co-chair, Career Fair Planning Committee
Course Coordinator, N408 Perioperative Nursing Care
Member, CEU Review for MCO Continuing Education Program
Volunteer for Campus Visits by Prospective Students
Committee, SON Information Meetings
Liason, Community Service Outreach Program (immunizations, screening)

2001
Ex officio, UG Student Admission, Retention and Progression Committee
Ex officio, UG Curriculum Committee
Member, OBN Site Visit Preparation Task Force
Member, Center for Nursing Research Evaluation Committee
Member, Executive Committee
Member, Convocation Committee
Member, Multicultural Nursing Students
Co-chair, Career Fair Planning Committee
Course Coordinator, N408 Perioperative Nursing Care
Member, CEU Review for MCO Continuing Education Program
Volunteer for Campus Visits by Prospective Students
Committee, SON Information Meetings
Liason, Community Service Outreach Program (immunizations, screening)

2000
Ex officio, UG Student Admission, Retention and Progression Committee
Ex officio, UG Curriculum Committee
Member, CCNE Accreditation Preparation Task Force
Member, Center for Nursing Research Evaluation Committee
Member, Executive Committee
Member, Convocation Committee
Member, Multicultural Nursing Students
Co-chair, Career Fair Planning Committee
Course Coordinator, N408 Perioperative Nursing Care
Conference Planner, ILINE Workshop
Member, CEU Review for MCO Continuing Education Program
Volunteer for Campus Visits by Prospective Students
Committee, SON Information Meetings

1998
Ex officio, UG Student Admission, Retention and Progression Committee
Ex officio, UG Curriculum Committee
Member, RN to MSN Task Force
Member, CCNE Accreditation Preparation Task Force
Member, Executive Committee
Member, Convocation Committee
Co-chair, Career Fair Planning Committee
Member, Multicultural Nursing Students
Co-coordinator, N408 Perioperative Nursing Care
Member, CEU Review for MCO Continuing Education Program

1998
Course Coordinator, Women's Health NURS3620 (Spring)
Chair, Undergraduate Curriculum Committee
Member, UG Student Admission, Retention, and Progression Committee
Member, CEU Review for MCO Continuing Education Program
Member, Task force on Graduation Requirements
Member, RN to MSN Task Force
Member, Retirement Party Committee
Volunteer for Campus Visits for prospective students
Represented Zeta Theta for MCO SON "Welcome Back Party"
Proctor, Mosby Assess Test

1997
Co-Chair, Undergraduate Curriculum Committee
Member, UG Student Admission, Retention, and Progression Committee
Member, CEU Review for MCO Continuing Education Program
Member, Graduate Student Research Task Force
Member, Faculty Compensation Task Force
Proctor, Mosby Assess Test
Volunteer for Telephone Contact with 1997 Student Applicants
Coordinator for Secretary's Day Tea
Member, Retirement Party Committee

1996
Member, Undergraduate Curriculum Committee
Member, UG Student Admission, Retention, and Progression Committee
Member, CEU Review for MCO Continuing Education Program
Survey on Elective Courses (for UG Curriculum Committee)
LRC tours, Sophomore Orientation Day
Proctor, Mosby Assess Test

1995
Member, Undergraduate Curriculum Committee
Member, Undergraduate Perquisites Task Force
Member, UG Student Admission, Retention, and Progression Committee
Member, CEU Review for MCO Continuing Education Program

The University of Toledo

Current
Member, Faculty Senate Executive Committee
Member, FS Committee on Committees
Member, FS Core Competencies Task Force
Member, BPG-CCR Advisory Committee
Member, Conflict on Interest Committee
Member, Disaster Planning Task Force
Member, Learning Ventures Advisory Committee
Member, Core Curriculum Committee
Member, HLC Criterion 3 Committee
Member, Program Review Task Force
Representative, BOT Clinical Affairs Committee

2011
Member, Faculty Senate Executive Committee
Member, BPG-CCR Advisory Committee
Member, Conflict on Interest Committee
Member, Disaster Planning Committee
Member, Learning Ventures Advisory Committee
Member, Core Curriculum Committee
Member, HLC Criterion 3 Committee
Member, Program Review Committee

2010
Member, UT-AFSCME Contract Negotiation Team
Member, BPG-CCR Advisory Committee
Member, Conflict on Interest Committee
Member, Assessment Committee
Member, Academic Journey Committee
Member, Health Professions Living Learning Community Advisory Board
Member, Search Committee for UT Learning Ventures professor
Member, UT-AFSCME Workgroup
Member, Disaster Planning Team
2009  Member, UT-AFSCME Contract Negotiation Team  
Member, BPG-CCR Advisory Committee  
Member, Conflict on Interest Committee  
Member, Simulation Strategic Planning Task Force  
Member, Program Assessment Committee  
Member, Academic Journey Committee  
Member, Health Professions Living Learning Community Advisory Board  
Member, Search Committee for PA Program faculty  
Member, UT-AFSCME Workgroup

2008  Member, UT-AAUP Contract Negotiation Team  
Member, BPG-CCR Advisory Committee  
Member, Conflict on Interest Committee  
Member, Strategic Directions Planning Workgroup  
Member, Professional Development Academic Administrators Steering Cte  
Member, PSA Reallocation Review Team  
Member, Program Assessment Committee  
Member, Experiential Learning Committee  
Member, Convocation Planning Committee  
Member, Health Professions Living Learning Community Task Force  
Member, Search Committee for Dean, College of Graduate Studies  
Member, Presidents Student Centered Task Force  
Member, UT-AFSCME Workgroup  
Member, UT3 Implementation Committee

2007  Chair, Student Centeredness Committee II  
Member, UT-AAUP Contract Negotiation Team  
Member, BPG-CCR Advisory Committee  
Member, Conflict on Interest Committee  
Member, Core Curriculum Task Force  
Member, Portal of Entry Task Force  
Member, Residential Life Planning Task Force  
Member, Professional Development Academic Administrators Steering Cte  
Member, Sexual Harassment Investigation Team  
Member, Presidents Student Centered Task Force  
Member, UT-AFSCME On-going Resolution Team  
Member, Search Committee for HR Director

2006  Chair, Student Health Advisory Committee  
Member, BPG-CCR Advisory Committee  
Member, Ambassadors  
Representative, Faculty Senate  
Member, Sexual Harassment Investigation Team  
Member, ITSAC Committee  
Member, MUO-AFSCME Contract Negotiation Team

2005  Chair, Student Health Advisory Committee  
Member, Bioinformatics Proteomics Genomics Steering Committee  
Member, Ambassadors  
Member, Admission Committee for PA Program  
Representative, Faculty Senate
Member, Sexual Harassment Investigation Team
Member, Senate Steering Committee
Member, Senate Bylaws Committee

2004
Chair, Student Health Advisory Committee
Member, Planning Team for Contract Negotiations
Member, Bioinformatics Steering Committee
Co-Chair, Bioinformatics, Proteomics, Genetics Education Committee
Member, Ambassadors
Member, Admission Committee for PA Program
Representative, Faculty Senate
Member, Sexual Harassment Investigation Team
Member, Presidents Task Force Strategic Planning for Information Systems
Member, Senate Steering Committee
Member, Senate Bylaws Committee

2003
Member, Planning Team for Contract Negotiations
Member, Bioinformatics Steering Committee
Co-Chair, Bioinformatics, Proteomics, Genetics Education Committee
Member, Ambassadors
Member, Admission Committee for PA Program
Chair, Student Health Advisory Committee
Representative, Faculty Senate
Member, Sexual Harassment Investigation Team
Member, Senate Steering Committee
Member, Senate Bylaws Committee

2002
Coordinator, "Teaching with Technology" Brown Bag faculty series
Member, Bioinformatics Steering Committee
Co-Chair, Bioinformatics, Proteomics, Genetics Education Committee
Member, Ambassadors
Member, Admission Committee for PA Program
Member, Student Health Advisory Committee
Representative, Faculty Senate
Member, Sexual Harassment Investigation Team
Member, Senate Steering Committee
Member, Senate Bylaws Committee

2001
Member, North Central Accreditation Task Force and Review Group
Member, Bioinformatics Task Force
Co-Chair, Bioinformatics, Proteomics, Genetics Education Committee
Member, Ambassadors
Member, Admission Committee for PA Program
Member, Faculty Development Task Force
Member, Student Health Advisory Committee
Member, Remote Access Task Force
Representative, Faculty Senate
Member, Sexual Harassment Investigation Team
Member, Senate Steering Committee
Member, Senate Bylaws Committee
Co-coordinator Beat the Flu Immunization Program
2000  
Member, North Central Accreditation Team  
Member, Admission Committee for PA Program  
Member, Faculty Development Task Force  
Member, Student Health Advisory Committee  
Member, Remote Access Task Force  
Co-coordinator Beat the Flu Immunization Program  
Representative, Faculty Senate  
Member, Sexual Harassment Investigation Team  
Acting Chair, Senate Bylaws Committee

1999  
Member, Faculty Development Task Force  
Member, North Central Accreditation Team  
Member, Student Health Advisory Committee  
Member, Intranet Strategic Implementation Committee  
Member, Inclusive Curriculum Committee  
Representative, Faculty Senate  
Member, Sexual Harassment Investigation Team  
Member, Senate Bylaws Committee

1998  
Member, Intranet Strategic Implementation Committee  
Member, Inclusive Curriculum Committee  
Representative, Faculty Senate  
Member, Sexual Harassment Investigation Team  
Coordinator, Student Initiative for MMR Immunization  
Coordinator Beat the Flu Program  
Member, Senate Bylaws Committee  
Coordinator, Student Volunteers for Diabetes Screening Program  
Volunteer, MCO Family Day

1997  
Representative, Faculty Senate  
Coordinator, SON for MCO/Kroger MMR Immunization Program  
Member, Sexual Harassment Investigation Team  
Member, MCO Faculty Bylaws Committee  
Volunteer, MCO Family Day

1996  
Volunteer, MCO Family Day

**Community**

Present  
Lucas County Healthcare Response Team  
TPS Adult and Continuing Education Advisor Board member

2011  
Northwest Ohio SURGE Operations Command Officer  
Lucas County Healthcare Response Team  
TPS Adult and Continuing Education Advisor Board member

2010  
Lucas County Healthcare Response Team  
TPS Adult and Continuing Education Advisor Board member  
Bowsher high School College Night, UT CON representative
2009  TPS Adult and Continuing Education Advisor Board member
      Bowsher high School College Night, UT CON representative
2008  TPS Adult and Continuing Education Advisor Board member
      Bowsher high School College Night, UT CON representative
2007  TPS Adult and Continuing Education Advisor Board member
      Bowsher high School College Night, UT CON representative
      St Joan of Arc science fair judge
2006  Becoming a Preceptor" presentations to area hospital staff
      NWSCC Nursing and Career Fair
      Bowsher high School College Night, MUO representative
      St Joan of Arc science fair judge
2005  “Legal Aspects of Preceptoing” presentations to area hospital staff
      NWSCC Nursing and Career Fair
      Bowsher high School College Night, MCO representative
      St Joan of Arc science fair judge
2004  “Being A Preceptor” presentations to area hospital staff
      NWSCC Nursing and Career Fair
      UT Dance Marathon Nurse Volunteer
      Bowsher high School College Night, MCO representative
2003  NWSCC Career Fair
      Judge, Health Science Fair, Bynedale School
      Bowsher High School College Night, MCO representative
2002  Judge, Science Fair, St Joan of Arc School
      Bowsher high School College Night, MCO representative
      Flu Immunization Volunteer, MCO Outreach
2001  MCO, Community Outreach Program speaker
      Bowsher High School College Night, MCO recruitment representative
      Community Immunization Volunteer, MCO Outreach
2000  Judge, St Joan of Arc Science Fair
      Member, Northwest Ohio Hospital Council of Nurse Executives
2000  Judge, St Joan of Arc Science Fair
2000  Golden Oak Society SON representative
2000  Bowsher High School College Night, MCO recruitment representative
      Consultant, Herrick Memorial Recipient Rights Committee
1999  Judge, Byrdale Health Fair
1999  Judge, Byrdale Health Fair
1999  Bowsher High School College Night, MCO recruitment representative
1998  Judge, Byrdale Health Fair
1998  Bowsher High School College Night, MCO recruitment representative
1997  Program Coordinator, Eastern Panhandle Diabetes Association
1994 - 1995  Board of Directors, Shenandoah Community Health Center
1993 - 1995  Chair, Professional Advisory Board Eastern Panhandle MOD
1991 - 1993  Judge, Berkeley County Youth Fair
1989  Member, Executive Committee National Capital Area MOD
1989 - 1991  Consultant, Berkeley County School Age Parents Program
1987 - 1988  Vice President, Eastern Panhandle Diabetes Association
1986 - 1989  Chair, Professional Advisory Board Eastern Panhandle MOD
1985  Member, Founding Committee, Shenandoah Maternity Center
1985 - 1990  Member, Community Health Fair Committee
1984 - 1994  Participant, Jefferson and Berkeley County Career Day
1982 - 1995  Consultant, Shenandoah Adoption and Maternity Services
Regional

2008-present Lucas County Youth Initiative Workgroup
2007-present Terra Community College Program Advisory Board
2005-2007 Member, Lucas County Workforce Investment Board
2004-2005 Member, Hospital Council Healthcare Workers Task Force
2004-2006 Member, Hospital Council Bioterrorism Task Force
2002-2004 Steering Committee, Ohio Nursing Articulation Model
2002 Member, Practice Model Task Force at The Toledo Hospital
1998-2010 Member, Northwest Ohio Hospital Council of Nurse Executives
1998-2001 Consultant, Herrick Memorial Recipient Rights Committee
1996-1998 Consultant, Fostoria Community Hospital TQM Team
1995 Registration, Ohio Nurses Association Convention
1995 Member, Benefits Equity Task Force
1994-1995 Member, Social Work Forum Program Committee
1994 - 1995 Co-chair, Perinatal Documentation Committee
1992 - 1994 Chair, Hoffmann Fund Drive
1991 - 1992 Member, Gateway Foundation Campaign Committee
1991 - 1995 Member, United Way Steering Committee
1991 - 1995 Member, Change Inc. Committee
1989 - 1992 Member, Standards of Practice Committee
1989 - 1990 Chair, Infection Control Committee
1989 - 1990 Co-chair, Quality Improvement Committee
1988 - 1990 Member, Competency Based Orientation/Evaluation Task Force

State

Present Responder and member, Ohio Medical Reserve Corp
2011 Volunteer provider, Guard Care Ohio (August 20-21, 2011) in Toledo, Ohio

National

2008-present Accreditation site visitor, Commission on Credentialing in Nursing Education

International

2011 Staff Volunteer, 10th International Conference on Plastination
CURRICULUM VITAE

NAME: Joanne T. Ehrmin, PhD, RN, CNS

HOME 320 E. Columbus St. TELEPHONE: Cell: 419-410-1114
ADDRESS: Columbus, Ohio 43206

WORK University of Toledo (Formerly Medical College of Ohio, Medical
ADDRESS: University of Ohio and then merged with The University of Toledo)
College of Nursing
Toledo, Ohio 43614

Certificate of Authority: Issued 8/31/2011 Expires: 8/31/2013

Education:

2002 National Institutes of Health, National Institute of Nursing Research,
Annual Nursing Scientist Work Conference
(40 selected Nationally)

1999-2001 National Institutes of Health, National Institute of Nursing Research,
Postdoctoral Research Fellowship
Department of Health Promotion/Risk Reduction.
The University of Michigan, School of Nursing

1998 Doctor of Philosophy
Wayne State University
College of Nursing
Major: Nursing
Minor: Anthropology

1988 Master of Science in Nursing
Medical College of Ohio, School of Nursing
Psychiatric Mental Health and Medical-Surgical Nursing

1986 Bachelor of Science in Nursing
The University of Toledo

1982 Diploma in Nursing
St. Vincent Hospital and Medical Center School of Nursing
Experience:

2004 – Present
Promoted to Professor and awarded Tenure
University of Toledo (Formerly Medical College of Ohio, then Medical University of Ohio and then merged with The University of Toledo)
College of Nursing

2003 - Present
Adjunct Graduate Faculty Appointment, Wayne State University,
College of Nursing, Detroit, Michigan

1989 – Present
Adjunct Faculty Appointment, Bowling Green State University
Bowling Green, Ohio

1995-Present
Graduate Faculty Appointment,
Medical College of Ohio
Regular Membership

2003-2008
Chair, Department of Acute & Long-Term Care
University of Toledo, College of Nursing

2000- 2004
Associate Professor,
Medical College of Ohio
School of Nursing
Psych Mental Health Nursing

1993-2000
Assistant Professor of Nursing,
Medical College of Ohio
School of Nursing
Psych Mental Health Nursing

1989-1992
Instructor of Nursing
Medical College of Ohio, School of Nursing

1982-1989
Staff Nurse
The Toledo Hospital
Adult Medical-Surgical Intensive Care Unit

1976-1988
Deputy Clerk, Sylvania Municipal Court
Academic Teaching Experience

Teaching – Graduate Level

Health Assessment (BSN-CNL Program) Developed Course (Online)

Developing Instructional Programs in Nursing (Online)

Advanced Nursing Research-Co-developed course and taught in the graduate program with both Clinical Nurse Specialists, Nurse Practitioners, Nursing Education and Clinical Nurse Leader Students and co-developed an On-line course

Advanced Interpersonal Interventions (Classroom & Online)

Family & Cultural Diversity Theories (Classroom & Online)

Theoretical & Ethical Foundations of Nursing (Classroom & Online)

Theories of Addictive Behaviors (Online)

Project, Thesis & Field Study Advisement

Academic Advisor for Student Research Experiences:

Doctoral Dissertation Committee Member (PhD, Major- Nursing):

2008-Present  Susan O'Dell
PhD in Nursing Education
University of Northern Colorado
School of Nursing

2004   Edith Morris
PhD in Nursing
Wayne State University, College of Nursing

Master of Science in Nursing, Theses, Projects and Capstone Field Experience

Completed

2010   Jill Stevenson
Essentials of Nursing Care for the Latina Culture: A Systematic Literature Review
2007  Elena Bradford  (Chair, Project)  
Exercise as a Treatment Option for Mental and Physical Illness

Rasa Espen  (Chair, Project)  
A Comparison of Nursing Implications in Suicide Prevention in the United States and the Republic of Lithuania

2006  Sheila Olson  (Chair, Thesis)  
The Lived Experience of Myocardial Infarction with Women

2006  Sherry Watson (Chair, Thesis)  
The Lived Experience of Parents with Murdered Children

2005  Felicia Fior-Nossek (Chair, Thesis)  
The Lived Experience of caring for a Family Member Diagnosed with a Mental Illness

2005  Carrie Genot (Chair, Thesis)  
The Lived Experience of Making End of Life Decisions for a Loved One

2004  Candy Smith (Chair, Thesis)  
The Lived Experience of Giving Birth

Jo Short (Committee Member, Thesis)  
The Lived Experience of Mothers with Infant Death

2003  Renee Musko Ott  (Chair, Thesis)  
Culture Care for Recovering Euro-American Women

Cathy Selhorst (Committee Member, Thesis)  
The Lived Experience of a Family Member Present for a Resuscitation

2002  Diane Fouts (Committee Member, Project)  
The Lived Experience of New Motherhood

2001  William Smith (Committee Member, Thesis)  
The Lived Experience of Male Grieving

2000  Susan O’Dell (Committee Member, Thesis)  
The Lived Experience of Young Adults Diagnosed with Hodgkins Disease

1999  Paula Ballmer (Committee Member, Thesis)  
The Experience of Minority Basic Baccalaureate Nursing Students in a Predominately European American College

Kim Cole (Committee Member, Thesis)
The Lived Experience of Relationships for adult Female Adoptees  
Melissa Toth (Committee Member, Thesis)  
The Lived Experience of Burn Patients  
Judy Miller (Committee Member, Thesis)  
The Lived Experience of Body Weight for College Women  
1998 Leah McGary (Committee Member, Thesis)  
The Lived Experience of Adolescents as Sexual Beings  
1997 Constance Cameron (Committee Member, Thesis)  
The Structure of the Lived Experience of Attachment for Substance-Using Women  

**Academic Honors:**  
1998 Convocation Speaker  
Wayne State University, College of Nursing  
1997 Faculty Award for Outstanding Scholarship/Research  
Medical College of Ohio, School of Nursing  
1996 The Decary Scholarship Award  
St. Vincent Medical Center, School of Nursing  
Board of Alumni Association  
1995 The Sigma Theta Tau International Honor Society for Nursing Scholarship  
Zeta Theta Chapter  
1995 The Decary Scholarship Award  
St. Vincent Medical Center, School of Nursing  
Board of Alumni Association  
1995 Professor Madeleine M. Leininger Transcultural Nursing Award for Excellence and Creative Leadership in Transcultural Nursing and Human Care  
Wayne State University, College of Nursing  
1993 The Transcultural Nursing Society Scholarship  
1987 The Louise Mellen Graduate Fellowship in Critical Care Nursing  
1986 Inducted into Sigma Theta Tau, Zeta Theta Chapter  
International Honor Society of Nursing
1985       Appointed to the Toledo Hospital Emergency Code 99 Team

1982       Medical Staff Award for Outstanding Scholastic Achievement from St. Vincent Hospital Medical Staff

1981       Jim Evers’ Scholarship Award for Most Dedicated Student from St. Vincent Hospital, School of Nursing

1980, 1981, 1982  Scholastic Achievement Award from St. Vincent Hospital School of Nursing

1979       Scholastic Achievement Award for Chemistry Lourdes College

**Professional Memberships:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
</tr>
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<tbody>
<tr>
<td>2010-Present</td>
<td>Ohio Association of Advanced Practice Nurses</td>
</tr>
<tr>
<td>1992-Present</td>
<td>Transcultural Nursing Society</td>
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<tr>
<td></td>
<td>Member, Research &amp; Scholarship Awards Review Committee</td>
</tr>
<tr>
<td>1988-Present</td>
<td>American Nurses’ Association</td>
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<tr>
<td></td>
<td>Toledo District Ohio Nurse's Association</td>
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<tr>
<td>1985-Present</td>
<td>Sigma Theta Tau International Honor Society of Nursing</td>
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</tbody>
</table>

**Peer Reviewer for Journal:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 - Present</td>
<td>Asked to serve as Manuscript Peer Reviewer for <em>The Journal of Transcultural Nursing</em></td>
</tr>
<tr>
<td>2001-Present</td>
<td>Manuscript Peer Reviewer for the <em>Qualitative Health Research</em> (Journal)</td>
</tr>
<tr>
<td>1994 to 1998</td>
<td>Member of Editorial Board for <em>The Journal of Transcultural Nursing</em>, Manuscript Peer Reviewer</td>
</tr>
</tbody>
</table>

**Publications:**


**Research Featured in Reports:**

“Stay ‘til the miracle happens…,” The University of Michigan, School of Nursing, “*Care and Discovery*,” Winter, 2000.

“Key to Quality Care: Seeing Through the Eyes of Another,” Winter, 1999, *MCO Magazine*.


**Research Consultant:**


1997 - 2000 Appointed to Cultural Diversity Research and Evaluation Subcommittee
Served as co-chair for Cultural Diversity Research and Evaluation Subcommittee for qualitative research and evaluation subcommittee

1997 - 2001 St. Vincent Mercy Medical Center, Nursing Research Council

**Grant Writing:**

Anderson, J., Kozy, M, Increasing the Numbers of Psychiatric-Mental Health Nursing Faculty in Northwest Ohio with Online Education, Ohio Board of Nursing, Nurse Education Grant Program. (Funded $200,000, 2005). Appointed to Grant team to facilitate all aspects of grant.

Ehrmin, J. T, (Principal Investigator), Anderson, J, Kozy, M, & Chapman, L. (Co-Investigators), Study Entitled: Perceptions of Facilitators and Barriers for Women in Recovery from Alcohol and Drugs, Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter (Awarded Funding, $1,000, 6-02).

Ehrmin, J. T. (Principal Investigator), Anderson, J, Kozy, M, & Chapman, L. (Co-Investigators) Study Entitled: Perceptions of Facilitators and Barriers for Women in Recovery from Alcohol and Drugs (Funded, $4,200, 4-02).

September, 1999 to April, 2001 received funding from National Institutes of Health - National...
Institute of Nursing Research on a T-32 Postdoctoral Research Fellowship. Sponsor: Dr. Carol Boyd, Director, University of Michigan, Substance Abuse Research Center. (Funding $26,000/year for 2 years).

April, 2000 to April, 2001- worked with Dr. Carol Boyd, Professor and Director of the University of Michigan Substance Abuse Research Center on her multidisciplinary research “Residential Substance Abuse Treatment (RSAT) Program Evaluation Plan.” The University of Michigan in conjunction with Western Michigan University evaluated the RSAT program that was initially started by the Michigan Department of Corrections (MDOC) Substance Abuse Section in collaboration with the National Institute of Justice (NIJ) at a Michigan correctional facility. The aims of the research study involve evaluation of the treatment program implementation, recidivism, effectiveness of treatment, and future needs of the program. Participated in biweekly meetings with the research team involved in the study. Conducted interviews in Jackson, Michigan with substance-dependent women on perceptions of RSAT program.


Ehrmin, J. T., Study Entitled: Culture Care: Meanings and Expressions of African American Women Residing in an Inner City Transitional Home for Substance Abuse, Wayne State University, 1995-1996, $500.00 (Funded).


Ehrmin, J. T. and Leninger, M. M. Study entitled: Intergenerational Meanings, Expressions, and Practices of Family Violence and Culture Care with Diverse Cultural Groups, 1992, Wayne State University, $1,000.00, (Funded).

**Presentations:**

**Refereed**


2003 Ehrmin, J., Anderson, J., Kozy, M., Chapman, Facilitators and Barriers for Substance-Dependent Women in Recovery, (Poster Presentation) Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research Conference, Lourdes College


2000 Ehrmin, J. Recovery Care Networks for Substance-Dependent Women (Paper Presentation); The Midwest Nursing Research Society Conference, Dearborn, Michigan.


1999 Ehrmin, J. Caring for Substance Dependent African American Women (Paper Presentation); Medical College of Ohio, School of Nursing Research Day.


Invited

2012 Invited to speak at the Cultural Conference at St. Rita’s Medical Center in Lima, Ohio

2011 Leininger’s Culture Care Diversity & Universality Theory of Nursing St. Rita’s Medical Center, Lima, Ohio (Will present in spring 2012)

2003 Culture Care Diversity & Universality with Substance Dependent African-American Women, Transcultural Nursing Advanced Graduate Study Seminar, Madonna University, Livonia, Michigan.

2002 Invited to Present: Transcultural Nursing Conference at Madonna University, Livonia, Michigan, Culture Care with Substance-Dependent African-American
Women (Conference Cancelled in April).

1997 Battling Your Prejudices: Emergency Nurses Working in Harmony Blending the Art of Caring with the Science of Nursing; Emergency Nurses Organization, Medical College of Ohio, Toledo, Ohio.

1997 Qualitative Research: Naturalistic Nursing Inquiry; St. Vincent Mercy Medical Center, Nursing Grand Rounds, February, 1997, Medical College Hospital,

1996 Prejudicial Practice; Emergency Room Staff, Medical College of Ohio, Toledo, Ohio.


1994 Connection Between Research and Nursing Theory: Cultural Care for Substance Dependent African American Women Residing in a Halfway House; Transcultural Nursing Society, Madonna University, Livonia, Michigan.

1994 African American Care and Family Violence; Wayne State University, College of Nursing Alumni in Association with Lambda Chapter, Sigma Theta Tau, Detroit, Michigan.

1993 Ethics, Legalities, and Psychosocial Issues in Nursing Care; Panel presentation-Psychosocial Issues Involved in the Care of Patients and Families; Medical College of Ohio, Toledo, Ohio.

1993 Culture Care Theory: An Innovative Discovery Approach to Resolve Intergenerational Family Violence; Wayne State University, College of Nursing Alumni in Association with Lambda Chapter, Sigma Theta Tau, Detroit, Michigan.


Professional Development:

April, 2011 Annual CON Research Day, University of Toledo

April, 2010 The University of Toledo, College of Nursing 4th Annual Research Conference

March, 2010 Institute for Natural Resources, Food Addictions, Overeating & Mood Swings

August, 2009 Institute for Natural Resources, Immune Power: Allergies, Fatigue &
Joanne T. Ehrmin

Fibromyalgia

September, 2008  University of Toledo, International Prostitution Conference

April, 2008    University of Toledo / Sigma Theta Tau International, Zeta Theta Chapter-Large

At-

September, 2007  University of Toledo, International Prostitution Conference

April, 2007    University of Toledo, College of Nursing, Research Day

June, 2005  American Council on Education, Department Chair Conference, Washington, DC.

Apr, 2004 International Institute of Qualitative Methodology Qualitative Research Conference, Banff, Canada.

Oct, 2004 Medical College of Ohio, School of Nursing/Sigma Theta Tau, Zeta Theta Chapter, Annual Research Day, Sylvania, Ohio.

Nov, 2003 Ohio Council of Deans, presentation by Dr. Timothy Porter O'Grady, Quantum Leadership, Ohio State University, Columbus, Ohio.

May, 2003 3rd Annual Interdisciplinary Conference on Qualitative Research Methods at The University of Michigan, Ann Arbor, Michigan, (12 Contact Hours)

Oct, 2002 Cultural Care Paradigms in Life Transitions: An Interdisciplinary Approach Transcultural Nursing Conference, Toronto, Canada (20 Contact Hours).

June, 2002 Legal Issues and Nursing, Medical College of Ohio, School of Nursing

April, 2002 Medical College of Ohio, School of Nursing/Sigma Theta Tau, Zeta Theta Chapter, 5th Annual Research Day, Sylvania, Ohio.

Feb, 2002 ILINE: Intranet Learning Initiative for Nurses, Medical College of Ohio, School of Nursing (3.8 Contact Hours).

Jan, 2002 Malpractice and Health Care, Medical College of Ohio, Medical School

April, 2002 Medical College of Ohio, School of Nursing/Sigma Theta Tau, Zeta Theta Chapter, 5th Annual Research Day, Sylvania, Ohio

April, 2002 Communicating Research Findings Conference, The University of Michigan, Ann Arbor, Michigan

March, 2002 2nd Annual Interdisciplinary Conference on Qualitative Research Methods at The University of Michigan, Ann Arbor, Michigan.
Joanne T. Ehrmin

July 17-20, 2001 National Institute of Nursing Research Summer course entitled: Research Training: Developing Nurse Scientists (40 participants selected Nationally)

April, 2001 Medical College of Ohio, School of Nursing/Sigma Theta Tau, Zeta Theta Chapter, 4th Annual Research Day, Sylvania, Ohio. (5.4 Contact Hours).

April, 2001 Midwest Nursing Research Conference, Cleveland, Ohio

April, 2001 Operationalizing Orem’s Self Care Deficit theory of Nursing, Medical College of Ohio, School of Nursing (3.3 Contact Hours).

March, 2001 1st Annual Interdisciplinary Conference on Qualitative Research Methods at The University of Michigan, Ann Arbor, Michigan.


Fall Semester, 2000 The University of Michigan Substance Abuse National Institute of Drug Abuse (NIDA) Research Seminars on Policy and Drugs.


June, 2000 ILINE: Intranet Learning Initiative for Nurse educators, Medical College of Ohio, School of Nursing, Toledi, Ohio (7.5 Contact Hours).

April, 2000 Midwest Nursing Research Conference, “Millennium Milestones: Looking Back, Moving Forward,” Dearborn, Michigan, (18.0 Contact Hours)

Spring Semester, 2000 National Institute for Drug Abuse (NIDA) Proseminar Series on Substance Abuse at The University of Michigan Substance Abuse Research Center.


April, 1999 Midwest Nursing Research Conference, Indianapolis, Indiana. (20 contact Hours)

March, 1999 Medical College of Ohio, School of Nursing Research Day.

Nov, 1998 The Northwest Indiana Nursing Research Consortium 6th Annual Nursing Research Conference, Merrillville, Indiana (12 Contact Hours)
Nov, 1998  Qualitative Research and the Human Experience Conference, Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter (6 Contact Hours)

June, 1998  Scholarly Discussion with Dorthea Orem, Annual Wayne State University, College of Nursing Theorist Conference

Sept, 1998  “Advancing Research Through Qualitative Methods,” (Featuring Janice Morse, Rn, PhD, FAAN)

June, 1997  Critical Thinking for Everyone, Medical College of Ohio

June, 1997  Roles and Responsibilities of Nurses in Today’s Managed Care Environment, Medical College of Ohio

April, 1997  Beyond Overeating: The food-Brain connection, Institute for Natural Resources, Toledo, Ohio (7 Contact Hours)

June, 1996  “Faculty Development,” Medical College of Ohio, Toledo, Ohio, 12.9 Contact Hours.

April, 1994  International Conference on Academic Ethics in Nursing, Detroit, Michigan.


April, 1995  “Long Time Passing: Reflections on the Vietnam War after Twenty Years,” The University of Toledo, (Featuring Jonathan Shay, M.D., Ph.D., “Achilles in Vietnam: Combat Trauma and the Undoing of Character”).

Service:

College/University

University of Toledo: 2011-2012

College Level

Member Appointment, Promotion & Tenure Committee

Member Planning Committee, University of Toledo / Sigma Theta Tau International, Zeta Theta Chapter-At-Large Research Day

University Level:

University Women’s Commission

University of Toledo: 2010-2011
Joanne T. Ehrmin

**College Level:**
- Member Appointment, Reappointment, Promotion & Tenure Committee
- Member Planning Committee, University of Toledo / Sigma Theta Tau International, Zeta Theta Chapter-At-Large Research Day

**University Level:**
- University Women’s Commission

University of Toledo: 2009-2010

**College Level:**
- Member Appointment, Reappointment, Promotion & Tenure Committee

University of Toledo: 2008-2009

**College Level:**
- Member Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Subcommittee
- Member Planning Committee, University of Toledo / Sigma Theta Tau International, Zeta Theta Chapter-At-Large Research Day

**University Level:**
- Member - Multicultural Affairs Advisory Committee
- Member of President’s Lecture Series on Diversity

University of Toledo: 2007-2008

**College Level:**
- Member Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Subcommittee
- Member School of Nursing Undergraduate Scholarship Awards Committee
- Member Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Subcommittee
- Member Doctor of Nursing Practice Task Force
- Member Center for Nursing Research & Evaluation Advisory Committee
- Center for Nursing Research & Evaluation, Research Review Committee
- Member Commission on Collegiate Nursing Education Accreditation Committee
- Member Planning Committee, University of Toledo / Sigma Theta Tau International, Zeta Theta Chapter-At-Large Research Day
- Member Dean's Advisory Council

**University Level:**
- Member - Multicultural Affairs Advisory Committee
- Member of President's Strength in Diversity Workgroup
- Member of President’s Lecture Series on Diversity
- Member, College of Nursing/College of Allied Health Graduate Research
Awards Committee
Member, Executive Committee, Graduate School
Alternate Member - Medical College of Ohio
     Institutional Review Board
Member Center for Nursing Research & Evaluation Advisory Committee
Center for Nursing Research & Evaluation, Research Review Committee
Member Commission on Collegiate Nursing Education Accreditation Committee
Member, Search Committee Associate Dean for Graduate Studies and Research, College of Education
Member, Search Committee for Dean, College of Nursing

University of Toledo: 2006-2007
College Level:
Member Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Subcommittee
Member School of Nursing Undergraduate Scholarship Awards Committee
Member Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Subcommittee
Member Doctor of Nursing Practice Task Force
Member Center for Nursing Research & Evaluation Advisory Committee
Member, Center for Nursing Research & Evaluation, Research Review Committee
Member Planning Committee, University of Toledo / Sigma Theta Tau International, Zeta Theta Chapter-At-Large Research Day
Member Commission on Collegiate Nursing Education Accreditation Committee
Member Dean's Advisory Council

University Level:
Member - Multicultural Affairs Advisory Committee
Member of President's Strength in Diversity Workgroup
Member of President’s Lecture Series on Diversity
Member, College of Nursing/College of Allied Health Graduate Research Awards Committee
Member, Executive Committee, Graduate School
Alternate Member - Medical College of Ohio
     Institutional Review Board
Member Center for Nursing Research & Evaluation Advisory Committee
Center for Nursing Research & Evaluation, Research Review Committee
Member Commission on Collegiate Nursing Education Accreditation Committee
Member, Search Committee Associate Dean for Graduate Studies and Research, College of Education
Joanne T. Ehrmin

University of Toledo: 2005-2006

College Level:
- Member School of Nursing Undergraduate Scholarship Awards Committee
- Member Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Subcommittee
- Member Doctor of Nursing Practice Task Force
- Member Center for Nursing Research & Evaluation Advisory Committee
- Center for Nursing Research & Evaluation, Research Review Committee
- Member Commission on Collegiate Nursing Education Accreditation Committee
- Member Planning Committee, University of Toledo / Sigma Theta Tau International, Zeta Theta Chapter-At-Large Research Day
- Member Dean's Advisory Council

University Level:
- Member - Multicultural Affairs Advisory Committee
- Member of President's Strength in Diversity Workgroup
- Member of President’s Lecture Series on Diversity
- Member, College of Nursing/College of Allied Health Graduate Research Awards Committee
- Member, Executive Committee, Graduate School
- Alternate Member - Medical College of Ohio Institutional Review Board
- Member Center for Nursing Research & Evaluation Advisory Committee
- Center for Nursing Research & Evaluation, Research Review Committee
- Member Commission on Collegiate Nursing Education Accreditation Committee
- Member, Search Committee Associate Dean for Graduate Studies and Research, College of Education

University of Toledo: 2005-2006

College Level:
- Member School of Nursing Undergraduate Scholarship Awards Committee
- Member Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Subcommittee
- Member Doctor of Nursing Practice Task Force
- Member Center for Nursing Research & Evaluation Advisory Committee
- Research Review committee
- Member Commission on Collegiate Nursing Education Accreditation Committee
- Member, Dean's Advisory Council

University Level:
- Member - Multicultural Affairs Advisory Committee
Joanne T. Ehrmin

Member of President's Strength in Diversity Workgroup
Member of President’s Lecture Series on Diversity
Member, College of Nursing/College of Allied Health Graduate Research Awards Committee
Member, Executive Committee, Graduate School
Alternate Member - Medical College of Ohio Institutional Review Board

Medical University of Ohio: 2004-2005

College Level:
Member School of Nursing Undergraduate Scholarship Awards Committee
Co-Chair Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Subcommittee
Member Research Options Task Force for Graduate Students
Member Center for Nursing Research & Evaluation Advisory Committee
Member of the Dean's Advisory Council

University Level:
Member - Multicultural Affairs Advisory Committee
Member, College of Nursing/College of Allied Health Graduate Research Awards Committee
Member, Executive Committee, College of Graduate Studies
Alternate Member (for Dr. Kathy Sink) - Medical College of Ohio Institutional Review Board

Medical College of Ohio: 2003-2004

School Level:
Member School of Nursing Undergraduate Scholarship Awards Committee
Co-Chair Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Subcommittee
Member Research Options Task Force for Graduate Students
Member Center for Nursing Research & Evaluation Advisory Committee
Member of the Dean's Advisory Council

College Level:
Member - Multicultural Affairs Advisory Committee
Member, School of Nursing/School of Allied Health Graduate Research Awards Committee
Member, Executive Committee, Graduate School
Alternate Member (for Dr. Kathy Sink) - Medical College of Ohio Institutional Review Board

Medical College of Ohio: 2002-2003

School Level:
Member- MCO, SON, Appointment, Reappointment, Promotion and Tenure
Committee
Member- MCO, SON, IRB Research Review Committee
Co-Chair Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Subcommittee
Member- Development of courses for the Accelerated MSN Program

College Level:
Member- Multicultural Affairs Advisory Committee

Medical College of Ohio: 2001-2002
School Level:
Chair- Task Force on Graduate Level Research Inquiry Courses
Member- MCO, SON, IRB Research Review Committee
Member - MCO Task Force for Graduate Generic MSN
Member - MCO Development of Psychiatric Nurse Practitioner Track in Graduate Program
Member- Sigma Theta Tau International, Zeta Theta Chapter-at-Large, Research & Scholarship Review Committee.

Medical College of Ohio: 2000-2001
School Level:
Chair- Task Force on Graduate Level Research Inquiry Courses
Member- Task Force on Nursing Faculty Retention
Member- Research Review Committee

Medical College of Ohio: 1999-2000 (Part time faculty status)
School Level:
Undergraduate Student Admissions, Retention, and Progression Committee
Member Graduate Faculty Research Field Experience Task Force

College Level:
Senator for Medical College of Ohio Faculty Senate.
Member of Evaluation & Research Diversity Training Committee, and co-chaired subcommittee on interviews of residency directors and departmental faculty concerning multicultural incidents in the clinical setting at MCO.

Medical College of Ohio: 1998-99
School Level:
Chair of Undergraduate Student Admissions, Retention, and Progression Committee.
Member Graduate Faculty Research Field Experience Task Force

College Level:
Appointed member of Evaluation & Research Diversity Training Committee, and co-chaired subcommittee on interviews of residency directors and departmental faculty concerning multicultural incidents in the clinical setting.
Joanne T. Ehrmin

at MCO.
Senator for Medical College of Ohio Faculty Senate.

Medical College of Ohio: 1998-99
School Level:
Served as chair for the Undergraduate Student Admissions, Retention, and Progression Committee.
Appointed to Graduation Requirement Task Force
Served on Graduate School Research Options Task Force
Served on RN/MSN Track Task Force

College Level:
Senator to Medical College of Ohio Faculty Senate.
Appointed to Cultural Diversity Research and Evaluation Subcommittee.
Served as co-chair for Cultural Diversity Research and Evaluation Subcommittee for qualitative research and evaluation subcommittee

Medical College of Ohio: 1988-97
School Level:
Appointed to the Undergraduate Student Admissions, Retention, and Progression Committee (1996)
Student Grievance Committee (1991-95)
Appointed to the Undergraduate Curriculum Committee (1988-91)
Appointed to The Joint Steering Committee, Medical College of Ohio/The Toledo Hospital (1989-95); Served as Chair (1990-1991)
Appointed to the Psychiatric Nursing Symposium Planning Committee (1989-90)

College Level:
Senator to Medical College of Ohio Faculty Senate

Wayne State University, College of Nursing (1995):
Served on the Madeleine Leininger Tribute Planning Committee

Professional/Organizational:

2011- Present  Transcultural Research Interest Group, University of Cincinnati
2009-Present  Ohio Association of Advanced Practice Nurses
2010, 2011  Planning Committee for Ohio Association of Advanced Practice Nurses’ Annual State Conference
1990 - Present  Transcultural Nursing Association
1990 - Present  American Nurses Association
              Toledo District Ohio Nurses Association
2005 - 2009 Transcultural Nursing Association Research & Scholarship Awards Subcommittee

2005- Present Member, Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Committee

2011- Present Midwestern Nursing Research Society Conference, Reviewed Abstracts

1999-Present Member Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large
(Member Research & Scholarship Awards Subcommittee)

2002-2005 Chair Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter-at-Large, Research & Scholarship Awards Committee.

2001-2002 Research Chair, MNRS Research Section on Qualitative Research

2000-2001 Research Chair, MNRS Research Section on Substance Abuse

1998 to 2001 The National Institute of Justice

1997 to 2002 St. Vincent Mercy Medical Center, Nursing Research Council
(Voting Member)

1999 Toledo District Ohio Nurses Association -Served as volunteer on Nominations Committee

1997 to 1999 Appointed to Cultural Diversity Research and Evaluation Subcommittee
Served as co-chair for Cultural Diversity Research and Evaluation Subcommittee for qualitative research and evaluation subcommittee

Community:

2011- Present Transcultural Research Interest Group, University of Cincinnati

2005-Present Prostitution Roundtable (Health Care Providers and Community Leaders)

2002 - 2005 Meeting of Concerned Citizens for Mental Health in Toledo
Asked to be Member of Consumers Union for Mental Health

1995-1999 Board of Directors, Aurora Project Inc.(Substance Abuse Center);
Also served on Program Committee

1999 Conducted a workshop on “Cultural Care for Substance-Dependent
Joanne T. Ehrmin

- "African American Women” with staff at Aurora Project Inc.
- 1999: Presented dissertation research to Community Business Professional
- 1998: Invited to present “Qualitative Research: Naturalistic Nursing Inquiry,” at St. Vincent Mercy Medical Center, Nursing Grand Rounds
- 1998: Presented dissertation research to Community Business Professional
- 1997: Served on Search Committee for Director of Aurora Project Inc.
- 1997: Invited to speak at the MCO Emergency Nurses Day Celebration entitled: Working with Your Prejudices
- 1996: Served on Sister Dorothy Nusbaum’s (Director Aurora Project Committee) Retirement Planning Committee
- 1996: Conducted a workshop with MCO Emergency Department (ER) nurses on “Battling our Prejudices” at the request of the ER Nurse Manager
NAME: Phyllis Meyer Gaspar

RANK: Assistant Professor

EDUCATION

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution &amp; Year Granted</th>
<th>Clinical Focus</th>
<th>Functional Area</th>
</tr>
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<tbody>
<tr>
<td>Post-Doc</td>
<td>University of Iowa, Iowa City, Iowa 1996-1998</td>
<td>Gerontological Nursing</td>
<td>Research-Interventions</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Case Western Reserve University, Cleveland Ohio January 1986</td>
<td>Gerontological Nursing</td>
<td>Research</td>
</tr>
<tr>
<td>MSN</td>
<td>University of Nebraska Medical Center, Omaha, NE May 1979</td>
<td>Medical-Surgical Nursing</td>
<td>Clinical Nurse Specialist</td>
</tr>
<tr>
<td>BSN</td>
<td>University of Nebraska Medical Center, Omaha, NE May 1976</td>
<td>Nursing</td>
<td>Generalist</td>
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</table>

PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
<th>Description</th>
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<tbody>
<tr>
<td>2010 (Dec)-present</td>
<td>Assistant Professor</td>
<td>University of Toledo</td>
<td>Research and teaching</td>
</tr>
<tr>
<td>2010 (Jan)-2012 (Jan)</td>
<td>Director of Research</td>
<td>Benedictine Health System</td>
<td>Development of research endeavors</td>
</tr>
<tr>
<td>2006-2009</td>
<td>Consultant</td>
<td>Benedictine Health System</td>
<td>Development and implementation of evidence based practice in long term care</td>
</tr>
<tr>
<td>2004(Jan)-2006 (May)</td>
<td>Nurse Scientist</td>
<td>Saint Anne of Winona</td>
<td>Development and implementation of research initiative</td>
</tr>
<tr>
<td>1998 (Aug)</td>
<td>Professor</td>
<td>South Dakota State University</td>
<td>Faculty position – Coordinator of Research and Evaluation; Director of Faculty Education and Development, Dakota Plains Geriatric Education Center Grant (1989-1990)</td>
</tr>
<tr>
<td>1995 (Aug)</td>
<td>Associate Professor, Assistant Professor</td>
<td>South Dakota State University</td>
<td>Faculty position, Coordinator of Nursing Research, and Core Faculty, Dakota Plains Geriatric Education Center Grant (on educational leave 1982-84)</td>
</tr>
<tr>
<td>1986 (Aug)</td>
<td>Assistant Professor, Instructor</td>
<td>University of Utah</td>
<td>Faculty position, Division of Adult Physiological Nursing and Geriatric Education Center</td>
</tr>
<tr>
<td>1983 (Jan)-1984 (July)</td>
<td>Graduate Assistant</td>
<td>Frances Payne Bolton, School of Nursing, Case Western Reserve University, Cleveland Ohio</td>
<td>Data collection and analysis, proposal writing</td>
</tr>
<tr>
<td>1977 (Aug)</td>
<td>Graduate Assistant</td>
<td>University of Nebraska Medical Center, College of Nursing</td>
<td>Data collection and analysis</td>
</tr>
<tr>
<td>1977 (Aug)</td>
<td>Registered Nurse</td>
<td>Beatrice Community Hospital, Beatrice, Nebraska</td>
<td>Staff and charge nurse</td>
</tr>
</tbody>
</table>
SCHOLARSHIP & CREATIVE ACTIVITIES

Non-Research Funded Grant:
Advanced Education in Nursing: Post-Master’s CNS Program. P. Gaspar (Project Director, Faculty member) 2000-2004. DHHS, HRSA, Bureau of Health Professions. $222,466

Research/Submitted Grant:

Research/Funded Grant:
Physical and Mental/Emotional Factors Associated with Longitudinal Changes in Functional Status of Older Women: Translating Results to Action (TR2A). Faculty Mentor. University of Toledo Health Sciences, Student Interprofessional Research Award, $2,500.


Wheelchair to Real Chair. M. Masterson and M Sexton Co-PIs with 8 PT and Nursing students Investigators. P. Gaspar and M. Gokula (consultants). University of Toledo Health Sciences, Student Interprofessional Research Award. $5,000


Evidence to Practice: Curriculum Development to Enhance Academic Industry Connection– Phase 3 (E2P2). P. Gaspar, Consultant and Developer (2007-2008). The Center of Integrated Health Science Education and Practice, $45,000

Hydration Status of the Elderly: Validity of Non-invasive Measures for Assessment. P. Gaspar and D. Forsyth, Co-PIs (2006-2008). Gerontological Nursing Interventions Research Center and the Hartford Center of Geriatric Nursing Excellence at Iowa. Study funding was supplemented with monies from the Graduate Program Mayo Research Funds.

Health Status and Functional Ability of Elderly Religious Sisters- Phase V. P. Gaspar and J. Bautch, Co-PI (2006-07). Graduate Nursing Research Funds. $1,100.

Enhancing Access to Clinical Evidence for Practice Improvement in Rural Long-Term Care. P. Gaspar, Researcher (2006). The Center of Integrated Health Science Education and Practice, $75,000


Relocation of Nursing Home Residents: Effect on Residents, Staff and Resident Family Members. P. Gaspar PI (2001). Winona State University Summer Research Initiative, Vice-President’s Office, $5,000


Attitudes and knowledge of Gerontological nurses toward psychotropic drugs. P.M. Gaspar, Co-PI (1990). Academic Vice-President’s Office, South Dakota State University, $1,050.


Empathy training: Effect on nursing home staff and residents. P. Meyer, Graduate Research Assistant (1983-84). Subproject of the Nursing Research Emphasis Grant/Doctoral Programs, Division of Nursing, HRA/HSS, 1R21 NU0114-01, $9,400.

Journal Publications:


Books/Book Chapters/Book Reviews:


Presentations (peer reviewed):


Nelacanti, V., Ram, V., Gaspar, P.M. & Gokula, M. (September 2011). Fluid Intake of Nursing Home Residents At-Risk for Dehydration: A QI Project. Poster presentation at “Together We Make a Difference 2011: Solutions for Senior Care” sponsored by Ohio Medical Directors Association, Ohio Geriatrics Society, Ohio Society of Consultant Pharmacists, and Ohio Consultant Dietitians in Health Care Facilities, Dublin OH


Gaspar, P. M., Gokula, M., Sreekiran, T., & Shafia, R. (April 2011). An Evidence-based Protocol to Reduce Urinary Catheter Use in Skilled Nursing Facilities. Poster presentation at the University of Toledo College of Nursing 5th Annual Research Conference, Toledo, OH

Gaspar, P. M., Gokula, M., Sreekiran, T., & Shafia, R. (March 2011). An Evidence-based Protocol to Reduce Urinary Catheter Use in Skilled Nursing Facilities. Poster presentation at the Midwest Nursing Research Society Annual Research Conference, Columbus OH


Gokula, M., Gaspar, P. M., Morrison, J., & O’Reily, J. (March 2011). Educating CNAs to Improve Quality of Care among Nursing Home Residents with Dementia: The MemorySTAR Program. Poster presentation at the AMDA Annual Meeting “Long Term Care Medicine - 2011: Spring Training for a Winning Team”. Tampa Florida

Gokula, M., Gaspar, P. M., Mahajan, K., Sreekiran, T., & Shafia, R (March 2011). Transition from Skilled Care to Hospital: A Quality Project for Two Facilities. Poster presentation at the AMDA Annual Meeting “Long Term Care Medicine - 2011: Spring Training for a Winning Team”. Tampa Florida


Gokula, M., Gaspar, P. M., Sreekiran, T., & Shafia, R. (October 2010). An Evidence-based Protocol to Reduce Urinary Catheter Use in Skilled Nursing Facilities. Poster presentation at “Together We Make a Difference 2010: Solutions for Senior Care” sponsored by Ohio Medical Directors Association, Ohio Geriatrics Society, Ohio Society of Consultant Pharmacists, and Ohio Consultant Dietitians in Health Care Facilities, Columbus OH

Gokula, M., Gaspar, P. M., Sreekiran, T., & Shafia, R. (October 2010). Transition from Skilled Care to Hospital: A Quality Project for Two Facilities. Poster presentation at “Together We Make a Difference 2010: Solutions for Senior Care” sponsored by Ohio Medical Directors Association, Ohio Geriatrics Society, Ohio Society of Consultant Pharmacists, and Ohio Consultant Dietitians in Health Care Facilities, Columbus OH


Gaspar, P.M. (1998, March). Comparison of four standards used to determine adequate water intake of nursing home residents. Presentation at the 22nd Annual Research Conference of the Midwest Nursing Research Society, Columbus, OH.


**Invited Presentations - Conferences/Seminars/Workshops**

Gaspar, P.M. Panel presentation on “Research Approaches to Interprofessional Elder Care” at the 4th Annual Dorothy Hussain Distinguished Lectureship Series at the University of Toledo, Toledo OH, October 13, 2010.


Gaspar, P.M. Keynote address: Evidence to Practice: Cornerstone to Quality Care. University of Toledo College of Nursing Research Day, Toledo OH, April 27, 2009.


Presenter; (2002, November). Addressing the need for water intake among nursing home residents. University of Iowa Gerontological Nursing Conference.

Presenter; (2001, June). Theories “of” and “for” nursing. Fellows program. Gunderson Lutheran Hospital and Clinic, LaCrosse, WI.

Presenter; (1996, February). Techniques to promote effective patient education for the elderly. Gunderson Lutheran Hospital and Clinic, LaCrosse, WI.

Presenter; (1995, March). Gerontological clinical research update. Part of the program "Geriatric Care: Promoting Functional Health". Sioux Falls, S.D.

Presenter; (1994, October). Physical Assessment of the Geriatric Client and Assessment Reenactment: Pulling it All Together. Part of the program "Nursing Assessment: The Geriatric Individual". Yankton, S.D.

Presenter; (1993, September). Techniques for management of residents with endangering behaviors and team approach to mental health problems (with J. Mort, PharmD.) Part of the program "Quality Assurance and Mental Health Management in Long Term Care". Pierre, S.D.

Presenter; (1990, September and October). Addressing the New HCFA Regulations: Health Care Professionals Working Together. Sioux Falls and Aberdeen, S.D.


Gaspar, P.M. (1989, Feb.). Alterations in elimination: Urinary and fecal incontinence; and Alterations in Skin integrity. For Western Institute in Nursing (Special Project Grant) project "Essentials of Quality Care for the Elderly." Salt Lake City, Utah.

Gaspar, P.M. (1987, Oct.). Alterations in elimination among the elderly. For Montana State University (AOA Grant), S. Cuddney project director. Program to bring Gerontological nursing to outstate Montana.

Gaspar, P.M. (1988, April). Ingestion in nursing home residents. For Weber State College (Kellogg Grant), M.A. Anderson, project director. Program to increase the knowledge of Weber State College students, faculty and associated clinical staff in Gerontological nursing.


Contributor


Peer Reviewer:

2010-present Manuscript reviewer for Research and Theory for Clinical Practice
2006-2009 Manuscript reviewer for Journal of Clinical Nurse Specialist
2006 Manuscript reviewer for Western Journal of Nursing Research
1999 National Institute of Health grant reviewer.
1999-present Abstract reviewer for Clinical Medicine(Health Science) section of the Gerontological Society of America.
1991-1995 Institutional Review Board Member, Aberdeen Area Indian Health Service.
1990-present Abstract reviewer for Midwest Nursing Research Society Annual Conference

PROFESSIONAL AND COMMUNITY SERVICE

2011- present – Board member for Sunrise Retirement
    Chair of Resident Service Committee (2012)
2005-2006 – Working team member for the PACE initiative for Winona Area
2005-2007 – MNSCU Doctorate in Nursing Practice Committee.
2001-2005 – Advisory Team for the Time-Out for Grandparent Project, Collaborative project of Saint Anne Hospice, Time-Out for Kids, and Winona State University, Department of Nursing
1998-2001 – facilitator of the Winona Area Long-term Care Pain Team
1998-present – Member of Joint Powers Board for Community in Schools
1999, March – Judge for Southeast Minnesota Regional Science Fair, Winona State University
1998, March – Judge for Southeast Minnesota Regional Science Fair, Saint Mary’s University
1997-1998 – Parent volunteer for 2nd grade class at W-K elementary school
1993-1995 - South Dakota State Board of Nursing Advanced Practice Taskforce (Appointment by the State Board).

Consultations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Date</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Benedictine Health System</td>
<td>2006-2009</td>
<td>Development and implementation of evidence based practice in long term care</td>
</tr>
<tr>
<td>University of Nevada (Reno and Las Vegas) DNP</td>
<td>April</td>
<td>Creating Expectations that Facilitate Achievement of DNP</td>
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</table>
Collaborative Program | 2012 | Essentials in a Collaborative Program
Indiana Wesleyan University, Marion Indiana | April 2012 | Development of the capstone project for DNP program

PROFESSIONAL ORGANIZATION MEMBERSHIPS
American Nurse’s Association, 1979-2001
Minnesota Nurses’ Association, 1995 – 2001
South Dakota Nurses’ Association 1979-1995
Midwest Nursing Research Society, 1982-present
  Local Conference Planning Committee, 1995
  Chair, Co-chair of the Gerontological Nursing Research Section, 1993-95, 2011-2012
  Chair, Resolutions Committee, 1992-93, Member, 1991-92
  Member, Special Projects, 1993-94
  Chair and member, Gerontological Nursing Research Awards Committee, 1995-2002, 2003-04
  Abstract reviewer – numerous years
  Gerontological Society of America, 1983-present
    Abstract reviewer 2000-2011
  National Association of Clinical Nurse Specialist, 2002-2008
    • Co-Chair of Doctoral Level CNS Competencies Taskforce (2007-2009)

HONORS AND AWARDS
Building Healthier Communities Award from Stratis Health - Evidence to Practice Project which is a partnership of WSU and Benedictine Health System (2008-9)
Midwest Nursing Research Society, Gerontological Research Section, Award for Gerontological Nursing Practice (1999).
Fellowship in Gerontological Nursing Research, University of Iowa, 1996-98
American Nurse Scholar; 1990-91
Finalist in Young Professional Women of Brookings, 1981
South Dakota State University Nomination for American Association of University Women Recognition Award, 1985
Sigma Theta Tau, 1979-present
Frances Payne Bolton School of Nursing Alumni Association Research Award

Recent Faculty Responsibilities (past 3 years)
University of Toledo, College of Nursing
  Teaching Responsibilities in the Collaborative Post-masters DNP Program (UT and WSU)
    • NURS 704/825 Applied Nursing Research
    • NURS 7080/840 Evidence Based Nursing Practice in Direct Care
    • NURS 7970/850 Capstone Practicum (Direct Care)
    • NURS 7090 Project Seminar
    • Nursing7100 Evidence-Based Practice Project
  Teaching Responsibilities in the undergraduate program
    • NURS 4950 Nursing Research

Student Development
  Capstone project Committee Chair and Member – numerous (table provided upon request)
VITAE

Timothy Michael Gaspar, Ph.D., R.N.
4001 Hollyhock Lane
Maumee, OH 43537-9240
(419) 491-1212 [HM]
(419) 383-5858 [WK]
tim.gaspar@utoledo.edu [E-mail]

EDUCATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree</th>
<th>Institution</th>
</tr>
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<tr>
<td>1990</td>
<td>Ph.D. in Nursing</td>
<td>University of Utah, Salt Lake City, Utah. (Dissertation: Job Satisfaction of Chairpersons In Academe)</td>
</tr>
<tr>
<td>1981</td>
<td>M.S.N.</td>
<td>University of Nebraska Medical Center, Omaha, Nebraska. (Options: nursing education and clinical specialist emphasis in medical-surgical nursing)</td>
</tr>
<tr>
<td>1977</td>
<td>B.S. in Nursing</td>
<td>South Dakota State University, Brookings, South Dakota.</td>
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WORK HISTORY/EXPERIENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Position, Institution and Responsibilities</th>
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<tbody>
<tr>
<td>2008-present</td>
<td>Professor and Dean, College of Nursing; University of Toledo, Toledo, Ohio.</td>
</tr>
<tr>
<td>1995-2008</td>
<td>Professor and Dean, College of Nursing and Health Sciences; Winona State University, Winona, Minnesota.</td>
</tr>
<tr>
<td>1990-1995</td>
<td>Associate Professor &amp; Department Head, Undergraduate Nursing; South Dakota State University, College of Nursing, Brookings, South Dakota.</td>
</tr>
<tr>
<td>1984-1990</td>
<td>Assistant Professor/Associate Professor, Departments of Undergraduate and Graduate Nursing; South Dakota State University, College of Nursing, Brookings, South Dakota.</td>
</tr>
<tr>
<td>1986-1988</td>
<td>Graduate Research Assistant and Doctoral Student in Nursing; University of Utah, College of Nursing, Salt Lake City, Utah.</td>
</tr>
<tr>
<td>1981-1984</td>
<td>Instructor, Undergraduate Nursing; South Dakota State University, College of Nursing, Brookings, South Dakota.</td>
</tr>
<tr>
<td>1980-1981</td>
<td>Nursing Consultant; Crowell Memorial Home, Blair, Nebraska.</td>
</tr>
<tr>
<td>1980</td>
<td>Research Associate; University of Nebraska Medical Center, Nursing Care Research Center, Omaha, Nebraska.</td>
</tr>
<tr>
<td>1979-1980</td>
<td>Staff Nurse; Brookings Hospital, Brookings, South Dakota.</td>
</tr>
<tr>
<td>1978-1979</td>
<td>Assistant in Nursing; South Dakota State University, College of Nursing, Brookings, South Dakota.</td>
</tr>
<tr>
<td>1977-1978</td>
<td>Staff Nurse, Neonatal Intensive Care Unit; Edward Sparrow Hospital, Lansing, Michigan.</td>
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RESEARCH, SCHOLARSHIP AND OTHER CREATIVE WORK

<table>
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<tr>
<th>Year</th>
<th>Title and Funding</th>
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<tbody>
<tr>
<td>2006-2007</td>
<td>HRSA-Office of Rural Health Policy funded grant for “Network Development Planning to Launch the Winona Rural PACE (Program for All-inclusive Care of the Elderly) Initiative”. Collaborative grant among the three Winona CEO’s of the health care organizations in Winona and Winona State University College of Nursing and health Sciences to plan and establish the first rural PACE site. Funded at $85,000.</td>
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<tr>
<td>2005-2008</td>
<td>Co-Principle Investigator-The Center for Integrated Health Science Education and Practice (Center for Excellence in Healthcare) is a collaborative partnership of education, industry and community was created to increase the number and expand the diversity of healthcare workers; to integrate health science education, practice and research; and to build capacity for education and industry to collaborate to enhance health care. Winona State University as the lead/coordinating institution was funded at $2.7 million biennially with an approximate renewal of $2.7 million.</td>
</tr>
<tr>
<td>1998-2007</td>
<td>Medical Education and Research Costs (MERC) Trust Fund. The trust fund was funded to support select medical education and research activities in Minnesota that have historically been supported by patient care revenues. Qualified programs in advanced practice nursing (Clinical Nurse Specialist, Nurse Anesthetists, Nurse Practitioners and Nurse Midwives) are qualified to apply for grant funds. Winona State University was awarded $818,178.</td>
</tr>
<tr>
<td>2001-2005</td>
<td>A Descriptive Study of the College of Nursing and Health’s Organizational Climate. A five year pilot study by T. Gaspar, J. Belcher and P. Martin. The purpose of the study is to compare two similar Universities to assess the nursing faculty and staff member’s perception of organizational environment over time.</td>
</tr>
<tr>
<td>2001-2002</td>
<td>Relocation in Long-Term Care: Effect on Residents, Staff and Resident’s Family Members. A study by P. Gaspar, S. Smith, L. Smith, M. Johnson, T. Gaspar. Pilot study to determine the effect of closure of a long term care facility and the relocation effect on residents, residents' family members, and staff; and determine the effect of various approaches implemented on the outcomes of the relocation process. Funded in the amount of $5000.</td>
</tr>
<tr>
<td>2000-2003</td>
<td>Minnesota Collaborative Rural Nurse Practitioner Project. Member of the Governance Board with a goal of increasing the numbers of Nurse Practitioners in rural communities in Minnesota. This included recruitment and retention of Nurse Practitioners in practice in rural Minnesota communities. Total project was funded at $500,000 per biennial budget, with the Winona State University partner share $75,557.</td>
</tr>
<tr>
<td>1998-2000</td>
<td>Minnesota Collaborative Rural Nurse Practitioner Project. Member of the Oversight Board with a goal of increasing the numbers of Nurse Practitioners in rural communities in Minnesota. This included recruitment and retention of Nurse Practitioners in practice in rural Minnesota communities. Total project was funded at $500,000, with the Winona State University partner share of the project totaling $58,617.</td>
</tr>
<tr>
<td>1997-2002</td>
<td>Robert Wood Johnson: Minnesota Partnerships for Training. Institutional partner, Governance Board Chair and active committee member. The purpose of the project to meet the primary health care needs in rural and urban areas of the state through: innovative, community-based nurse practitioner, certified nurse midwife, and physician assistant programs; student recruitment targeting primary care shortage areas; and stable, long-term financing strategies for the respective programs in the region. Total funding for program partners was $4,147,330.</td>
</tr>
<tr>
<td>1996-1999</td>
<td>Robert Wood Johnson: Minnesota Colleagues in Caring Collaborative. One of two nurse writers on the author team who advanced the grant to develop a comprehensive approach which included a coordinated statewide effort of articulation agreements among nursing schools, a statewide system of assessing and understanding trends that impact nursing care needs, and a coordinated system of sharing resources to support and extend each other’s work force development efforts. This grant included substantive collaboration among service providers, education institutions, and policy and consumer groups. The project totaled $569,455.</td>
</tr>
</tbody>
</table>
1996-1998 Minnesota Collaborative Rural Nurse Practitioner Project. Member of the Oversight Board with a goal of increasing the numbers of Nurse Practitioners in rural communities in Minnesota. This included recruitment and retention of Nurse Practitioners in practice in rural Minnesota communities. Total project was funded at $500,000, with the Winona State University partner share of the project totaling $62,699.

1995-1996 Robert Wood Johnson: Minnesota Partnerships for Training Project (Planning Grant). Member of the Board of Governors and active member on committees for the project that focused on a collaborative, systematic and community-based approach to the education, recruitment, placement, and retention of nurse practitioners, certified nurse midwives, and physician assistants for underserved rural and urban areas of the state. The total funded budget was $186,398.

1990-1993 RN Upward Mobility on Pine Ridge/Rosebud Reservations-South Dakota. Project Director for Training Grant ($571,682) from the Department of Health & Human Services, Division of Nursing, to deliver the SDSU RN Upward Mobility Program on the Pine Ridge/Rosebud Reservations of South Dakota.

1990 Job Satisfaction of First-line Nurse Administrators in Academe (dissertation research). SDSU Sabbatical Leave and Federal Nurse Traineeship Scholarship through University of Utah, College of Nursing, Salt Lake City, Utah.


1988 Graduate Research Assistant, The Role of First-line Administrators in Nursing Schools. Funding obtained by Joy Princeton, Ph.D., R.N., through the University of Utah research Committee, University of Utah, Salt Lake City, Utah.

1984-85 Computer Assisted Instruction Program Team Member, Introduction to the Conceptual Framework: A Computer Assisted Instruction Program for RN Upward Mobility Students, Parts 1-8. Funding obtained through Division of Nursing Training Grant awarded to South Dakota State University, College of Nursing, Brookings, South Dakota.

1981 Relationships of Circadian Timing of Daily Hormonal and Physiological Profiles of Patients Who Have Suffered Surgical Trauma (thesis research). Partial funding ($3,400) through the Dean's Research Fund and Nursing Care Research Center at the University of Nebraska Medical Center, Omaha, Nebraska.

PUBLICATIONS


PRESENTATIONS, PAPERS AND REPORTS


Gaspar, T., Ford, J., Gilbert, M. (2010), NursingCAS overview and online application demonstration. Webinar presented January 19, and 20, 2010; February 2, 9 and 24, 2010; April 12 and 16, 2010; May 11, 2010; and November 11, 2010.


Gaspar, T. M. (1982). Circadian timing of daily hormonal and physiological profiles of patients who have undergone abdominal surgery. Presented at the annual research conference sponsored by the University of Illinois Medical Center and Veterans Administration Medical District #17, Chicago, Illinois.

Gaspar, T. M. (1981). An assessment of the paralyzed client's potential for pressure sore formation. Presented at the University of Nebraska Medical Center, Omaha, Nebraska.


Gaspar, T. M., Munn, D. F. & Farr, L. A. (1981). Relationships of circadian timing of daily hormonal and physiological profiles of patients who have suffered surgical trauma. Presented at graduate student research day at the University of Nebraska Medical Center, Omaha, Nebraska.


Gaspar, T. M. (1980). The prevention of decubitus ulcers by instituting unscheduled small shifts in the patient's body weight. Presented at Crowell Memorial Home, Blair, Nebraska; Golden Years Nursing Home, Elkhorn, Nebraska; Good Shepherd Nursing Home, Blair, Nebraska; Valhaven Colonial Manor, Valley, Nebraska.


**CONSULTATION/PROFESSIONAL SERVICE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Agency/Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2012</td>
<td>Re-elected for two year term to the Board of Directors of the American Association of Colleges of Nursing, Washington, DC.</td>
</tr>
<tr>
<td>2010</td>
<td>Doctor of Nursing Practice Program review consultation and preparation services for upcoming CCNE accreditation site visit for consortium members University of Alabama</td>
</tr>
</tbody>
</table>
at Birmingham, University of Alabama in Huntsville, and the University of Alabama.

2009

Program review consultant for the collaborative Doctor of Nursing Practice program being jointly developed by the University of Nevada, Reno and the University of Nevada, Las Vegas.

2008-2010

Elected for two year term to the Board of Directors of the American Association of Colleges of Nursing, Washington, DC.

2007

Teleconference consultation on the development of a Doctor of Nursing consortium at Wright State University, Dayton, Ohio and The University of Toledo, Toledo, Ohio.

2006-2008

Appointed to the Finance Committee American Association of Colleges of Nursing, Washington, DC.

2005-2008

Quality and Safety Committee member to Winona Health, Winona, MN.

2004-2008

Community Advisory Board member to Franciscan Skemp Medical Center, LaCrosse, WI.

2004-2008

Consultant to schools of nursing with undergraduate and graduate programs for quality improvement and/or in preparation for accreditation by the Commission on Collegiate Nursing Education: SUNY Downstate Medical Center; SUNY Upstate Medical Center; Wright State University; Barry University; Bemidji State University.

2004-2006

Elected to the Nominating Committee, American Association of Colleges of Nursing, Washington, DC. Appointed Convener/Chair of the committee April 2005-2006.

1999-2008

Appointment by the Minnesota Commissioner of Health to the Medical Education and Research Costs Advisory Committee to advise the Department of Health on matters related to medical education and research.

1998-2003

Commission on Collegiate Nursing Education-Accreditation Review Committee Member that recommends accreditation status to the board for baccalaureate and master’s in nursing programs.

1998-present

Commission on Collegiate Nursing Education-Evaluation Team Chair for onsite accreditation reviews of baccalaureate and higher degree nursing programs.

1998

AACN Regional Meeting Facilitator, Seattle, Washington. Facilitated a work group on “Baccalaureate Nursing Education: Defining the Essential Elements”.

1996-97

Mayo School of Health-Related Sciences, Rochester, Minnesota. Consultant on Associate Degree to a Baccalaureate Degree program articulation in radiology and other health sciences program areas.

1993-1995

East Central Mental Health and Chemical Dependency Center, Brookings, South Dakota. Member of the Board of Directors for the center that serves the greater Brookings County area.

1995

Midwest Nursing Research Society, Indianapolis, Indiana. Abstract reviewer for the annual research conference.

1994

Midwest Nursing Research Society, Indianapolis, Indiana. Abstract reviewer for the annual research conference.

1992-1993

South Dakota Board of Nursing, Sioux Falls, South Dakota. Nurse Consultant to provide data analysis on research project regarding scope of practice issues in nursing.
1988 Holy Cross Hospital, Salt Lake City, Utah. Implementation of a computerized database for critical care unit personnel management.

1988 Weber State College, Ogden, Utah. Consultation on use of a computerized ethnography program for qualitative data analysis with Carol Davis, Ph.D., R.N.

1985 Rapid City Regional Hospital, Rapid City, South Dakota. Clinical Consultant on nursing care of oncology patients/family.

1984-1985 Royal C. Johnson Veteran's Administration Medical Center, Sioux Falls, South Dakota, Clinical Consultant on nursing care of oncology patients/family.

CONFERENCES/WORKSHOPS/CONTINUING EDUCATION

<table>
<thead>
<tr>
<th>Month/Year</th>
<th>Conference Title/Sponsoring Organization/Location</th>
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<tbody>
<tr>
<td>April, 2012</td>
<td>Changing Practice Through Nursing Research (Research Day), The University of Toledo, Toledo, OH.</td>
</tr>
<tr>
<td>October, 2011</td>
<td>Interdisciplinary Approaches for Managing Overweight and Obese Patients, Center for Continuing Nursing Education, Toledo, OH.</td>
</tr>
<tr>
<td>October, 2011</td>
<td>Innovative Ways to Design the Graduate Curriculum, American Association of Colleges of Nursing, Washington, DC.</td>
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<tr>
<td>October, 2011</td>
<td>NursingCAS: The Technology and Its Application, American Association of Colleges of Nursing, Washington, DC.</td>
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<tr>
<td>October, 2011</td>
<td>Interprofessional Education in Nursing, American Association of Colleges of Nursing, Washington, DC.</td>
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<tr>
<td>October, 2011</td>
<td>The Increasing Importance of Interprofessional Education and Collaboration, American Association of Colleges of Nursing, Washington, DC.</td>
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<tr>
<td>October, 2011</td>
<td>Patient Centered Outcomes Research Institute: Transforming Healthcare Delivery, American Association of Colleges of Nursing, Washington, DC.</td>
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<tr>
<td>October, 2011</td>
<td>Transforming Nursing Education in Challenging Financial Times, American Association of Colleges of Nursing, Washington, DC.</td>
</tr>
<tr>
<td>October, 2011</td>
<td>Integrating Interprofessional Competencies into the Curriculum, American Association of Colleges of Nursing (Webinar), Toledo, OH.</td>
</tr>
<tr>
<td>May, 2011</td>
<td>State of Ohio Laws and Standards for Nurses, Elite Continuing Education, Orlando Beach, FL.</td>
</tr>
<tr>
<td>April, 2011</td>
<td>5th Annual College of Nursing Research Day, University of Toledo Continuing Education, Toledo, OH.</td>
</tr>
<tr>
<td>March, 2011</td>
<td>The Future is Now: Putting the Puzzle Pieces into Perspective, American Association of Colleges of Nursing, Washington, DC.</td>
</tr>
<tr>
<td>March, 2010</td>
<td>Shaping the Future of Nursing Education, American Association of Colleges of Nursing, Washington, DC.</td>
</tr>
</tbody>
</table>
October, 2010  Leveraging Resources in Challenging Economic Times, American Association of Colleges of Nursing, Washington, DC.

October, 2010  Fall Research Program Zeta Theta Chapter Sigma Theta Tau, Promedica Health System, Sylvania, OH.

October, 2010  PHS 4th Annual Nursing Research Retreat “A Walk Through Research”, Promedica Health System, Toledo, OH.

October, 2010  Legislative Update for Nurses, Center for Continuing Nursing Education, Toledo, OH.

April, 2010  University of Toledo Healthcare Reform Panel Discussion, Interprofessional Organization of Healthcare Students, Toledo, OH.

April, 2010  College of Nursing 4th Annual Spring into Research Conference “Changing Practice Through Nursing Research”, Toledo, OH.

January, 2010  Leveraging Doctoral Education to Impact Healthcare Reform, American Association of Colleges of Nursing, Captiva Island, FL.

November, 2009  Quality in Health Care: Changing the Culture through Baccalaureate Nursing Education, American Association of Colleges of Nursing, Chicago, IL.

October, 2009  40 Years of Excellence: Celebrating the Past, Shaping the Future of Nursing Education, American Association of Colleges of Nursing, Washington, DC.

July, 2009  Practicing Reality-Based Leadership in Challenging Times, American Association of Colleges of Nursing, Santa Fe, NM.

March, 2009  Building Thriving Organizations for the Future, American Association of Colleges of Nursing, Washington, DC.


October, 2008  Building Nursing Faculty for the Future: Creating the Environment, American Association of Colleges of Nursing, Washington, DC.


April, 2006  Linking Research and Practice: A Roadmap for the Future, Midwest Nursing Research Society, Milwaukee, WI.

March, 2006  Nurses Day on the Hill, Minnesota Nurses Association, St. Paul, MN.

March, 2006  Taking the Helm of Nursing Education: Charting New Directions, American Association of Colleges of Nursing, Washington, DC.

January, 2006  Conference for Trustees and Board Chairs: Governance Standards for Trustees, Minnesota Hospital Association, Plymouth, MN.

October, 2005  Chief Academic Officers/Chief Student Affairs Officers/Deans MnSCU System Retreat, Minnesota State Colleges and Universities, Ruttgers Bay, MN.

April 2005  Leading Change: Strategies for a Vital Health Professions Workforce, University of Minnesota, St. Paul, MN.

March, 2005  Nurses Day on the Hill: Because Political Advocacy is a Nursing Skill, Minnesota Nurses Association, St. Paul, MN.


October 2004  Policy and Politics in Nursing Higher Education: The Dean’s Role in Advocacy, American Association of Colleges of Nursing, Washington, DC.

October, 2004  E3 Summit on the Nursing Shortage, American Association of Colleges of Nursing and Sigma theta Tau International, Louisville, KY.


February, 2004  Nursing Research: Addressing Health Disparities, Midwest Nursing Research Society, St. Louis, MO.

May, 2003  Responding to Changing Economic Times, WSU Leadership Institute, Winona, MN.

March, 2003  Nurses Day on the Hill: Political Landscape-What you Really Need to Know, Minnesota Nurses Association, St. Paul, MN.


February, 2003  Crucial Conversations, Office of Continuing Education, Winona, MN.


October, 2002  CCNE Team Leader Training, Commission on Collegiate Nursing Education, Washington, DC.

October, 2002  Nursing in the National Spotlight: Taking Action, American Association of Colleges of Nursing, Washington, DC.

October, 2002  Chief Academic Officers/Chief Student Affairs Officers/Deans MnSCU System Retreat, Minnesota State Colleges and Universities, Ruttgers Bay, MN.

November, 2002  Colleagues in Partnership, Minnesota Association of Colleges of Nursing, Minneapolis, MN.

May, 2002  Economic Summit: Responding to a Changing Economy, WSU Leadership Institute, Winona, MN.


March, 2001  Illuminating Practice Through Research, Midwest Nursing Research Society, Cleveland, OH.

October, 2001  Invigorating Nursing: Building a Strong Future, American Association of Colleges of Nursing, Washington, DC.

September, 2001  Bridging the Gap: Helping New Grads Become Successful Grads, Minnesota Colleagues in Caring Collaborative, Brooklyn Center, MN.

March, 2001  Blueprint for Policy Changes to Create the Year 2013 Minnesota Health Workforce, National Institute of Health Policy, Minneapolis, MN.
<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>March, 2001</td>
<td>Innovation and Disruption: The Nursing Profession in Flux, American Association of College of Nursing, Washington, DC.</td>
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<tr>
<td>February, 2001</td>
<td>Research in the Clinical Setting: Issues and Relevance, Mayo Continuing Nursing Education, Rochester, MN.</td>
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<tr>
<td>October, 2000</td>
<td>Creating the Professional Workforce for the Future, American Association of College of Nursing, Washington, DC.</td>
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<tr>
<td>April, 2000</td>
<td>Millennium Milestones: Looking Back Moving Forward, Midwest Nursing Research Society, Dearborn, MI.</td>
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<tr>
<td>December, 2000</td>
<td>Bridging the Gap: Helping New Grads Become Successful Grads, Minnesota Colleagues in Caring Collaborative, St. Paul, MN.</td>
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<tr>
<td>October, 2000</td>
<td>Recreating Nursing for a New World of Practice, Minnesota Association of Colleges of Nursing, Minneapolis, MN.</td>
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<tr>
<td>February, 2000</td>
<td>Research Into Practice: Issues, Approaches, Outcomes, Mayo Continuing Nursing Education, Rochester, MN.</td>
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<tr>
<td>November, 1999</td>
<td>Partnerships to Build Nursing Assets for the Future, Minnesota Association of Colleges of Nursing, Minneapolis, MN.</td>
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<tr>
<td>October, 1999</td>
<td>Building the Academic Community, American Association of College of Nursing, Washington, DC.</td>
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<tr>
<td>October, 1999</td>
<td>Innovative Partnerships for Nursing Education, Minnesota Association of Colleges of Nursing, Minneapolis, MN.</td>
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<tr>
<td>October, 1999</td>
<td>Minnesota State Colleges and Universities System Dean’s Retreat, Minnesota State Colleges and Universities, St. Paul, MN.</td>
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<tr>
<td>September, 1999</td>
<td>Nursing Workforce Issues, Minnesota Colleagues in Caring Collaborative, St. Cloud, MN.</td>
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<tr>
<td>April, 1999</td>
<td>Nursing Research and Policy: Moving to the 21st Century, Midwest Nursing Research Society, Indianapolis, IN.</td>
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<tr>
<td>March, 1999</td>
<td>Accountable and Effective Productivity in a Complex World, American Association of College of Nursing, Washington, DC.</td>
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<tr>
<td>October, 1998</td>
<td>Building Leadership Careers in Nursing: Challenges for a Changing Professorate, American Association of College of Nursing, Washington, DC.</td>
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<tr>
<td>March, 1998</td>
<td>The Learning Revolution: Nursing Education and the Virtual Learning Experience, American Association of College of Nursing, Washington, DC.</td>
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<tr>
<td>October, 1997</td>
<td>Meeting Higher Education Demands in Nursing Education: Understanding the Present and Influencing the Future, American Association of Colleges of Nursing, Washington, DC.</td>
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<tr>
<td>October, 1997</td>
<td>Got Your Shots: A Guide to Immunizations in Minnesota, Minnesota Department of Health, Minneapolis, MN.</td>
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</tbody>
</table>
September, 1997  Nurse Scholars in Action: A forum for Research and Other Scholarly Papers, Sigma Theta Tau – Theta XI Chapter, Duluth, MN.


April, 1997  Models of Health Care: Research, Economical, Ethical and policy Issues, Midwest Nursing Research Society, Minneapolis, MN.


October, 1996  Positioning for Successful Leadership, American Association of Colleges of Nursing, Washington, DC.


September, 1996  Health Care Redesign…Forging New Relationships-Creating Partner Solutions, Midwest Alliance in Nursing, Indianapolis, IN.

March, 1996  Rising to the Challenge: Restructuring Nursing Education … and Winning, American Association of Colleges of Nursing, Washington, DC.

March, 1996  Leadership Skills for Nursing Education in Turbulent Times, American Association of Colleges of Nursing, Washington, DC.

April, 1995  Midwest Nursing Research Society Annual Conference, Kansas City, KS.

October, 1995  Growing Pains in Nursing Education: Evolving in an Era of Change, American Association of Colleges of Nursing, Washington, DC.

February, 1995  Nurses’ Day at the Legislature. South Dakota Nurses’ Association, Pierre, SD.

October, 1994  Baccalaureate and Higher Degree Annual Meeting and Continuing Education Conference on Community Based Care, National League for Nursing, Portland, OR.

August, 1994  Nursing Summit ‘94: Enhancing Clinical Excellence, South Dakota Nurses’ Association, Sioux Falls, SD.

April, 1994  SDSU College of Nursing Research Symposium, South Dakota State University, Brookings, SD.

April, 1994  Health Care Reform: The South Dakota Perspective, South Dakota Health Care Coalition, Sioux Falls, SD.

April, 1994  Caring to Change, Changing to Care: Nursing s Response to Health Care Reform, South Dakota Nurses’ Association, Sioux Falls, SD.

April, 1994  Midwest Nursing Research Society Annual Conference, Milwaukee, WI.

February, 1994  Nurses’ Day at the Legislature. South Dakota Nurses’ Association, Pierre, SD.
October, 1993  South Dakota Nurses’ Association Annual Convention, Mitchell, SD.


April, 1993  SDSU College of Nursing Research Symposium, South Dakota State University, Brookings, SD.

April, 1993  Sigma Theta Tau Research Conference: Meeting Tomorrow’s Challenges, Augustana College, Sioux Falls, SD.

March, 1993  Midwest Nursing Research Society Annual Conference, Cleveland, OH.

February, 1993  Nurses’ Day at the Legislature, South Dakota Nurses’ Association, Pierre, SD.

February, 1993  Case Mix, Reimbursement and Quality Assurance System, Nursing Education Deans and Directors, Pierre, SD.

October, 1992  Baccalaureate and Higher Degree Programs Annual Meeting and N.L.N. Community-Based Primary Health Care, National League for Nursing, Philadelphia, PA.

April, 1992  New Directions in RN Education: Administrative, Educational and Technological Strategies, Sigma Theta Tau International, Baltimore, MA.

March, 1992  Midwest Nursing Research Annual Conference, Chicago, IL.

February, 1992  Nurses’ Day at the Legislature, South Dakota Nurses’ Association, Pierre, SD.

January, 1992  A Celebration of Diversity: Non-traditional Students, South Dakota State University, Brookings, SD.

November, 1991  Chairing the Academic Department, The American Council on Education, Boulder, CO.

June, 1991  SDSU College of Nursing Research Symposium, South Dakota State University, Brookings, SD.

April, 1991  Midwest Nursing Research Society Annual Conference, Oklahoma City, OK.

February, 1991  Nurses’ Day at the Legislature, South Dakota Nurses’ Association, Pierre, SD.

**PROFESSIONAL ORGANIZATION MEMBERSHIP**

- American Association of Colleges of Nursing
- American Nurses' Association/Ohio Nurses' Association
- Midwest Nursing Research Society
- Ohio Deans and Directors
- Sigma Theta Tau International

**HONORS/AWARDS**

- Federal Nurse Traineeship Award, 1986-1988
- Scholarship, Paralyzed Veterans Association, Omaha, Nebraska, 1981
- Graduate Student Research Award, University of Nebraska Medical Center, College of Nursing, 1981

Vita-Gaspar, Timothy
5-22-12
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BUSINESS ADDRESS:  The University of Toledo
College of Nursing
Room 3318, Health Science Campus
3000 Arlington Avenue
Toledo, Ohio  43614-5803

TELEPHONE:  419-383-5862

E-mail  cheryl.gies@utoledo.edu (business)  rtgceg@aol.com (home)

LICENSURE:  RN, State of Ohio
CERTIFICATION:  Adult Nurse Practitioner

Objective
My professional objective is to integrate past clinical nursing experience and the Doctor of Nursing Practice degree into expanded roles in nursing education, research, and adult nurse practitioner practice.

Education
2007 – 2011
Doctor of Nursing Practice
The University of Toledo / Wright State University
EBP Project title:  Developing Gender Specific Web-based Educational Modules for Caregivers of Persons with Alzheimer’s Disease

2000 - 2005
Master of Science Nursing degree
Adult Nurse Practitioner / Clinical Nurse Specialist track
Medical College of Ohio; Toledo, Ohio
Thesis title:  Evaluating Effectiveness of a Nurse-Directed Smoking Cessation Program in a Small Community Hospital

1996-2000
Bachelor of Science Nursing degree
Lourdes College; Sylvania, Ohio

1965-1968
Diploma of Nursing
Saint Vincent School Of Nursing; Erie, Pennsylvania

1993-1996
Credits toward Bachelor degree
Owens Community College; Findlay, Ohio

Professional Licensure/Certification
Ohio Board of Nursing Registered Nurse license
AANP Certification:  Adult Nurse Practitioner
Certificate of Authority: Ohio Board of Nursing
Professional Licensure/Certification

- Certificate To Prescribe: Ohio Board of Nursing
- AHA Advanced Cardiac Life Support Certification (past)
- AHA Basic Life Support Certification
- Advance Care Planning Facilitator Certification
- Freedom from Smoking Facilitator Certification

Professional Experience

July 2012 – present  Associate Professor
The University of Toledo, College of Nursing
Toledo, Ohio

January 2008 – present  Assistant Professor
The University of Toledo, College of Nursing
Toledo, Ohio

April 2006 – July 2007  Adult Nurse Practitioner
Blanchard Valley Geriatrics
Findlay, Ohio  45840

August 2005 – 2007  Instructor of Nursing
The University of Toledo; Toledo, Ohio
College of Nursing

2004 – August 2005  Case Manager
Blanchard Valley Regional Health Center; Findlay, Ohio
Inpatient Cardiac Rehabilitation / Cardiovascular case manager

1991-2004  Cardiac Rehabilitation Phase I Coordinator
Blanchard Valley Regional Health Center; Findlay, Ohio
- Case manage cardiac rehabilitation inpatients
- Coordinate interdisciplinary services for cardiac rehabilitation inpatients
- Provide nursing staff in-services and community programs
- Co-chairperson of the Cardiac Rehabilitation Committee,
  Chairperson of Tobacco Free Campus Task Force, Chairperson
  of Inpatient Tobacco Cessation Committee, member of the
  Special Care Unit committee, member of the Special Care Unit
  Education Committee
- 2001 JCAHO process improvement presenter
- Co-coordinator for the 2001 AACVPR cardiac rehabilitation
  program certification (American Association of
  Cardiovascular and Pulmonary Rehabilitation)
- Student mentor
Professional Experience

Cardiac Rehabilitation Phase I Coordinator
Blanchard Valley Regional Health Center; Findlay, Ohio (cont)
- VHA, KEPRO and LEHA cooperative congestive heart failure projects data collection coordinator

1978-1991  Charge Nurse/Staff Nurse Special Care Units
Blanchard Valley Hospital; Findlay, Ohio
- Care of critically ill adult patients
- Crisis management and intervention

1975-1978  Staff nurse: coronary care unit and open-heart unit
Methodist Medical Center; Peoria, Illinois
- Care of critically ill cardiac adult patients
- Float pool

1972-1973  Staff nurse in the Intensive/Coronary care units
Christ Hospital; Cincinnati, Ohio
Mercy Hospital; Hamilton, Ohio
- Care of critically ill adult clients
- Team leader

1969-1972  Charge nurse in pediatrics and staff nurse in coronary care
Saint Rita Hospital; Lima, Ohio
- Care of acutely ill infants and children
- Crisis management and intervention
- Care of critically ill cardiac adult patients

Honors and Awards

2012  University of Toledo, College of Nursing (UTCON)
Outstanding Contribution to Scholarship Award

2011  UTCON BSN Commencement Platform Committee

2011  UTCON Commencement Speaker for the DNP program

2011  UTCON Nurse Scholar Award (graduate student award)

2011  Midwest Nursing Research Society (MNRS)
First Place DNP Level Poster Developing Gender Specific Web-Based Educational Modules for Caregivers of Persons with Alzheimer’s Disease

2011  Hussain Graduate Student Research Award ($500)

2010  UTCON Research Scholar Award nominee

Honors and Awards
2010
2010 AWHONN Writer of the Year Award
(Association of Women’s Health, Obstetric and Neonatal Nurses)

2009
Elected member of STTI, Zeta Theta Chapter-at-large Scholarship Committee

2008
RNF New Investigator Research Grant Award ($7,775)
*Web-based Psychosocial Assessment for Caregivers of Persons with Dementia: A Feasibility Study*

2005
Midwest Nursing Research Society (MNRS)
First Place Master Level Poster *Evaluating Effectiveness of a Nurse-Directed Smoking Cessation Program in a Small Community Hospital*

Midwest Nursing Research Society
Graduate Research Scholar Award ($1000)

MCO Graduate Student Dean’s Award

Sigma Theta Tau International Zeta Theta Chapter at Large Research and Scholarship Award

2004
Ohio Association of Advanced Practice Nurses (OAAPN)
“Excellence in Scholarship” award ($1000)

2004
Findlay/Hancock County National Business Women’s Week Medical Award

2000
Lourdes College Summa cum Laude graduate

2000
Lourdes College Kappa Gamma PI nominee

Owens Community College academic honors all semesters

Blanchard Valley Regional Health Center (BVRHC)
5, 10, 15, 20, and 25 year service awards

BVRHC Maxine Snyder Scholarship award

BVRHC Ambassador
BVRHC Clinical Ladder II 1996-1999
Professional Memberships

Gerontological Society of America (GSA)

Sigma Theta Tau International Honor Society of Nursing, Zeta Theta Chapter at Large (STTI)

Midwest Nursing Research Society (MNRS)

American Academy of Nurse Practitioners (AANP)

Ohio Association of Advanced Practice Nurses (OAAPN)

Ohio Nurse Association (ONA) past member

American Association of Critical Care Nurses (past member)

Academic Courses taught

2012 Spring semester
N6030 N6080 N6210 Primary Care of Adolescents and Adults
N6050 N6100 N6230 Primary Care of Adults and Older Adults
N5220 Field Experience Seminar
N598 Writer / Reader Adult Nurse Practitioner Comprehensive Final Examination

2011 Fall semester
N5740 Advanced Health Assessment
N6040 N6090 N6220 Care of Women & Concepts of Wellness
(Lead faculty for Adult Nurse Practitioners)

2011 Spring semester
N312 Adult Health I (course coordinator)
N423 Health Assessment Online: RN/BSN (course coordinator)
N623 Care of Adults and Older Adults
N598 Writer / Reader Adult Nurse Practitioner Comprehensive Final Examination

2010 Fall semester
N312 Adult Health I (course coordinator)
N423 Health Assessment Online: RN/BSN (course coordinator)
N598 Writer / Reader Adult Nurse Practitioner Comprehensive Final Examination
Research Active Status

2010 Spring semester
N312 Adult Health I (course coordinator)
N423 Health Assessment Online: RN/BSN (course coordinator)
N623 Care of Adults and Older Adults
N598 Writer / Reader Adult Nurse Practitioner Comprehensive Final Examination
Research Active Status
2009 Fall semester  N312 Adult Health I (course coordinator)
N423 Health Assessment Online: RN/BSN (course coordinator)
N598 Writer / Reader Adult Nurse Practitioner Comprehensive Final Examination
Research Active Status

2009 Spring semester  N403 Adult Health II: one clinical group
N423 Health Assessment Online: RN/BSN (course coordinator)
N623 Care of Adults and Older Adults
N598 Writer / Reader Adult Nurse Practitioner Comprehensive Final Examination

2008 Fall semester  N312 Adult Health I: one clinical group
N423 Health Assessment Online: RN/BSN (course coordinator)
N604/609 Care of Women and Concepts of Wellness

2008 Spring semester  N312 Adult Health I: one clinical group
N423 Health Assessment Online: RN/BSN (course coordinator)
N598 Writer / Reader Adult Nurse Practitioner Comprehensive Final Examination

2007 Fall semester  N312 Adult Health I: one clinical group
N423 Health Assessment Online: RN/BSN (course coordinator)
N604/609 Care of Women and Concepts of Wellness

2007 Spring semester  N403 Adult Health II: two clinical groups
N423 Health Assessment Online: RN/BSN

2006 Fall semester  N312 Adult Health I: one clinical group
N423 Health Assessment Online: RN/BSN (course coordinator)

2006 Spring semester  N403 Adult Health II: two clinical groups

2005 Fall semester  N312 Adult Health I: two clinical groups

**Student Direction**

2012  Thesis Committee Member *Rehabilitation Nurses’ Experiences When an Institutionalized Older Person Falls*, Graduate Student
Amy Bork (Bok, Pierce, Steiner and Gies)


**Student Direction**
2011 Fall semester  Committee member Field Experience Seminar (NURS 5220) for MSN graduate students: Marie Manteuffel, Ashley Thomasson, Denise Ware Gender-based Education for Dementia Caregivers

2010 Fall semester  MSN Graduate student Bari Staelgraeve N551 Advanced Clinical Seminar in Nursing

2009 Fall semester  MSN Graduate student Nancy Gauger N673 Practicum and Seminar in Teaching

2008 Fall semester  MSN Graduate student Anna Ellis N673 Practicum and Seminar in Teaching

2008 Fall semester  MSN Graduate student Wendy Chantiny N673 Practicum and Seminar in Teaching

April, 2007  Scholarly Project committee member for MSN graduate student, Bridget J. Burnor: Evaluation of End of Life Care in the BSN Curriculum

2007 Fall semester  Undergraduate RN/BSN student, Deborah Dugan N4120 Leadership and Management in Nursing (RN/BSN)

2007 Fall semester  MSN Graduate student Jeanne Cluff N673 Practicum and Seminar in Teaching

Publications


Publications
2007


**Invited Refereed Research Presentations**

October, 2011

Sigma Theta Tau International Zeta Theta Chapter-at-Large Nursing Research Conference; Lourdes College; Sylvania, Ohio
*Developing Gender Specific Web-based Educational Modules for Caregivers of Persons with Alzheimer’s Disease* (Gies, Pierce, Steiner, Smolen & Smith) Paper Presentation

April 25, 2011

University of Toledo, College of Nursing; Research Day Conference. EBP Project title: *Developing Gender Specific Web-based Educational Modules for Caregivers of Persons with Alzheimer’s Disease* (Gies, Pierce, Steiner, Smolen & Smith) Paper presentation

March 25, 2011

MNRS Conference; Columbus, Ohio: *Web-Based Psychosocial Assessment for Caregivers of Persons with Dementia: A Feasibility Study* (van der Bijl, Gies, Pierce, Steiner & Salvador) Poster presentation

March 25, 2011

MNRS Conference; Columbus, Ohio: EBP Project title: *Developing Gender Specific Web-based Educational Modules for Caregivers of Persons with Alzheimer’s Disease* (Gies, Pierce, Steiner, Smolen & Smith) Poster presentation

March, 2010

Inter-Professional Research Networking Event *Web-based Psychosocial Assessment for Caregivers of Persons with Dementia: A Feasibility Study* (Gies, Pierce, Steiner, van der Bijl & Salvador) Paper presentation (study in progress)

April 23, 2007

University of Toledo, College of Nursing; Research Day Conference: *Evaluating Effectiveness of a Nurse-Directed Smoking Cessation Program in a Small Community Hospital* (Gies, Buchman, Smolen & Robinson) Paper presentation

November, 2005

Sigma Theta Tau International Conference; Indianapolis, Indiana *Evaluating Effectiveness of a Nurse-Directed Smoking Cessation Program in a Small Community Hospital* (Gies, Buchman, Smolen & Robinson) Poster presentation

**Invited Refereed Research Presentations**

April, 2005

MNRS Conference; Cincinnati, Ohio:
Evaluating Effectiveness of a Nurse-Directed Smoking Cessation Program in a Small Community Hospital (Gies, Buchman, Smolen & Robinson) Poster presentation

2004
Sigma Theta Tau International Zeta Theta Chapter-at-Large Nursing Research Conference; Lourdes College; Sylvania, Ohio: Evaluating Effectiveness of a Nurse-Directed Smoking Cessation Program in a Small Community Hospital (Gies, Buchman, Smolen & Robinson) Poster presentation

Invited Non-Refereed Research Presentations

April, 2009
The University of Toledo, College Of Nursing Research Day Conference: Web-based Psychosocial Assessment for Caregivers of Persons with Dementia: A Feasibility Study (Gies, Pierce, Steiner, van der Bijl & Salvador) Paper presentation

2004
Blanchard Valley Regional Health Center Department of Nursing Education: Evaluating Effectiveness of a Nurse-Directed Smoking Cessation Program in a Small Community Hospital (Gies, Buchman, Smolen & Robinson) Paper presentation

Invited Non-Refereed Non-Research Presentation

2011
Physician CME, Blanchard Valley Hospital, Findlay, Ohio Academic/Clinical Preparation and Scope of Practice for Nurse Practitioners in Ohio (Gies & Baker)

2010
Dementia Conference for Healthcare Professionals; Findlay, Ohio Managing Caregiver Stress (speaker and panel participant)

2009
Agency on Aging Caregiver Series presentation Caring for the Caregiver (speaker)

2009
Rediscovering Happiness: Reducing Stress Celebrating the Spirit Of Women Event; Parish Nurses; Findlay, Ohio (speaker)

2009
This old heart of mine: Aging gracefully, Smart Hearts Support Group, Findlay, Ohio (speaker presentation)

2008
Blanchard Valley Hospital Community Service Consortium Exploring Strategies to Reduce Congestive Heart Failure 30-Day Mortality in a Community Hospital: A Nursing Quality Management and Performance Improvement Initiative (speaker presentation)

Invited Non-Refereed Non-Research Presentation

2008
Blanchard Valley Hospital Heart Failure Task Force Exploring Strategies to Reduce Congestive Heart Failure 30-Day
Mortality in a Community Hospital: A Nursing Quality Management and Performance Improvement Initiative (speaker presentation)

2007  Birchaven Retirement Community Seminar; Findlay, Ohio  
Osteoporosis (speaker presentation)

2007  Blanchard Valley Health Systems Celebrating Women seminar:  
Women and Osteoporosis (speaker presentation)

April, 2006  2006 Nursing Students’ Senior Rising Ceremony:  Care Full Journey (speaker presentation)

2005  BVRHC Smart Heart Support Group  
Advanced Directives (speaker presentation)

Editorial Work

August, 2008  WJNR reviewer for manuscript: Smoking Cessation, Personal Digital Assistant, and Lower Income Hospital Clients

June, 2011  Peer Reviewer for Nursing for Women’s Health professional nursing journal

Research Grant Writing Activities

2012  Bok, A., Pierce, L., Steiner, V., & Gies, C. (2012) Rehabilitation Nurses’ Experiences When an Institutionalized Older Person Falls ($8676) Submitted for funding Rehabilitation Nurses Foundation (RNF); status pending, role Co-investigator.


2012  Ohio Medicaid Technical Assistance and Policy Program (MEDTAPP), Federally funded grant for interdisciplinary approach to health care for the underserved (≤ $1,000,000) Submitted 12/201; status pending, role DNP scholar, Adult Nurse Practitioner.

2008  Gies, C., Pierce, L., & Steiner, V. (2008-2010) STTI Research Grant Award ($1000) Feasibility of a Web-Based Psychosocial Assessment for Caregivers of Persons with Dementia (completed)

Research Grant Writing Activities

Web-based Psychosocial Assessment for Caregivers of Persons with Dementia: A Feasibility Study (in progress)

Professional Development

May, 2012  GAPNA 4th Annual Statewide Continuing Education Day: Building Skills and Advancing Excellence in Geriatric Care (6 contact hours and 130 minutes of Pharmacology)

April, 2012  UTC ON 6th Annual Nursing Research Conference: Changing Practice through Nursing Research (4.5 contact hours)

March, 2012  16th Annual Geriatric Medicine Symposium: Improving the Health and Fitness of Older Adults in our Community (6.5 AMA PRA Category 1 credits)

November, 2011  OAAPN 21st Annual Conference (6 contact hours)

October, 2011  Zeta Theta Chapter Sigma Theta Tau Fall Research Program (2 contact hours)

May, 2011  NURS 797 Capstone Practicum 3 hours (6)

April, 2011  UTC ON 5th Annual Spring into Research Conference (6 contact hours)

December, 2010  NURS 709 Project Seminar 1 hour (3)  NURS 710 Evidence-based Practice Project 3 hours

May, 2010  NURS 797 Capstone Practicum 1 hour (6)  NURS 709 Project Seminar 2 hours (3)

April, 2010  UTC ON 4th Annual Research Conference (6 contact hours)

March, 2010  NURS 705 Information and Technology in Nursing and Healthcare Systems

December, 2009  NURS 708 Evidenced Based Diagnostic Methods in Advanced Practice Nursing

November 13, 2009  Cultivating a Climate of Civility: Dealing with Difficult Student Situations (5.5 contact hours)

October, 2009  OAAPN 19th Annual Statewide Educational Conference and Meeting (12 contact hours)

Professional Development

August, 2009  NURS 797 Capstone Practicum completed 2 hours (6)

May, 2009  BSN Curriculum Development Workshop
May 1, 2009  Teaching, Learning and Supporting a Complex Practice of Care (3.5 contact hours)

April 27, 2009  UTCON 3rd Annual Spring into Research Conference (5.75 contact hours)

January, 2009  NURS 704 Applied Nursing Research

November, 2008  OAAPN 18th Annual Statewide Educational Conference and Meeting (10.5 contact hours)

October 3, 2008  ARN 34th Annual Educational Conference (6.5 contact hours)

September, 2008  NURS 702 Organizational & Systems Leadership in Health Care

September, 2008  NURS 703 Quality Management & Performance Improvement

July, 2008  NURS 707 Marketing & Entrepreneurial Activities in Complex Health Care

July, 2008  NURS 706 Population Health

July, 2008  INDI 1600 Intro to Biostatistical Method

April, 2008  CON 2nd Annual Spring into Research Conference (6 contact hours)

March, 2008  NURS 701 Scientific Basis Nursing Practice

November, 2007  NURS 650 Genetics & Clinical Practice

November, 2007  17th Annual OAAPN Statewide Educational Conference and Meeting: APNs Providing Health Care Across the Lifespan (12.5 contact hours)

October, 2007  Through the Looking Glass (1.0 contact hours)

April 23, 2007  College of Nursing Research Day (7.0 contact hours)

Professional Development
February 23, 2007  Building a Community of Nurse Scholars – Session #9
Common Sources of Funding (2.0 contact hours)

February 9, 2007  Building a Community of Nurse Scholars – Session #8
What Will It Cost to Do This Research?
January 26, 2007  Building a Community of Nurse Scholars – Session #7
How Can I Improve My Chances of Institutional Review Board Approval? (2.0 contact hours)

January 12, 2007  Building a Community of Nurse Scholars – Session #6
How Do I Get Institutional Review Board Approval? (2.0 contact hours)

**CON Community Service**

2012  Chair, University of Toledo, College of Nursing (UTCON)  
      2012 Faculty Search Committee

2012  Vice Chair, UTCON Curriculum Committee (elected)

2012  Member, UTCON Grievance Committee (elected)

2012  Invited panel member, *UTCON DNP Open House* DNP Alumni Faculty Panel

2011  DNP Representative, *UTCON SNA Statewide Conference*

2011  Chair, UTCON 2011 Faculty Search Committee

2008-present  Writer/Reader, UTCON Comprehensive Exam Committee (CECC)

2007-2008  Invited member, UTCON Dean Search Committee

2007-present  Member, UTCON Baccalaureate Curriculum Revision Sub-committee

2007-present  Member, UTCON Research Day Task Force

2007-2011  Chair, UTCON RN/BSN sub-committee

August, 2006 – 2011  Member, UTCON Baccalaureate Curriculum Committee

2005 – 2008  Member, UTCON BARP Committee

2005  MCO School of Nursing Associate Dean Search Committee, Graduate student representative

**Community Service**

2004  MCO President Search Committee, Graduate student representative

2011  Blanchard Valley Hospital, Findlay, Ohio CME presentation: *Academic/Clinical Preparation and Scope of Practice for Nurse Practitioners in Ohio*
2008 Agency on Aging Task Force for a Dementia Friendly Community
Findlay, Ohio

2007-2008 Open Arms Domestic Violence Finance Committee

August, 2006 Athletic Sport physicals for Saint Michael Athletic Boosters Club

February, 2006/2007 Open Arms Domestic Violence auction committee

1985 – 2008 Saint Wendelin High School advisory board member and past secretary

1998 – present Eucharistic Minister (Toledo Diocese)

2005 – 2008 Hancock County Council on Domestic Violence, Inc., Open Arms Domestic Violence and Rape Crisis Services, board member

2000-2005 Hancock Community Service presentations: Diabetes, Congestive Heart Failure, Angina, Advance Directives

1992-2005 Basic Life Support classes (instructor)

1992-2005 BVRHC Smart Heart Support Group, co-facilitator

1992-2005 BVRHC “Take it to Heart” health fair, co-director

1992-2004 WFIN heart health radio interviews

1985 – 1995 Saint Michael Elementary School, developed/ facilitated junior high school student council; Brownie, Girl Scout and Cub Scout troops
Carolyn J. Lee

HOME ADDRESS
2344 Wimbledon Park Blvd., Toledo, Ohio 43617

BUSINESS ADDRESS
University of Toledo
College of Nursing (UTCON)
Health Science Campus MS1026
3000 Arlington Avenue
Toledo, Ohio 43614-2598
(previously Medical College of Ohio & Medical University of Ohio)

TELEPHONE
419.383.5863 (w) 419.841.2974 (h)

E-MAIL
carolyn.lee@utoledo.edu

LICENSURE
Registered Nurse State of Ohio (On file with UT College of Nursing)

CERTIFICATION
American Heart Association Basic Life Support
Certified Nurse Educator (National League for Nursing

EDUCATION

May 2006

Doctorate of Philosophy
Major: Higher Education Administration
Minor: Educational Psychology
Dissertation Title: Factors of influence in the student experience of nurse faculty enrolled as doctoral students

May 1998 – May 2006

Doctoral Student, Higher Education/Educational Psychology University of Toledo
May 1991
Master of Science in Nursing
Medical College of Ohio, Magna Cum Laude

March 1988
Bachelor of Science in Nursing
University of Toledo, Magna Cum Laude

July 1976
Associate Degree in Nursing
Lambton College; Sarnia, Ontario, Canada,

**Academic Experience**

8.15.06 - Present  Associate Professor of Nursing
University of Toledo, College of Nursing, Toledo, Ohio

8.15.97 - 8.15.06  Assistant Professor of Nursing
Medical University of Ohio, College of Nursing, Toledo, Ohio

1.05.91 - 8.15.97  Instructor of Nursing
Medical College of Ohio, School of Nursing, Toledo, Ohio

9.1990 - 12.1990  Teaching Assistant,
Owens Community College, Toledo, Ohio

1.1989 - 3.1989   Teaching Assistant, Medical College of Ohio, Toledo, Ohio

**Practice Experience**

1.5.91- Present  Clinical Teacher, UT College of Nursing Undergraduate/Graduate

10.85 - 12.90   Clinical Nurse II, Family-Center Maternity Unit
The Toledo Hospital, Toledo, Ohio

5.82 – 5.85     Clinical Nurse II and Relief Charge Nurse
Coronary Care Unit, The Toledo Hospital, Toledo, Ohio

1978 - 1982     Clinical Nurse, Intensive and Cardiac Care Unit
Sarnia General Hospital, Sarnia, Ontario; Canada

1.77 - 11.77    Staff Nurse, Medical Teaching Unit, Miami Valley, Dayton, Ohio
**Academic Honors**

2011  
UT College of Nursing Recipient Prism Teaching Award

2011  
UT College of Nursing Recipient Service Award

2010  
UT College of Nursing Alumni Association Alumna of the Year

2010  
UT College of Nursing Nominee Service Award

2008  
UT College of Nursing Nominee Teaching and Scholarship Awards

2007  
UT College of Nursing Nominee Teaching Award

2006  
MUOT School of Nursing Recipient Scholarship Award

2005  
MUOT School of Nursing Nominee Scholarship Award

2004  
MCO School of Nursing Recipient Dean’s Award / Teaching Excellence

1976  
Lambton College, Graduating Class award for Clinical Proficiency

**Professional Memberships**

American Association for the History of Nursing (AAHN)

Association of Women’s Health Obstetric and Neonatal Nurses (AWHONN)

Midwest Nursing Research Society (MNRS)

Sigma Theta Tau International / Zeta Theta Chapter

The University of Toledo Alumni Association (CON Affiliate – Lifetime Member)
Academic Courses Taught

2011-2012
Nursing 516      CNL Role Socialization II - Two Semesters - Sole Faculty
Nursing 673      Nurse Educator Practicum - One semester - Sole Faculty
Nursing 672      Teaching, Learning, and Evaluation - One Semester - Sole Faculty
Nursing 550      Family and Culture Diversity Theories - One semester - Sole Faculty
Nursing 522      Graduate Student Field Experience and Comprehensive Exams
Research Active Status - One semester

2010-2011
Nursing 516      CNL Role Socialization II - Two Semesters - Sole Faculty
Nursing 673      Nurse Educator Practicum - One semester - Sole Faculty
Nursing 672      Teaching, Learning, and Evaluation - One Semester - Sole Faculty
Nursing 550      Family and Culture Diversity Theories - One semester - Sole Faculty
Nursing 522      Graduate Student Field Experience (Research and Exams)
Research Active Status - One semester

2009-2010
Nursing 362      Women’s Health - One semester - Theory
Nursing 516      CNL Role Socialization II - One Semester - Sole Faculty
Nursing 551      Advanced Clinical Seminar - Graduate Program - One Semester
Nursing 673      Nurse Educator Practicum - One semester
Nursing 672      Teaching, Learning, and Evaluation - One Semester - Sole Faculty
RA Status        Awarded scholarship release time
Nursing 522      Graduate Student Field Experience Supervision - 4 students
Research Active Status - One semester

2010-2011
Nursing 516      CNL Role Socialization II - Two Semesters – Theory - Sole Faculty
Nursing 673      Nurse Educator Practicum - One semester - Sole Faculty
Nursing 672      Teaching, Learning, and Evaluation - One Semester - Sole Faculty
Nursing 522      Graduate Student Field Experience Supervision - 4 students
Research Active Status - One semester

2009-2010
Nursing 362      Women’s Health - One semester - Theory
Nursing 516      CNL Role Socialization II - One Semester - Theory - Sole Faculty
Nursing 551      Advanced Clinical Seminar - Graduate Program - One Semester
Nursing 673      Nurse Educator Practicum - One semester
Nursing 672      Teaching, Learning, and Evaluation - One Semester - Sole Faculty
Nursing 522      Graduate Student Field Experience Supervision - 4 students
2008-2009
Nursing 362  Women’s Health - Two semesters - Theory
Nursing 506  CNL Role Socialization I – One semester - Theory
Nursing 516  CNL Role Socialization II – One semester - Theory
Nursing 673  Nurse Educator Practicum – One semester - Theory
Nursing 672  Teaching and Learning – One semester - Theory / Coordinator
Nursing 550  Family and Culture Diversity – One semester - Theory
Nursing 522  Graduate Student Field Experience Supervision

2007-2008
Nursing 362  Women’s Health - One semester - 1 clinical group
- Two semesters - Theory Coordinator
- Two semesters - Junior Faculty Mentorship
- Two semesters - Theory teaching
Nursing 516  CNL Role Socialization II- Clinical Nurse Leader Program
Nursing 550  Family and Cultural Diversity Theories
Nursing 318  Course Liaison to Pharmacology Course
Nursing 672  Teaching, Learning and Evaluation in Nursing

2006-2007
Nursing 362  Women’s Health - One semester - 2 clinical groups
- Two semesters - Theory Coordinator
- Two semesters - Junior Faculty mentorship
- Two semesters - Theory teaching
Nursing 550  Family & Cultural Diversity Theories Graduate Program
Nursing 362  Course Liaison to Pharmacology Course
Nursing 672  Teaching, Learning and Evaluation in Nursing Graduate Program

(Classes taught 1990-2006: available on request)

**Graduate Student Field Experience Supervision**

2009  Ellen Pepple, CNL Student
Male Partner Perspectives on Pregnancy and Birth: A review of the literature

2010  Jennifer Ott and Amanda Allen
UT College of Nursing History Project: Faculty Voices

Maria Bonaguro
Nurse Practitioner Student knowledge and attitudes about Emergency Contraception
Mentored: Paper presentation at UTCON Research Day, April 26, 2010
Student as co-author on manuscript (in-press)

Meredith Beverick and Bethany Rivera
Birth Stories: A narrative analysis
Mentored: Paper presentation at UTCON Research Day, April 26, 2010
Mary Grady  
UT College of Nursing History Project: Faculty Voices  
Mentored: Paper presentation at UTCON Research Day, April 26, 2010  
Manuscript in Review: March, 2012

2011  
(Spring) Mary Sue Buehler and Kate Hoffmann  
UT College of Nursing History Project: Faculty Voices  
Mentored: Paper presentation at UTCON Research Day, April 2011  
(Fall) Renee Charek, Lindsay Smith, Michelle Bolger  
UT College of Nursing History Project: Faculty Voices

Publications


Lee. C. (2012). The great cover-up: Enviro-friendly diapers combine cloth and disposable options. Regular Contribution to *Association of Women’s Health, Neonatal, and Obstetric Nursing (AWHONN) Healthy Mom and Baby consumer e-magazine*


Lee, C. (2010). Avoid these foods and eating habits during pregnancy. Regular contribution to *AWHONN’s Healthy mom and baby consumer e-magazine.*


Journal of Nursing Education, 46(10), 468-475.


**Paper Presentations**

2012 Organizer of accepted nursing history symposium titled: Belonging and connecting: The importance of nursing history for today’s students. With colleagues from University of Minnesota and College of the Sunshine Coast, Brisbane to 3rd Sigma Theta Tau International Nursing Research Congress, Brisbane, Australia, July, 2012 (Accepted: International conference, peer-
reviewed, research based)

2012 Gather ye rosebuds while ye may. Association of History of Nursing, September 2012. (Accepted: National conference, peer reviewed, research based).

2012 A College of Nursing Oral History Project. Oral History Association, Cleveland, Oh, October 2012. (Accepted: National conference, peer reviewed, research based)


College of Nursing History Project: Faculty Voices. University of Toledo College of Nursing Research Day, April 2010 (Local conference, peer review, research-based)

2009 Teary-eyed and Bathing in Memories: Birth Story analysis using Leininger’s Culture Care Theory. Ohio Certified Nurse Midwifery Annual Conference, February 2009 (State Conference, peer review, research-based)

2008 Not enough hours in the day: The experience of nurse faculty enrolled in doctoral study. Celebrating Nursing Excellence, Biennial Nursing Research Conference. University of Windsor, Windsor, Ontario, Canada March 2008 (International conference, peer review, research-based)


2007 It’s like living without margins: The doctoral student experience. University of Toledo, Nursing Research Day, April 2007 (Local conference, peer review, research-based)

Eve: The Nursing Perspective. “Was Eve a Scientist?” A three-part symposium on Women and STEMM, University of Toledo, Toledo, Ohio, February 2007

2006 The experience of nurse faculty doctoral students. Sigma Theta Tau International Zeta Theta Research Conference, Lourdes College, Sylvania, Ohio, September 2006. (Local conference, peer review, research-based)

Academic help-seeking: A guide for nurse educators. UT College of Nursing 2006 Scholarship Day, August 2006


1998  The Perspectives and Concerns of Male nursing students enrolled in a Women’s Health Nursing Course, American Assembly of Men in Nursing National Convention, Las Vegas, Nevada (National Conference, peer review, research-based)

An Exploration of Women’s health and obstetric Nurses’ Role in addressing Client sexuality needs (Research-based): Presented at the following events:

1998  1st Annual MCO School of Nursing Research Day, Toledo, Ohio

1998  MCO Graduate Nursing Student Class, Toledo, Ohio


1996  AWHONN District Conference, Columbus, Ohio (Regional conference)

**Poster Presentations**

April 2012  Faculty Voices: A College of Nursing Oral History Research Project (accepted for MNRS Conference April 2012 (Regional Conference)

June 2011  The Power of Nurse Encounters: Birth Story Recollections AWHONN Convention, Denver, Colorado (National Conference; unable to attend due to family illness and lack of travel support funding)

June 2011  Nurse Practitioner Student Knowledge of Emergency Contraception AWHONN Convention, Denver, Colorado (National Conference)

January, 2002  Nursing faculty tell their stories: Connecting students to the history and traditions of nursing education. Mosby National Faculty Institute Scottsdale, Arizona. (National conference)

May, 2000  Knowledge, Skills, and Attitudes of Nurses and Physicians towards Women’s Sexuality Issues. American College of Nurse Midwives Annual Convention Anchorage, Alaska. (National conference)

April, 2000  Knowledge, Skills and Attitudes of Nurse Educators toward Women’s Sexuality Issues. Midwest Nursing Research Society Conference Dearborn, Michigan (Regional conference)

Nov., 1995  An Exploration of Women’s Health and obstetric nurses’ role in addressing client sexuality issues. Sigma Theta Tau International 33rd Biennial Convention; Detroit, Michigan (Regional Conference) (Primary Investigator R. Alteneder attended)

September, 1995 An Exploration of Women’s Health and obstetric nurses’ role in addressing client sexuality issues. St. Vincent Medical Center Research Conference, Toledo, Ohio (Local conference)

Invited Program / Panel Speaker

2012  Panel Speaker UTCON February Faculty Forum: Faculty Research

2012  Invited Guest  UTCON Graduate Student Research Class, February 2012.

2011  Invited Guest Speaker University of Toledo College of Nursing Alumni Affiliate Annual Fundraising Event, Maumee, Ohio, March 2011

2010  Guest Panel How to have your cake and eat it too. Discussion of work/life balance strategies for professional women. Women’s Programming Initiative/ Women Graduate Student Council. University of Toledo, April 2010

2009 - 2010  Guest Panel - Canadian Perspectives. Comparative Higher Education Class. College of Education, University of Toledo, Toledo, Ohio


2009  Invited Speaker Once upon a time: Women’s Birth Stories  Eberly Center for Women, University of Toledo, Brown Bag Series, February.

2007 - 2008 Ethics of Caring. UT College of Nursing Ethics Conference. Spring and Fall
semesters.

2007 Invited speaker - It’s like living without margins: The doctoral student experience. Eberly Center for Women, University of Toledo, Brown Bag Series March 2007

2006 Doctoral Student Forum – University of Toledo, Toledo, Ohio

2005 - 2006 Wunderbar and Wonderbra: Historical and cultural considerations of the female breast. Gemini Nursing Program, Toledo, Ohio

2005 - 2006 Connections to Nursing’s History and Traditions through Ceremony. Rising Senior Ceremony, Medical College of Ohio, Toledo, Ohio

**Editorial Work**


**Research Projects**

2012 Lee, C. (Principal Investigator) A Feasibility Study to Identify the Value and Placement of Nursing History Curricular Content in Selected Baccalaureate Nursing Programs and associated pedagogical approaches (IRB submission 3.30.12 / Grant submission 4.1.2012

2010 Lee, C. (Principal Investigator) University of Toledo College of Nursing History Project: Faculty Voices. IRB# 106684 (active)

2010 Lee, C., Ahonen, K. (Principal Investigator). Knowledge and Attitudes about Emergency Contraception in Nurse Practitioner Students. IRB # 106471 (complete)

2010 Lee, C. (Principal Investigator) Birth Stories: A narrative process. IRB # 104944 (complete)


2008 Lee, C. & Moon, J. Frontier Nursing Field Experience in Hyden, Kentucky: Perspectives of Clinical Nurse Leader Students

1998  Lamp, J. Lee, C., Alteneder, R. Women’s health and obstetric nurse educator’s role in addressing client sexuality issues

1997  Lee, C. & Lamp, J. The perspectives and experiences of male undergraduate students enrolled in a Women’s Health nursing course.

1995  Alteneder, R., Lamp, J. & Lee, C. An exploration of Women’s health and obstetric nurses’ knowledge, attitude and skill in addressing client sexuality needs.


Funded Grants

2010  Lee, C. Kohler International Faculty Grant / University of Toledo. International Perspectives on Nursing History, London, UK, September, 2010  $1000.00

2008  Lee, C. Kohler International Faculty Grant / University of Toledo. International Triennial Congress of Nurse Midwives. Congress, Glasgow, Scotland. $1000.00

1998  Lamp, J., Lee, C. & Alteneder, R. Women’s Health and Obstetric Nurse educator’s role in addressing client sexuality issues. Sigma Theta Tau. $1000.00

1997  Lee, C. & Lamp, J. The perspectives and experiences of male undergraduate students enrolled in a women’s health nursing course. Sigma Theta Tau. $1000.00

Submitted Grants

2012  A feasibility study to identify the value and placement of nursing history curricular content in selected baccalaureate nursing Programs and associated pedagogical approaches (submitted 4.1.2012 to AAHN)

2010  University of Toledo Women and Philanthropy. Women’s voices: The history of the University of Toledo Health Science Campus told by voices of women who built it!

Service

2011-2012  University of Toledo College of Nursing Faculty Affairs Committee

2010-2011  Chairperson, College of Nursing Faculty Assembly, University of Toledo
2010-2011  Chairperson, University of Toledo, Catherine S. Eberly Center for Women Advisory Board
2010-2012  University of Toledo College of Nursing: Nursing Research Advisory Council
2010-2012  University of Toledo College of Nursing Dean’s Cabinet
2008-2011  University of Toledo HSC Women’s Programming Initiative Advisory Board Member
2010-2013  University of Toledo Faculty Senate, CON Representative, 3-year term
2009-2012  University of Toledo College of Graduate Studies: Fellowship and Scholarship Committee
2010-2012  University of Toledo Higher Learning Commission Accreditation Self-Study Team: Merger Special Emphasis Team
2009-2010  University of Toledo Sexual Harassment Task Force
2009-2012  Sigma Theta Tau, Zeta Theta Chapter, Heritage Committee Chairperson
2009-2011  University of Toledo College of Nursing Diversity Committee
2008-2010  University of Toledo Dean’s Advisory Council
2009-2010  University of Toledo College of Nursing OBN Visit Task Force
2008-2010  University of Toledo CON Program Assessment Committee
2008-2010  University of Toledo Faculty Senate – CON Senator – Two year term
2008-2011  University of Toledo Faculty Senate – Undergraduate Curriculum Committee
2008-2011  University of Toledo College of Nursing Graduate Admission, Retention and Progression Committee (GARP)
2006 - 2012  Catherine S. Eberly Center for Women Advisory Board, University of Toledo, Toledo, Ohio
2009-2010  Catherine S. Eberly Center for Women Advisory Board, University of Toledo, Toledo, Ohio  Vice-Chair
2008-2009  Catherine S. Eberly Center for Women Advisory Board / Secretary
2007- 2010  Catherine S. Eberly Center for Women Scholarship Committee

2007-2010  University of Toledo College of Nursing Research Day Task Force Member

2007  Served as CON liaison to N318 course taught by UT Pharmacy Dept. Faculty

2007  Developed and coordinated leadership service activity for faculty: Just Do It: A writing for publication seminar, held in Spring, 2007

2007 – 2008  Zeta Theta Chapter, Sigma Theta Tau, UT CON Counselor Lead counselor

2005 - 2008  University of Toledo College of Nursing Faculty Affairs Committee (Chairperson 2006 - 2007)

2004 - 2007  Medical University of Ohio Library Committee – CON Representative

2003 - 2006  Medical University of Ohio Workload Task Force (Chairperson – 2004)

(Previous service record available on request)

**Additional Community Service**

2011- 2012  Sylvania Southview Lacrosse Parent Advisory Council

2011-2012  Susan G. Komen Race for the Cure, Toledo, Ohio Event Volunteer

2008 - Led sponsorship of UT CON participation in Hurst (Domestic Violence) Scholarship Memorial Tea, UT

2006 - Coordinator – CON service project: Habitat for Humanity Build

2006 - Erie Shores Council, Central Elementary – First Aid Merit Badge Instructor

2005 - Camp Frontier, Pioneer Scout Reservation, Pioneer, Ohio – Summer Camp Volunteer Health Officer

2005 Facilitator  - CON collection for “Dress for Success”/University of Toledo

2005 Facilitator - CON fundraising donations for Hurricane Katrina

Sylvania Southview High School Athletic Club - Secretary - 2004-2005, 2005-2006
Sylvania Southview Student-Athlete Scholarship Committee – 2005, 2006


Sylvania Southview After-Prom Planning Committee – 2003, 2007 (Publicity chairperson)

Creative Scholarly Accomplishment


Continuing Education

Doctoral Courses – University of Toledo – Major Higher Education Minor Educational Psychology

2005 – 2006 Dissertation in progress

2005 - Spring – Major and Minor oral defense completed

2004 - Fall – Minor exams (written) completed

2003 - Spring – Major exams (written) completed

2002 Fall – TSOC7400 History of Schooling and Teaching in the United States
    HED 6790 Managing University and College Personnel
    HED 8030 Federal and State Policy Analysis

2002 Spring - HED 8810 Women in Higher Education
    HED 8570 Research in Higher Education
    HED 8580 Leadership Theory
    HED 8510 The American College Student

2001 Fall - HED 8010-001 History of Higher Education
    HED 8640-001 Governance and Administration in Higher Education
    HED 8730-001 Legal Issues in Higher Education
    RESM 8350-001 Methods of Survey Research

2001 Summer - HED 8850 Critical Issues in Higher Education
    HED 8770 College and University Curriculum

2001 Spring - RESM 8320 Research Design

2000 Fall - HED 8920 Higher Education Advanced Research Seminar
EDP 8190  Emotional Intelligence and Development

2000 Summer - HESM 8530  Theories of Student Development
RESM 8120 Quantitative Methods II

2000 spring - EDP 8140 Motivation Theory and Application

1999 Fall - HEAL 8350 Health and the Law

1999 Summer - TSOC7210 Multicultural/Non-Sexist Education

1996 Winter - EDP7200 Instructional Psychology

1996 Summer - EDP7240 Adolescent Behavior/Development

Programs/Conferences

2/7/12  Ohio Nurse Law: Conversation with Pharmacy Board Agent Results in Potential Criminal Conviction 1.5 hours

10/12  Dorothy Hussain Foundation Distinguished Lectureship: Obesity 1.5 hours

5/17/11  Ohio: Standards of Safe Nursing Practice 1.0 hours

4/26/11  University of Toledo College of Nursing Research Day, 5 contact hours

9/15/10  American Association for History of Nursing International Conference, 12 Contact hours.

5/26/10  UT College of Nursing Research Day, Toledo, Ohio, 5 contact hours

6/05/09  Ohio Nurses Foundation. Making a test that counts. CE4N11169 1 contact hour

6/09/09  Ohio Nurses Foundation. Ethics of caring. CE4N11156 1 contact hour

4/30/09  UT College of Nursing Research Day, Toledo, Ohio, 5 contact hours

6/10/08  International Congress of Nurse Midwives, Glasgow, UK. 12 contact hours

4/21/08  UT College of Nursing Research Day, Toledo, Ohio, 5 contact hours

3/30/08  Celebrating Nursing Excellence, Research Day, University of Windsor, Ontario

2/08/08  Ohio Nursing Law - Client Safety and Professional Boundaries 1.0 Contact hour

2/08/08  Bioterrorism Basics for Ohio Nurses and Pharmacists 2.5 contact hours
8/17/07 Perinatal Ethics Conference, Toledo, Ohio

4/29/07 UT College of Nursing Research Day, Toledo, Ohio. 5.0 contact hours

8/29/06 Incorporating respondus into web-based nursing education. UT CON, 1 hour.

8/25/06 Ethical Aspects on Perinatal and Pediatric Care, Promedica, Toledo, 3.3 hours.

8/15/06 - UT College of Nursing Scholarship Day, Toledo, Ohio. 7.5 hours

6/1/06 - Beyond “To err is human”, Colloquium; MUOT, Toledo 1.7 hours.

5/22/06 - Exit Testing: A faculty lived experience, MUOT, Toledo, Ohio 4.1 hours.

5/18/06 - All-Hazard Catastrophes. MUOT, Toledo, Ohio, 6.7 hours.

Revised 03.06.12
Lee-CV, Vitae
Kelly Ada Phillips PhD, RN, CNS, CNL
Associate Professor

39 Schooner Point Drive
Port Clinton, Ohio 43452
Phone: 419-732-2480

Licensure: State of Ohio RN
Clinical Nurse Specialist: COA
Clinical Nurse Leader Certification

Education:

2006 Doctor of Philosophy
The University of Toledo
Higher Education – Major
Women’s and Gender Studies - Minor

2001 Graduate Certificate in Health and Medical Science Education
(Teaching Scholars Fellowship)
Medical College of Ohio
Toledo, Ohio

1993 Master of Science in Nursing
Medical College of Ohio
Toledo, Ohio

1991 Bachelor of Science in Nursing
Franklin University
Columbus, Ohio

1987 Diploma
Providence Hospital School of Nursing
Sandusky, Ohio

Certifications:

2008-2013 Clinical Nurse Leader Certification
Commission on Nurse Certification (CNC)
Experience:

9/2010 Promotion to Associate Professor with Tenure

6/2010 – Present Chair of the Department of Population and Community Care
Director of the Master’s Programs in Nursing

8/2007-6/2010 Interim Associate Dean, Graduate Nursing Programs
The University of Toledo College of Nursing
Toledo, Ohio

6/2006-8/2010 General Master’s Programs Coordinator
The University of Toledo College of Nursing
Toledo, Ohio

GEMINI (Graduate Entry Master’s in Nursing Initiative) Program
Medical University of Ohio College of Nursing
Toledo, Ohio

1/2001 –6/2010 Assistant Professor
Medical College of Ohio School of Nursing
Toledo, Ohio

Medical College of Ohio School of Nursing
Toledo, Ohio

First Aid Department
Cedar Point Amusement Park
Sandusky, Ohio

St. Charles Hospital
Oregon, Ohio

Medical College of Ohio School of Nursing
Toledo, Ohio

Owens Technical College
Toledo, Ohio

Children’s Hospital
Columbus, Ohio
1985 - 1987  Nurse’s Aide  
Providence Hospital  
Sandusky, Ohio

**Academic Honors:**

2006  Faculty Teaching Award  
Medical University of Ohio College of Nursing  
Toledo, Ohio

2004  Sigma Theta Tau  
Zeta Theta Chapter-at-Large Scholarship Award $750  
Dissertation work

2001  Teaching Scholars Fellowship  
Medical College of Ohio  
Toledo, Ohio

1998  Faculty Practice Award  
Medical College of Ohio School of Nursing  
Toledo, Ohio

**Professional Memberships:**

2001 - Present  Member  
Zeta Theta Chapter-at-Large  
Sigma Theta Tau International  
Honor Society of Nursing

2000 - Present  Member  
American Association of University Women (AAUW)  
Washington, D.C.

2000 –2008  Member  
National League for Nursing (NLN)  
New York, NY

1998 -2006  Member  
Higher Education Student Association  
University of Toledo  
Toledo, Ohio

1993 - 1995  Member  
Medical College of Ohio School of Nursing Alumni  
Toledo, Ohio

1991 - 1992  Member  
Franklin University Alumni, Columbus Ohio
Kelly Ada Phillips

1987 -2003  Member  
Providence Hospital School of Nursing Alumni Association  
Sandusky, Ohio

**Academic Courses Taught:**

2004-present  Advanced Practicum in Nursing Systems Design (GEMINI/Clinical Nurse Leader graduate course)


2004 –present  Designing Nursing Systems to Promote Self-Care (GEMINI/Clinical Nurse Leader graduate course)

2010-2011  Comprehensive Exam in Nursing

2004-present  Advanced Practicum in Nursing Systems Design (GEMINI/Clinical Nurse Leader graduate course)


2004 –present  Designing Nursing Systems to Promote Self-Care (GEMINI/Clinical Nurse Leader graduate course)

2004  Parent-Child Nursing (Clinical)

2003–present  Health Assessment and the Nursing Process for Promoting Health (GEMINI/Clinical Nurse Leader graduate course)

2003 - 2004  Parent-Child Nursing (Clinical)

2002 - 2003  Parent-Child Nursing (Clinical and Lecture)

2001 - 2002  Parent-Child Nursing (Clinical)

2000 - 2001  Parent-Child Nursing (Clinical)

2000  Mosby NCLEX Review Course 
Medical College of Ohio School of nursing  
Toledo, Ohio

1999 - 2000  Parent-Child Nursing (Clinical)

1998 – 1999  Parent-Child Nursing (Clinical)

1997 - 1998  Nursing Care of Children and Adolescents (Clinical and Theory)  
Co-coordinator of Course  
Parent-Child Nursing (Clinical)
1996 – 1997  Nursing Care of Children and Adolescents (Clinical and Theory)
Co-Coordinator of Course
The Nurse as Provider of Care to Families (Theory)

1994 – 1995         Nursing Care of Children and Adolescents (Clinical and Theory)
Advanced Nursing Technologies

Academic Courses Taught: (continued)

1993 - 1994  Nursing Care of Children and Adolescents (Clinical)
Advanced Nursing Technologies

Publications:


Graduate Scholarly Project Committee Member:

2005-2006  Preterm Infant Pain Assessment Tools (3 projects)
Nurse Educator Project (1 project)

2012  DNP Evidence Based Practice Project
Committee Member

Presentations:

April 2009  Poster Presentation
Birth of a Capstone Course in a Master’s of Science in Nursing Program: The Comprehensive Examination
Authors: Dianne Smolen PhD, CNE, CNS; Sandra Oehrtman PhD, CNS, CPNP; Kelly Phillips, PhD, CNS, CNL; Karen Hoblet MSN, CNL
The University of Toledo, College of Nursing’s Third Annual Research Conference “Evidence-Based Conference”
Dana Conference Center Health Science Campus, University of Toledo Toledo, Ohio

Feb 2009  Paper Presentation
Capstone Courses and Changing Needs: The Comprehensive Examination as a Viable Option
Authors: Sandra Oehrtman PhD, CNS, CPNP; Dianne Smolen PhD, CNE, CNS; Kelly Phillips PhD, CNS, CNL; Karen Hoblet MSN, CNL
AACNs Master’s Education Conference
Change and Challenges: Master’s Education in Nursing
Orlando, Florida

Jan 2009  Poster Presentation
Birth of a Capstone Course in a Master’s of Science in Nursing Program:
The Comprehensive Examination
Authors: Dianne Smolen PhD, CNE, CNS; Sandra Oehrtman PhD, CNS, CPNP; Kelly Phillips, PhD, CNS, CNL; Karen Hoblet MSN, CNL
Mosby’s Faculty Development Institute 2009
Orlando, Florida

Aug 2008
Poster Presentation
A Critical Analysis of Nursing Literature Related to Exchanges of Sexual Activity
Authors: Karen Hoblet, MSN, Angela Webber, MSN, Dr. Kelly Phillips
Scholarship of Teaching and Learning in Nursing Conference
University of Cincinnati
Cincinnati, Ohio

May 2008
New Frontiers in Graduate Nursing Education (Invited Speaker)
Health Science Campus Nurses Week
The University of Toledo
Toledo Ohio

April 2007
Poster Presentation
Female Deans of Nursing: A Feminist Analysis of Their Perceptions of Leadership and Power
College of Nursing Research Day
The University of Toledo College of Nursing
Toledo, Ohio

Feb 2007
Paper presentation
Contributions of a Second-Degree, Graduate-Entry Clinical Nurse Leader Program
American Association of Colleges of Nursing 2007 Master’s Education Conference
Hyatt Regency Albuquerque
Albuquerque, New Mexico

Spring 2006
Invited Speaker
Representing GEMINI in a panel discussion involving other schools and colleges
Ohio League for Nursing
Nursing Education Summit Ohio 2006
Education and Practice: Cultivating New Horizons
Columbus Marriott North
Columbus, Ohio

Oct 2002
Poster Presentation
Mapping Pediatric Nursing Care
Mosby’s Pediatric Nursing 2002
Current Issues, Future Directions
Bellagio
Las Vegas, NV
Nov 2001  
Poster Presentation  
Mapping Pediatric Nursing Care  
Indiana University School of Nursing Center for Teaching and Lifelong Learning  
Holiday Inn Select-North at the Pyramids  
Indianapolis, IN

Sept 2001  
Poster Presentation  
Mapping Pediatric Nursing Care  
Mosby’s Pediatric Health Care 2001  
Caesar’s Palace  
Las Vegas, NV* accepted but conference canceled due to terrorist attacks

Aug 2001  
Poster Presentation  
Mapping Pediatric Nursing Care  
Mosby’s Faculty Development Summer Institute 2001  
Innovations in Teaching: Strategies for Nurse Educators  
Grand Hyatt San Francisco on Union Square  
San Francisco, CA

Jan 2001  
Poster Presentation  
Mapping Pediatric Nursing Care  
MCO Teaching Scholars Fellowship  
Medical College of Ohio  
Toledo, Ohio

May 1993  
Graduate School Scholarly Project Presentation  
Education Booklet for Parents of Children with Epilepsy  
Medical College of Ohio  
Toledo, Ohio

**Grant Writing:**

2008-09  
Bureau of Health Professions/Health Resources & Services Administration: (HRSA) entitled: Advanced Education Nursing Traineeship Program  
$57,000

2009-10  
Bureau of Health Professions/Health Resources & Services Administration: (HRSA) entitled: Advanced Education Nursing Traineeship Program  
$67,408

2009-10  
Bureau of Health Professions/Health Resources & Services Administration: (HRSA) entitled: Nurse Faculty Loan Program  
$15,747

2009-10  
Bureau of Health Professions/Health Resources & Services Administration: (HRSA) entitled: ARRA-Nurse Faculty Loan Program  
$26,740
2009-10 Ohio Board of Nursing Nurse Education Grant Program (NEGP) – not awarded

2010 Robert Wood Johnson Foundation
New Careers in Nursing (NCIN) grant opportunity as PI
Entitled: New Careers in Nursing Scholarship Program – not awarded

2010-11 Bureau of Health Professions/Health Resources & Services Administration:
(HRSA) entitled: Advanced Education Nursing Traineeship Program
$41,482

2010-11 Bureau of Health Professions/Health Resources & Services Administration:
(HRSA) entitled: Nurse Faculty Loan Program
$28,265

2010-11 Bureau of Health Professions/Health Resources & Services Administration:
(HRSA) entitled: ARRA-Nurse Faculty Loan Program
$12,661

2011 Robert Wood Johnson Foundation
Evaluating Innovations in Nursing Education (EIN) grant opportunity as co-PI
Entitled: Creating Best Practices for Second-Degree Nursing Students in Accelerated
Pre-licensure Nursing Programs- not awarded

2011-12 Bureau of Health Professions/Health Resources & Services Administration:
(HRSA) entitled: Advanced Education Nursing Traineeship Program
$37,072

2011-12 Bureau of Health Professions/Health Resources & Services Administration:
(HRSA) entitled: Nurse Faculty Loan Program
$43,360

2012 Robert Wood Johnson Foundation
New Careers in Nursing
Entitled: New Careers in Nursing Scholarship Program
PI, status Submitted

2012 National League for Nursing/Nursing Education Research Grants Program
Entitled: Evaluating Best Practices for Second-Degree Nursing Students in Accelerated Pre-Licensure Programs
Co-investigator, status Submitted

Scholarly Accomplishments:

2001 Teaching Scholars Fellowship
Medical College of Ohio
Toledo, Ohio

1998 Medical College of Ohio Academic Intranet Proposal Acceptance
Topic: Recreational Nursing
Award: Pentium Computer
**Professional Development:**

Jan 2012  Elsevier/Mosby’s Faculty Development Institute  
Paris Resort  
Las Vegas, NV

Feb 2012  American Association of Colleges of Nursing  
Webinar: The CNL Job Analysis and Certification Exam

Nov 2011  6th Annual ProMedica Nursing Research Retreat: Continuing the Walk Through Nursing Research  
Toledo Hospital Education Center Auditorium  
Toledo, Ohio

Oct 2011  Interdisciplinary Approaches for Managing Overweight and Obese Patients  
University of Toledo College of Nursing  
Toledo, Ohio

Aug 2011  How to Make Things Better: Nursing’s Lead in Quality Empirical Outcomes (WEB89) Gannett Education

June 2011  Just Culture-A Model to Improve Patient Safety  
Law CE-Ohio Nursing Law

May 2011  Updates and Current Trends in Treating Multiple Sclerosis and Parkinson’s Disease  
Northwest Ohio Nurses Association  
Toledo, Ohio

April 2011  5th Annual College of Nursing Research Day  
University of Toledo College of Nursing  
Toledo, Ohio

Mar 2011  Crisis in the Classroom: The Bully and the Victim  
Mercy St. Vincent Medical Center  
Toledo, Ohio

Feb 2011  AACN Master’s Conference  
Scottsdale, AZ

Oct 2010  Interprofessional Approaches of Elder Care  
The University of Toledo College of Nursing  
Toledo, Ohio

Oct 2010  North Coast Breast Cancer Conference  
Kalahari Resort  
Sandusky, Ohio
Kelly Ada Phillips

Oct 2009  Interdisciplinary Approach to Wound Care: Using Every Player on the Team
University of Toledo
Toledo, Ohio

April 2009  College of Nursing 3rd Annual Spring into Research Conference
The University of Toledo College of Nursing
Toledo, OH

Mar 2009  33rd Annual MNRS Research Conference
Nursing Research: Promoting Social Justice and Human Rights
Hilton Minneapolis & Towers
Minneapolis, MN

Jan 2009  AACN 2009 CNL Summit
CNLs Leading Microsystems Improvement: The Link to Quality and Safety
Intercontinental Hotel
New Orleans, LA

Jan 2008  AACN 2008 Doctoral Education Conference
Shaping Doctoral Education in Nursing-The Future is Now Captiva Island, FL

Jan 2008  AACN 2008 CNL Partnership Conference
The CNL-Making an Impact in Education and Practice
Sheraton Tucson Hotel
Tucson, AZ

Nov 2007  Through the Looking Glass
The University of Toledo College of Nursing
Toledo, Ohio

Sept 2007  NCLEX Invitational
Hotel InterContinental
Chicago, IL

May 2007  Just Do It: A Writing for Publication Seminar for Faculty
University of Toledo College of Nursing
Toledo, Ohio

April 2007  College of Nursing Research Day
The University of Toledo College of Nursing
Toledo, Ohio

Feb 2007  American Association of Colleges of Nursing 2007 Master’s Education
Conference
Hyatt Regency Albuquerque
Albuquerque, New Mexico

Summer 2006  Scholarship Day
University of Toledo, College of Nursing
Toledo Ohio
Summer 2006  Ethical Aspects of Perinatal and Pediatric Care:  AM Session
Promedica Health System Continuing Nursing Education Providership
The Toledo Hospital
Toledo, Ohio

Spring 2006  completion of one hour of dissertation credit and completion of dissertation

Spring 2006  Ohio League for Nursing
Nursing Education Summit Ohio 2006
Education and Practice: Cultivating New Horizons
Columbus Marriott North
Columbus, Ohio

Fall 2005  completion of one hour of dissertation credit

Summer 2005  completion of one hour of dissertation credit

Spring 2005  completion of one hour of dissertation credit

Spring 2005  Acupressure for Common Complaints
Mercy College of Northwest Ohio
Department of Continuing Professional Education
Toledo, Ohio

Spring 2005  Munchausen by Proxy Maltreatment: Identification, Intervention, and Case Management
Firelands Regional Medical Center School of Nursing
Castaway Bay Resort
Sandusky, Ohio

Fall 2004  Completion of one hour of dissertation credit

Fall 2004  NLN Education Summit 2004: Excellence and Innovation in Nursing Education
National League for Nursing
Royal Pacific Resort at Universal Orlando
Orlando, Florida

Fall 2004  Emerging Issues: Strength When We Work Together
Ohio Board of Nursing
Columbus, Ohio

Spring 2004  Completion of one hour of dissertation credit

Mar 2004  8th Annual Women’s Conference
Communication: A Key to Success
The University of Toledo
Toledo, Ohio
Feb 2004 2004 Winter Trauma Update  
St. Vincent Mercy Medical Center  
Toledo, Ohio

Feb 2004 The Emerging Epidemic of Bone and Joint Disease  
Jagel’s  
Toledo, Ohio

Fall 2003 Completion of one hour of dissertation credit  
Sept 2003 Zeta Theta Chapter-at-Large  
Sigma Theta Tau International  
6th Annual Nursing Research Conference  
Franciscan Center, Lourdes College  
Sylvania, Ohio

Summer 2003 Completion of one hour of dissertation credit  

May 2003 Past, Present and Future of Nursing: What is Your BHAG?  
Medical College of Ohio School of Nursing  
Toledo, Ohio

April 2003 Law and Rules Directly Affecting Nursing Practice in Ohio  
Franciscan Center, Lourdes College  
Sylvania, Ohio

Spring 2003 Completion of one hour of dissertation credit  

Fall 2002 Completion of two hours of dissertation credit  

Oct 2002 Mosby’s Pediatric Nursing 2002  
Current Issues, Future Directions  
Bellagio  
Las Vegas, NV

Summer 2002 Completion of one hour of dissertation work  

Aug 2002 Vagina Monologues  
Playhouse Square Center  
Ohio Theater  
Cleveland, Ohio

Aug 2002 Carousel of Communication  
Featuring the stars of the View  
Ohio State Fairgrounds  
Columbus, Ohio

April 2002 Towards Cultural Competence in Healthcare  
A Cultural Diversity Competence Training Seminar  
Medical College of Ohio  
Toledo, Ohio
Spring 2002  Completion of three hours of dissertation work

Feb 2002  Germ Alert! Anthrax, Smallpox, & Pathogenic Microbes  
Institute for Natural Resources (INR)  
Holiday Inn-Select  
Strongsville, Ohio

Fall 2001/ Spring 2002  Completion and passing of written and oral doctoral exams

Indiana University School of Nursing Center for Teaching and Lifelong Learning  
Holiday Inn Select-North at the Pyramids  
Indianapolis, IN

Aug 2001  Operationalizing Orem’s Self-Care Deficit Theory of Nursing  
Medical College of Ohio School of Nursing  
Toledo, Ohio

Aug 2001  Mosby’s Faculty Development Summer Institute 2001  
Innovations in Teaching: Strategies for Nurse Educators  
Grand Hyatt San Francisco on Union Square  
San Francisco, CA

May-June 2001  Evaluation and Outcomes Assessment in Higher Education  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio

May 2001  Empowerment and the Faculty Role  
Faculty Development Day 2001  
Oak Openings Metropark  
Whitehouse, Ohio

Jan-May 2001  Feminist Theory  
Ph.D. course  
University of Toledo  
Toledo, Ohio

Program Evaluation  
Ph.D. course  
University of Toledo  
Toledo, Ohio

Jan 2001  Critical Thinking and Test Item Writing  
Medical College of Ohio School of Nursing  
Toledo, Ohio
Jan 2001  
Nursing Education 2001  
Wyndham Palace Resort and Spa  
Walt Disney World Village  
Lake Buena Vista, Florida

Aug – Dec 2000  
Feminist Philosophy  
Ph.D. course  
University of Toledo  
Toledo, Ohio

Feminist Research and Theory  
Ph.D. course  
University of Toledo  
Toledo, Ohio

Advanced Seminar in Gender and Culture  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio

June 2000  
Critical Issues in Higher Education  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio

May June 2000  
Quantitative Methods II  
Ph.D. course  
University of Toledo  
Toledo, Ohio

Jan – Dec 2000  
Teaching Scholars Fellowship  
Medical College of Ohio  
Toledo, Ohio

Mar 2000  
Fourth Annual Women’s Conference  
Shaping a National Agenda for Women in Higher Education  
University of Toledo  
Toledo, Ohio

Jan – May 2000  
Women in Higher Education  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio

Health Promotion Programs  
Ph.D. course in Health Education  
University of Toledo  
Toledo, Ohio
Aug-Dec 1999  Strategic Planning/Decision Making  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio  

Issues or Access in Higher Education  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio  

Aug-Dec 1999  Legal Aspects of Higher Education  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio  

Jan - May 1999  Research in Higher Education  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio  

Leadership Theory in Higher Education  
Ph.D. course in Higher Education  
University of Toledo, Ohio  

Sept-Dec 1998  History in Higher Education  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio  

Governance and Administration in Higher Education  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio  

July-Aug 1998  College and University Curriculum  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio  

June - July 1998  Economics of Higher Education  
Ph.D. course in Higher Education  
University of Toledo  
Toledo, Ohio
Service:

2011-present  Curriculum Committee  
The University of Toledo College of Nursing  
Toledo, Ohio  
2011-present  Student Admission, Retention, Progression Committee  
The University of Toledo College of Nursing  
Toledo, Ohio  
2010-present  Salary and Workload Task Force  
The University of Toledo College of Nursing  
2008-present  Program Assessment Committee  
The University of Toledo College of Nursing  
Toledo, Ohio  
2007-present  Department of Physician Assistant Studies Advisory Committee  
University of Toledo  
Toledo, Ohio  
2006-present  Member  
Comprehensive Exam Coordinating Committee  
The University of Toledo College of Nursing  
Toledo, Ohio  
2005-present  Clinical Nurse Leader Advisory Group  
University of Toledo College of Nursing  
Toledo, Ohio  
2005-present  Member  
Graduate Executive Council  
The University of Toledo Health Science Campus  
Toledo Ohio  
2003-Present  Member:  CNL Faculty, formerly  
GEMINI (Graduate Entry- Level Master in Nursing Initiative) Faculty  
The University of Toledo College of Nursing  
Toledo, Ohio  
2003–Present  Member/Associate II  
Graduate Faculty  
The University of Toledo  
Toledo, Ohio  
2009-2012  Member (per invitation of Dr. Lloyd Jacobs)  
Task Force for Criterion Five, Engagement and Service  
The Higher Learning Commission, Institutional Accreditation  
Preparation for 2012 University of Toledo Accrediting Visit
<table>
<thead>
<tr>
<th>Year</th>
<th>Position / Task</th>
<th>Institution / Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2011</td>
<td>Chair, College-Wide Committee on Diversity</td>
<td>The University of Toledo College of Nursing Toledo Ohio</td>
</tr>
<tr>
<td>2008-2010</td>
<td>The University of Toledo College of Medicine Diversity and Professionalism Advisory Council (per invitation of Dr. Gold)</td>
<td>Toledo, Ohio</td>
</tr>
<tr>
<td>2008-2010</td>
<td>Ohio Board of Nursing Task Force</td>
<td>The University of Toledo College of Nursing Toledo, Ohio</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Educational Administration and Supervision (EDAS) Task Force</td>
<td>(per invitation of the Dean of the College of Education) Department of Education The University of Toledo Toledo, Ohio</td>
</tr>
<tr>
<td>2008-2010</td>
<td>Graduate Council</td>
<td>The University of Toledo Toledo Ohio</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Graduate Executive Council Main Campus</td>
<td>The University of Toledo Toledo Ohio</td>
</tr>
<tr>
<td>2007-2011</td>
<td>BSN to DNP task force</td>
<td>The University of Toledo College of Nursing Toledo, Ohio</td>
</tr>
<tr>
<td>2007-2010</td>
<td>BSN to CNL task force</td>
<td>The University of Toledo College of Nursing Toledo, Ohio</td>
</tr>
<tr>
<td>2007-2009</td>
<td>Accreditation Task Force</td>
<td>University of Toledo College of Nursing Toledo, Ohio</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Search Committee</td>
<td>Dean, College of Nursing University of Toledo Toledo, Ohio</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Academic Conduct/Standard of Procedure Ad Hoc Committee (Invitation by then Graduate Associate Dean, Graduate School)</td>
<td>University of Toledo Toledo Ohio</td>
</tr>
</tbody>
</table>
2006-2010 Ohio Board of Nursing Advisory Group on Nursing Education
Columbus, Ohio

2006-2011 Graduate Curriculum
The University of Toledo College of Nursing
Toledo, Ohio

2006-2008 Strategic Planning Task Force
University of Toledo College of Nursing
Toledo, Ohio

2005-2011 Graduate Admissions, Retention, Progression Committee
Medical University of Toledo College of Nursing/The University of Toledo College of Nursing
Toledo, Ohio

2005-2009 Committee member of several graduate student Scholarly Project and Field Experiences
The University of Toledo College of Nursing
Toledo, Ohio

2003-2005 Representative to the Ohio Faculty Council Officer of the Medical College of Ohio Faculty Senate
Medical College of Ohio
Toledo, Ohio

2002 Member
Search Committee for new Department Chair position
Medical College of Ohio School of Nursing
Toledo, Ohio

2000 Student Evaluation and Projects Task Force
Medical College of Ohio School of Nursing
Toledo, Ohio

May 2000 Facilitator
Mosby NCLEX Review Course
Medical College of Ohio School of Nursing
Toledo, Ohio

1999 – 2002 Member, Undergraduate Curriculum Committee Chair, 1999 – 2000
Medical College of Ohio School of Nursing
Toledo, Ohio

1999 Salaries Task Force
Medical College of Ohio School of Nursing
Toledo, Ohio
1998 - 2001  Member, Student Grievance Committee  
Medical College of Ohio  
Toledo, Ohio

1997 – 1999  Member, UT Arts and Sciences Council  
University of Toledo  
Toledo, Ohio

1996 - 1997  Participation in various meetings and school functions  
Medical College of Ohio School of Nursing  
Toledo, Ohio

1995 - 1996  Member, Undergraduate Student Admission, Retention, and Progression Committee Co-Chair (December-June)  
Medical College of Ohio School of Nursing  
Toledo, Ohio

1994 - 1995  Member, Undergraduate Student Admissions Committee  
Medical College of Ohio School of Nursing  
Toledo, Ohio

1993 - 1995  Nurse Consultant  
Toledo Public Schools GED program

1993 - 1995  Member, Student Grievance Committee Chair, 1994 - 1995  
Medical College of Ohio School of Nursing  
Toledo, Ohio
CURRICULUM VITAE

Linda L. Pierce, PhD RN CNS CRRN FAHA FAAN

HOME  413 Loyola Drive     TELEPHONE:  440.365.6422
ADDRESS:  Elyria, Ohio  44035

BUSINESS  University of Toledo     TELEPHONE:  419.383.5852
ADDRESS:  College of Nursing     E-MAIL:  l.pierce@utoledo.edu
Health Science Campus     FAX:  419.383.3380
Mail Stop 1026
3000 Arlington Avenue     RN LICENSURE:  State of Ohio
Toledo, Ohio 43614-2598     CERTIFICATE
OF AUTHORITY:  Clinical Nurse Specialist

CERTIFICATIONS

Current -  Association of Rehabilitation Nurses; Board Certified Rehabilitation Registered Nurse
Current -  American Heart Association; Basic Life Support Certification
1986-2001  American Nurses’ Association; Board Certified Gerontological Nurse

EDUCATION

12.1998  Doctor of Philosophy in Nursing
Wayne State University
Detroit, Michigan
Cognate: Sociology with concentration in the area of family
Dissertation: The Experience and Meaning of Caring for Urban Family Caregivers of
Persons with Stroke

06.1986  Master of Science in Nursing
The University of Akron
Akron, Ohio
Specialization: Family Health Nursing with education/teaching practicum (theory and
clinical) in baccalaureate nursing program
Thesis: Coping Methods in Response to Stress during Role Transition of Associate
Degree Nurse Graduates

06.1982  Bachelor of Science in Nursing, Magna cum Laude
The University of Akron
Akron, Ohio

08.1964  Diploma in Nursing
The Toledo Hospital School of Nursing
Toledo, Ohio
EXPERIENCE

Academic Experience

01.1986-Present  University of Toledo (UT)
    College of Nursing
    Toledo, Ohio
    2005-2006: Medical University of Ohio (MUO) [merger with UT – July 2006]
    1986-2005: Medical College of Ohio (MCO) [name change to MUO – June 2005]

    Education Focus:
    Professor with Tenure (full-time), July 2002-Present
    Associate Professor with Tenure (full-time), 2000-2002
    Associate Professor (full-time), 1999
    Assistant Professor (full-time), 1994-99
    Assistant Professor (part-time), 1989-94
    Instructor (part time), Summer 1989
    Adjunct Instructor/Joint Appointment (part-time), 1986-89

    Responsibilities: (Graduate and Undergraduate Programs)

02.2011-06.2016  Wright State University
    School of Graduate Studies
    Dayton, Ohio

    Education Focus:
    Full Membership in the Graduate Faculty

    Responsibilities: (Graduate Program: Doctor of Nursing Practice Program – a
    Consortium with the University of Toledo College of Nursing)

Practice Experience with Secondary Academic Appointments

05.1989-08.1994  MetroHealth Medical Center
    Cleveland, Ohio

    Practice Focus: Clinical Nurse Specialist Rehabilitation (full-time), 1990-94

    Administrative Focus:
    Associate Director, Rehabilitation Nursing (full-time), 1989-90
    (Organizational Restructure, position eliminated)

    Responsibilities: Participated in direct and indirect care; policy planning and priority
    setting for rehabilitation nursing service; clinical and leadership role model; liaison
    for communicating among patients, staff, and administration; monitor systems to
    provide effective patient care; developed and implemented educational programs and
    research (chairperson for Nursing Research Committee and member of Institutional
    Review Board); and designated responsibilities of the Director of Nursing in her
    absence.

    • Adjunct Professor; Kent State University, School of Nursing, Kent, OH
    • Clinical Instructor - Gerontological Nursing, Case Western Reserve
      University, Frances Payne Bolton School of Nursing, Cleveland, OH
    • Adjunct Assistant Professor; College of Arts and Sciences Nursing
      Program, University of Toledo, Toledo, OH
Practice Experience with Preceptor Appointments

05.1982-05.1989 Community Health Partners ~ Lorain Community Hospital, Lorain, Ohio

Direct Care Focus: Clinical Nurse Specialist, (full-time), 1986-89

Responsibilities: Provided direct and indirect Rehabilitation client care (Facilitator of Inpatient Family Support Group); Liaison to Chronic Pain Center; involved in community and client education (hypertension; cholesterol and diabetes screening) and founder and facilitator of Stroke Support Group; involved in staff orientation, inservice and continuing education; developed, implemented/taught and evaluated programs such as Rehabilitation Nursing Course: Basic and Advanced. Rehabilitation Review Study Course, Clinical Assessment, CPR, Role and Responsibility and Physical Assessment; coordinated ONA providership offerings; assisted in development and revision of client care standards and nursing care delivery system; collaborated with all levels of nursing and service as coordinator of nursing care plan project; participated in and supported research activities; chairperson for Nursing Research and Rehabilitation Client/Family Education Committees; member of Nursing Practice, Head Trauma, Computer and Rehabilitation Leadership Committees.

- Clinical Preceptor for Graduate Course:
  860.03 Practicum: The Clinical Nurse Specialist.
  The Ohio State University College of Nursing; Columbus, OH

Education Focus: Staff Development Instructor (full-time) 1984-86

Responsibilities: Decentralized role - Collaborated with all levels of nursing and served as role model for staff; provided direct and indirect client care; identified learning needs and provided educational programs; provided client/family educational classes and founded/facilitator of Stroke Support Group. Assigned units - Rehabilitation, Pain, Orthopedics, Respiratory, Pediatrics and Neurovascular. Centralized role - Coordinated orientation and oriented new staff members; developed and taught classes such as Physical Assessment, Clinical Ladder, Computer and CPR; developed self-learning modules; coordinated ONA offerings and collaborated with computer vendor in developing Nursing Care Plan software package. Committee member of Rehabilitation Leadership, Research, Computer, Nursing Practice, Chairperson of Client/Family Education.

- Clinical Preceptor for Graduate Course:
  N 8200: Health Appraisal
  The University of Akron College of Nursing; Akron, OH

Management Focus: Clinical Nursing Supervisor (full-time), 1982-84

Responsibilities: Coordinated client care rounds and care conferences; collaborated and developed staff’s care planning ability and problem-oriented charting skills; acted as clinical resource; identified learning needs of staff; represented hospital administration; assisted with coordination unit staffing and crisis intervention.

Practice Experience

05.1972-05.1982 Staff Nurse (part-time)
05.1969-11.1970 EMH Regional Medical Center ~ Elyria Memorial Hospital
Elyria, Ohio

Responsibilities: Charge nurse, team leader and team member on general medical-surgical units and floated to emergency room, psychiatric and intensive care units.
01.-12.1967 | Staff Nurse (full-time)
Community Health Partners ~ Allen Memorial Hospital
Oberlin, Ohio

Responsibilities: Charge nurse/team member in the operating and emergency rooms.

08.1964-01.1967 | Staff Nurse (full-time)
EMH Regional Medical Center ~ Elyria Memorial Hospital
Elyria, Ohio

Responsibilities: Charge nurse, team leader and team member on general medical-surgical unit.

HONORS

2012 | Selected by RN/BSN Students as Pinner for Convocation
University of Toledo, Toledo, OH

2012 | Distinguished University Professor Award Nomination
University of Toledo, Toledo, OH

2011 | Elected Fellow
National Cardiovascular Nursing Council, American Heart/Stroke Association;
Dallas, TX

2011 | Distinguished Service Award
Association of Rehabilitation Nurses; Las Vegas, Nevada

2010 | Elected Fellow in the American Academy of Nursing (FAAN)
American Nurses Association; Washington, DC

2010 | Outstanding Leadership, Exceptional Service, and Professional Commitment Award
Association of Rehabilitation Nurses; Orlando, Florida

2010 | *American Journal of Nursing (AJN)* book of the year award for 2009:

2010 | *AJN Book of the Year Award* for 2009:

2009 | Mentor for College of Palliative Care Research Scholars Program
American Academy of Hospice and Palliative Medicine; Glenview, Illinois

2007 | Outstanding Contributions to Scholarship/Research Award
College of Nursing; University of Toledo; Toledo, OH

2006 | Unsung Hero Award~Outstanding Dedication, Commitment, and Leadership
American Heart Association; 2006 Heart of Toledo Gala; Toledo, OH

2005 | Director at-Large: Leadership~Commitment~Service Award
Association of Rehabilitation Nurses; Palm Springs, CA

2003 | Maumee Bay Chapter Newsletter National Award: Co-Editor
Association of Rehabilitation Nurses; New Orleans, LA

2002 | Maumee Bay Chapter Newsletter National Award: Co-Editor
Association of Rehabilitation Nurses; Kansas City, MO

2002 | Faculty Researcher Award
Medical College of Ohio School of Nursing; Toledo, OH

2001 | Research Fellow Award
Rehabilitation Nursing Foundation; Philadelphia, PA
2001  Maumee Bay Chapter Newsletter National Award: Co-Editor
       Association of Rehabilitation Nurses; Philadelphia, PA
2001  Educator Role Award
       Association of Rehabilitation Nurses; Philadelphia, PA
2000  Maumee Bay Chapter Newsletter National Award: Co-Editor
       Association of Rehabilitation Nurses; Reno, NV
1999  Elected Fellow
       National Stroke Council, American Heart/Stroke Association; Dallas, TX
1999  Researcher Role National Award
       Association of Rehabilitation Nurses; Minneapolis, MN
1999  Maumee Bay Chapter Newsletter National Award: Co-Editor
       Association of Rehabilitation Nurses; Minneapolis, MN
1999  Selected Participant
       Research Training for Nurse Scientists
       National Institute of Nursing Research; Bethesda, MD
1999  Outstanding Dissertation Award from the Qualitative Research Section of the
       Midwest Nursing Research Society
       "The Experience and Meaning of Caring for Urban Family Caregivers of Persons
       with Stroke" completed dissertation at Wayne State University; Indianapolis, IN
1998  Graduate Student Selected for Midwest Nursing
       Research Society Poster Presentation
       Wayne State University; Detroit, MI
1997  New Investigator Award
       Rehabilitation Nursing Foundation; Kansas City, MO
1997  The Dean’s Award for Teaching Excellence
       Medical College of Ohio School of Nursing; Toledo, OH
1997  Scholarship Award ($500.00)
       Zeta Theta Chapter, Sigma Theta Tau International
       Medical College of Ohio School of Nursing; Toledo, OH
1997  The Chapter Recognition Award
       Delta Omega Chapter, Sigma Theta Tau International
       The University of Akron; Akron, OH
1996  Student Scholarship in Cerebrovascular Disease ($2,000.00)
       National Stroke Council, American Heart Association
       Wayne State University; Detroit, MI
1995  Outstanding Research/Scholarship Faculty Award
       Medical College of Ohio School of Nursing; Toledo, OH
1995  Outstanding Nurse Scholar Award
       Medical College of Ohio School of Nursing; Toledo, OH
1990  Distinguish Nursing Alumni Award
       The University of Akron College of Nursing Alumni Association; Akron, OH
PROFESSIONAL MEMBERSHIPS

American Stroke / Heart Association
- Stroke Council Member [1996 - present].
  - Elected Fellow in 1999.
- Cardiovascular Nursing Council Member [2003 - present].
  - Elected Fellow in 2011.
- Nursing and Rehabilitation Professions Committee Member of the Stroke Council, 2004 – 2006.
- Stroke Manuscript of the Year Award Subcommittee 2003 – 2006.

Association of Rehabilitation Nurses (ARN)
- Nominating and Leadership Committee, Appointed Member, 2011-2012.
  - Nominating and Leadership Committee, Chair, 2010-2011.
- Council of Leaders, Member 2009-present.
- Rehabilitation Nursing Journal Manuscript Review Panel Member 2006-present.
- Health Policy Committee, Board Liaison 2009-2010; Appointed Member 2010-2012.
  - Board of Directors – 2001-2005, 2006-2010; Chair 2009-2010:
- Executive Committee, Member 2003-2004; Chair 2009-2010.
- Budget and Finance Committee, Member 2009-2010.
- 2010 Educational Conference Committee, Member 2009-2010.
- Facilitator for Issues and Information/Health Policy Organizational Workshop, 2002.
- 1999 Educational Conference Committee, 1998 -1999:
- Elected Nominating Committee Member, 1997-1999.

ARN Rehabilitation Nursing Foundation (RNF) - Research-arm of the ARN
- **Chair, RNF 2006 – 2008; In-coming RNF Chair, 2005 – 2006.**
- Research Symposium Chair, 2006:

**ARN Rehabilitation Nursing Certification Board (RNCB)**

- Advanced Practice Certification Item Reviewer, 1997.
- **Member RNCB, 1991 – 1996:**
- **Chair, 1994 and 1995; Vice-Chairperson, 1992 and 1993.**

**ARN Maumee Bay Chapter**

- Member, 1994 – 2005 [Chapter Closed in 2005].
- Workshop Planning Committee Member and Co-Chair, 1997 and 2001.
- Board of Directors Member, 1995 - 96 and 2001.

**ARN North Coast Chapter**

- Newsletter Committee Member, 1993.
- Planning Committee, CRRN Review Course, 1990.

**Council for the Advancement of Nursing Science**


**Hospital Nurse Educator Council of Lorain County**

- Secretary, 1987.
- Member 1984-1989.

**Lake Erie Consortium for Nursing Research (LECNR)**

- **Chair, 1989.**
- Secretary, 1986-1987.

**Midwest Nursing Research Society**

Ohio Nurses Association / American Nurses Association
- American Nurses Foundation, Nursing Research Review Committee Participant, 02/2011 – 01/2014

Sigma Theta Tau
- Delta Omega (1982 - 2009) and Zeta Theta (1994 - present) Chapter Member.
- Zeta Theta Chapter Research Committee Member 2001-2005; Co-Chair, 2001-2002.
- Zeta Theta Chapter Nominating Committee, 1995 - 1997:
- Delta Omega Chapter Research Committee, 1994 - 1996.

The Nursing Organizations Alliance
- Scholarship Review Committee Member for Nurse in Washington Internship (NIWI), 2010 & 2011.
- 2009 Fall Summit Participant; Louisville, KY, 11.2009.
- 2008 Fall Summit Participant; Albuquerque, NM, 11.2008.

ACADEMIC COURSES TAUGHT
(Note: Recent courses include †Doctoral Program; *Master’s Program; **Undergraduate)
†NURS 710 Capstone: Evidence-based Practice Project – Implement and Defend Project: Project Chair.
†NURS 709 Project Seminar – Write and Defend Proposal: Project Chair.
*NURS 6990 Thesis: Chair.
*NURS 6970 Scholarly Project: Chair.
*NURS 6730 Practicum and Seminar in Teaching: Preceptor for Graduate Student
*NURS 5910 Advanced Nursing Research: Fall Semester Classroom and Spring and Summer Semester Internet Course
*NURS 5220 Capstone: Field Study Experience Seminar: Fall and Spring Semester: Seminar Chair.
**NURS 4120 Leadership and Management in Nursing: Fall and Spring Semester Internet Course
**NURS 4950 Nursing Research: Classroom
### STUDENT RESEARCH EXPERIENCE

#### Summer Research Program
Graduate and Undergraduate Experiences

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Student</th>
<th>Title</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Medical</td>
<td>Sarah Siegel, University of Toledo</td>
<td>2011 Manuscript and Research Poster: Examination of Nurse Specialist’s Role in Providing Online Support to Stroke Caregiving Families</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Medical</td>
<td>Kelly Koenig, University of Toledo</td>
<td>Dementia Caregivers’ Assessment and Stroke Caregivers’ Information Needs</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Undergraduate</td>
<td>Antonia Alcala, Baldwin-Wallace College</td>
<td>Dementia and Stroke Caregivers Projects</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Undergraduate</td>
<td>Sarah Siegel, University of Toledo</td>
<td>2008 Project with Dementia Caregivers</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Undergraduate</td>
<td>Noha Eltaki, Case Western Reserve University</td>
<td>Project with Dementia Caregivers</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Undergraduate</td>
<td>Kelly Runner Martinicin, Old Dominican University</td>
<td>Secondary Analysis of Data with Utilization of Healthcare Professional Service Use by Persons with Stroke</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Undergraduate</td>
<td>Kevin Weber, The Ohio State University</td>
<td>User Evaluation of Caring~Web5</td>
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</table>

#### Graduate Student Capstone Experiences
Doctorate Evidence-based Practice Projects and Master’s Thesis

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Student</th>
<th>Title</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>Thesis Chairperson</td>
<td>Amy Bok</td>
<td>Rehabilitation Nurses’ Experiences When an Institutionalized Older Person Falls</td>
<td>Research Grant Submitted to the Rehabilitation Nursing Foundation</td>
</tr>
<tr>
<td>2011</td>
<td>Doctorate Chairperson</td>
<td>Cheryl Gies</td>
<td>Develop Gender Specific Web-based Educational Modules for Caregivers of Persons with Alzheimer’s Disease</td>
<td>Poster presenter at 2011 Midwest Nursing Research Society (MNRS); Recipient of DNP Student First Place Poster Award at 2011 MNRS; Graduate Student Poster Exchange and at Research Day, College of Nursing Conference; College of Nursing the Hussain Research Scholarship Award and Nurse Scholar Award</td>
</tr>
<tr>
<td>2008</td>
<td>Thesis Chairperson</td>
<td>Jennifer Seymour</td>
<td>Secondary Analysis of Data: Questions Asked by Male and Female Stroke Survivors’ Caregivers in a 1-Year Web-based Support Group</td>
<td>Poster Presenter at the Graduate Student Research Forum; Invited Presenter at 2008 Research Day College of Nursing; and Co-author of manuscript published in 2010 Online Journal of Nursing Informatics</td>
</tr>
<tr>
<td>2006</td>
<td>Thesis Chairperson</td>
<td>Heidi Pitzen-Osswald</td>
<td>Caregivers’ Lived-experience of Participating in Research Interviews for One Year</td>
<td>Recipient of CON/CHS Research Support Award and Co-author of manuscript published in 2009 Journal of Neuroscience Nursing</td>
</tr>
<tr>
<td>2006</td>
<td>Thesis Chairperson</td>
<td>Heidi Havens</td>
<td>Secondary Analysis of Data: Expressions of Spirituality by Caregivers of Persons with Stroke in a Web-based Discussion</td>
<td>Received CON Nurse Scholar Award and Co-author of manuscript published in 2008 Western Journal of Nursing Research</td>
</tr>
<tr>
<td>2006</td>
<td>Thesis</td>
<td>Erin Notziger</td>
<td>Secondary Analysis of Data: Health and Support</td>
<td>Received CON Nurse Scholar Award</td>
</tr>
<tr>
<td>Year</td>
<td>Thesis Title</td>
<td>Chairperson</td>
<td>Details</td>
<td>Notes</td>
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<tr>
<td>2006</td>
<td>Use Overtime [1-6 Months] by Caregivers of Persons with Stroke</td>
<td>Carrie Blanchett</td>
<td>Thyroid Dysfunction and Vitamin B12 Deficiencies in Older Adults with Memory Problems in Outpatient versus a Long-term Care Setting</td>
<td>and Co-author of manuscript published in 2008 <em>Journal of Neuroscience Nursing</em></td>
</tr>
<tr>
<td>2005</td>
<td>Secondary Analysis of Data: Questions Asked by Male and Female Caregivers of Persons with Stroke in a Web-based Support Group</td>
<td>Bridget Wicks</td>
<td>Recipient of Grant from Zeta Theta Chapter, Sigma Theta Tau International; Poster Presenter at the Ohio Association of Gerontology and Education and at 13th Annual MCO/UT/BGSU Symposium on Research in Psychiatry, Psychology, and Behavioral Science; and Co-author of manuscript published in 2010 <em>Online Journal of Nursing Informatics</em></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Secondary Analysis of Data: A Male Caregiver’s Perceived Experience of Caring for a Wife with Stroke</td>
<td>Judy Dawson-Weiss</td>
<td>Recipient of grant from Zeta Theta Chapter, Sigma Theta Tau International; Poster presented at Research Conference at Zeta Theta Chapter, Sigma Theta Tau International and at the Ohio Association of Gerontology and Education; and Co-author of manuscript published in 2007 <em>Rehabilitation Nursing</em></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Secondary Analysis of Data: Web-based Discussions of Young Females Caring for a Spouse with Stroke</td>
<td>Kim Drummond</td>
<td>First author of manuscript published in 2007 in <em>Online Journal of Nursing Informatics</em>; Recipient of grant from Zeta Theta Chapter, Sigma Theta Tau International; Poster presented at the Ohio Association of Gerontology and Education and at 13th Annual MCO/UT/BGSU Symposium on Research in Psychiatry, Psychology, and Behavioral Science</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Anticholinergic Medications Used by Older Adults with Memory Problems</td>
<td>Rachel Kemper</td>
<td>First author of manuscript published in 2007 <em>Journal of Gerontological Nursing</em></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>Perceived Problems of New Caregivers of Persons with Stroke</td>
<td>Allison Holzaepfel</td>
<td>Co-author of manuscript published in 2006 <em>Rehabilitation Nursing</em></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>Allied Health Professionals Perceived Education Topics for Caregivers of Persons with Stroke</td>
<td>Amanda Cook</td>
<td>Poster presented at Association of Rehabilitation Nurses Conference in Atlanta, Georgia and Research Conference at Zeta Theta Chapter, Sigma Theta Tau International; and First author of manuscript published in 2006 <em>Journal of Neuroscience Nursing</em></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>Caregivers of Persons with Stroke Outcome Study</td>
<td>Michelle Jorstad</td>
<td>Research Support Award; and Geriatric Society of America Conference</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Licensed Practical Nurses’ Experience with Falls by Older Nursing Home Residents</td>
<td>Rebecca Beck</td>
<td>Recipient of SON/SAH Research Support Award</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Population Characteristics that Influence Motor Vehicle Accident Rates in Two Rural Ohio Counties</td>
<td>Luanne Belknap Wolf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>Faculty's Knowledge of Pressure Ulcers</td>
<td>Deb Schasberger</td>
<td>Received Sigma Theta Tau International, Zeta Theta Research Grant and Research Award from Wound, Ostomy, and Continence Nursing Society</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>Being a Perpetual Parent to an Adult Child with MR/DD</td>
<td>Rebecca Rohrbach</td>
<td>2001 MNRS Graduate Student Poster Exchange and Recipient of SON/SAH Research Support Award</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Burden and Well-being for Caregivers of Older Persons with Alzheimer's Disease</td>
<td>Cindy Brinkman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Use of Magnets</td>
<td>Susan Mason</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Thesis Committee</td>
<td>Student</td>
<td>Title</td>
<td>Honors</td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td>1999</td>
<td>Thesis Committee</td>
<td>Karen Wehman</td>
<td>Relationships of osteoporosis Knowledge, Risk Reduction Behaviors, Education, and Income in Middle-aged Caucasian Women</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>Thesis Committee</td>
<td>Linda Young</td>
<td>Characteristics of Open Heart Surgery patients which Differentiate Readmission to the CVICU</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>Thesis Committee</td>
<td>Tami Jackson</td>
<td>A Discriminate Analysis of Significant Predictors of Compliance Behavior among People with Type II Diabetes</td>
<td>MNRS Graduate Student Poster Exchange</td>
</tr>
<tr>
<td>1997</td>
<td>Thesis Committee</td>
<td>Beth Bedra- Ervin</td>
<td>Attitudes of Critical Care Nurses toward Specialty Certification in Critical Care Nursing</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>Thesis Committee</td>
<td>Denise Arndt</td>
<td>Sleep Deprivation of Intensive Care Clients</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>Thesis Committee</td>
<td>Martha Gallagher</td>
<td>Urogenital Distress and Psychosocial Impact of Urinary Incontinence on Elderly Women</td>
<td>Authored manuscript published in 1998 Rehabilitation Nursing</td>
</tr>
</tbody>
</table>

Master’s Projects

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Student</th>
<th>Title</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Project Chairperson</td>
<td>Lisa Murthy and Karen Moreland</td>
<td>Tips for Caregivers of People with Dementia</td>
<td>Presenter at 2008 College of Nursing Research Day and Co-author for manuscript published in 2000 Rehabilitation Nursing</td>
</tr>
<tr>
<td>2008</td>
<td>Project Chairperson</td>
<td>Juli Digby</td>
<td>ABCs of Stroke Caregiving</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Project Chairperson</td>
<td>Michelle Young</td>
<td>Survey for Information Needs of Dementia Caregivers</td>
<td>Poster Presenter at 2007 Research Day, College of Nursing and Zeta Theta at-Large Chapter of Sigma Theta Tau International</td>
</tr>
<tr>
<td>2007</td>
<td>Project Chairperson</td>
<td>Felicia Windnagel</td>
<td>Caregivers Reported Reasons for Healthcare Service Use for Stroke Survivors</td>
<td>Poster at 2007 College of Nursing Research Day and Zeta Theta at-Large Chapter of Sigma Theta Tau International and Co-author of manuscript published in 2009 <em>Topics in Stroke Rehabilitation</em></td>
</tr>
<tr>
<td>2007</td>
<td>Project Chairperson</td>
<td>Sean Drahuschak</td>
<td>Emotional Support, Physical Help, and health of Caregivers of Stroke Survivors</td>
<td>Presenter at 2007 College of Nursing Research Day and Zeta Theta at-Large Chapter of Sigma Theta Tau International; and Co-authored manuscript published in 2008 <em>Journal of Neuroscience Nursing</em></td>
</tr>
<tr>
<td>2006</td>
<td>Project Chairperson</td>
<td>Jeanne Majerowski</td>
<td>Medication Discharge Follow-up</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Project Chairperson</td>
<td>Kelly Blickensderfer</td>
<td>Development of Web-based Learning Modules for Caregivers of Persons with Stroke</td>
<td>Co-authored manuscript published in 2004 <em>Rehabilitation Nursing</em></td>
</tr>
<tr>
<td>2002</td>
<td>Project Chairperson</td>
<td>Mike Finn</td>
<td>Designing Educational Materials for Caring–Web</td>
<td>2003 MNRS Graduate Student Poster Exchange; Recipient of SON/SAH Research Support Award; and Co-authored manuscript published 2004 <em>The Journal on Information Technology in Healthcare</em></td>
</tr>
<tr>
<td>2002</td>
<td>Project Chairperson</td>
<td>Nora Herceg</td>
<td>Evaluation of Caring–Web® by Adult Computer Students</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Project Chairperson</td>
<td>Gerri Rupp</td>
<td>Registered Nurses’ View of Online Educational Materials for Caregivers of Persons with Stroke</td>
<td>Poster at Gerontological Society of America 54th Annual Scientific Meeting; 2002 MNRS Graduate Student Poster Exchange; Received Graduate Studies Dean’s Award; and Co-authored manuscript published in 2003 <em>Geriatrics and Gerontology Education</em></td>
</tr>
<tr>
<td>2000</td>
<td>Project Chairperson</td>
<td>Denise Lawson</td>
<td>Development of a Urinary Incontinence Clinic for the Rural Geriatric</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Project Chairperson</td>
<td>Janis Tobin Krabill</td>
<td>The Lived-experience of Aloneness for Older Adult Women Living in Rural Settings</td>
<td></td>
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<tr>
<td>1999</td>
<td>Project</td>
<td>Christine Powell</td>
<td>Educational Program for Persons with</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Role</td>
<td>Student</td>
<td>Title</td>
<td>Honors</td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td>2022</td>
<td>Chairperson</td>
<td>Tavia Romano, Maryann Bagaoisan, Marissa Dopp, Pam Richards, and Jill Frances</td>
<td>Evaluation of an Online Coaching Intervention for Caregivers of Persons with Dementia Caring in Home Settings</td>
<td>Presented Poster at 2012 College of Nursing Research Day</td>
</tr>
<tr>
<td>2022</td>
<td>Chairperson</td>
<td>Mathew Dixon, Jenifer Ash, Jenifer Delvero, and Jamie Neal</td>
<td>Caring Tips for Stroke Caregivers: Developing Education Materials</td>
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</tr>
<tr>
<td>2011</td>
<td>Chairperson</td>
<td>Angelina Wong</td>
<td>Developing a Research Poster</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Chairperson</td>
<td>Tim Dymond, Karen Niner, and Jennifer Barber</td>
<td>Caring Tips for Male Caregivers: Developing Education Materials</td>
<td>Tips published as web pages on Caring~Web©</td>
</tr>
<tr>
<td>2011</td>
<td>Chairperson</td>
<td>Mary Peters</td>
<td>Secondary Analysis of Data: Stroke Web-based Intervention Usage</td>
<td>Co-author for manuscript in-review; Accepted Poster at 2012 MNRS and CON Research Day 2012 Hussain Graduate Student Research Award</td>
</tr>
<tr>
<td>2010</td>
<td>Chairperson</td>
<td>Denise Ware, Ashley Thomasson, and Marie Manteuffel</td>
<td>Development of Educational Materials for Caregivers of Persons with Alzheimer’s Disease</td>
<td></td>
</tr>
</tbody>
</table>

2010 Project Chairperson Jennifer Riebesehl Review of Stroke Caregivers’ Educational Tips

2010 Project Chairperson Caren Oryo Analysis of Stroke Caregiver Survey Data from Caring~Web© Acknowledged as research assistant for manuscript in-review

2010 Project Chairperson Greg Halstead Data Collection and Analysis: Nurses Reported Educational Needs of Dementia Caregivers Presented paper at 2010 College of Nursing Research Day

2009 Project Chairperson Michelle DeLaney, Carol Duff, and Kathy Holloway Design and Evaluate Educational Tips for Caregivers of Persons with Dementia Presented paper at 2009 College of Nursing Research Day; Tips published as web pages on Caring~Web©

2009 Project Chairperson Julie Jessop and Kalisha Ivey Design and Evaluate Educational Tips for Caregivers and Survivors of Stroke Tips published as web pages on Caring~Web©

2008 Project Chairperson Cynthia Wright Secondary Analysis of Data: Questions Asked by Stroke Caregivers Co-author of manuscript published 2010 Online Journal of Nursing Informatics

### PUBLICATIONS

**Refereed Book and Book Chapters** [underline represents the senior author]


Refereed Journals [underline represents the senior author]


Selected for Continuing Education (CE) Offering


Selected for CE Offering

Selected for CE Offering


Selected for CE Offering


Selected for CE Offering


Selected for CE Offering


Selected for CE Offering


Selected for CE Offering


Selected for CE Offering


Selected for CE Offering


Selected for CE Offering


Selected for CE Offering


   Selected for CE Offering


   Selected for CE Offering


   Selected for CE Offering


   Selected for CE Offering


**Abstracts** [underline represents the senior author]


21. Pierce, L., Steiner, V., & Khuder, S. (2007). Web-based support for stroke caregivers. *Western Journal of Nursing Research*. Available at: [http://wjn.sagepub.com/cgi/content/abstract/0193945907310560v1](http://wjn.sagepub.com/cgi/content/abstract/0193945907310560v1)


**Non-refereed Book Reviews** [underline represents the senior author]


Web Site [underline represents the senior author]


Refereed Web Pages [underline represents the senior author]


Non-refereed Newsletters [underline represents the senior author]


**Non-refereed Invited Publications**


**PROFESSIONAL PRESENTATIONS**

**Selected International Refereed Papers and Symposia**

11.2005 Pierce, L., Steiner, V., & Thompson, T. “Interprofessional Teamwork and Rehabilitation: Much Ado about Nothing?”
The 3rd International RCN Rehabilitation and Intermediate Care Nursing Forum Conference & Exhibition
Warwickshire, England, United Kingdom

Sigma Theta Tau International 10th International Nursing Research Congress
Utrecht, The Netherlands

**Selected International Invited Symposium**

08.2010 Pierce, L. “Hidden Carers: Does Family Functioning affect Patient Outcome in Stroke?”
European Society of Cardiology; Stockholm, Sweden

**Refereed Papers and Symposia [2006-present]**

04.2011 Pierce, L, Steiner, V., & Peters, M. “Caring~Web Stroke Intervention Website: Design and Use Evaluation by Family Caregivers”
5th Annual Spring into Research Conference, University of Toledo College of Nursing; Toledo, OH

10.2010 Thompson, T, Pierce, L., & Steiner, V. “When Reality Meets the Researcher.”
36th Annual Education Conference, Association of Rehabilitation Nurses; Orlando, FL

International Stroke Conference State-of-the-Art Nursing Symposium; San Antonio, TX
04.2008
1) Thompson, T., Pierce, L., Steiner, V. & Hasenau, S. “Caregiver Safe Haven: Thanks for Letting Me Ramble” and
2) Digby, J., Pierce, L., & Steiner, V. “ABC’S of Caring for Stroke Survivors” and
3) Steiner, V., Pierce, L., & Salvador, D. “Information Needs of Caregivers of Persons with Dementia”
University of Toledo College of Nursing Research Day; Toledo, OH.

10.2007
Thompson, T., Hasenau, S., Steiner, V., & Pierce, L. “Caregiver Safe Haven”
33rd Annual Education Conference, Association of Rehabilitation Nurses; Washington, D.C.

2005
Jacelon, C., Pierce, L., & Buhrer, R. “Evaluation and Revision of the Rehabilitation Nursing Research Agenda”
Rehabilitation Nursing Foundation, Nursing Research Symposium; Chicago, IL

2006
1) Pierce, L., Steiner, V., Thompson, T., & Govoni, A. “Caregivers of Stroke Survivors: Problems Reported in the First Year of Caring” and
2) Pierce, L., Steiner, V., & Govoni, A. “Research with Caring~Web”
Annual Zeta Theta at-Large Chapter, Sigma Theta Tau International Nursing Research Conference; Lourdes College, Sylvania, OH

2006
Pierce, L., Steiner, V., Thompson, T., & Govoni, A. “Problems Reported by Stroke Survivors in the First Year of Caring”
32nd Annual Education Conference, Association of Rehabilitation Nurses; Chicago, IL

Invited Non-refereed Papers and Symposia [2006-present]

11.2011
1) Pierce, L. “Step by Steps Tips for Research Success” and
2) Thompson, T., Pierce, L., & Steiner, V. “The Mix of Evidence with Reality: A Caregiver's Story”
Concurrent Sessions, 37th Annual Education Conference, Association of Rehabilitation Nurses; Las Vegas, NV

05.2011
Pierce, L. “Virtual Caring: Taking Care of the Caregivers of Persons with Stroke”
Concurrent Session, 2011 Stroke Symposium, St John Medical Center / University Hospitals of Cleveland; Westlake, OH

09.2010
Pierce, L. “Taking Care of the Caregiver”
Current Session at Michigan Stroke Conference 2010; Livonia, MI

04.2010
Halstead, G., Pierce, L., & Steiner, V. “Nurses’ Perceptions of the Information Needs of Caregivers of Persons with Dementia”
University of Toledo College of Nursing Research Day; Toledo, OH

08.2008
Vaughan, B., & Pierce, L. “Research and New Web Technologies” Concurrent Session at New Faculty Orientation
The University of Toledo, Toledo, OH

02.2008
Pierce, L. Moderator: “Rehabilitation and Community Reintegration” Session
International State-of-the-Art Stroke Nursing Symposium
American Stroke Association; New Orleans, LA

10.2007
Pierce, L. “Taking the Mystery out of Research”
33rd Annual Education Conference, Concurrent Session, Association of Rehabilitation Nurses; Washington, D.C.

2006
Steiner, V., & Pierce, L. “Enhancing the Research Process through Web-based Applications”
Wired for the Future Meeting
Office of Collaborative Research at Medical University of Ohio, Bowling Green State University and the University of Toledo; Toledo, OH
2006 Pierce, L. “Inter-Professional Collaboration in Practice and Research”
Nursing and Rehabilitation Professions Roundtable
International Stroke Conference
American Stroke Association; Kissimmee, FL

2006 Pierce, L. Moderator: “Rehabilitation” Session
International State-of-the-Art Stroke Nursing Symposium
American Stroke Association; Kissimmee, FL

Refereed Posters [2006-present]

Family caregivers of a Stroke Intervention Website”
6th Annual University of Toledo College of Nursing Research Day; Toledo, OH

04.2012 Steiner, V., & Pierce, L. “Usage and Design Evaluation of an Intervention Website by
Stroke Caregiving Families”
19th Annual Symposium on Research in Psychiatry, Psychology and Behavioral
Science; Toledo, OH

Website by Caregiving Families”
2) Salvador, D., Steiner, V., & Pierce, L. “Identify Information Needs by caregivers of
Persons with Dementia”
36th Annual Research Conference Midwest Nursing Research Society; Dearborn, MI

02.2012 Pierce, L., & Steiner, V. “Stroke Intervention Website: Design and Usage
Evaluation”
International Stroke Conference, State-of-the-Art Stroke Nursing Symposium; New
Orleans, LA

11.2011 Pierce, L., Steiner, V., & Thompson, T. “Caring for Persons with Stroke: Themes
Drawn from Caregivers’ Questions”
37th Annual Education Conference, Association of Rehabilitation Nurses; Las Vegas,
NV
Selected by Peer Review as Best Poster for Scientific Merit

10.2011 Steiner, V., & Pierce, L. “Information Needs of Dementia Caregivers as Reported by
Physicians and Nurses”
Fall Research Program, Zeta Theta Chapter Sigma Theta Tau International, Lourdes
University; Sylvania, OH

04.2011 1) Gies, C., Pierce, L., Salvador, D., Steiner, V., & van der Bijl, J. “Web-Based
Psychosocial Assessment for Caregivers of Persons with Dementia: A Feasibility
Study” and
2) Pierce, L., & Steiner, V. “Information Needs of Caregivers of Persons with
Dementia”
5th Annual Spring into Research Conference University of Toledo College of
Nursing; Toledo, OH

04.2011 1) Pierce, L., Steiner, V., Bick, J., Krzysiak, S., & Runner, B. “Solutions to Problems
Stroke Caregivers Experienced”
2) Steiner, V., & Pierce, L. “Differences in the Information Needs of Dementia
Caregivers as Identified by Physicians and Nurses”
18th Annual UT/BGSU Symposium on Research in Psychiatry, Psychology, and
Behavioral Science; Toledo, OH

03.2011 1) Pierce, L., Steiner, V., Bick, J., Krzysiak, S., & Runner, B. “Caregivers’ Solutions
to Problems Used in Caring for Persons with Stroke” and
2) Gies, C., Pierce, L., Salvador, D., Steiner, V., & van der Bijl, J. “Feasibility of Using a Web-Based Assessment with Informal Dementia Caregivers” and 

Selected DNP Student (Gies) First Place Poster Award
35th Annual Research Conference Midwest Nursing Research Society; Columbus, OH

International Stroke Conference, State-of-the-Art Stroke Nursing Symposium; Los Angeles, CA

11.2010
Steiner, V., & Pierce, L. “Physicians' and Nurses' Perceptions of the Information Needs of Caregivers of Persons with Dementia”
63rd Annual Scientific Meeting of the Gerontological Society of America; New Orleans, LA

Louis Stokes Cleveland VA, 2007 Nursing Research Workshop; Cleveland, OH

04.2010
1) Pierce, L., Steiner, V., & Thompson, T. “Questions Asked by Caregivers of Stroke Survivors” and
2) Steiner, V., Pierce, L., & Salvador, D. “Caregivers’ Information Needs in Caring for Persons with Memory Problems”
University of Toledo College of Nursing Research Day; Toledo, OH

04.2010
Steiner, V., & Pierce, L. “Gender Differences in Email Questions Asked by Stroke Caregivers”
17th Annual UT/BGSU Symposium on Research in Psychiatry, Psychology, and Behavioral Science; Toledo, OH

3.2010
Steiner, V., Pierce, L., & Khuder, S. “The Impact of a Yearlong, Web-based Caregiver Intervention on Healthcare Service Use for Persons with Stroke”
College of Medicine Research Day, University of Toledo, Toledo, OH

11.2009
Steiner, V., & Pierce, L. “Email Questions Asked by Male and Female Caregivers of Stroke Survivors”
62nd Annual Scientific Meeting of the Gerontological Society of America; Atlanta, GA.

10.2009
Pierce, L., Steiner, V., & Salvador, D. “What Information Do Caregivers Need in Caring for People with Memory Problems”
35th Annual Education Conference, Association of Rehabilitation Nurses; Albuquerque, NM

Selected by Peer Review as Best Poster for Scientific Merit

04.2009
Pierce, L. “Building a Research Program: Caregivers of Stroke Survivors”
University of Toledo College of Nursing 3rd Annual Research Day, Toledo, OH

04.2009
1) Pierce, L., & Steiner, V. “Why Stroke Survivors Use Healthcare Services during the First Year of Recovery” and
2) Steiner, V., Pierce, L., & Salvador, D. “Information Needed by Caregivers of Persons with Dementia”
16th Annual UT/BGSU Symposium on Research in Psychiatry, Psychology, and Behavioral Science; Toledo, OH
61st Annual Scientific Meeting of the Gerontological Society of America; Washington, D.C.

10.2008 Pierce, L., Steiner, V., & Thompson, T. “Female Caregivers’ Questions Asked in the First Year of Caring for Stroke Survivors”
34th Annual Education Conference, Association of Rehabilitation Nurses; San Francisco, CA

04.2008 Hasenau, S., Thompson, T. C., Pierce, L. L., & Steiner, V. “Uncertainty: The Reality of Caregiving” and
Pierce, L., Steiner, V., & Thompson, T. “New Stroke Caregivers Experience of Caring”
University of Toledo College of Nursing Research Day, Toledo, OH

04.2008 Govoni, A., Pierce, L., & Steiner, V. “Two Sides of the Aging Caregiving Story”
32nd Annual Conference of the Ohio Association of Gerontology and Education; Cleveland, OH

02.2008 Pierce, L., Steiner, V., & Thompson, T. “Female Caregivers Ask Questions in the First Year of Caring”
International Stroke Conference; New Orleans, LA

11.2007 Steiner, V., & Pierce, L. “Why do Stroke Survivors Use Healthcare Services during the First Year?”
Gerontological Society of America 60th Annual Scientific Meeting; San Francisco, CA

10.2007 Pierce, L., Steiner, V., Govoni, A., Thompson, T., & Friedemann, M. “Two Sides of the Caregiving Story”
33rd Annual Education Conference, Association of Rehabilitation Nurses; Washington, D.C.

10.2007 Pierce, L., Steiner, V., Khuder, S., & Govoni, A. “Can a Web-based Caregiver Intervention Affect the Health Care Service Use of Stroke Survivors?”
33rd Annual Education Conference, Association of Rehabilitation Nurses; Washington, D.C.

05.2007 Pierce, L., Steiner, V., Govoni, A., Thompson, T., & Friedemann, M. “Stroke Caregivers: Two Sides to their Story”
3rd Annual Nursing Research Conference, Cleveland Clinic; Cleveland, OH

04.2007 1) Pierce, L., & Steiner, V. “Two Sides of the Stroke Caregiving Story” and
2) Steiner, V., & Pierce, L. “Web-based Caregiver Intervention on Health Care Service Use for Stroke Caregivers”
Research Day, University of Toledo College of Nursing and Zeta Theta at-Large Chapter of Sigma Theta Tau International; Toledo, OH

04.2007 1) Pierce, L., Steiner, V., Govoni, A., Thompson, T., & Friedemann, M. “Two Sides to the Caregiving Story” and
2) Steiner, V., Pierce, L., Khuder, S., & Govoni, A. “Can a Web-based Caregiver Intervention Affect the Health Care Service Use of Persons with Stroke?”
14th Annual MCO/UT/BGSU Symposium on Research in Psychiatry, Psychology, and Behavioral Science; Toledo, OH

02.2007 1) Pierce, L., Steiner, V., Khuder, S. “Web-based Support for Stroke Caregivers” and
2) Pierce, L., Steiner, V., Govoni, A., Thompson, T., & Friedemann, M. “Stroke Caregiving: Two Sides to the Story”
International Stroke Conference; San Francisco, CA
The Gerontological Society of America 59th Annual Scientific Meeting; Dallas, TX

National Congress on the State of the Science in Nursing Research; Washington, D.C.

2006  1) Drummond, K., Pierce, L., Hicks, B., Steiner, V. “Exploring Web-based Discussions of Females Caring for a Husband with a Stroke” and
       Selected by Peer Review as Best Poster for Scientific Merit
  2) Pierce, L., Steiner, V., Khuder, S., & Govoni, A. “Caregivers Influence on Stroke Survivors’ Healthcare Service Use”
32nd Annual Education Conference, Association of Rehabilitation Nurses; Chicago, IL

2006  Drummond, K., Pierce, L., Hicks, B., Steiner, V. “Web-based Discussions of Females Caring for a Spouse with Stroke”
Ohio Association of Gerontology and Education; Bowling Green, OH

2006  Steiner, V., Pierce, L., & Hicks, B. “Caregivers of Persons with Stroke: Dealing with Problems in the Home”
Ohio Association of Gerontology and Education; Bowling Green, OH

2006  1) Pierce, L., Steiner, V., Khuder, S., & Govoni, A. “Influence on Stroke Survivors’ Healthcare Service Use by Caregivers” and
  2) Drummond, K., Pierce, L., Hicks, B., & Steiner, V. “Females Caring for a Husband with Stroke Exploring Web-based Discussions”
  3) Steiner, V., Hicks, B., & Pierce, L. “Problems Encountered in Caring for a Person with Stroke in the Home”
13th Annual MCO/UT/BGSU Symposium on Research in Psychiatry, Psychology, and Behavioral Science; Toledo, OH

2006  Pierce, L., Hicks, B., Wicks, B., & Steiner, V. “Questions Asked by Male and Female Caregivers in Web-based Discussions”
International Stroke Conference; Kissimmee, FL

2006  Pierce, L., Steiner, V., & Khuder, S. “Caregivers’ Influence on the Healthcare Service Use of Stroke Survivors”
International Stroke Conference; Kissimmee, FL

**Invited Poster** [2006-present]

University of Toledo College of Medicine Research Day; Toledo, OH

2010  Hasenau, S., Thompson. T. C., Pierce, L. L., & Steiner, V. “Uncertainty: The Reality of Caregiving”
Rehabilitation Nursing Foundation, Association of Rehabilitation Nurses, Orlando, FL

2008  Pierce, L. “Building a Program of Research: Caregivers of Stroke Survivors”
Rehabilitation Nursing Foundation, Association of Rehabilitation Nurses, San Francisco, CA
EDITORIAL WORK

1998-Present  Manuscript Review Panel Member
Rehabilitation Nursing

2011  Invited Manuscript Reviewer
Social Work in Health Care

1992-2009  Media Reviewer
Resource Reviews Department
Rehabilitation Nursing

2009  Invited Guest Editor
Special-Focused Issue: Family Caregiving. Rehabilitation Nursing, 34(4).

2007-2008  Book Editor
Restorative nursing. Glenview, IL: Association of Rehabilitation Nurses


2005  Invited Guest Editor
Special-Focused Issue: Stroke. Rehabilitation Nursing, 31(1).


1995-2004  Co-Editor
Maumee Bay News
Maumee Bay Chapter
Association of Rehabilitation Nurses

2004  Invited Manuscript Reviewer
Annals of Behavioral Medicine


1991-1997  Book Reviewer
The Journal of Continuing Education in Nursing


1994  Editorial Assistant
Research in Nursing and Health

RESEARCH AND GRANTS

Reviewer
02/2011–01/2014  American Nurses Foundation, Nursing Research Review Committee Participant


12.2009  National Institute of Health (NIH); Invited Member: Special Emphasis Panel/Scientific Review Group for NIH R15 Challenge Grant Applications; Washington, DC.
Grants

2012 -- Planning of an Internet-Based Therapy for Traumatic Brain Injury Patients with Depression
Supportant/Consultant to Dr. Jane Topolovec-Vranic, PI; St. Michael's Hospital, Toronto, Canada
Role: provided guidance, attend meetings to share experiences and generate ideas related to development of an Internet therapy program as well as generate action plans for future research, and act as a keynote speaker at one meeting; Effort: 1-2 days per year.
$24,702 Awarded: Canadian Institutes of Health Research

2009 -- Web-based Psychosocial Assessment for Caregivers of Persons with Dementia
Co-Principal Investigator with Dr. Victoria Steiner and Ms. Cheryl Gies, College of Nursing; UT
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; mentor to less experienced investigator and research team members; Effort: 10%.
$7,725 Awarded: Rehabilitation Nursing Foundation

2008 -- Web-based Intervention Stroke Project: Usage Study
Co-PI with Dr. Victoria Steiner; UT
Role: provide direction for my research team and manage and direct all aspects of this study from design through dissemination of information; Effort: 10%.
$7,500 Awarded: Strategic Enhancement Award, University of Toledo

2008-2010 Feasibility Project for Dementia Caregivers’ Web-based Psychosocial Assessment
Co-Principal Investigator with Dr. Victoria Steiner and Ms. Cheryl Gies; UT
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; mentor to less experienced investigator and research team members; Effort: 5%.
$1,000 Awarded: Zeta Theta at-Large Chapter, Sigma Theta Tau International

2009 R15 AREA GRANT Low Back Stressors with Patient Handling Activities using Manual and Mechanical Strategies
Co-Principal Investigator with Dr. Martin Rice, College of Health Science and Human Service; University of Toledo (UT)
Role: assisted in design and development of the study.
Not submitted: National Institutes of Health (NIH); PI decided not to submit.

2006 – 2010 R21 NR010189 On-line Intervention to Improve Stroke Care from Spouses
Consultant to Dr. Greg Smith, PI; Kent State University
Role: provided guidance for project’s web-based educational component and for subject recruitment, management, and retention; Effort: 1-2 days per year.
$401,500.00 Awarded: NIH/National Institute of Nursing Research

2008 Web-based Dementia Caregiver Consultation Center
Co-Principal Investigator with Dr. Victoria Steiner; UT
Role: co-manage and co-direct all aspects of this study from design through dissemination of information.
Not Funded: Robert Wood Johnson Foundation; score was below cut-off for funding.
2008  Caring~Web: Web-based Support for Stroke Caregivers Intervention Project 
Co-Principal Investigator with Dr. Victoria Steiner; UT 
Role: co-manage and co-direct all aspects of this study from design through 
dissemination of information. 
Not Funded: Neuroscience Nursing Foundation, The American Association of 
Neuroscience Nurses; score was below cut-off for funding.

2008  Web-based Center for Caregivers of Persons with Dementia 
Co-Principle Investigator with Dr. Victoria Steiner, College of Medicine and 
Investigator Ms. Diane Salvador, College of Nursing; UT 
Role: co-manage and co-direct all aspects of this study from design through 
dissemination of information and mentor less experienced investigator. 
Not Funded: Alzheimer’s Association; score was below cut-off for funding.

2007 – 2008  Information Needs of Caregivers of People with Dementia 
Co-Principle Investigator with Dr Victoria Steiner; UT 
Role: co-manage and co-direct all aspects of this study from design through 
dissemination of information; Effort: 5%. 
$1000.00 Awarded: Center for Community Based Care, Ohio Council for Home 
Care

2006 – 2008  New Caregivers’ Experience of Caring: Secondary Analysis of Qualitative Data 
Co-Principal Investigator with Dr Victoria Steiner; UT and Principal Investigator Dr. 
Teresa Thompson; Madonna University 
Role: co-manage and co-direct all aspects of this study from design through 
dissemination of information; Effort: 5%. 
$3,000.00 Awarded: Rehabilitation Nursing Foundation/Sigma Theta Tau 
International

2002 - 2006  RO1 NR07650 The Caring~Web©: Web-based Support for Stroke Caregivers 
Principle Investigator; Medical University of Ohio 
Role: PI: provide direction for my research team and manage and direct all aspects of 
this study from design through dissemination of information; Effort: 30%. 
$779,220.00 Awarded: NIH/National Institute of Nursing Research

2006  R 34 Web-based Center for Caregivers of Persons with Dementia 
Co-Principal Investigator with Dr. Victoria Steiner; Medical University of Ohio 
Not Funded: NIH/National Institute of Mental Health; not scored.

Follow-up 
Principal Investigator; Medical University of Ohio 
Role: provide direction for my research team and manage and direct all aspects of this 
study from design through dissemination of information; Effort: 2-5%. 
$1,000.00 Awarded: Zeta Theta at-Large Chapter, Sigma Theta Tau International 
$500.00 Awarded: Maumee Bay Chapter, Association of Rehabilitation Nurses
2004  Secondary Analysis of RO1 NR07650 Qualitative Data: Caregivers’ Perceived Experiences in Caring for Persons with Stroke  
Principle Investigator; Medical College of Ohio  
Role: provide direction for my research team and manage and direct all aspects of this study from design through dissemination of information; Effort: 3%.  
**$1,000.00 Awarded:** Sigma Theta Tau International, Zeta Theta Chapter

Principle Investigator; Medical College of Ohio  
Role: provide direction for my research team and manage and direct all aspects of this study from design through dissemination of information; Effort: 2-5%.  
**$5,000.00 Awarded:** Rehabilitation Nursing Foundation

Principle Investigator; Medical College of Ohio  
Role: provide direction for my research team and manage and direct all aspects of this study from design through dissemination of information; Effort: 5%.  
**$5,125.00 Awarded:** Sigma Theta Tau International, Delta Omega Chapter ($1875.00); Center for Successful Aging ($2500.00); Sigma Theta Tau International, Zeta Theta Chapter ($750.00)

1999 – 2001  Feasibility Project: In-home and Online Support for Caregivers of Persons with Stroke  
Principle Investigator; Medical College of Ohio  
Role: provide direction for my research team and manage and direct all aspects of this study from design through dissemination of information; Effort: 5%.  
**$4,850.00 Awarded:** Sigma Theta Tau International, Zeta Theta Chapter ($750.00); Maumee Bay Chapter, Association of Rehabilitation Nurses ($600.00); Faculty Research Incentive ($3500.00)

1999 – 2000  Care Recipients' and Caregivers' Perception of Dealing with Incontinence: The Lived Experience  
Co-principle Investigator; Medical College of Ohio  
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 2-5%.  
**$800.00 Awarded:** Association of Rehabilitation Nurses, Maumee Bay Chapter

1998  Development of an Online Course  
Principle; Medical College of Ohio  
Role: implement an online course.  
**$3,000.00 Awarded:** Academic Intranet Grant

1996 – 1998  Attitudes of Rehabilitation Nurses towards Persons with Disability  
Co-principle Investigator; Medical College of Ohio  
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 2-5%.  
**$100.00 Awarded:** Association of Rehabilitation Nurses, North Coast Chapter
1996-1998  The Experience and Meaning of Caring for Urban Family Caregivers of Persons with Stroke  
Principle Investigator, Dissertation; Wayne State University.  
Role: manage and direct all aspects of this study from design through dissemination of information; Effort: 15-25%.  
$7,700.00 Awarded: Sigma Theta Tau International, Zeta Theta Chapter Research Grant ($500.00) Awarded; Sigma Theta Tau International, Delta Omega Chapter Research Grant ($2,200.00) Awarded; Association of Rehabilitation Nurses, New Investigator Award ($5,000.00)

1995-1997  The Meaning and Expression of Caring by Registered Nurses: A Phenomenological Study  
Co-Principle Investigator, Medical College of Ohio  
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 1-3%.  
In-kind Support

1994 - 1996  The Concept of Aloneness in Older Women Currently Being Treated for Depression  
Co-Principle Investigator; Medical College of Ohio  
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 1-3%.  
$538.00 Awarded: Sigma Theta Tau International, Zeta Theta Chapter

1994 - 1996  The Lived Experience of Individuals with Disabilities Who Use a Wheelchair for Full-Time Mobility: Is Accessible Really Accessible?  
Co-Principle Investigator; Medical College of Ohio  
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 1-3%.  
$575.00 Awarded: Association of Rehabilitation Nurses, North Coast Chapter ($300) and Sigma Theta Tau International, Iota Psi Chapter ($275)

1993 - 1995  Clinical Nursing Judgment Related to Reducing the Incidence of In-Patient Falls Among the Elderly  
Co-Principle Investigator; MetroHealth Medical Center (MHMC).  
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 5%.  
$1,700.00 Awarded: Sigma Theta Tau International, Delta Omega ($1400) and Iota Psi ($200) Chapters; Association of Rehabilitation Nurses, North Coast Chapter ($100)

Co-Principle Investigator; MHMC.  
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 1-3%.  
In-kind Support
Co-Principle Investigator; MHMC.
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 1-3%.

$100.00 Awarded: Sigma Theta Tau International, Iota Psi Chapter

Co-Principle Investigator; MHMC.
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 1-3%.

In-kind Support

1989 Nursing Approaches to CVA Rehabilitation: Traditional Compared to the Neuro Developmental Approach,
Co-Principle Investigator; MHMC.
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 1-3%.

$200.00 Awarded: Sigma Theta Tau International, Delta Xi, Kent State University, Peg Schlitz Research Fund

Co-Principle Investigator; Lake Erie Consortium for Nursing Research (LECNR.)
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 1-3%.

$500.00 Awarded: Sigma Theta Tau, Delta Omega Chapter

1988 Pressure Sore Prevention: Nursing Assessment of High Risk Patients
Grant Writer and Data Collector; Lorain Community Hospital (LCH) and Kent State University.
Role: contributed to developing the grant application and data collection.

$55,000.00 Awarded: Peg Schlitz Memorial ($1000) Nursing Research Fund and the Retirement Research Foundation ($54,000)

1988 Alzheimer’s Disease: Caregiver Burden and Coping Strategies
Co-Principle Investigator; LCH.
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 5-10%.

$5,000.00 Awarded: The Fraternal Order of the Eagles - The Golden Eagle Fund

1988 Urinary Tract Infections and the Rehabilitation Client
Co-Principle Investigator; LCH
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 1-3%.

In-kind Support

1987 Evaluation of Impact of Different Types of Mattresses on Skin Breakdown
Co-Principle Investigator; LCH
Role: co-manage and co-direct all aspects of this study from design through dissemination of information; Effort: 1-3%.

In-kind Support
1985  Coping Methods in Response to Stress During Role Transition of Associate Degree Nurse Graduates
Principle Investigator, Thesis Research; The University of Akron
manage and direct all aspects of this study from design through dissemination of information; Effort: 10-20%.
**$100.00 Awarded:** Sigma Theta Tau International, Delta Omega Chapter

**CREATIVE AND SCHOLARLY ACCOMPLISHMENTS**

1990 - Directory of Nurse Researchers
1988 - Who’s Who in American Nursing
1995 & 1990 Who’s Who in America & Who’s Who in Women Executives, respectively
1988 The National Distinguished Service Registry in Nursing/National Registry of Certified Nurses in Advanced Practice

**PROFESSIONAL DEVELOPMENT [2006-PRESENT]**

04.23.2012 6th Annual Spring into Research Conference, University of Toledo (UT) College of Nursing (CON), Toledo, OH
02.01-04.2012 37th International Stroke Conference, ASA, New Orleans, LA
01.31.2012 International Stroke Conference State-of-the-Art Stroke Nursing Symposium, American Stroke Association (ASA), New Orleans, LA
11.2-5.2011 37th Annual Education Conference, Association of Rehabilitation Nurses, Las Vegas, NV
10.31.2011 Leadership Workshop, 37th Annual Educational Conference, Association of Rehabilitation Nurses, Las Vegas, NV
10.19.2011 Fall Research Program, Zeta Theta Sigma Theta Tau International, Lourdes University, Sylvania, OH
07.28.2011 Just Culture – A Model to Improve Patient Safety; Ohio Nursing Law, Columbus, OH
05.25.2011 2011 Stroke Symposium, St John Medical Center / University Hospitals of Cleveland, Westlake, OH
04.25.2011 5th Annual Spring into Research Conference, University of Toledo (UT) College of Nursing (CON), Toledo, OH
03.25.2011 35th Annual Research Conference, Midwest Nursing Research Society, Columbus, OH
02.09-12.2011 36th International Stroke Conference, ASA, Los Angeles, CA
02.08.2011 International Stroke Conference State-of-the-Art Stroke Nursing Symposium, American Stroke Association (ASA), Los Angeles, CA
09.29-10.2.2010 36th Annual Education Conference, Association of Rehabilitation Nurses, Orlando, FL
10.03.2010 Rehabilitation Nursing Research Symposium, Orlando, FL
10.13.2010 Interprofessional Approaches to Elder Care, UT CON, Toledo, OH
05.03.2010 Health Care Reform: ANA’s Role – Past, Present and Future, UT CON, Toledo, OH
04.26.2010 4th Annual Spring into Research Conference, UT CON, Toledo, OH
03.26.2010 Medical Missions: What’s It All About for Nurses? UT, Toledo, OH
03.23-24.2010 Executive Forum, American Medical Rehabilitation Providers Association, Washington, D.C.
03.17.2010 Grant Writers’ Seminars and Workshops: NIH Proposal Preparation Seminar, UT, Toledo, OH
03.5.2010 14th Annual Geriatric Medicine Symposium, UT, Toledo, OH
02.23.2010 International Stroke Conference State-of-the-Art Nursing Symposium, ASA, San Antonio, TX
11.19-21.2009 Nursing Organizations Alliance™ 2009 Fall Summit, Louisville, KY
11.19.2009 American Nurses Association Affiliates Meeting, Louisville, KY
05.12-13.2009 BSN Curriculum Development Workshop, UT CON, Toledo, OH
04.27.2009 3rd Annual Spring into Research Conference, UT CON, Toledo, OH
04.2.2009 BGSU/UT 16th Annual Symposium in Psychiatry and Behavioral Science, Dana Center, UT, Toledo, OH
03.29-31.2009 Nurse in Washington Internship (NIWI), Nursing Organization Alliance, Washington, D.C.
03.06.2009 13th Annual Geriatric Medicine Symposium, UT, Toledo, OH.
02.9-11.2009 Executive Directors and Elected Chief Executive Officers Symposium, Tucson, NM.
11.2008 American Nurses Association Affiliates Meeting, Albuquerque, NM
11.2008 Nursing Organizations Alliance™ 2008 Fall Summit, Albuquerque, NM
10.2008 34th Annual Association of Rehabilitation Nurses Educational Conference, San Francisco, CA
10.2008 Rehabilitation Nursing Research Symposium, San Francisco, CA
08.2008 Medication Aids – What the Law and Rules Say, CE4Nurses.org
04.2008 2nd Annual Spring into Research Conference, UT CON, Toledo, OH
02.2008 33rd International Stroke Conference, ASA, New Orleans, LA
10.2007 33rd Annual Education Conference, Association of Rehabilitation Nurses, Washington, D.C.
10.2007 Nursing Student Services: Collaboration for Success; UT, Toledo, OH
07.2007 Whistle blowing-How to Ensure that the Law Protects You; CE4Nurses.org
05.2007 3rd Annual Nursing Research Conference; Cleveland Clinic, Cleveland, OH
04.2007 11th Annual Geriatric Medicine Symposium; UT, Toledo, OH
04.2007 1st Annual Spring into Research Conference, UT CON, Toledo, OH
02.2007 32nd International Stroke Conference, ASA, San Francisco, CA
02.2007 State-of-the-Art Stroke Nursing Symposium, ASA, San Francisco, CA
10.2006 Nursing Research Conference, Zeta Chapter-at-large, Sigma Theta Tau International, Sylvania, OH
10.2006 32nd Annual Association of Rehabilitation Nurses Educational Conference, Chicago, IL
10.2006 Rehabilitation Nursing Research Symposium, Chicago, IL
09.2006 Update on Human Subjects Protection in Research, UT CON, Toledo, OH
07.2006 The Scope of Practice for Ohio RNs and LPNs; CE4Nurses.org
02.2006 31st International Stroke Conference, ASA; Kissimmee, FL
02.2006 International Stroke Conference State-of-the-Art Stroke Nursing Symposium, ASA, Kissimmee, FL
**SERVICE [ALSO SEE PROFESSIONAL MEMBERSHIPS]**

*University of Toledo (UT)*

2011 – Present  Post-Tenure Review Committee for UT Health Science Campus (HSC), Elected Member
2009 – Present  Graduate Faculty Membership Committee of the UT Graduate Council, Member
2003 – 2009  Graduate College Faculty Membership Committee for HSC, Member
2007 – 2008  Dean for UT College of Nursing Search Committee, Member
2007  College of Health Science and Human Service Tenure Committee, HSC Campus, Member
2005 – 2007  College of Health Science and Human Service/College of Nursing Research Support Award Committee, Member
2000 – 2007  Post Tenure Review Committee, HSC Faculty Senate, Elected Member
2004  UT President’s Research Advisory Council, Member
2002 – 2004  Continuing Education Advisory Committee, Member
1998 – 2004  Managed Care College: Healthcare Teams Module for Graduate Students, Faculty
1995 – 2004  Faculty Senate, Elected Senator
  Member of Nominating Committee 1999-2000
1999 – 2001  Gerontology Research Interests Groups Subcommittee, Member
1996 – 1999  Library Advisory Committee, Member
1996  Quarter to Semester Conversion Task Force, Member

*University of Toledo College of Nursing*

2012 – Present  Nursing Research Advisory Committee, Member
2011-2014  Appointment, Promotion, and Tenure Committee, Elected Member
  Chairperson 2011-2012
2008 – Present  College of Nursing Research Day Task Force, Member
  Abstract Review Panel, Member, 2009 – present
2011 – 2012  (Leadership) Cabinet, Member
2011  Nursing Faculty Search Committee, Member
2005 – 2011  Appointment, Reappointment, Promotion and Tenure Committee, Elected Member
2010  Nursing Faculty Search Committee, Member
2007 – 2008  Strategic Planning Task Force, Member
2006  Center for Nursing Research and Evaluation Director Search Task Force, Member
2002 – 2006  Graduate Admissions, Retention, and Progression Committee, Member
1995 – 2006  Continuing Nursing Education Program, Reviewer
2005  Task Force on Teaching/Course Evaluations, Member
2001 – 2002  Task Force on RN/BSN Curriculum, Member
2001 – 2002  Nursing Inquiry Graduate Course Task Force, Member
2001 – 2002  Task Force for Strategic Research Plan, Member
2000  Curriculum Research and Clinical Practice Graduate Courses Task Forces, Member
1999 & 2000  Selection of Graduate Students for Midwest Nursing Research Society's Graduate Student Poster Exchange Task Force, Member
1999-2000  Online Task Force, Member
1999-2000  RN to MSN Track Criteria for Admission Task Force, Member
1999  Gerontology Curriculum Assessment Task Force, Member
1998  Selection of Graduate Students for Midwest Nursing Research Society's Graduate
      Student Poster Exchange Task Force, Chair
1996  Acute and Long-Term Care Department Chair Search Committee, Member
1996  Graduate Nursing Program Associate Dean Search Committee, Member
1994 - 1996 Undergraduate Curriculum Committee, Member
1991 - 1994 RN/BSN Task Force, Member

Community

2000 - Co-founder of Caring~Web©, Web-based Education and Support for Caregivers of
       Persons with Stroke at the University of Toledo; Toledo, Ohio
1996 - Volunteer Judge, 2003 – Present
       Volunteer Precinct Clerk, 1996 – 2003
       Lorain County Board of Elections; Elyria, Ohio
2008  Invited Reviewer
       Promotion and Tenure Committee
       University of Massachusetts
2007  Invited Reviewer
       Promotions Committee, Northwestern University and
       Promotion and Tenure Committee, Byrdine F. Lewis School of Nursing at Georgia
       State University
2006  Invited Reviewer
       Promotion Committee, Indiana University School of Nursing
1998 - 2005 Volunteer at the Free Clinic; Elyria, Ohio
1995  Facilitator Stroke Support Group
       Medical College Hospital; Toledo, Ohio
1994  CPR Certification Volunteer Instructor
       American Heart Association; Toledo, Ohio
1986-1989 Founder and Facilitator Stroke Support Group at Mercy Community Health Partners
       ~ Lorain Community Hospital, Lorain, Ohio

Updated: SUMMER 2012
CURRICULUM VITAE
April 9, 2012

PERSONAL DATA:

NAME: Susan Lynn Pocotte

HOME ADDRESS: 208 Ohio Street
Huron, Ohio 44839
Phone: H: 419.366.0037
Email: susan.pocotte@utoledo.edu

WORK ADDRESS: College of Nursing
University of Toledo
Mail Stop 1026
3000 Arlington Avenue
Toledo, Ohio 43614-2598
Phone: 419.383.5883
Email: susan.pocotte@utoledo.edu

EDUCATION:

May 1985 Ph.D.
Pharmacology
Department Pharmacology
M6322 Medical Science Building I
University of Michigan Medical School
Ann Arbor, Michigan 48109

**Doctoral Thesis:** Calcium-dependent and calcium-independent regulation of tyrosine hydroxylase phosphorylation and activation, upon nicotinic receptor stimulation of bovine adrenal medulla primary cell cultures.

**Principle Investigator and thesis advisor:** Ronald W. Holz, Ph.D.

May 1979 Bachelor of Science
Major: Chemistry
Minors: Math and Biology
Central Michigan University
Mt. Pleasant, Michigan 48859

EXPERIENCE:

**ACADEMIC EXPERIENCE**

1/2011- present Associate Dean for Academic Affairs *(50% appointment)*
College of Graduate Studies
The University of Toledo
2801 W. Bancroft St., Mail Stop 933
Toledo, Ohio 43606-3390

1/2008- present Associate Professor with Tenure *(50% appointment)*
Health Promotion, Outcomes, Systems, Policy
College of Nursing
3000 Arlington Avenue, Mail Stop 1026
The University of Toledo – Health Science Campus
Toledo, Ohio 43614-2598
Susan Lynn Pocotte

**ACADEMIC EXPERIENCE continued**

8/04 – 12/2007  
**Assistant Professor (100% appointment)**  
Acute and Long Term Care Department  
College of Nursing  
3000 Arlington Avenue  
The University of Toledo (Formally Medical University of Ohio)  
Toledo, Ohio 43614-2598

9/98 - 7/04  
**Assistant Professor Part-time (50% appointment from 1/99)**  
Acute and Long Term Care Department  
School of Nursing  
3015 Arlington Avenue  
Medical College of Ohio  
Toledo, Ohio 43614

4/03 – 5/06  
**Assistant Professor Joint Appointment**  
College of Nursing  
Department of Physical Therapy in School of Allied Health  
3015 Arlington Avenue  
Medical University of Ohio at Toledo  
Toledo, Ohio 43614

7-99 - present  
**Adjunct Assistant Professor in Nursing**  
College of Health and Human Services  
Bowling Green State University  
Bowling Green, Ohio 43403-0280

3/29/01 - 4/19/01; 4/2/02 - 4/24/02  
**Assistant Professor Joint Appointment**  
School of Nursing  
Department of Physical Therapy in School of Allied Health  
3015 Arlington Avenue  
Medical College of Ohio  
Toledo, Ohio 43614

9/97 - 5/99  
**Assistant Professor Part-time**  
The Firelands College  
Bowling Green State University  
One University Drive  
Huron, Ohio 44839

1/92 - 9/95:  
**Research Assistant Professor**  
Department of Physiology and Biophysics  
Georgetown University School of Medicine  
3900 Reservoir Road, N.W.  
Washington, D.C. 20007  
By arrangement of an Intergovernmental Personnel Act (IPA) with  
Naval Medical Research Institute.

**NON-ACADEMIC EXPERIENCE**

5/96 - 2/97  
**Exercise and Wellness Physiologist**  
Department of Physiology and Education  
Back and Neck Institute, Sandusky, Ohio 44870  
Exercise Physiology, Patient education workshops, Community health  
workshops, Consultant for patient exercise rehabilitation, Administration of  
Patient Case Management
NON-ACADEMIC EXPERIENCE CONTINUED

1/92 - 9/95: Visiting Research Scientist
Department of Environmental Physiology
Naval Medical Research Institute
National Naval Medical Center, MS-38 (code 511)
Bethesda, Maryland 20889

1/92 - 9/93: High Pressure Molecular and Cellular Neurobiology Group
Research: The effect of high pressure on evoked and calcium-dependent neurosecretion from cultured PC12 cells.

10/93 - 9/95: Diving Physiology and Biochemistry Research Program
Research: The effect of hyperoxia on evoked and calcium-dependent neurosecretion from cultured PC12 cells. The role of hyperoxic perturbed neurosecretion in hyperbaric oxygen induced mammalian seizures.

4/89 - 12/91: Senior Staff Fellow
Molecular Biophysics Section
Laboratory of Biophysics
National Institute of Neurological Disorders and Stroke
National Institutes of Health; Bethesda, Maryland
Dr. Gerald Ehrenstein, Section Chief, Acting Lab Chief

Research: Role of calcium in vesicle to plasma membrane fusion during exocytosis in parathyroid and adrenal chromaffin cells. Evaluation of calcium channels on parathyroid cell plasma membrane for their role in secretion.

6/86 - 3/89: Staff Fellow
Molecular Biophysics Section
Laboratory of Biophysics
National Institute of Neurological Disorders and Stroke
National Institutes of Health; Bethesda, Maryland
Dr. Gerald Ehrenstein, Section Chief, Acting Lab Chief

Research: Calcium mediated parathyroid hormone secretion in electropermeabilized parathyroid cells - a biphasic dose-response.

3/85 - 5/86: Staff Fellow
Biochemical Neuropharmacology Section
Experimental Therapeutics Branch
National Institute of Neurological and Communicative Disorders and Stroke
National Institutes of Health; Bethesda, Maryland
Dr. John W. Kebabian, Section Chief

Research: The role of calcium and protein phosphorylation to modulate secretion in pituitary intermediate lobe and pituitary tumor cells.
Susan Lynn Pocotte

NON-ACADEMIC EXPERIENCE CONTINUED

1/76 - 9/79: Student Cooperative Research Program
Molecular Toxicology
Toxicology Research Laboratory
DOW CHEMICAL USA Midland, Michigan
Principle Investigator: Dr. P.G. Watanabe
Research: Independent basic research in chemical
pharmacokinetics and molecular toxicology, short-term mutagenicity testing.

ACADEMIC HONORS AND AWARDS:
PRISM Graduate Master Teacher Award from MSN CNL students May 2010
Presidential Recognition for Students First Award, UT October 2009
Excellence in Teaching Award 2003-04 from MCO SON RN/BSN students
Dean’s Teaching Excellence Award 2004
Outstanding Contributions to Teaching 2003-04 from MCO SON Faculty
Special Recognition in Teaching of BGSU-Firelands College Tech Prep Program 5/99
National Institutes of Health Pharmacological Sciences Training Grant 8/79-6/82
Phi Kappa Phi National Honor Society
Alpha Lambda Delta Honor Society for Freshmen Women

PROFESSIONAL SOCIETIES:
Society for Neuroscience
The Endocrine Society

ACADEMIC COURSES TAUGHT:

3/92 - 9/95: Neurophysiology Course
Department of Physiology and Biophysics
Georgetown University Medical School
Lecture: Role of calcium in pre and post synaptic events.

2/94 - 9/95: General Physiology
Department of Physiology and Biophysics
Georgetown University Medical School
Lecture-Tutorial: Nerve and Muscle Physiology

9/97 - 12/97: Environment of Life (BIOL 101)
Department of Natural and Social Sciences
The Firelands College
Bowling Green State University

1/98 - 5/98: Concepts in Biology II (BIOL 205)
Department of Natural and Social Sciences
The Firelands College
Bowling Green State University
ACADEMIC COURSES TAUGHT continued

9/98 - 12/98: Introduction to Biology (BIOL 104)
Department of Natural and Social Sciences
The Firelands College
Bowling Green State University

9/98 - 5/99: Basic Human Anatomy and Physiology for Allied Health (AHTH 131)
Department of Applied Sciences
The Firelands College
Bowling Green State University

9/98 – 5/04: Concepts of Pathophysiology and Pharmacology (N314)
Course Coordinator
Basic and RN/BSN programs
College of Nursing
Medical University of Ohio at Toledo

Faculty Advisor
MSN graduate program
School of Nursing
Medical College of Ohio

5/09-8/09: Pathophysiology for First and Second Year Medical students
Facilitator for Problem Based Learning Segment 3
Medical School
Medical College of Ohio

1/01 – 5/04: Health Promotion (PT420)
Guest Faculty
Department of Physical Therapy, School of Allied Health
Medical College of Ohio

5/99 - present: Advanced Physiology and Pathophysiology (N5680)
Course Coordinator
MSN graduate programs
College of Nursing
University of Toledo

8/99 - present: Advanced Pharmacotherapeutics (N5690)
Course Coordinator
MSN graduate programs
College of Nursing
University of Toledo

1/01 - present: Elective Clerkship in Complementary and Alternative Medicine/Integrative Medicine for 4th Year Medical Students
Guest Faculty
College of Medicine
University of Toledo
ACADEMIC COURSES TAUGHT continued

Course Coordinator  
College of Nursing  
University of Toledo

Course Coordinator  
College of Nursing  
University of Toledo

Course Coordinator  
College of Nursing  
University of Toledo

9/04-8/2009: Concepts of Nursing Pharmacology (N318)  
Course Coordinator  
College of Nursing  
University of Toledo

Course Coordinator  
RN/BSN program  
College of Nursing  
University of Toledo

STUDENT DIRECTION

Graduate Student Examination:

3/04- 1/-07: Doctoral Cognate Exam  
Advisor and Committee Chair  
Mary Jo Maurer MSN  
College of Nursing/College of Education  
University of Toledo

Direction of Students in Thesis, Projects, Field Experience, Preceptor:

10/00 - 5/01: Graduate Scholarly Project - Carrie Drown, BSN, RN  
Topic: Identifying Patients at Risk for Herb-Drug Interactions in Primary Care  
Committee Member  
School of Nursing, Medical College of Ohio

9/01 – 5/03: Graduate Thesis - Lori Wade, BSN, RN  
Topic: Using Algorithms to Manage Diabetic Ketoacidosis in Pediatric Patients to Prevent and Treat Cerebral Edema  
Committee Chair  
School of Nursing, Medical College of Ohio

9/01 – 5/04: Graduate Scholarly Project - Julie Leher, BSN, RN  
Topic: Development of Experimental Methods of Reiki treatments for a proposed study of Nursing Interventions in Inflammatory Bowel Disorder  
Committee Chair  
School of Nursing, Medical College of Ohio
Direction of Students in Thesis, Projects, Field Experience, Preceptor:

5/03 – 8/04: Graduate Thesis – Michele Salisbury, BSN, RN
Topic: Sexual Awareness, Body Image, and Self Esteem of Individuals Who Have Ostomies
Committee Member
School of Nursing, Medical College of Ohio

9/01 – 6/05: Graduate Scholarly Project - Judith Malhotra, BSN, RN
Topic: Evaluate the Role of School Nurse in Elementary School Nutrition Education
Committee Chair
School of Nursing, Medical College of Ohio

4/04 – 6/05: Graduate Scholarly Project – Marissa Baus, B.S.
Topic: Development of a Fecal Sampling for Calprotectin from Persons with Inflammatory Bowel Disease
Committee Chair
School of Nursing, Medical College of Ohio

4/04 – 6/06: Graduate Scholarly Project – Mary Scott, BSN, RN
Topic: The Efficacy of Yoga as a Nursing Intervention for Multiple Chronic Disorders – a Review
Committee Chair
College of Nursing, Medical University of Ohio

5/05-6/06: Graduate Scholarly Project- Autumn K. Smith, B.S.
Topic: Evidence Based Development of Nurse and Patient Educational Materials for the Use of Gingko Biloba
Committee Chair
College of Nursing, Medical University of Ohio

1/05-6/06: Graduate Scholarly Project- Marie E. Chambers, BSN, RN
Topic: The Effects of Therapeutic Touch on Patients With Pain
Committee Chair
College of Nursing, Medical University of Ohio

6/05-6/06: Graduate Scholarly Project- Colleen Perry, B.S.
Topic: Reiki for the Treatment of Depression in Person’s With Dementia of the Alzheimer’s Type
Committee Chair
College of Nursing, Medical University of Ohio

6/05-6/06: Graduate Scholarly Project- Julie Detrick, B.S.
Topic: Development of a Protocol to Evaluate the Effectiveness of Reiki on Stress Reduction in Pediatric Patients Prior to an Invasive Procedure
Committee Chair
College of Nursing, Medical University of Ohio

12/05-6/06: Graduate Scholarly Project- Teresa Kem Graham, BSN, RN
Topic: An Evidence Based Proposal for Improvement of Pain Management for Persons Presenting to the Emergency Department
Committee Chair
College of Nursing, Medical University of Ohio
Direction of Students in Thesis, Projects, Field Experience, Preceptor:

1/07-5/07: Field Experience Seminar (NURS 522)

   Title: Integration of Reiki as a Nursing Intervention into Patient Care

   Faculty Advisor and Course Coordinator for MSN Capstone

   Students:
   - Pamela Dymond, RN
   - Marianne Kruk, RN
   - Kristen Lewandowski, RN
   - Rachel Stump, RN
   - Qin Wang
   - Gary Wirzylo

8/07-12/07: Practicum and Seminar in Teacher (NURS 673)

   Title: Development of Web Based Science Course for Undergraduate Nursing Curriculum

   Preceptor
   - College of Nursing Nurse Educator Program

   Student: Donna Jean Gualtier, BSN, RN

5/08-12/08: Field Experience Seminar (NURS 522)

   Title: Integration of Reiki as a Nursing Intervention into Patient Care

   Faculty Advisor and Course Coordinator for MSN Capstone

   Student: Donna Malone, BSN, RN

8/08-12/08: Graduate Scholarly Project - Mary Kellerbauer, BSN, RN

   Title: Integration of Reiki as a Nursing Intervention into Patient Care

   Committee Chair
   - College of Nursing, University of Toledo

1/08-12/08: Field Experience Seminar (NURS 522)

   Title: The Role of the CNL to reduce Medication Adverse events in the Neonatal Care Unit

   Faculty Advisor and Course Coordinator for MSN Capstone

   Student: Irene Nsubuga, BS

1/08-12/08: Field Experience Seminar (NURS 522)

   Title: Exploration of the Use of Reiki as an Adjuvant Nursing Intervention for Pain

   Faculty Advisor and Course Coordinator for MSN Capstone

   Student: Tara Montini, BS

1/09-5/09: Field Experience Seminar (NURS 522)

   Title: Proposed Role of the CNL to Reduce Medication Adverse Events in the Neonatal Intensive Care Unit

   Faculty Advisor and Course Coordinator for MSN Capstone

   Student: Irene Nsubuga, BA

5/09-8/09: Field Experience Seminar (NURS 522)

   Title: Utilizing Reiki to Decrease Occupational Stress in Nursing

   Faculty Advisor and Course Coordinator for MSN Capstone

   Student: Lisa Jordan, BSN, RNC
Susan Lynn Pocotte

5/09-8/09  Field Experience Seminar (NURS 522)
Title: The Use of PDAs to Teach Safe Medication Administration to Undergraduate Nursing Students
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Christine Kettinger, BSN, RN

5/09-8/09  Field Experience Seminar (NURS 522)
Title: The Effects of Reiki in Reducing Stress and Anxiety in the Hospitalized Patient
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Sharon Loukx, RN, BS, CCRC

5/09-8/09  Field Experience Seminar (NURS 522)
Title: Limiting Adverse Drug Effects of Sedation Pharmacotherapy in Mechanically Ventilated Patients in the Intensive Care Unit
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Brian Roessner, BSN, RN

5/09-8/09  Field Experience Seminar (NURS 522)
Title: Medication Dispensing Errors Related to Automatic Dispensing Cabinet Type
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Kelly Zielinski-Inthanamith, BSN, RN

8/09-12/09  Field Experience Seminar (NURS 522)
Title: Hand Hygiene: It is in Your Hands- Why aren't we doing it?
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Vikas Sood, BSN, RN

8/09-12/09  Field Experience Seminar (NURS 522)
Title: Common Medication Adverse Events- A Systematic Literature Review with a Nursing Perspective
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Bethany Graham, BSN, RN

8/09-12/09  Field Experience Seminar (NURS 522)
Title: Common Medication Adverse Events- A Systematic Literature Review with a Nursing Perspective
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Sharon Noffsinger, BSN, RN

8/09-12/09  Field Experience Seminar (NURS 522)
Title: Proposed Study: Integration of Reiki as a Nursing Intervention into Oncology Patient Care
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Bonnie Brahaney, RN, BSN, OCN

1/10-5/10  Field Experience Seminar (NURS 522)
Title: The Effect of Probiotics on Radiation Induced Gastrointestinal Adverse Events in Cancer Patients: An Interdisciplinary Research Protocol
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Bettina M. Siebeneck, BSN, RN, OCN
Susan Lynn Pocotte

5/10-8/10 Field Experience Seminar (NURS 522)
Title: Medication Adherence and the Older Adult Population: A Research Proposal
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Linda S, Owen, BSN, RN

5/10-8/10 Field Experience Seminar (NURS 522)
Title: Medication Adverse Events: An Ongoing Problem Despite Implementation of Evidence Based Solutions
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Anita Gangwar, BSN, RN

5/10-8/10 Field Experience Seminar (NURS 522)
Title: Medication Adverse Events Across the Health Care Continuum
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Nilanjana Dey, BSN, RN

8/10-12/10 Field Experience Seminar (NURS 522)
Title: Research Protocol: Nurse Utilization of a Discharge Medication Form –The Effect on Hospital Readmission Rates Due to Adverse Drug Events in Elderly Patients with Cardiovascular Disease
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Michelle Lynn Drain, BSN

8/10-5/2011 Field Experience Seminar (NURS 522)
Title: The Relationship Between Medication Reconciliation Errors and Medication Adverse Events in Patients Admitted/Discharged from a Hospital: A Nursing Perspective
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Jessica Echelberry, BSN

1/11-5/11 Field Experience Seminar (NURS 522)
Title: Medication Adverse Events Across the Continuum of Patient Care- Systematic Literature Review to Identify Types of Common Medication Adverse Events: A Nursing Perspective
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Vernon Langford, BSN

1/11-5/11 DNP Scholarly Project
Title: Implementation of a Pain Management Contract Protocol Committee member
Student: Christine Utley, MSN, RN, FNP-BC

5/11-8/11 Field Experience Seminar (NURS 5220)
Title: Medication Adverse Events Across the Continuum of Patient Care- Look Sharp! Adverse Events of Improper Insulin Injection Technique
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Ashton Crook, BSN, RN

5/11-8/11 Field Experience Seminar (NURS 5220)
Susan Lynn Pocotte

Title: Medication Adverse Events Across the Continuum of Patient Care - Proposal to reduce Medication Adverse Events due to Polypharmacy in Geriatric Heart Failure Patients with co-morbid Disorders
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Chris Fuerst-Evans, BSN, RN

5/11-8/11  Field Experience Seminar (NURS 5220)
Title: Medication Adverse Events Across the Continuum of Patient Care - Polypharmacy in Geriatric General Practice due to implementation of Evidence Based Prescriptive Decision Making
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Wanda Newbern, BSN, RN

8/11-12/12  Field Experience Seminar (NURS 5220)
Title: Development of a Nursing Reiki Protocol to Treat Stress, Anxiety and Depressive Symptoms of Middle Age Women in a Primary Care Setting
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Tracy Kreinbrink, BSN, RN

8/11-12/12  Field Experience Seminar (NURS 5220)
Title: Integration of Reiki as a Nursing Intervention into Patient Care Reiki for Children with Autism and their Caregivers
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Amy Nolan, BSN, RN

8/11-5/12  Field Experience Seminar (NURS 5220)
Title: Is There Evidence for Reiki as a Nursing Intervention in Oncology Patients? A Systematic Review of the Literature
Faculty Advisor and Course Coordinator for MSN Capstone
Student: Brandi Gilbert, BSN, RN

8/12- Doctoral Dissertation COM Public Health
Committee Member
Student: Becky Royer
Susan Lynn Pocotte

PUBLICATIONS:

PEER REVIEWED JOURNALS


Lehrer, J., Smolen, D., & Pocotte, S.L.. (P) Integration the Reiki treatment protocol into Nursing Care.

Pocotte, S.L., & Good, J. (P) The effect of Reiki Treatment on Spinal Injury – A Case Study.
Susan Lynn Pocotte

PUBLICATIONS continued:

Pocotte, S. L. (P) A Web Based Graduate Pathophysiology Course for the Advanced Practice Nurse Student: Science Linked to the Art of Nursing.

PUBLISHED ABSTRACTS


CONTINUING EDUCATION ONLINE PRESENTATIONS

Pocotte, S.L., APN Prescriptive Authority OH, Legal, Ethical, and Fiscal Issues (June 2003 to April 2011). 6.0 contact hours sponsored by University of Toledo College of Nursing Center for Continuing Nursing Education, Toledo, Ohio.

Pocotte, S.L., Prerequisite Pharmacology for APN Prescriptive Authority (June 2003 to September 2004). 36.0 contact hours sponsored by Medical College of Ohio School of Nursing Center for Continuing Nursing Education, Toledo, Ohio.

Pocotte, S.L., Genetic Pharmacology for Nursing (June 2003 to 2006). 1.0 contact hour sponsored by Medical College of Ohio School of Nursing Center for Continuing Nursing Education, Toledo, Ohio.

Pocotte, S.L., Hormone Replacement Therapy Update (June 2003 to 2006). 1.0 contact hour sponsored by Medical College of Ohio School of Nursing Center for Continuing Nursing Education, Toledo, Ohio.

Pocotte, S.L., Overview of General Pharmacology (June 2003 to present). 2.0 contact hours sponsored by Medical College of Ohio School of Nursing Center for Continuing Nursing Education, Toledo, Ohio.
Susan Lynn Pocotte

PUBLICATIONS continued:

Pocotte, S.L., Diabetes Pharmacology (June 2003 to 2006). 1.0 contact hour sponsored by Medical College of Ohio School of Nursing Center for Continuing Nursing Education, Toledo, Ohio.

Pocotte, S.L., Prerequisite Pharmacology for APN Prescriptive Authority (Oct 2004 to April 2011). 45.0 contact hours sponsored by University of Toledo College of Nursing Center for Continuing Nursing Education, Toledo, Ohio.

PRESENTATIONS AT PROFESSIONAL MEETINGS:

PAPER PRESENTATIONS


POSTER PRESENTATIONS (Publication reference included)


INVITED SPEAKER PRESENTATIONS


Pocotte, S.L., Complementary and Alternative Medicine (20 October 1999) Department of Physical Therapy Senior Student Day, School of Allied Health, Medical College of Ohio, Toledo, Ohio.

Pocotte, S.L., Complementary and Alternative Medicine (17 November 1999) Department of Physical Therapy Seminar Series, School of Allied Health, Medical College of Ohio, Toledo, Ohio.
INVITED SPEAKER PRESENTATIONS continued:

Pocotte, S.L., Pharmacology for Advanced Practice Nurses (23-26 March 2000). 36 contact hour presentation sponsored by the Center of Continuing Nursing Education, Medical College of Ohio, Toledo, Ohio.


Pocotte, S.L., Update on Pathophysiology and Pharmacotherapeutics of Asthma and Diabetes in Adults and Children (20 October 2000) Second Annual Advanced Practice Nurse and Physicians Assistant Conference Sponsored by Center of Continuing Nursing Education, Medical College of Ohio, Toledo, Ohio.

Pocotte, S.L., Herb and Supplement Pharmacology for All Ages (4 November 2000) Annual Convention of Ohio Chapter of Student Nurses Association, Sponsored by the Ohio Chapter of Student Nurses Association at Medical College of Ohio, Toledo, Ohio.

Pocotte, S.L., Integrative Use of Herbs and Supplements in Medicine (6 November 2000) Sponsored by the Alternative Medicine Club, Medical College of Ohio, Toledo, Ohio.

Pocotte, S.L., Integrative Medicine: Discussion of Potential for Various Modalities (1 April 2001) Jewish Community Center of Toledo Health Fair, JCC of Toledo, Toledo, Ohio.

Pocotte, S.L., Integrating Alternative and Complementary Modalities into Medicine (12 April 2001) Medical Sociology Course, Owens Community College, Toledo, Ohio.

Pocotte, S.L., Legal, Ethical and Fiscal Issues Regarding Advanced Nurse Practitioner Prescriptive Authority in Ohio (27 April 2001). 6 contact hour presentation sponsored by the Center of Continuing Nursing Education, Medical College of Ohio, Toledo, Ohio.

Pocotte, S.L., Legal, Ethical and Fiscal Issues For Advanced Practice Nurse Prescriptive Authority in Ohio (1 July 2001). 6 contact hour presentation sponsored by Continuing Nursing Education, Veterans Administration Hospital, Cincinnati, Ohio.

Pocotte, S.L., Herbal Therapy in Cancer Treatment (19 September 2001). 2.1 contact hour presentation at Evening Oncology Nursing Symposium sponsored by Toledo Area Oncology Nursing Society, Toledo, Ohio.

Pocotte, S.L., Pharmacology Course for Advanced Practice Nurses (14, 15, 28, 29 September 2001). 36 Contact hour presentation sponsored by Center of Continuing Nursing Education, Medical College of Ohio, Toledo, Ohio.

Pocotte, S.L., Hormone Replacement Therapy Update. (19 October, 2001) 3rd Annual Conference for Advanced Practice Nurses. One Contact hour presentation sponsored by Center of Continuing Nursing Education, Medical College of Ohio, Toledo, Ohio.

Pocotte, S.L., Pharmacology Course for Advanced Practice Nurses (9, 10, 11, 12 January 2002). 36 Contact hour presentation sponsored by Center of Continuing Nursing Education, Medical College of Ohio, Toledo, Ohio.
INVITED SPEAKER PRESENTATIONS continued

Pocotte, S.L., Kimmel, S., and Venn J. What to do When Your Patients Ask About Herbal Products. (26 February, 2002) Complementary Medicine: By the Professional for the Professional. One contact hour CE presentation sponsored by the Department of Psychiatry and Complementary Medicine Center, Medical College of Ohio, Toledo, Ohio.


Pocotte, S.L., Psychotropic Drugs. (26 April, 2002) Mind, Body and Spiritual Issues in a Changing Health Care Environment. One contact hour Sponsored by Medical College of Ohio School of Nursing Center for Continuing Nursing Education and Maumee Bay Chapter of Association of Rehabilitation Nurses, Toledo, Ohio.

Pocotte, S.L., Pharmacology Course for Advanced Practice Nurses (15, 16, 17, 18 May 2002). 36 Contact hour presentation sponsored by Center of Continuing Nursing Education, Medical College of Ohio, Toledo, Ohio.

Pocotte, S.L., Psychotropic Drugs (11 October, 2002) 4th Annual Conference for Advanced Practice Nurses. One contact hour sponsored by Medical College of Ohio School of Nursing Center for Continuing Nursing Education, Toledo, Ohio.


Pocotte, S.L., Teaching an Online Course (15 November, 2002) Technology in Teaching for the Teaching Scholar’s Fellowship. Sponsored by Curriculum Development at Medical College of Ohio, Toledo, Ohio.

Pocotte, S.L., Pharmacology of Commonly Used Herbs and Supplements (10 May, 2003) Sponsored by School of Allied Health Dean's Rounds at Medical College of Ohio, Toledo, Ohio.


Pocotte, S.L. Weight Management Pharmacotherapy (April 15, 2005 ) at the Advanced Practice Nurse Conference. Sponsored by Center of Continuing Nursing Education, Medical College of Ohio, Toledo, Ohio.

Pocotte, S. L. Pharmacology Update for the Dental Professional (October 24, 2005) at the Annual Conference for Toledo Dental Hygienist Association, Toledo, Ohio.


INVITED INTRANET PRESENTATIONS

Pocotte, S.L., Legal, Ethical and Fiscal Issues Regarding Advanced Practice Nurse Prescriptive Authority in Ohio (January and February 2003). 6.3 contact hours sponsored by Medical College of Ohio School of Nursing Center for Continuing Nursing Education, Toledo, Ohio.

INVITED TEXTBOOK PROPOSAL

Pocotte, S. L. (September 2007) Submitted a textbook proposal for Nursing Pharmacology per invitation of Senior Acquisitions Editor for Wolters Kluwer Health, Lippincott Williams & Wilkins. Accepted.
Susan Lynn Pocotte

EDITORIAL WORK:

MANUSCRIPT PEER REVIEWER

1990 - 1995 Research Manuscripts for *Endocrinology*

2001 Jane C. Evans, Physiology of Acute Pain in Preterm Infants

BOOK REVIEWS


RESEARCH GRANT WRITING ACTIVITIES:

October 1, 2004 (Not Accepted, Not funded.)
TITLE: The Effect of Reiki Treatment on Quality of Life of IBD Individuals.
PRINCIPLE INVESTIGATOR: Dianne Smolen, Ph.D., RN, C, CNS
Co-investigator: Susan L. Pocotte, Ph.D.
AGENCY: The National Institute of Nursing of the National Institutes of Health
Amount Requested: RO1 grant for $1,000,000.00 direct costs for five years.

Reviewer rationale stated the NINR was not interested in this project and that perhaps a different NIH Institute would be more appropriate. This comment was made even though the investigators contacted the NINR well in advance of submission and received encouragement to submit the proposal to NINR.

February 10, 2003 (Accepted)
PRINCIPLE INVESTIGATOR: Susan L. Pocotte, Ph.D.
Co-investigator: Dianne Smolen, Ph.D., RN, C, CNS
AGENCY: The David C. and Lura M. Lovell Foundation
Amount Awarded: $13,800.00
Susan Lynn Pocotte

RESEARCH GRANT WRITING ACTIVITIES continued

March 21, 2002 (Accepted)
TITLE: Establishment of Measurement Protocols for Fecal Calprotectin as a Biomarker of Inflammatory Bowel Disease.
PRINCIPLE INVESTIGATOR: Susan L. Pocotte, Ph.D.
Co-investigators: Dianne Smolen, Ph.D., RN, C, CNS; Christine A. Genovese, Ph.D.; Kay Grothaus, Ph.D., APRN-BC; Jane Evans, Ph.D., RN; and Kathy Pilliod-Carpenter, MSN, RN.
AGENCY: Faculty Research Incentive Award, Center for Nursing Research, School of Nursing, Medical College of Ohio.
Amount Awarded: $5,200.00

April 1, 2001 (Accepted for 2002 - 2003)
TITLE: Proposal to Purchase and Implement a Course Management System for Creating Continuing Education Internet Courses
PRINCIPAL INVESTIGATOR: Dianne M. Smolen, Ph.D., RN, C, CNS
Co-Author: Susan L. Pocotte
AGENCY: Medical College of Ohio
Amount Awarded: $16,000.00

December 1, 2000 (Accepted)
TITLE: Development of Clinical Genetics Course Online for Continuing Medical Education Credit (CME)
Principle Author: Christine A. Genovese, Ph.D.
Co-Author: Susan L. Pocotte
AGENCY: Distributive Education Grant Bowling Green State University, Ohio
Amount Awarded: $2000.00

October 1, 1994 - September 31, 1995
TITLE: Effect of oxygen on neurosecretion in cultured cells.
PRINCIPAL INVESTIGATOR: Susan L. Pocotte
AGENCY: Naval Medical Research and Development Command
Number: 61153N.MR04101-1423
Amount direct funding: $118,860

October 1, 1993 - September 31, 1994
TITLE: Effect of hyperbaric oxygen on injured brain.
PRINCIPAL INVESTIGATOR: Susan L. Pocotte
AGENCY: Naval Medical Research and Development Command
Number: 61153N.MR04101-1423
Amount direct funding: $202,000
CREATIVE AND SCHOLARLY ACCOMPLISHMENTS:

INSTRUCTION

10/95 - present: Medical Exercise Physiology Consultant
Lake Erie Health and Fitness, Huron, Ohio
Susan L. Pocotte, Sole Proprietor
• Personalized fitness programs for able bodied persons, seniors, and persons with disabilities
• Adaptive fitness for adults with mental disabilities
• Group and individualized muscle strengthening
• Administer fitness evaluations
• Weight loss management programs
• Choreographed aerobic dance
• Slide aerobics

9/89 - 9/95: Personal Trainer and Fitness Instructor
National and YMCA certified Fitness Professional
Bethesda-Chevy Chase YMCA, Bethesda, Maryland

6/94 and 6/95: Lab leader and lecturer for YMCA Fitness Specialist Course
Youngstown State University; Youngstown, Ohio
Lectures: Coronary risk factors; Cardiac response to work; Bicycle ergometer test; Diet, nutrition, weight control, and exercise

FITNESS PROFESSIONAL CERTIFICATIONS

• American Council on Exercise Personal Trainer Certification
• YMCA Fitness Specialist Certification
• Adaptive Fitness for Persons with Physical Disabilities from the National Handicapped Sports Association
• YMCA's Way to Strength Training Certification

FITNESS PROFESSIONAL CERTIFICATIONS continued

• YMCA Fitness Instructor Certification
• YMCA Fitness Leader Certification
• YMCA Walk Reebok Certification
• Slide Reebok Basic Training

COMPLEMENTARY AND ALTERNATIVE MEDICINE TRAINING and CERTIFICATION

• Reiki Level I
• Reiki Level II
• Reiki Level III - Master Teacher

PROFESSIONAL DEVELOPMENT:

CONTINUING EDUCATION CONFERENCES ATTENDED

March 31 - April 2, 1995: IDEA International Personal Training Summit
Baltimore, Maryland

February 21-23, 1997: IDEA International Personal Training Summit
New York, New York
Susan Lynn Pocotte

**Continuing Education Conferences Attended Continued:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>April 16-17, 1999</td>
<td>Integrative Medicine: Evaluating New Approaches to Mind/Body Health, Mercy Health Partner's Conference, Toledo, Ohio</td>
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<tr>
<td>May 26-27, 2000</td>
<td>IDEA Fitness Training Summit</td>
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<tr>
<td>April 10, 2000</td>
<td>3rd Annual Nursing Research Conference</td>
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<td>MCO School of Nursing, MCH, Zeta Theta Sigma of Theta Tau International</td>
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<tr>
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<td>Toledo, Ohio</td>
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<tr>
<td>2001-2003</td>
<td>Various Online Continuing Education modules on Fitness and Nutrition to meet the renewal requirements for Renewal of American Council on Exercise Personal Trainer Certification.</td>
</tr>
<tr>
<td>2004-2005</td>
<td>Various Online Continuing Education modules on Fitness and Nutrition to meet the renewal requirements for Renewal of American Council on Exercise Personal Trainer Certification.</td>
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**TEACHING and SCHOLARSHIP**

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>June 1999</td>
<td>Facilitator Training for the Integrated, Problem Based Learning Pathophysiology Course, School of Medicine, Medical College of Ohio, Toledo, Ohio</td>
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<tr>
<td>June 2000</td>
<td>iLine: Intranet Learning Initiative for Nurse Educators. Sponsored by Medical College of Ohio School of Nursing, Toledo, Ohio.</td>
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<tr>
<td>May - November 2001</td>
<td>Fundamentals in Academic Teaching and Evaluation. Christine Taylor, Ph.D., Office of Faculty and Staff Development, Medical College of Ohio, Toledo, Ohio.</td>
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<tr>
<td>February 2002</td>
<td>iLine: Intranet Learning Initiative for Nurse Educators. Sponsored by Medical College of Ohio School of Nursing, Toledo, Ohio.</td>
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<tr>
<td>Jan- June 2007</td>
<td>Community of Nurse Scholars, Center for Nursing Research and Evaluation, College of Nursing, The University of Toledo.</td>
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**SERVICE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Committee/Activity Description</th>
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</thead>
</table>
| 8/12- present | Faculty Affairs  
College of Nursing  
Vice Chair |
| 8/12- present | College of Nursing Diversity Committee |
| 10/09-present | Program Management Council  
UT and Wright State University Consortium  
Post Master’s DNP Program  
Faculty Representative |
<table>
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<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>9/09-3/2010</td>
<td>Ohio Board Of Nursing Self Study Task Force</td>
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<tr>
<td>5/09-1/2011</td>
<td>Graduate Admissions Retention and Progression</td>
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<tr>
<td></td>
<td>College of Nursing, University of Toledo</td>
</tr>
<tr>
<td></td>
<td>Chair</td>
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<tr>
<td>1/09-1/2011</td>
<td>BSN to DNP Development Task Force</td>
</tr>
<tr>
<td></td>
<td>Chair</td>
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<tr>
<td>9/08-1/2011</td>
<td>Appointment, Reappointment, Promotion and Tenure Peer Review</td>
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<tr>
<td></td>
<td>College of Nursing, University of Toledo</td>
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<td>10/07-1/2011</td>
<td>Program Assessment Committee</td>
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<td></td>
<td>College of Nursing, University of Toledo</td>
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<tr>
<td>9/07-4/09</td>
<td>CCNE Task Force for Accreditation</td>
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<tr>
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<td>Graduate Curriculum Committee Representative</td>
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<td>Center for Nursing Research and Evaluation</td>
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<td>College of Nursing, University of Toledo</td>
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<tr>
<td>6/07-8/2009</td>
<td>Graduate Curriculum Committee (member since 9/01)</td>
</tr>
<tr>
<td></td>
<td>Chair</td>
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<td>College of Nursing, University of Toledo</td>
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<tr>
<td>5/07-4/09</td>
<td>Baccalaureate prepared RN to CNL Task Force</td>
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<td>College of Nursing</td>
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<td></td>
<td>The University of Toledo</td>
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<tr>
<td>4/07-6/08</td>
<td>Subcommittee to GARP on Admissions for the DNP program</td>
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<tr>
<td></td>
<td>Chair</td>
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<td>Colleges of Nursing at UT and Wright State</td>
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<tr>
<td>8/06-8/10</td>
<td>Nursing Research Review Committee</td>
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<td>College of Nursing</td>
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<td></td>
<td>The University of Toledo</td>
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<tr>
<td>3/06-6/08</td>
<td>DNP Task Force</td>
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<td></td>
<td>Acting Chair</td>
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<td>College of Nursing, University of Toledo</td>
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<td></td>
<td>College of Nursing and Health Wright State University</td>
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<tr>
<td>2/06-8/07</td>
<td>Grievance Task Force</td>
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<td>College of Nursing, University of Toledo</td>
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<td>2/06-8/07</td>
<td>Graduate Steering Committee</td>
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<td>College of Nursing, University of Toledo</td>
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<tr>
<td>1/06-8/10</td>
<td>CNL Advisory Committee</td>
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<td></td>
<td>College of Nursing, University of Toledo</td>
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<tr>
<td>12/05-8/2009</td>
<td>Task Force for the Development and Implementation of the MSN Research Options</td>
</tr>
<tr>
<td></td>
<td>Chair (12/05-8/2009)</td>
</tr>
<tr>
<td></td>
<td>College of Nursing, University of Toledo</td>
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</tbody>
</table>
SERVICE continued:

8/05- 6/07 Graduate Curriculum Committee
   Chair Elect
   College of Nursing, University of Toledo

5/05- 5/09 Graduate Admissions Retention and Progression
   College of Nursing, University of Toledo

5/02 – 8/2008 RN/BSN faculty Committee
   College of Nursing, University of Toledo

8/04- 7/05 Strategic Plan Task Force
   School of Nursing, Medical College of Ohio

5/05 Graduate Thesis Defense Carrie Genot, RN
   Graduate School Representative
   School of Nursing, Medical College of Ohio

8/04- 8/2009 Scholarship Task Force
   College of Nursing, University of Toledo

8/04- 6/07 MUOT Faculty Senate
   UT HSC Faculty Senate
   Member at Large for CON
   College of Nursing, University of Toledo

8/04 – 6/07 Faculty Senate Academic Committee
   College of Nursing, University of Toledo

1/04 – 5/08 Faculty Workload Task Force
   College of Nursing, University of Toledo

1/04 – 6/04 MSN for RN with Non Nursing Bachelor Degree Task Force
   School of Nursing, Medical College of Ohio

8/03 – present Clinical Nurse Leader Faculty Committee
   College of Nursing, University of Toledo

8/03- 12/05 Graduate Research Task Force
   Chair (8/03-12/05)
   College of Nursing, Medical University of Ohio at Toledo

5/02 Basic BSN curriculum Task Force for OBN review site visit preparation
   School of Nursing, Medical College of Ohio

5/02 – 9/02 Entry Level MSN Task Force
   School of Nursing, Medical College of Ohio

5/-02- 5/03 Graduate Subcommittee
   Seminar III for Clinical

5/02 – 4/04 Undergraduate Course Coordinator Committee
   School of Nursing, Medical College of Ohio

9/01 – 7/05 Graduate Curriculum Committee
   School of Nursing, Medical University of Ohio
SERVICE continued:

6/01 Graduate Thesis Defense Rebecca Rohrbach, RN
Graduate School Representative
School of Nursing, Medical College of Ohio

5/00 - 6/00 Student Evaluation and Projects Force
School of Nursing, Medical College of Ohio

5/00 - 10/00 On-Line Task Force
School of Nursing, Medical College of Ohio

3/00 - 10/00 Graduate Faculty subcommittee
Research Inquiry I, II, and III curriculum proposal
School of Nursing, Medical College of Ohio

University Committees and Activities

12/11-present College of Graduate Studies Diversity Committee, Chair
University of Toledo

8/2010- 9/2011 Research Council
University of Toledo
Member- Presidential Appointee

8/2010- present Research Advisory Council
College of Medicine
Member

6/2010- 4/2011 Provost Search Committee
University of Toledo
Member

1/2010-12/2010 Goal 2 Work-group Strategic Plan Directions 2010
Co-Convener with Dr. Patsy Komuniecki

10/09-12/2010 Evaluation of University of Toledo Strategic Plan
Two Workgroups
University of Toledo

Criterion 2 Sub-Committee
University of Toledo

9/09-present Post-Tenure Review Committee
College of Nursing Representative
Health Science Campus Faculty not bound by Collective Bargaining

5/09- 5/2010 Faculty Academic Misconduct Committee
Health Science Campus
University of Toledo

4/09- 5/2010 Graduate Council Executive Committee
Chair
University of Toledo

4/09- 5/2011 Graduate Council
College of Nursing Representative
University of Toledo
Susan Lynn Pocotte

**SERVICE continued:**

**University Committees and Activities Continued**

10/08-4/09  Graduate Council By-laws Work Group  
College of Nursing Representative  
University of Toledo

10/08- 4/09  Graduate Council Main Campus  
College of Nursing Representative  
University of Toledo

8/08 – 10-08  Interprofessional Education Focus Group  
Steve Martin, PhD, PharmD, Chair  
College of Pharmacy  
University of Toledo

8/08- present  Women in STEMM Excelling (WISE) Mentor Program  
First-Year Experience Initiative  
University of Toledo  
Serve as Faculty mentor to Students

5/08- present  Finance and Strategy Advisory Committee  
Faculty Senate Executive Committee Representative  
University of Toledo

8/07- 5/08  Member, Search Committee for the Dean of the College of Nursing  
University of Toledo

6/07- 5/08  President-Elect  
Health Science Campus Faculty Senate  
University of Toledo

6/07- 5/08  President-Elect  
Executive Committee of the Health Science Campus Faculty Senate

6/07- 10/08  Health Science Campus Faculty Senate Representative  
Health Science Campus Committee on Faculty Governance

4/07- 3/08  Joint Campus Faculty Senate Constitution Writing Committee

9/06- 6/07  Department Chair Search Committee for the College of Pharmacy  
Department of Pharmacy Practice

8/05- present  Institutional Review Board Committee  
University of Toledo HSC Biomed Committee of DHRP

2/02 – 9/05  Herb Supplement Counseling  
MUOT Complementary Medicine Center (Clinic)  
Medical University of Ohio, Toledo, Ohio

3/00 – 5/03  Continuing Education Subcommittee of Complementary and Alternative Medicine Task Force, Medical College of Ohio

3/00 – 5/03  Curriculum Subcommittee of Complementary and Alternative Medicine Task Force, Medical College of Ohio

2/00 – 9/05  Mercy Health Partners Complementary Medicine Task Force
Susan Lynn Pocotte

SERVICE continued:

6/99 - 3/01  Complementary and Alternative Medicine Task Force
            Medical College of Ohio

4/99 – 9/05  Complementary Medicine Steering Committee
            (formally Complementary and Alternative Medicine Task Force)
            Medical College of Ohio

Community Activities Related to Education

4/04- 8/07  American Association of University Professors
            MCO Chapter
            Executive Committee- Member-at-Large

2/06-3/09  Education Officer
            Sandusky Power Squadron
            United States Power Squadrons

2/03-1/06  Assistant Education Officer
            Sandusky Power Squadron
            United States Power Squadrons

Community Activities

5/11- present  Temple Oheb Shalom Board of Trustees
                President

5/09- 5/2011  Temple Oheb Shalom Board of Trustees
                First Vice President

3/06- present  Board member on the Emergency Food and Shelter Program, Erie-
                Huron Counties Community Action Commission. This is part of the FEMA
                program that provides funds for emergency services for needy families.
                I serve as representative of the Jewish Community in Erie County on
                behalf of Temple Oheb Shalom, Sandusky, Ohio.
Jane E. Ransom

Home Address
2922 Belle Glade Drive
Toledo, OH 43617
419-843-6451

University of Toledo College of Nursing
3000 Arlington Avenue
Mail Stop #1026
Toledo, OH 43614-5803
419-383-5844
FAX 419-383-5875
E-mail: Jane.Ransom@utoledo.edu

RN Licensure
Ohio and Michigan

Credentials
Clinical Nurse Specialist (COA.05513-NS), Expires 8-31-13
RN-1, Certificate of Authority (RN.118278-COA1), Expires 8-31-13

Education

1998, January
Doctor of Philosophy, Nursing
Francis Payne Bolton School of Nursing
Case Western Reserve University
Cleveland, OH

1978, June
Master of Science in Nursing
Wayne State University
Detroit, MI

1971, June
Bachelor of Science in Nursing.
Ohio State University
Columbus, OH

BLS for Healthcare Providers, CPR/AED, American Heart Association,
Expires May 2013

Experience

Academic

1978 (Sept) - Present
University of Toledo (merger with MUO)
Renamed Medical University of Ohio
Medical College of Ohio School of Nursing (salaried)
Toledo, OH 43614
Associate Professor - 1998
Graduate Faculty Associate Member I (renewed 10/06)

1984 (summer)
Public Health Nurse
Lucas County Public Health Department, Toledo, OH

1979 (summer) Pre-nursing advisement and scheduling at BGSU.
Medical College of Ohio School of Nursing, Toledo, OH

Non-Academic

1981, 1982 Staff Nurse, renal unit
(summers) Medical College Hospital, Toledo, OH

1980 Staff Nurse, medical specialties
(summer) Rush Presbyterian St. Luke’s Hospital, Chicago, IL

1977 – 1978 Staff Nurse Intensive Care Unit (part-time during masters program)
Detroit General Hospital, Detroit, MI

1973 – 1977 Staff Nurse, urology/nephrology
St. Vincent Hospital and Medical Center, Toledo, OH

Balboa Navy Hospital, San Diego, CA

Military Service

1970 - 1973 (July) United States Navy Reserve, LTJG
Honorable discharge July 31, 1973

Academic Honors

Sigma Theta Tau, Zeta Theta Chapter
MCO Honor Society (charter member)

Sigma Theta Tau Small Grants Award - 2002
Women’s Experience of HIV Testing ($5,000)

Zeta Theta Chapter-at-Large Research Grant - 2002
Women’s Experience of HIV Testing ($750)

Certificate of Appreciation
Medical College of Ohio Nursing Administration - 2005

MCO School of Nursing Scholarly Achievement Recognition
Research Grant Funded - 1994
Basic Conditioning Factors, Self-care Agency, and Safer Sex Behaviors

Professional Memberships

Sigma Theta Tau International, Zeta Theta Chapter-at-Large
Ransom, Vita

International Orem Society Charter Member (1992-2011)
Board of Directors: Nominating Committee, 2005-2008

Midwest Nursing Research Society
Abstract Reviewer for fall MNRS conferences (2001-2012)

MNRS Theory Development Research Section Guaranteed Symposium:
*Nursing Theory in Research and Practice, 2005, Abstract Reviewer.*

American Nurses Association (1971-present)

Ohio Nurses Association

Northwest Ohio Nurses Association (NONA) (1973–present)
Formerly Toledo District Ohio Nurses Association
President: 2004-2005
President-elect: 2003-2004

Chair, NONA Task Force for 2005 ONA Convention

Initiated the First “Celebrate Nurses’ Walk/Run”
Swancreek Metropark, April 30, 2005.

Editor, *Nursing Network,* NONA newsletter, 2004 to present. Quarterly publication, posted online at [http://northwestohionurses.wordpress.com/](http://northwestohionurses.wordpress.com/)

Speakers: The Cleveland Clinic Foundation (nursing and ancillary staff).
Program Planning Committee Chair.
### Academic Courses Taught

[Contract Role: 10-month Part-time, 60%]

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
<th>Responsibility</th>
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<tr>
<td><strong>2011-2012</strong></td>
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<tr>
<td>Fall</td>
<td>NURS540 Theoretical &amp; Ethical Foundations of Nursing (3 cr)</td>
<td>Co-coordinator</td>
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<tr>
<td></td>
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<td>24 students</td>
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<tr>
<td></td>
<td>N4950 Nursing Research (3 cr)</td>
<td>Coordinator</td>
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<tr>
<td></td>
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<td>80 students</td>
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<td>N4030 Adult Health II - Precepted clinical group UTMC</td>
<td>Clinical Faculty</td>
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<td>8 students</td>
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<td>Spring</td>
<td>NURS540 Theoretical &amp; Ethical Foundations of Nursing (3 cr)</td>
<td>Co-coordinator</td>
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<tr>
<td></td>
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<td>#? Students ONLINE</td>
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<td></td>
<td>N4950 Nursing Research (3 cr) (Mentoring Dr. Kristi Reuille)</td>
<td>Coordinator</td>
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<tr>
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<td>N4030 Adult Health II - Precepted clinical group UTMC</td>
<td>Clinical Faculty</td>
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<tr>
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<td>5 students</td>
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<td><strong>2010-2011</strong></td>
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<tr>
<td>Fall</td>
<td>NURS540.01 Theoretical &amp; Ethical Foundations of Nursing (3 cr)</td>
<td>Co-coordinator</td>
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<td>N495 Nursing Research (3 cr)</td>
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<tr>
<td>Spring</td>
<td>NURS540.01 Theoretical &amp; Ethical Foundations of Nursing (3 cr)</td>
<td>Co-coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49 students ONLINE</td>
</tr>
<tr>
<td></td>
<td>N312 Adult Health I - Clinical lab, 120 hours University of Toledo Medical Center</td>
<td>Clinical Faculty</td>
</tr>
<tr>
<td><strong>2009-2010</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>NURS540.01 Theoretical &amp; Ethical Foundations of Nursing (3 cr)</td>
<td>Co-coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 students</td>
</tr>
<tr>
<td></td>
<td>N495 Nursing Research (3 cr)</td>
<td>Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76 students</td>
</tr>
<tr>
<td>Spring</td>
<td>NURS540.01 Theoretical &amp; Ethical Foundations of Nursing</td>
<td>Co-coordinator</td>
</tr>
</tbody>
</table>
Ransom, Vita

(3 cr) 40 students ONLINE

N312 Adult Health I - Clinical lab, 120 hours
University of Toledo Medical Center
Clinical Faculty
8 students

2008-2009

Fall
NURS540.01 Theoretical & Ethical Foundations of Nursing (3 cr)
Co-coordinator
26 students

N312 Adult Health I - Clinical lab, 120 hours
University of Toledo Medical Center
Clinical Faculty
8 students

Spring
N495 Nursing Research, 3 cr theory
Coordinator
86 students

2007-2008

Fall
NURS540.01 Theoretical & Ethical Foundations of Nursing (3 cr)
Co-coordinator
26 students

N312 Adult Health I - Clinical lab, 120 hours
University of Toledo Medical Center
Clinical Faculty
8 students

Spring
NURS540 Theoretical & Ethical Foundations of Nursing (3 cr)
Co-coordinator
27 students ONLINE

N495 Nursing Research (3 cr)
Coordinator
87 students

N403 AH II, Clinical lab, 120 hours
University of Toledo Medical Center (4ABCD)
Clinical Faculty
8 students
# Project Advisement - BSN

<table>
<thead>
<tr>
<th>Start date</th>
<th>Finish date</th>
<th>Student's Name</th>
<th>Title of Thesis or Project</th>
<th>Thesis/Project Chair/Member</th>
<th>Major</th>
<th>Workload credit</th>
<th>Years involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 2010</td>
<td>Dec 2010</td>
<td>Justin O'Grady</td>
<td>Difficulties in Research: Basic Science Research and Nursing Practice [Reflection Paper. Collecting data &amp; related paper to Dr. Gaspar &amp; cooperating basic scientist.]</td>
<td>Dr. Phyllis Gaspar</td>
<td>BSN</td>
<td>0</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Nov 2009</td>
<td>Apr 2010</td>
<td>Whitney Smith</td>
<td>A Comparison of Undergraduate Student Course Ratings for Nursing Courses Offered in Online and Traditional Classroom Settings</td>
<td>Co-chair with Dr. Debra Buchman</td>
<td>BSN</td>
<td>0</td>
<td>2009-2010</td>
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### Thesis/ Scholarly Project Advisement - MSN

<table>
<thead>
<tr>
<th>Start date</th>
<th>Finish date</th>
<th>Student's Name</th>
<th>Title of Thesis or Project</th>
<th>Thesis/Project Chair/Member</th>
<th>Major</th>
<th>Workload credit</th>
<th>Years involved</th>
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</thead>
<tbody>
<tr>
<td>2005</td>
<td>Mar. 31, 2006</td>
<td>Kristen Cline</td>
<td>A Comparison of the Newborn Infant Pain Scale (NIPS) with the Preterm Infant Pain Profile (PIPP) for the same heelsticks in preterm infants.</td>
<td>Project member Ch-Jane Evans</td>
<td>GEMI NI</td>
<td>2005</td>
<td>2006</td>
</tr>
</tbody>
</table>
Ransom, Vita

Newborns) and the FLACC (Face, Legs, Activity, cry, and Consolability) Assessment in Preterm Infants: The Newborn Infant Pain Scale

<table>
<thead>
<tr>
<th>Year</th>
<th>Start Date</th>
<th>End Date</th>
<th>Student's Name</th>
<th>Title</th>
<th>Project</th>
<th>Project</th>
<th>Dissertation Chair/Member</th>
<th>Major</th>
<th>Workload credit</th>
<th>Years Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>Mar. 28, 2006</td>
<td>2006</td>
<td>Mary Scott</td>
<td>A review of physiologic, psychological and therapeutic effects of yoga &amp; development of protocol recommendations</td>
<td>Project member</td>
<td>Ch-Susan Pocotte</td>
<td>ANP</td>
<td>2004/05</td>
<td>2005/06</td>
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</table>

Dissertation Committees - PhD

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Finish Date</th>
<th>Student's Name</th>
<th>Title</th>
<th>Dissertation Chair/Member</th>
<th>Major</th>
<th>Workload credit</th>
<th>Years Involved</th>
</tr>
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<tbody>
<tr>
<td>2007</td>
<td>2010</td>
<td>Mary Jo Maurer</td>
<td>Medication Safety</td>
<td>Committee Member</td>
<td>Health Education</td>
<td>None</td>
<td>2007/10</td>
</tr>
<tr>
<td>2007</td>
<td>2009</td>
<td>Beverly Karabin</td>
<td>Student Engagement for College Students with the Hidden Disability of Orthostatic Intolerance: How level is the playing field?</td>
<td>Committee Member</td>
<td>Education</td>
<td>None</td>
<td>2007-09</td>
</tr>
</tbody>
</table>
Publications

Refereed

*Self-Care, Dependent Care & Nursing, 16*(2), 40-45.

*Qualitative Health Research, 15*(3), 382-393.

*Nursing Forum, 36*(3), 13-17.

*International Orem Society Newsletter, 5*(1), 1-5.

Books and Module Publications


Newsletter


Articles in *Nursing Network*


Presentations


Ransom, J., & Gatzke, H. *Interactive learning to develop competencies for the 21st century*. (2001, June 22). Workshop presented for the Diversity in Nursing Education: Web of
Challenges-Wealth of Opportunities sponsored by Saint Xavier University School of Nursing Center for Nursing Scholarship and Chicago Institute for Nursing Education, Chicago, IL.


### General


Ransom, J. E. (2004, June 16 & 17). *Delegation in practice* (emphasis on delegation to UAPs). Requested presentation at the Medical College Hospitals for RNs for 1.2 contact hours.

Ransom, J. E. (2001, December 5 & 6). *Delegation issues in practice* (emphasis on delegation to LPNs). Requested presentation at the Medical College Hospitals for RNs for 1.2 contact hours.


**Editorial/Review Work**


**Research & Grant-Writing Activities**

Ransom, J., & Gies, C., Strategic Enhancement Award Program for support of the 2009 Spring into Research Conference, College of Nursing. (Submitted June 2008).

Buchman, D. (primary investigator), Eastop, J., Ransom, J., Nelson, B., & Anderson, J. Self-Care Practices of Community-Dwelling Older Persons: Pilot Project. (Faculty Research Incentive Award to Dr. Anderson in 2002.).

Ransom, J. E., Peters, R., & Siler, R. *Women's experience of HIV testing*, Sigma Theta Tau International Small Grants, June 1, 2001-May 31, 2002. $5000 (Funded)

Ransom, J. E., Peters, R., & Siler, R. *Women's experience of HIV testing*. Zeta Theta Tau Chapter-at-Large, December 1, 2000 - 2001. $740.00. (Funded)


Ransom, J. E. (1995). *Factors in safer sex behaviors of older adolescents*. National Institute of Mental Health AIDS Behavior, Clinical & Psychosocial Subcommittee. $25,000. (Not funded--"This application did not receive a score...that placed it in the top half of applications for review.")


Ransom, J. (1994). *Factors related to safer sex behaviors in young adults*. Grants for Health Services Dissertation Research, Department of Health and Human Services. $20,649. (Not funded. Not reviewed. First attempt to write a grant and, though commended by dissertation faculty for submitting the grant, I did not make the case strongly enough.)
Ransom, Vita


**Creative and Scholarly Activities**

MCO Academic Intranet Initiative, Course Development.
Development of theory units for teaching theory portions of N301 Introduction to Nursing Agency & N310 Nursing Agency I. 1997-8, Summers.

General: *Introduction to Theory* - Unit I
Orem's Self-Care Deficit Theory:
- *Theoretical Basis for Nursing* - Unit II
- *Theory of Self-Care* - Unit III
- *Theory of Self-Care Deficit* - Unit IV
- *Theory of Nursing Systems* - Unit V


Revision of Theory modules, May-June 2007, for use online for faculty CE and potential integration into undergraduate courses, at the direction of the Undergraduate Curriculum Committee.

**Professional Development**

**Continuing Education**

**2012**
**Jul-Dec**

Jan-Jun  *Changing Practice through Nursing Research*. UT College of Nursing (OH-026 2-1-14). April 23, 2012. 4.75 Contact hours

*Patient Safety Initiative: Creating a Culture of Safety and Accountability*. Northwest Ohio Nurses Association (OBN-001-91). February 21, 2012. 1.08 contact hours **Category A**

**2011**
**Jul-Dec**

Introduction to Parliamentary Procedure. ONA Convention. Ohio Nurses Association (OBN-001-91). October 14, 2011. 1 contact hour

*Legislative Update*. Northwest Ohio Nurses Association General Assembly program. Ohio Nurses Association (OBN-001-91). September 27, 2011. 1.0 contact hour

**2011**
**Jan-Jun**

*Wake Up to the Evidence on Sleep-Wake Issues: Is Circadian Misalignment the Cause?* Medscape, LLC (code 34956). June 1, 2011. 1.50 contact hours for RNs and APNs.

**2010-**
<table>
<thead>
<tr>
<th>Year</th>
<th>Category</th>
<th>Hours</th>
<th>Title</th>
<th>Provider</th>
<th>Date</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td></td>
<td>Cat B</td>
<td>10</td>
<td>Diabetes in Women: Energy Balance, Osteoporosis and Polycystic Ovarian Syndrome</td>
<td>UT Center for Continuing Medical Education (ACCME)</td>
<td>May 13, 2011</td>
<td>7.00 AMA PRA Category 1 credits</td>
</tr>
<tr>
<td></td>
<td>Non-Cat B</td>
<td>26.25</td>
<td>Updates and Current Trends in Treating Multiple Sclerosis and Parkinson’s Disease</td>
<td>ONA (OBN-001-91)</td>
<td>May 11, 2011</td>
<td>1.5</td>
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<td></td>
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<td></td>
<td>Interprofessional Healthcare SURGE Seminar and Exercise</td>
<td>UT College of Nursing (OH-026)</td>
<td>January 29, 2011</td>
<td>4.25</td>
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<tr>
<td>2010</td>
<td></td>
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<td>Legislative Update</td>
<td>UT College of Nursing (OH-026)</td>
<td>October 12, 2010</td>
<td>1</td>
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<td></td>
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<td>Changing Practice Through Nursing Research. College of Nursing 4th Annual Spring into Research Conference</td>
<td>UT College of Nursing (OH-026)</td>
<td>April 26, 2010</td>
<td>5.5</td>
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<td></td>
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<td>QSEN Faculty Development Institute</td>
<td>University of North Carolina at Chapel Hill School of Nursing Center for Lifelong Learning (CB# 7460)</td>
<td>April 14-16, 2010</td>
<td>13.5</td>
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<td></td>
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<td>Medical Missions: What’s it all about for Nurses?</td>
<td>UT College of Nursing (OH-026)</td>
<td>March 26, 2010</td>
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<td>Practicing the Joint Commission’s 2010 National Patient Safety Goals: Patient Advocacy at its Best</td>
<td>Ohio Nurses Association (OBN-001-91)</td>
<td>February 22, 2010</td>
<td>1</td>
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<tr>
<td>2009</td>
<td></td>
<td></td>
<td>Managing your Blackboard Grade Book</td>
<td>UT College of Nursing (OH-026)</td>
<td>Nov. 9, 2009</td>
<td>2</td>
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<tr>
<td></td>
<td>Category A</td>
<td>1.16</td>
<td>Quizzes and exams Using Blackboard</td>
<td>UT College of Nursing (OH-026)</td>
<td>Nov. 2, 2009</td>
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<td></td>
<td>Fall Research Program Zeta Theta Chapter Sigma Theta Tau</td>
<td>ProMedica Health System Continuing Nursing Education Providership (OH-069/4-1-12) (OBN-001-91)</td>
<td>Oct. 21, 2009</td>
<td>2.1</td>
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<td></td>
<td></td>
<td></td>
<td>Using Communication Tools to Promote Interaction</td>
<td>UT College of Nursing (OH-026)</td>
<td>Oct. 19, 2009</td>
<td>2</td>
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<td></td>
<td></td>
<td></td>
<td>Taking the Leading Role: Cornelius Congress Conference-Leadership, Communication and Workplace Advocacy</td>
<td>Ohio Nurses Foundation (OBN-001-91)</td>
<td>Oct. 16, 2009</td>
<td>3.33</td>
</tr>
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</table>
Update on the Safe Staffing Law. Ohio Nurses Foundation (OBN-001-91). Oct. 16, 2009. 1.16 contact hours

Criminalization of Medical Errors. Ohio Nurses Foundation (OBN-001-91). Oct. 16, 2009. 1.5 contact hours

Student nurse shift reporting research: Findings and implications. Fall Research Program, Zeta Theta Tau Chapter-at-Large Sigma Theta Tau. 1 contact hour

Building your Blackboard Course Site. UT College of Nursing (OH-026). Sept. 21, 2009. 2 contact hours

**2009**

**Jan-Jun**

**July 2007**-**June 2009**

2009 Jan-Jun **Why Hospitals should Fly**. University of Toledo College of Nursing (OH-026). June 25, 2009. 1.5 contact hours

7/2007-6/2009 **Current Pharmacotherapy for Chronic Heart Failure** [Ohio Nurses Foundation-03-48-I], June 24, 2009. **Category B**. 1.09 contact hours

**Cat B**

12.01 CE

**Non-Cat B**

48.35 CE


**Genetics for Advanced Nursing Practice**. [Beery, T. (2008, November). *The Nurse Practitioner, 33*(11), 10-18.] **Category B**. 2.5 contact hours

**The Orthopedic Trauma Webinar**. Lippincott Williams & Wilkins & California CEP 11749). June 10, 2009. 1.3 contact hours

**Women and Heart Disease**. Lippincott Williams & Wilkins & California CEP 11749). June 10, 2009. 0.85 contact hours

**Lab Results**. Lippincott Williams & Wilkins & California CEP 11749. June 10, 2009. 0.75 contact hours

**BSN Curriculum Development Workshop**. University of Toledo College of Nursing (OH-026). April 27, 2009. 5.25 contact hours

**Teaching, Learning and Supporting a Complex Practice of Care**. Cleveland Clinic (OH-045/10-01-09). May 2, 2009. 3.5 contact hours.
Ransom, Vita

College of Nursing 3rd Annual spring into Research Conference. University of Toledo College of Nursing (OH-026). April 27, 2009. 4.75 contact hours.


2008

2008 Jan-Jun Self-Care and Nursing: Reflecting the Past – Conquering the Future. Te International Orem Society for Nursing Science and Scholarship (IOS) 10th World-Congress. June 26 -29, 2008. (The University of British Columbia. Vancouver BC, Canada. 7.3 contact hours

Heritage of Nursing Excellence. Mercy Health Partners (OH-043/06/01-10). 5/20/08. 1 contact hour

The Ethics of Caring. Ohio Nurses Foundation (OBN-001-91), 5/14/08. CATEGORY A. 1.2 contact hours

CON 2nd Annual Spring into Research Conference. University of Toledo, College of Nursing (OBN-001-91), 4/21/2008. 5.5 contact hours

Wound care: Not just for WOCN nurses. Ohio Nurses Association, 4/21/2008. 1 contact hour

2007

2007 Jul-Dec Through the Looking Glass by Melodie Chenevert. (The University of Toledo College of Nursing – OH-026), 10/11/07. 1 contact hour

Introduction of Nursing and Orem’s Self-Care Deficit Nursing Theory. An independent study (The University of Toledo College of Nursing – OH-026), 10/2/07. 5 contact hours


6 hours Basal-Prandial Insulin: When is the Right Time to Initiate Treatment? Published in The Nurse Practitioner (2007, May), 6/13/2007. (2 contact hours)

[5.5 ANP-CE] Collective Nursing Leadership can Shape the Healthcare Agency (by Barbara Nash, BSN, MS, RN, C, CNS). NONA Spring Conference. 2007. (0.5 contact hours)

University of Toledo College of Nursing Research Day. April 23, 2007. (6 contact hours)

2006


19.65 hours Zeta Theta Chapter-At-Large Sigma Theta Tau International Annual Nursing Research Conference. University of Toledo, College of Nursing (OBN-001-91), October 18, 2006. (2.25 contact hours)

[6.9
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Location</th>
<th>Hours</th>
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<tbody>
<tr>
<td>2006</td>
<td>Scholarship Day</td>
<td>University of Toledo, College of Nursing, August 16, 2006.</td>
<td>7.5</td>
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<tr>
<td></td>
<td><strong>2006 Provider Unit Update for Nurse Planners and Reviewers.</strong></td>
<td>University of Toledo, College of Nursing, August 21, 2006.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Integrating Respondus into Web-based Nursing Education.</strong></td>
<td>University of Toledo, College of Nursing, August 28, 2006.</td>
<td>1</td>
</tr>
<tr>
<td>2006</td>
<td>Commencement Colloquium: To Err is Human (by Drs. Tim Porter-O’Grady, Shine, &amp; Gold).</td>
<td>MUO, Toledo, OH. June 1, 2006.</td>
<td>1.7</td>
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<td></td>
<td>Exit Testing: A Faculty Lived Experience.</td>
<td>MUO, Toledo, OH. May 22, 2006.</td>
<td>4.1</td>
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<td></td>
<td>All-Hazard Catastrophies: Overview and Response for Nurse Educators.</td>
<td>MUO, Toledo, OH. May 18, 2006.</td>
<td>9.1</td>
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<td></td>
<td>Nursing During a Disaster: The Psychological Impact.</td>
<td>Northwest Ohio Nurses Association, Toledo, OH. January 19, 2006.</td>
<td>1.0</td>
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<tr>
<td>2005</td>
<td>Being a Preceptor: Ohio Board of Nursing Rules and Regulations.</td>
<td>MUO, Toledo, OH. November 7, 2005.</td>
<td>1</td>
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<td></td>
<td>Native Americans: Their culture, beliefs and health status.</td>
<td>MUO, Toledo, OH. October 27, 2005.</td>
<td>1</td>
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<td></td>
<td>Moving the disability paradigm from pity to pride.</td>
<td>MUO, Toledo, OH. October 13, 2005.</td>
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<td></td>
<td>Emerging issues – Safe patient handling: Protect your patient while protecting your back.</td>
<td>Ohio Nurses Foundation, Perrysburg, OH, October 7, 2005</td>
<td>3.2</td>
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<tr>
<td></td>
<td>Nursing: Your seat at the healthcare table.</td>
<td>Ohio Nurses Foundation, Perrysburg, OH, October 7, 2005</td>
<td>1</td>
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<td>Introduction to the Medical Reserve Corp.</td>
<td>Lucas County Medical Reserve Corp, Toledo, OH. Sept. 27, 2005.</td>
<td>4.5</td>
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<tr>
<td></td>
<td>Mass Care.</td>
<td>The American Red Cross, Toledo, OH. August 16, 2005.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to Disaster Relief.</td>
<td>The American Red Cross, Toledo, OH. August 9, 2005.</td>
<td>3</td>
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</table>
2005

Community Based: Helping People Cope—Responding To Behavior Health Needs Following Disasters and Terrorists Events. Curriculum by Northeastern Ohio Universities College of Medicine. ODMH Department of Mental Health Disaster Responder Training. J une 22-23, 2005. Sponsor: The Ohio Department of Mental Health. 12 contact hours.


Magnet Accreditation & Self-Governance. April 21, 2005. Co-sponsors: Northwest Ohio Nurses Association & MCO Office of Continuing Education. 3.3 contact hours.

Service - College of Nursing

Committees and Task Forces

2011-2012 BSN Sub-Committee Chair. Moving through conceptual approach to undergraduate curriculum, defining framework concepts, plan to be ready to do detailed semester planning next academic year. Provided sub-committee with supporting articles for conceptual development of threads: nursing, person, environment, health, leadership, communication, growth and developing.

2006-2012 Research Day Task Force, Chair. Additional responsibilities: a) Off-site location, transportation via UT bus to and from UT-HSC, b) requesting graduate student volunteers to help and integrate into experience, c) requested development of across-programs preceptor records and retrieval, so invitations could go out to all preceptors in 2013.

2008-2011 BSN Curriculum Committee, Co-Chair

2005-2008 Faculty Affairs Committee Coordinator of New Faculty Orientation, 2006-2008


2007-2008 Orem Task Force of the Undergraduate Curriculum Committee at request of RN/BSN Sub-committee

2006-present Center for Continuing Nursing Education Committee

2007-2008 Task Force for Clinical Nurse Leader for RNs

Service Activities
2011-2012  Mentor to Dr. Kristine Reuille – Teaching in the Classroom, N4950 Nursing Research (Shared all teaching materials)

Dr. Reuille taught 4 lectures this spring 2012, reviewed exam questions in advance and after results and item frequencies calculated by Dr. Ransom, Dr. Reuille graded 1 of 3 mini-critiques and discussed criteria for grading using Dr. Ransom’s prior article analysis.

2011-2012  Participated in at least two High School/family visit days each academic year.

Annual Research Conference of College of Nursing, chair of task force.

2009  UT College of Nursing Admitted Student Open House, February 7, 2009 – Tour & lunch round table.

UT College of Nursing Admitted Student Open House, for H.S. students and parents. February 2.

Service - University Committees

Dissertation Committees

Mary Jo Maurer, Medication Safety (Defended in 2010). PhD in Health Education.

Beverly Karabin, Student Engagement for College Students with the Hidden Disability of Orthostatic Intolerance: How level is the playing field? (Defended in 2009). PhD in Education.

Graduate School Representative at Thesis Defense. School of Nursing, 2005

University of Toledo Medical Center

Nursing Advisory Board, 2009-2010.

UTMC Nurses’ Week Celebration. Health Careers Fair for Byrnedale Junior High School Students, Faculty committee developed display & activities for students, participated in event - May 13, 2010
Service - Community

2011-present  Health Committee, Sylvania United Church of Christ

2008-2011  Medical Reserve Corps - annual training
            **2009 H1N1 Clinics** (5) = 21 hours service locally

2006  Habitat for Humanity Blitz Build, June 9, CON first aid volunteer & general volunteer, representing Medical University of Ohio College of Nursing.

5/14/12
Kristina M. Reuille

2048 Orchard Lakes Place, Apartment 11
Toledo, Ohio  43615
317-439-5743

University of Toledo
College of Nursing
3000 Arlington Avenue
Mail Stop 1026
Toledo, Ohio  43614-5803
Phone:  419-383-5815

Licensure: State of Ohio Registered Nurse
Licensure: State of Indiana Registered Nurse

EDUCATION:

2009  Ph.D.  Nursing – Behavioral Oncology, Symptom Management
Indiana University, Indianapolis, IN

Dissertation:  Psychometric Testing of Cancer Treatment-Related
Fatigue Representation Scale (CTRFRep) in Patients Undergoing
Radiation Treatment for Cancer

2002  M.S.N.  Adult Health Clinical Nurse Specialist
Indiana University, Indianapolis, IN

1994  B.S.N.  Nursing
Indiana University, Bloomington, IN

EXPERIENCE-ACADEMIC:

2010 -  Assistant Professor
University of Toledo College of Nursing
Toledo, OH

2008-2009  Teaching Assistant – NURS-H 362 Alterations in Adult Health Practicum
Indiana University School of Nursing
Indianapolis, IN

2000-2001  Project Manager & Data Manager
Mary Margaret Walther Program of the Walther Cancer Institute
Indiana University School of Nursing
Indianapolis, IN
1999-2000  Teaching Assistant – NURS-R 505 Measurement & Data Analysis
            Indiana University School of Nursing
            Indianapolis, IN

1999-2000  Research Assistant
            Indiana University School of Nursing
            Indianapolis, IN

EXPERIENCE-NON ACADEMIC:

2007  RN/Associate Partner – Surgical Oncology Unit
            Clariant Health
            Indiana University Hospital
            Indianapolis, IN

1997-2000  Staff Nurse – Krannert Multi-Specialty Unit
            Clariant Health
            Indiana University Hospital
            Indianapolis, IN

1996-1997  Staff Nurse
            American Transitional Hospital
            Indianapolis, IN

1994-1996  Registered Nurse
            Brandywine Nursing and Rehabilitation
            Greenfield, IN

1994  Graduate Nurse
            Brandywine Nursing and Rehabilitation
            Greenfield, IN

ACADEMIC HONORS:

2005  Graduate Student Poster Competition, First Place
            Oncology Nursing Society 8th National Conference for Cancer Nursing
            Research

2002  Emily Holmquist Award
            Indiana University School of Nursing Alumni Association
Kristina M. Reuille

2002  Graduate Scholarship Award Competition, First Place
      National Association of Clinical Nurse Specialists

2001-2002  University Graduate Fellowship
            Indiana University Purdue University Indianapolis

2001  Graduate Nursing Scholarship
      Indiana University

2000  Who’s Who among Students at American Colleges and Universities

1989-1993  John H. Noll Scholarship Award

1987  National Honor Society

PROFESSIONAL MEMBERSHIPS: (last 5 years)

2005-present  Sigma Theta Tau International Honor Society of Nursing

2005-present  Oncology Nursing Society

2005-present  Midwest Nursing Research Society

2005-present  Indiana State Nurses Association

2005-2010  Behavioral Cooperative Oncology Group

2005-2010  National Association of Clinical Nurse Specialists-Central Indiana Affiliate

ACADEMIC COURSES TAUGHT:

2011  NURS4030 Adult Health II Clinical

2010-  NURS 4210 Applied Nursing Research

2010  NURS 4950 Nursing Research
PUBLICATIONS:

2. Journal articles authored or co-authored


9. Other - Refereed Abstracts


PRESENTATIONS AT PROFESSIONAL MEETINGS: (last 5 years)

1. Paper presentations

Reuille, K.M. (Accepted for Presentation) Differences between adult patients with and without Cancer Treatment-Related Fatigue when interviewed six weeks after radiation treatment for cancer. Podium presentation at the 35th Annual MNRS Research Conference. Columbus, Ohio March 24-27, 2011.

RESEARCH GRANT WRITING ACTIVITIES:

2011 University of Toledo URAF Summer Research Fellowship Award (Application submitted)

2004-2006 Individual National Research Service Award National Institute of Nursing Research – F31NR008834-01A1

2001-2004 Institutional National Research Service Award Indiana University School of Nursing PHS Grant 5T32NR07066

PROFESSIONAL DEVELOPMENT:

2010 Midwest Nursing Research Society Conference Kansas City, Missouri

Quality and Safety Education in Nursing (QSEN) Session 1
September 20, 2010 1.0 Contact Hour Provider: University of Toledo

Cancer in the Elderly
September 23, 2010 1.0 Contact Hour Provider: University of Toledo

OPEN WIDE… Causes, Challenges and Clinical Management of Chemotherapy-Induced Mucositis
November 5, 2010 1.0 Contact Hour Provider: IMER

2010 Oncology Update
November 19, 2010 7.0 Contact Hours Provider, University of Toledo

SERVICE:

College of Nursing Committees

2011- Baccalaureate Curriculum Committee Final Semester Curriculum Development Subcommittee Member

2010- Undergraduate Student Affairs Committee Member

2010- RN/BSN Workgroup Member
Kristina M. Reuille

2010- Nursing Research Advisory Committee Member
2010- Dedicated Research Time Review Panel Member

Date Revised: 1-21-2011
Kristina Reuille-CV, VITAE
CURRICULUM VITAE

NAME: Susan K. Rice, PhD, RN, CPNP, NCSN

HOME ADDRESS: 2740 Stoneleigh Drive
Toledo, Ohio 43617

BUSINESS ADDRESS: University of Toledo/HSC
College of Nursing
Howard L. Collier Building
Toledo, Ohio 43614-5803

TELEPHONE: 419-383-5890
Email: susan.rice@utoledo.edu

Current Licensure (Ohio): Expires: 8/31/13
Certificate of Authority: Expires: 8/31/13

Current Certification:
Clinical Nurse Specialist Expires: 8/31/13
Pediatric Nurse Practitioner: Expires: 2/28/12

Education:

2000-2002 Postdoctoral Pediatric/School Nurse Practitioner Fellowship
Wayne State University, College of Nursing
Department of Maternal-Child Nursing
Sponsor: Dr. Chandice Covington, Professor of Nursing,
Director of School Nurse Practitioner Program

2001 National School Nursing Leaders Share Fellowship
University of Colorado
College of Health Sciences
Sponsor: Dr. Judy Igoe

2000 Doctor of Philosophy
Wayne State University
College of Nursing
Major: Nursing
Minor: Sociology

1986 Master of Science in Nursing
Medical College of Ohio, School of Nursing
Pediatric Nursing: Clinical Nurse Specialist

1984 Bachelor of Science in Nursing
The University of Toledo

1974 Diploma in Nursing
Mansfield General Hospital School of Nursing
Experience:

2011 – Present  Adjunct Graduate Faculty, Wright State University

July, 2009-Present  Professor
University of Toledo
College of Nursing

July, 2005-2009  Coordinator, Nurse Practitioner Program

2005-Present  Graduate Faculty, Regular Membership

2005-Present  Adjunct Faculty, Bowling Green State University

2005  Graduate Faculty, Full Membership
Kent State University
College of Nursing

2002-2005  Graduate Faculty, Associate Membership
Kent State University
College of Nursing

2002-Present  Coordinator, Pediatric Nurse Practitioner Program
Kent State University
College of Nursing

2002-Present  Adjunct Graduate Faculty Appointment
Wayne State University,
College of Nursing

2002-Present  Assistant Professor,
Kent State University
College of Nursing
Family/Maternal-Child/Mental Health Nursing Cluster

2000-2002  Program Director/Research Associate
Wayne State University
College of Nursing
School Nurse Practitioner Program

2000-2002  Consultant/Program Development
St. Joseph Mercy Hospital
Trinity Health Telemanagement
1991-1998  Level Coordinator/Course Coordinator/Instructor  
St. Vincent School of Nursing  
School of Nursing  

1989-1991  Instructor  
Medical College of Ohio  
School of Nursing  
Pediatric Nursing  

1986-1989  Coordinator/Consultant  
St. Vincent Medical Center  
Infant Monitor Program  
Maternal-Child Division  

1982-1986  Charge Nurse/Staff Nurse  
The Toledo Hospital  
Pediatric Unit  

1974-1978  Head Nurse, Assistant Head Nurse, Staff Nurse  
Ohio State University Hospitals  
Department of Nephrology  

Scholarship Experiences:  


workplace: Have they experienced hostility? PhD Dissertation Committee Member

Might, B. (2010). A scholarly review of the role of advanced practice nurses: The role of the advanced practice nurses in underserved populations: Adolescent athletes


DeRaaad, J. (2010). A scholarly review of the role of advanced practice nurses: The role of advanced practice nurses in underserved populations: Community outreach


Crandall, A. (2010). A scholarly review of the role of advanced practice nurses: The role of advanced practice nurses in underserved populations: Community outreach


Hemingway, Misty J. (2007). A scholarly review of the significance of service learning projects: Integrating the role of nurses and homelessness

Mugg, Leslie D. (2007). A scholarly review of the significance of service learning projects as a Component of Nursing Education


**Academic Honors:**

2010  Hooding and Pinning – Convocation, The University of Toledo

2009  Hooding and Pinning – Convocation, The University of Toledo

2007  Hooding and Pinning – Convocation, The University of Toledo
2004    Summer Research and Creativity Award
Kent State University

2004    Faculty Research Award
Kent State University

2004    Research Award
Sigma Theta Tau International, Delta Xi Chapter

2003    Moulton Scholar Technology Project Award
Kent State University

2002    Dean’s Research Incentive Grant (Co-Investigator)
Kent State University, College of Nursing

2002    Moulton Scholar Technology Project Award
Kent State University

2002    Moulton Scholar Technology Equipment Grant Award
Kent State University

2001    Share Faculty Fellowship Program Award
University of Colorado, College of Health Sciences

2001    Research Directory Selection
Sigma Theta Tau International

2000    Who’s Who in University Students
Wayne State University

2000    Helen Newberry Joy Scholarship
Wayne State University, College of Nursing

2000    Dissertation Research Grant Award
Wayne State University

2000    Convocation Speaker
Wayne State University, College of Nursing

1998    Convocation Speaker
Mansfield General Hospital, School of Nursing

1996    Convocation Speaker
Mansfield General Hospital, School of Nursing
1990    Outstanding Faculty Award
        Medical College of Ohio, School of Nursing

1988    Excellence in Nursing Research Award
        St. Vincent Medical Center,

1986    Who’s Who in University Students
        Medical College of Ohio

1986    Dean’s Award
        Medical College of Ohio, School of Nursing

1985    Ray P. Guy Award
        Medical College of Ohio, School of Nursing

1984    Clinical Excellence Award
        Sigma Theta Tau International Honor Society for Nursing Scholarship
        Zeta Theta Chapter

1984    Graduation Honors, Magna Cum Laude
        University of Toledo

1984    Induction to Membership
        Sigma Theta Tau International Honor Society for Nursing Scholarship
        Zeta Theta Chapter

1984    Induction to Membership
        Phi Beta Phi National Honor Society for College Scholarship

1984    Who’s Who in University Students
        University of Toledo

1981-1984    Dean’s List Distinction
                University of Toledo

1974    Graduation Honors
        Mansfield General Hospital School of Nursing

1971-1974    Class Honors
                Mansfield General Hospital School of Nursing

**Professional Membership:**

2000-Present    Ohio Nurses Foundation
                Ohio Nurses Foundation Scholarship Committee
Susan K. Rice, CV

2000-Present National Association of School Nurses
Ohio Association of School Nurses
2000-Present National Consortium of School Nurse Educators
2000-Present Ohio Association of School Nurse Educators
2000-Present National Association of Pediatric Nurse Practitioners
2000-Present Midwest Nursing Research Society
1984-Present Sigma Theta Tau International
1974-Present American Nurses’ Association
Ohio Nurses’ Association

Peer Reviewer for Journal:

2000-Present Manuscript Peer Reviewer, Journal of School Nursing
2002-Present Manuscript Peer Reviewer, Journal of School Health.
2009-Present Manuscript Peer Reviewer, Online Journal of Nursing.

Publications:


Research Consultant:

2000-Present  Ohio Association of School Nurses
2000-2002  St. Joseph Mercy Hospital
            Trinity Health Telemanagement Unit
1986-1998  St. Vincent Medical Center
            Maternal-Child Nursing Units

Research Grant Writing:

Program of Research: Reactive Attachment Disorders in Substance Abusing Women and their Children
Research Method: Qualitative Methods
Research Team Members and Research Area of Interest:
Dr. Susan Rice: Feelings and Concerns of Children and Adolescents With Reactive Attachment Disorders
Dr. Joanne Ehrmin: Feelings and Concerns of Substance Abusing Women Of Children With Reactive Attachment Disorders
Progress to Date:
   Literature Review: In Progress
   Proposal: Development Phase
   Consultation Visit and Intensive Training Scheduled: 7/08
   Focus: Reactive Attachment Disorder Center for Victory
   Beaver Falls, PA
   Director: Eric Guy, MSW, LSW

Program of Research: Depression in At-Risk Adolescents (2002-2006)
Research Method: Grounded Theory
Research Team Members and Research Area of Interest:
Dr. Susan Rice: Feelings and Concerns of At-Risk Adolescents
Dr. Barbara Drew: Depression in Hospitalized Young Adults; Suicide in Adolescents
Dr. Claire Draucker: Adolescent Depression from the Perspective of Young Adults; Adolescent Victims of Violence
Dr. Andrea Warner: Siblings of Depressed Adolescent

Rice, S. K. Study Entitled: The Feelings and Concerns of At Risk Adolescents, Kent State University, University Research Council, 2004 $6,500 (Funded, Received Summer Research Creativity Award).

Rice, S. K. Study Entitled: The Feelings and Concerns of At Risk Adolescents, Kent State University, University Research Council, 2004 $2,500 (Funded, Received University Research Council Faculty Award).
Rice, S. K. Study Entitled: The Feelings and Concerns of At Risk Adolescents, Sigma Theta Tau International, Delta Xi Chapter, 2004-2005, $2,500 (Funded, Received Chapter Research Award).


Rice, S. K. Study Entitled: The Role of the School Nurse in the Identification of Depression in School-Age Children, School Health Corporation, 2003, $5,000 (Funded, Received Research Incentive Grant).

Rice, S. K. Study Entitled: The Strengths and Limitations of Ohio School Nursing Practice. Ohio Association of School Nurses, 2000, $1,000 (Funded).


Rice, S. K. Study Entitled: The Strengths and Limitations of Ohio School Nursing Practice. School Health Corporation, 2000, $3,000 (Funded, Received School Nurse Research Grant).

Rice, S. K. Study Entitled: The Strengths and Limitations of Ohio School Nursing Practice. Wayne State University, 2000, $2,000 (Funded, Received Dissertation Research Grant).

Rice, S. K. Study Entitled: The Relationship Between Parental Coping and Current Health Status in School-Age Children with Cystic Fibrosis, Medical College of Ohio, 1986, $2,000 (Funded, Received Research Grant Award).

Rice, S. K. Study Entitled: The Relationship Between Parental Coping and Current Health Status in School-Age Children with Cystic Fibrosis, Sigma Theta Tau International, Zeta Theta Chapter, 1986, $1,000 (Funded, Received Research Grant Award).

**Educational Grant Funding:**

National Education Grant Program (NEGP): Increasing the Numbers of Psychiatric-Mental Health Nurse Faculty in Northwest Ohio with Online Education, University of Toledo, 2005-2007, $199,000 (Funded, Ohio Board of Nursing). Assisted in implementation of grant program through contacts and information sharing with community contacts.

**Presentations:**

2011-Present The Role of the Advanced Practice Nurse in At-Risk Populations: Wrestling Assessments, Toledo, Ohio

2011-Present The Role of the University of Toledo in Underserved Populations: An Interdisciplinary Approach, The University of Toledo, Toledo, Ohio
The Role of the Advanced Practice Nurse in At-Risk Populations: Adolescent Athletes, Regional High Schools, Toledo, Ohio

The Role of the Advanced Practice Nurse in Underserved Populations: Disabled Populations in the Community, Northwest Ohio Retreat, Oregon, Ohio

Ethics Committee Review of a Case Study (Presentation); Ethics Conference, Toledo, Ohio

Athletes and Nutrition, St. John’s Jesuit High School, Toledo, Ohio

Post Traumatic Stress in Children: Being On Guard at All Times, Toledo Parochial Schools, Toledo, Ohio

At-Risk Children and Adolescents: Red Flags to Watch, Toledo Parochial Schools, Toledo, Ohio

The Feelings and Concerns of At-Risk Adolescents (Poster Presentation Accepted); The Midwest Nursing Research Conference, Cincinnati, Ohio

The Feelings and Concerns of At-Risk Adolescents (Paper Presentation); Linnea Henderson Research Conference, Kent State University, Kent, Ohio

PDA’s: Innovative Uses in the Academic Setting (Paper Presentation); Moulton Hall Conference on Innovative Technology, Kent State University, Kent, Ohio.

PDA’s: Innovative Uses for Faculty—Part II (Paper Presentation); College of Nursing, Kent State University, Kent, Ohio.

PDA’s: Innovative Uses in the Academic Setting (Paper Presentation); Moulton Hall Exhibition of Technology, Kent State University, Kent. Ohio.

PDA’s: Innovative Uses for Faculty—Part I (Paper Presentation); College of Nursing, Kent State University, Kent, Ohio.

Knowledge and relevancy of the NASN standards for school nurses (Poster Presentation); National Conference, National Association of School Nurses, Cincinnati, Ohio

PDA’s: An Introduction of Uses in the Academic Setting (Paper Presentation); Moulton Hall Exhibition of Technology, Kent State University, Kent. Ohio.

PDA’s: Innovative Uses for Faculty—An Introduction (Paper Presentation); College of Nursing, Kent State University, Kent, Ohio.

Raising Children With Special Needs: A Parent and Professional’s Perspective; Interview on Channel 13 Television Network, Toledo, Ohio.
Susan K. Rice, CV

2001 Ohio School Nursing Study Results (Paper Presentation); Ohio State Conference, Ohio Association of School Nurses, Dayton, Ohio.

2001 Knowledge and Relevancy of the NASN Standards for School Nurses (Paper Presentation); Ohio Association of School Nurses, Dublin, Ohio.

2001 Special Needs Children: Integrating Primary Care and Schools (Paper Presentation); Pediatric Nurses Association, Dayton, Ohio.


2000 Proposed Research Study for Ohio School Nurses (Paper Presentation); State Conference, Ohio Association of School Nurses, Dayton, Ohio.

2000 Children With Special Needs: Are Schools Safe? (Paper Presentation); State Conference, Ohio Association of School Nurses, Columbus, Ohio.


1999 School Nursing Issues: Relationship Between Research and Practice (Paper Presentation); State Conference, Ohio Association of School Nurses, Dayton, Ohio.

1999 Beginning Your Role in Nursing Practice: Leaving the Security of Nursing School; Commencement Address, Northwest College of Nursing, Mansfield, Ohio.


Professional Development:

6/15/2011 Building a Culture of Diversity Workshop and Train the Trainer, Office of Equity and Diversity, The University of Toledo, Toledo, Ohio

4/25/11 5th Annual College of Nursing Research Day, The University of Toledo, Toledo, Ohio

3/31/11 Crisis in the Classroom: The Bully and the Victim, Mercy St. Vincent Medical Center, Toledo, Ohio
3/11/11  How Legally Health is your APN Practice? The University of Toledo, Toledo, Ohio
2/28/11  Statement on Scholarly and Research Activity of College of Nursing Faculty: What does it mean for me? The University of Toledo, Toledo, Ohio
2010   Youth Diversity and Conflict Resolution Dialog, Board of Community Relations, Toledo, Ohio
2010   A Forum on Adolescence, Mercy St. Vincent Medical Center, Toledo, Ohio
2010   2010 Pediatric Primary Care Self-Assessment Exercise, Pediatric Nursing Certification Board
2010   Changing Practice Through Nursing Research, The University of Toledo, Toledo, Ohio
2010   College of Nursing 4th Annual Research Conference, The University of Toledo, Toledo, Ohio
2009   2009 Pediatric Primary Care Self-Assessment Exercise, Pediatric Nursing Certification Board
2009   College of Nursing 3rd Annual Research Conference: Evidence Based Practice, The University of Toledo, Toledo, Ohio
2008   Reactive Attachment Disorder, CMI Educational Institute, Toledo, Ohio
2008   2008 Pediatric Primary Care Self-Assessment Exercise, Pediatric Nursing Certification Board
2008   College of Nursing 2nd Annual Research Conference, The University of Toledo, Toledo, Ohio
2008   Teaching Doctoral Students, Marion Broome, Dean, Indiana University-Purdue, The University of Toledo, Toledo, Ohio
2007   Prostitution, Sex Work, and the Commercial Sex Industry, University of Toledo, Toledo, Ohio
2007   Post Traumatic Stress Research Forum, Office of Research Collaboration, University of Toledo/Bowling Green State University, Toledo, Ohio
2007   The Federal R & D Budget and Prospects for Academic Research, University of Toledo, Toledo, Ohio
2007   Just Do It: A Writing for Publication Seminar, University of Toledo, College of Nursing, Toledo, Ohio
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>2007</td>
<td>The Lucas County Initiatives to Improve Birth Outcomes, Toledo Community Foundation, Toledo, Ohio</td>
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<td>2007</td>
<td>College of Nursing Research Day, University of Toledo, College of Nursing, Toledo, Ohio</td>
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<td>2007</td>
<td>Pay It Forward: Nurses Choice Awards and Scholarship Program, Ohio Nurses Foundation, Columbus, Ohio</td>
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<td>2006</td>
<td>Ohio APNs: The Right Prescription for Health Care, Ohio Association of Advanced Practice Nurses, Columbus, Ohio</td>
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<td>2006</td>
<td>Legislative Update: Are You Compliant with the Law? Ohio Association of Advanced Practice Nurses, Columbus, Ohio</td>
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<td>2006</td>
<td>2006 Scholarship Day, University of Toledo, Toledo, Ohio</td>
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<td>2006</td>
<td>2006 Commencement Colloquium, Medical University of Ohio, Toledo, Ohio</td>
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<td>2006</td>
<td>All-Hazard Catastrophes: Overview and Response for Nurse Educators, Medical University of Ohio, Toledo, Ohio</td>
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<td>2006</td>
<td>Private Crisis: Public Costs/A Second Look at Teen Pregnancy and Prevention, Medical University of Ohio, Toledo, Ohio</td>
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<td>2006</td>
<td>Nursing Laws and Rules, Medical University of Ohio, Toledo, Ohio</td>
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<td>2006</td>
<td>Cultural Competence Diversity Training, Medical University of Ohio, Toledo, Ohio</td>
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<td>2006</td>
<td>Katrina Relief Efforts, Cultural Diversity Workshop, Medical University of Ohio, Toledo, Ohio</td>
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<td>2005</td>
<td>Third Annual Latino Health Disparity Conference, AHEC Council, Toledo, Ohio.</td>
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<td>2005</td>
<td>Doctor of Nursing Practice Regional Meeting, American Association of Colleges of Nursing, St. Louis, Missouri</td>
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<td>2005</td>
<td>Diamante Scholarship Event, Lourdes College, Toledo, Ohio</td>
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<tr>
<td>2004</td>
<td>Pediatric Pharmacology Updates for the Advanced Practice Nurse: Antibiotics and Antifungals, Rainbow Babies and Children’s Hospital, Cleveland, Ohio.</td>
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<tr>
<td>2004</td>
<td>Linnea Henderson Research Conference, College of Nursing, Kent State University, Kent, Ohio.</td>
</tr>
</tbody>
</table>
2004 Professional Renewal Through Deep Change, Frances Payne Bolton, School of Nursing, Case Western Reserve University, Cleveland, Ohio.

2004 Epidemiology and Prevention of Vaccine-Preventable Diseases, Center for Disease Control, Kent State University, Kent, Ohio.

2004 Advances in Pediatric Care-Part III, Cleveland Clinic Foundation, Cleveland, Ohio.

2004 Pediatric Pharmacology Updates for the Advanced Practice Nurse: Endocrine and Herbal Remedies, Rainbow Babies and Children’s Hospital, Cleveland, Ohio.

2003 Pediatric Pharmacology Updates for the Advanced Practice Nurse: ADHD and Antidepressants, Rainbow Babies and Children’s Hospital, Cleveland, Ohio.

2003 The ONA Convention Experience, Summit/Portage District, Ohio Nurses Association, Cuyahoga Falls, Ohio.

2003 Ohio Nurses Association and Ohio Nurses Foundation Convention, Ohio Nurses Association, Dayton, Ohio.

2003 Building Collaboration and Interdisciplinary Research Networks, College of Nursing, Kent State University, Kent, Ohio.

2004 Professional Renewal Through Deep Change, Frances Payne Bolton, School of Nursing, Case Western Reserve University, Cleveland, Ohio.

2004 Epidemiology and Prevention of Vaccine-Preventable Diseases, Center for Disease Control, Kent State University, Kent, Ohio.

2004 Advances in Pediatric Care-Part III, Cleveland Clinic Foundation, Cleveland, Ohio.

2004 Pediatric Pharmacology Updates for the Advanced Practice Nurse: Endocrine and Herbal Remedies, Rainbow Babies and Children’s Hospital, Cleveland, Ohio.

2004 Grant Project Management Conference, Kent State University, Kent, Ohio.

2003 Pediatric Pharmacology Updates for Advanced Practice Nurses: ADHD and Antidepressants, Rainbow Babies and Children’s Hospital, Cleveland, Ohio.

2003 Ohio Nurses Convention Experience, Ohio Nurses Association, Dayton, Ohio.

2003 Building Collaboration and Interdisciplinary Research Networks, College of Nursing, Kent State University, Kent, Ohio.

2002 The Mentally Ill and the Criminal Justice System, Summit/Portage County District, Ohio Nurses Association, Akron, Ohio.

2002 Standing for Children, Ohio Association of School Nurses, Dublin, Ohio.
2002  Partners with Children, Families, and Communities, National Association of School Nurses, Cincinnati, Ohio

2002  Interdisciplinary Research: Developing Strong Partnerships, Midwest Nursing Research Society, Grand Rapids, Michigan

2002  Pediatric Pharmacology Updates for the Advanced Practice Nurse: Antibiotics and Antifungals, Rainbow Babies and Children’s Hospital, Cleveland, Ohio.


2002  Bringing Forth What is Within You, Delta Xi Chapter, Sigma Theta Tau International, Kent, Ohio.

2001  Pediatric Pharmacology Updates for the Advanced Practice Nurse: Pharmacokinetics and New Meds, Rainbow Babies and Children’s Hospital, Cleveland, Ohio.


2002  Current Issues in School Nursing for the State of Ohio, State Conference, Ohio Association of School Nurses, Columbus, Ohio.

2001  Psyche and Soma: Pathway to Total Health in Adolescence, Center for Adolescent Health, Case Western Reserve University, Cleveland, Ohio.


2001  Awakenings…Our Past is Not Our Potential! Northwest Ohio Association of School Nurses, Maumee, Ohio


2001  Nurse Practitioner: Issues and Trends, Michigan Nurses Association/Wayne State University, Southfield, Michigan

2001  Protecting the Children in the Schools: The Role of the School Nurse, State Conference, Ohio Association of School Nurses, Dayton, Ohio.

2001  Current Issues on School-Based Health Centers, National Conference, National
Susan K. Rice, CV

Assembly of School-Based Health Centers, Miami, Florida.

2001  School Nurses: Building Bridges to Link Schools and Communities to Promote School Health, National Conference, National Association of School Nurses

2001  Cherish the Children, State Conference, Ohio Association of School Nurses, Dayton, Ohio.

1997  Attention Deficit in Children, Nursing Education of America, Ridgedale, Missouri.

1997  Nursing with the Internet, Nursing Education of America, Ridgedale, Missouri.

1997  Identification and Management of Stress in Children, Nursing Education of America, Ridgedale, Missouri.

1997  Traumatic Injuries in Children, Nursing Education of America, Hayward, California

1996  Pediatric Nursing, Nursing Education of America, Ridgedale, Missouri
Service:

College/School

University of Toledo: 2005-Present

College Level:
- Member, Graduate Admission, Retention and Progression Committee (2006-2011)
- Chairperson, Advanced Practice Nursing Faculty Committee (2005-2009)
- Member, Center for Continuing Education Advisory Committee
- Member, Doctorate of Nursing Practice Task Force, Subcommittee of Graduate Curriculum (2005-2009)
- Member, Faculty Senate (2006-2007)
- Chairperson, Graduate Admission, Retention, and Progression Committee
  Dates: 7/07-9/07
  Change in status due to change in voting criteria in by-laws

University Level:
- Culture Ambassadors (2010-present)
- Disability Studies Program, Advisory Board (2010-present)
- Disability Studies Program, Faculty Committee (2010-present)
- Member, University Women’s Commission (2009-present)
- Member, Institutional Ethics Committee (2008-present)
- Member, Mortar and Pestle (2006-present)
- Member, President’s Club (2006-present)
- Member, Scholarship Review Committee, College of Pharmacy (2006-present)
- Chairperson, James A. Rice Memorial Scholarship Committee (2006-present)
- Member, International University Travel Committee (2008-2010)
- Member, Interprofessional Educator Focus Group, College of Pharmacy (2008)
- Member, Planning Committee, Diamante Awards Event (2006-2009)
- Member, Graduate Executive Committee (2005-2009)
- Member, Ad Hoc Appeals Committee (2005-2006)

Medical University of Ohio: 2005-2006

College Level:
- Chairperson, Advanced Practice Nursing Faculty Committee
- Member, Graduate Admission, Retention and Progression Committee
- Member, GEMINI Faculty Committee
- Member, Center for Continuing Education Advisory Committee
- Member, Graduate Program Steering Committee
- Member, Nurse Practitioner Faculty Search Committee
Susan K. Rice, CV

University Level:
- Member, Graduate Executive Committee
- Member, Ethics Committee
- Member, Faculty Satisfaction Ad-Hoc Committee, Faculty Senate
- Member, Faculty Senate
- Member, Planning Committee, Diamante Awards Event
- Member, President’s Club
- Member, Work Group: College of Pharmacy, Interdisciplinary Sub-Group

Kent State University (2002-2005)

College Level:
- Member of Baccalaureate Advisory Council
- Member of Master’s Curriculum Committee
- Served on Research Task Force
- Member of Graduate Orientation Committee
- Member of Baccalaureate Admissions/Promotions Committee
- Member of Family/Maternal-Child/Mental Health Cluster
- Member of Maternal-Child Graduate Division
- Consultant to Pediatric Division, Undergraduate Level
- Member of Advisory Panel for Adolescent Psych Mental Health Graduate Nursing Program

University Level:
- Member of Moulton Scholar Committee
- Member of Task Force for New Faculty Orientation
- Member of Faculty Professional Development Committee
- Consultant/Advisor to Family Child Learning Center

Professional/Organizational:

2011-Present  Gliding Stars Organization Advisory Board

2007-Present  United States Sports Ambassadors Team
- Pediatric Nurse Team Member

2005-Present  Ohio Nurses Foundation
- Scholarship Review Committee
- President, James A. Rice Memorial Nursing Scholarship Committee

2001-Present  Ohio Association of School Nursing
- Legislative Editor, Research Consultant (2009-2011)

2000-Present  National Association of School Nurse Educators
Susan K. Rice, CV

Board of Directors

2000-Present Ohio Association of School Nurse Educators
2000-Present National Association of Nurse Practitioners
2000-2010 Midwestern Nursing Research Society
2002-Present National Association of Nurse Practitioners
1998-2010 National Association of School Nurses, Member
1984-2010 American Nurses Association
Ohio Association of Nurses
2002-2005 Summit/Portage District
Delegate to State Conference
Co-Chair Practice Committee
2000-2003 National Association of School-Based Health Centers
1984-Present Sigma Theta Tau International Honor Society of Nursing, Delta Xi Chapter
2002-2005 Member, Program Planning Committee

Community:

2006-Present Toledo Area Coalition Against Prostitution
2008-Present Bittersweet Farms
Volunteer, Consultant
2005-Present Therapy Dog International
Handler, Therapy Dog
2005-2009 Sunshine Children’s Home
Volunteer, Consultant
1998-Present Leukemia and Lymphoma Society
Coordinator, Light the Night Walk
1998-Present International Myeloma Research Foundation
Member, National Patient Advocacy Group for Increased Congressional
Research Funding for Blood Cancers
1998-Present Multiple Myeloma Research Foundation
National Patient Advocate
1990-Present Health Care Consultant to Toledo Parochial Schools
1990-Present Toledo Ability Center
<table>
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<tr>
<th>Year Range</th>
<th>Position</th>
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<tr>
<td>1978-Present</td>
<td>Epilepsy Foundation of America</td>
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<td>1990-2005</td>
<td>Boy Scouts of America</td>
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<td>Camp Nurse</td>
</tr>
</tbody>
</table>

Revised 6-23-2011
Rice-CV, Vitae
CURRICULUM VITAE

Diane Lynn Salvador
4565 Peachton Drive University of Toledo
Port Clinton, Ohio 43452 3015 Arlington Avenue
419-797-4251 Columbus, Ohio 43614
cdsalvi@thirdplanet.net 419-393-5819
diane.salvador@utoledo.edu

Licensure: Registered Nurse, State of Ohio

EDUCATION

2004-2010 Doctor of Philosophy
   Major: Health Education
   Minor: Higher Education
   University of Toledo

1994-1997 Master of Science in Nursing – Nursing Administration
   Medical College of Ohio
   Toledo, Ohio

1983-1985 Bachelor of Science in Nursing
   Bowling Green State University
   Bowling Green, Ohio

1978-1981 Diploma of Nursing
   Providence Hospital School of Nursing
   Sandusky, Ohio

1976-1978 Psychology major
   University of Akron
   Akron, Ohio

CERTIFICATION:

2008 – 2013 Nurse Executive, Advanced
1995 – 2003 Associate, American College of Healthcare Executives

EXPERIENCE

2005- Present Assistant Professor
   Medical University of Ohio at Toledo

2003-2005 Nursing Instructor
   Medical College of Ohio, Toledo, Ohio

1995-2002 Vice President and Chief Nursing Officer
   H.B. Magruder Memorial Hospital, Port Clinton, Ohio
   Responsibilities included leadership and administration of the Nursing,
   Dietary, Respiratory Therapy, EEG/ECG, and Quality Improvement
   departments, as well as HCFA and JCAHO compliance for all hospital
   departments. Accomplishments include implementation of the FOCUS-
   PDCA Quality Improvement model hospital wide – including education of
all department heads; coordination of three consecutive JCAHO inspections that resulted in the highest grid scores achieved by the hospital to date; coordination of HCFA validation survey; initiation of Case Management program; oversight of utilization review functions; initiation of several outpatient programs and clinics, including Cardiac Rehabilitation, Diabetic Education, Ostomy/Wound care, and Urology, Cardiac, OB/GYN and ENT clinics, resulting in improved patient care and increased revenues; developed and implemented contracted respiratory therapy services with area subacute and skilled nursing facility; facilitated reengineering for the dietary department with process improvement and cost savings realized; introduced and facilitated new practice model within the nursing department; coordinated physical renovation of patient care areas; coordinated clinical aspects of implementation of hospital information system; planned for implementation of clinical online documentation system; active on all strategic planning, corporate compliance, hospital Medical Staff, and hospital Board of Trustee committees.

1992-1995 Patient Care Coordinator
Providence Hospital, Sandusky, Ohio
Responsibilities included administrative representative for the 3-11 and 11-7 shifts for the acute and skilled nursing units; scheduling, quality improvement, and nursing staff evaluation activities; remained active on policy and procedure committee; active member of the Nursing Administrative Council; instituted and chaired Professional Issues Committee to challenge nursing staff to become politically and professionally aware and active.

1988-1992 Nurse Manager, Ambulatory Surgery Center
Providence Hospital, Sandusky, Ohio
Responsibilities included coordinating the care of all out patient surgery and observation patients; all departmental staffing, budgeting, quality improvement and JCAHO preparation activities; instituted nursing protocols of care for ambulatory surgery department.

1986-1988 Staff Nurse, Post Anesthesia Care Unit
Providence Hospital, Sandusky, Ohio
Responsible for primary care of post-surgical patients; served on policy and procedure committee; active in JCAHO preparation for surgical area.

1983-1986 Charge Nurse, ICCU and ER
Providence Hospital, Sandusky, Ohio
Responsibilities included providing primary patient care and assuming charge duties for ICCU and ER nursing units on the 3-11 shift. Instrumental in instituting primary care nursing model for nursing care in the ICCU unit; taught basic assessment classes to graduate medical/surgical nurses at the request of the education department.

1981-1983 Staff Nurse – float team
Providence Hospital, Sandusky, Ohio
Responsibilities included team leader and direct care giver on the float team, obtaining experience in medical, surgical, pediatrics, skilled and critical care nursing.

HONORS
1996-present Member, Sigma Theta Tau International
1995-2002 Associate, American College of Healthcare Executives

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES
2006 – present Nightingale Policy Institute
2006 – present American Nurses Association/Ohio Nurses Association
2006 – present American Organization of Nurse Executives
November, 2005 Delegate, Sigma Theta Tau International Convention
2006 – present American Nurses Association/Ohio Nurses Association
November, 2005 Delegate, Sigma Theta Tau International Convention
2006 – present Board Member (Counselor), Sigma Theta Tau, International, Zeta
2003 – 2006 Theta Chapter at Large; Finance Committee member; Lead Counselor, 2005-2006
2000 – 2002 Vice President and President elect, North Central Affiliate, Ohio
2006 – present American Nurses Association/Ohio Nurses Association
1998 – 2000 Governing Committee, member and chair, Lake Erie Health
1996 – 1998 Alliance
Secretary, North Central Affiliate, Ohio Organization of Nurse Executives
1995 – 2002 Ohio Hospital Association
1988 – 2002 Ohio Organization of Nurse Executives

ACADEMIC COURSES TAUGHT
2003
Adult Health II 403 – Clinical and post conferences
Leadership and Management 402 – 2 lectures; project facilitation

2003 – 2004
Adult Health I – Clinical and post conferences
Adult Health II 403 – Clinicals, post conference, and lectures
Leadership and Management 402 – co teaching with C. Kovar
Online Assessment – co-coordinator for fall semester

2004 – 2005
Adult Health I – Clinical and post conference
Leadership and Management 412 – Online course co teaching with Dr. Pierce; fall and spring semesters
Adult Health II 403 – Clinical and post conference – developed new clinical site and preceptor participation; spring semester
Leadership and Management 402 – Course coordinator and assumed primary teaching load; prepared materials for Ohio Board of Nursing accreditation visit
2005 – 2006
Adult Health I – Clinical and post conference
Leadership and Management 412 – Online course; fall and spring semesters
Advanced Practicum in Nursing Systems Design 554
Leadership and Management 402 – Course coordinator

2006 – 2007
Adult Health 1 – Clinical and post conference
Leadership and Management 412 – Online course; fall and spring semesters
Applied Nursing Research 421 – Online course; fall and spring semesters
Advanced Practicum in Nursing Systems Design 554
Leadership and Management in Nursing 402 – Course coordinator

2007-2008
Leadership and Management 412 – fall and spring semesters
Applied Nursing Research 421 – Course Coordinator; fall and spring semesters
Advanced Practicum in Nursing Systems Design 554 – Spring 2008
Leadership and Management in Nursing 402 – Course Coordinator; Spring 2008
Health Policy 553 – Spring and Summer, 2008

Student Thesis Committee
2005-2006 Thesis committee member – Rose Pawlek
2006-2007 Scholarly project committee member – Delores Lakia
Scholarly project member – Michele Young
2007 – 2008 Field Experience (with Dr. Milstead) – Health Policy
Scholarly project committee member – Jennifer Seymore

PUBLICATIONS
(A) Salvador, D., & Pocotte, S. Reiki Therapy and Chronic Pain: A Case Study.

RESEARCH GRANT WRITING ACTIVITIES:
The Effects of Reiki Treatment on Quality of Life of Inflammatory Bowel Disease Individuals. (Submitted, National Institutes of Health). Dianne Smolen, PhD (PI), Susan Pocotte, PhD, Diane Salvador, MSN, and Kathy Pillod-Carpenter, MSN

(P)The Effects of Reiki Therapy on Chronic Pain. Susan Pocotte, PhD (PI), Diane Salvador, MSN, Kathy Pillod-Carpenter, MSN. Grant funded.
Organizational Outcomes of Implementation of Nursing Shared Governance System.
Deborah Garrison, PhD (PI), Dianne Smolen, PhD, Diane Salvador, MSN, Deborah Mattin, MSN

(P) Information Need of Caregivers of Persons with Dementia. Victoria Steiner, PhD, PI; Diane Salvador, MSN, Linda Pierce, PhD, Michelle Young, BS, Co-Investigators.

(P) Parent Perceptions and Use of Their Child’s BMI. Diane Salvador, MSN (co-PI), James Price, PhD (co-PI), Megan Rickard, Med, Joyce Balls, Med.

(P) Web-based Psychosocial Assessment for Caregivers of Persons with Dementia: A Feasibility Study. Cheryl Gies, MSN, Linda Pierce, PhD, Victoria Steiner, PhD (co-PI’s), Diane Salvador, MSN, Joan van der Bijl, MSN (co-investigators).

Creative and Scholarly Accomplishments
Content reviewer for survey in preparation for DNP program
Requested speaker providing continuing education program entitled “Evidence Based Practice in Nursing” for The Bellevue Hospital, Bellevue, Ohio – August 14, 2007

PROFESSIONAL DEVELOPMENT
June 2006  Commencement Colloquium
Nov 2005  Sigma Theta Tau International Convention – continuing education sessions
Mar 2005  Continuing Education – Magnet Accreditation and Self Governance
Jan 2005  Academic Courses – University of Toledo
Aug 2004  Academic Courses – University of Toledo
May 2004  Continuing Education – Nursing Education: Potpourri
May 2004  Continuing Education – Ohio Board of Nursing Rules and Laws of Preceptor Utilization
May 2004  Continuing Education – Towards Cultural Diversity Competency
Feb 2004  Continuing Education - Lipid Management – Guidelines and Beyond
Oct 2003  Continuing Education – Teaching Large Groups: Strategies to Improve Your Lectures
Dec 2003  Continuing Education – Ready or Not...NCLEX Changes are Here: Writing Alternative Test Items and Review of the New NCLEX Test Plan
Oct 2003  Continuing Education – Informed Consent and Assent Process for Research
May 2003  Continuing Education – Fundamentals of Academic Teaching and Evaluation “Session II: Writing Educational Goals and Objectives
April 2003  Continuing Education – *Fundamentals of Academic Teaching and Evaluation, Session I: Introduction to Learning Theory*

March, 2003  Online Continuing Education – *National Institute of Nursing Research Training – Developing Nurse Scientists*

March, 2003  Ohio League for Nursing Nursing Education Summit – attended *NCLEX Success; Appealing to Generation Y: the Cyberstudents; Concept Mapping; Ohio Board of Nursing Education Rules*

March 2003  Continuing Education – *Pain Assessment and Management: The Power to Make a Difference*

Feb, 2003  Continuing Education – *Are You Interested in Getting A Doctoral Degree?*

June, 2002  Ohio Hospital Association Meeting and Education Summit – attended *Emergency Preparedness; Biological, Chemical & Nuclear Threats; Update on EMTALA Compliance; HIPPA Compliance Tactics; Comprehensive Rural Hospital Update; Organizing for Effectiveness; Facilitating Cultural Changes; HIPPA implementation*

Nov, 2001  Seminar – *Recruitment and Retention in Health Care*

Oct, 2001  American College of Healthcare Executives education summit (29 contact hours) – *Process and Technique of Negotiating and Aggressively Reduce Costs While Improving Quality*

May 2001  Continuing Education – *Medication Safety: Everyone Has a Role.*

April, 2001  JCAHO/OHA/CSRP Semi annual Education Program


Nov, 1999  Seminar – *Beyond the FTE*

Dec, 1999  Seminar – *Knock, Knock, HCFA Calling*

April, 1999  Ohio Hospital Association Meeting and Education Summit – attended *Fraud and Abuse Update: Recent Developments; Federal Statutes and Regulations Impacting the Practice of Medicine; Physician/Hospital Relations; The Science and Art of Attracting and Retaining Employees Developing Department Tools for Determining Employee “Fitness for Duty”; Using and Developing Indicators for Quality Improvement; Successfully Planning in Uncertain Times; New Development in Organ, Tissue, and Eye Donation*


April, 1998  Seminar – *Legal Issues in Medical Records and Documentation*

**SERVICE**

2005 – 2007  Business and Professional Women’s Association

2004-Present  Port Clinton City School Board Student Health Advisory Council

2000-2005  Volunteer, Salvation Army of Ottawa County

1998-2003  Corporate Board, Sandusky/MCO Area Health Education Center
<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-Present</td>
<td>Board of Directors, Ottawa County division, American Heart Association</td>
</tr>
<tr>
<td>2003- Present</td>
<td>Undergraduate Student Admission, Retention and Progression Committee member. <strong>Chairman</strong>, 2005-2006</td>
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<tr>
<td>2003 - Present</td>
<td>RN/BSN Task Force member. <strong>Chairman</strong> 2006-2007</td>
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<tr>
<td>2004 - Present</td>
<td>Salary Task Force member</td>
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<tr>
<td>2004 - Present</td>
<td>Preceptor Task Force member</td>
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<tr>
<td>2004 – Present</td>
<td>Center for Nursing Research and Evaluation Committee member</td>
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<tr>
<td>2004 – 2006</td>
<td>Center for Continuing Nursing Education member</td>
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<tr>
<td>2004 – Present</td>
<td>Medical University of Ohio Faculty Committee on Governance</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>School of Nursing Strategic Planning Task Force</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>RN/CNL task force</td>
</tr>
<tr>
<td>2007 – Present</td>
<td>University of Toledo Undergraduate Student Research Committee</td>
</tr>
</tbody>
</table>
Cheryl L. Schriner

Cheryl L. Schriner  
3438 Nordic Way Drive  
Maumee, OH 43537  
Home Phone: 419.865.8088  
Maumee, OH 43537  

University of Toledo  
College of Nursing  
3000 Arlington Avenue  
Toledo, OH 43614-5803  
Phone: 419.383.5850

Licensure: State of Ohio RN-136029, Ohio Certificate of Authority #N8-05603  

EDUCATION:

12/2004 Ph.D.  
Higher Education Administration  
Minor: Health Education  
The University of Toledo, Toledo, OH

6/2000 Graduate Certificate  
Health and Medical Science Education  
Medical College of Ohio, Toledo, OH

6/1994 M.S.N.  
Community Health Nursing  
Medical College of Ohio, Toledo, OH

8/1987 B.S.N.  
Nursing  
Bowling Green State University, Bowling Green, OH

12/1974 Diploma  
Nursing  
Saint Thomas Hospital School of Nursing, Akron, OH

EXPERIENCE:

Academic:

8/2010-present  
Associate Professor  
The University of Toledo  
Toledo, OH

8/2004-7/2010  
Associate Professor  
Lourdes College  
Sylvania, OH

Dean of the School of Nursing  
Chairperson Department of Nursing  
Lourdes College  
Sylvania, OH
1/2003-8/2004 Coordinator Lorain County Community College Nursing Program
Assistant Professor
Terra Community College
Fremont, OH

8/2001-8/2003 University of Toledo Presidential Fellow
Lorain County Community College
Elyria, OH

1/1999-6/2001 Assistant Professor
Medical College of Ohio
Toledo, OH

8/1995-12/1998 Instructor
Medical College of Ohio
Toledo, OH

8/1992-6/1993 Clinical Teaching Assistant
Medical College of Ohio
Toledo, OH

**Nonacademic:**

1/1994-7/1995 Intake Coordinator
First American Home Care
Holland, OH

The Visiting Nurse Service
Toledo, OH

1/1984-1/1986 Home Health Nurse
Hospice of Northwest Ohio
Toledo, OH

1/1981-12/1983 Staff Nurse
St. Luke’s Hospital
Maumee, OH

The Visiting Nurse Association
St. Louis, MO

8/1975-6/1976 Staff Nurse
Good Samaritan Hospital
Cincinnati, OH

1/1974-8/1975 Staff Nurse
Timken Mercy Hospital
Canton, OH

Revised 5/8/12
Cheryl L. Schriner-CV, VITAE
ACADEMIC HONORS:

2010  Selected by BSN and MSN students for pinning at convocation
2006  Featured Faculty, Lourdes College 2005-2006 Annual Report
2005  Featured Alumnus, Profiles in Leadership series in The Collaborative, University of Toledo College of Education
2004  Outstanding Graduate Student, University of Toledo College of Education
2002  Sigma Theta Tau International Graduate Scholarship
2001  Selected by RN/BSN class for pinning at convocation
2001-2003  Presidential Fellowship, University of Toledo
2000-2001  Teaching Scholars Fellowship, Medical College of Ohio
1998  Partners in Education Outstanding Partnership Award
1994  Barbara J. Andrews Scholarship, Medical College of Ohio

PROFESSIONAL MEMBERSHIPS:

2011-Present  Midwest Nursing Research Society
2007-Present  American Nurses Association
2007-Present  Ohio Nurses Association
2007-Present  Northwest Ohio Nurses Association
2004-Present  University of Toledo Graduate Alumni Association
2004-2008  Toledo Area Organization for Nursing Executives
1995-Present  National League for Nursing
1994-Present  Sigma Theta Tau International Zeta Theta Chapter-at-Large

ACADEMIC COURSES TAUGHT:

Graduate:

2011-2012  NURS 5220 Field Experience Seminar
NURS 5440 Population Focused Care Theory
NURS 5440 Population Focused Care Clinical
NURS 5980 Comprehensive Examination in Nursing
NURS 7030 Quality Management and Performance Improvement in Health Care Organizations

2010-2011  NURS 5440 Population Focused Care Theory
NURS 5440 Population Focused Care Clinical
NURS 5060 Professional Socialization I

2009-2010  NUR 698 MSN Capstone
NUR 617 Financial Tools in Nursing Leadership

2008-2009  NUR 611 Leadership and Organizational Behavior
NUR 617 Financial Tools in Nursing Leadership
NUR 680 Leadership Seminar
NUR 698 MSN Capstone

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Undergraduate:

2010–present

• NURS 4020 Leadership and Management in Nursing Theory

2007–2010

• NUR 416 Community Centered Nursing Theory
• NUR 417 Community Centered Nursing Clinical
• NUR 454 Leadership and Management in Nursing Theory

1996–2001

• NURS 401 Community Health Nursing Theory and Clinical
• NURS 402 Leadership and Management in Nursing Theory
• NURS 412 Leadership and Management in Nursing Theory
• NURS 418 Theoretical and Professional Foundations in Nursing
• NURS 420 Community Health Nursing Theory and Clinical

STUDENT RESEARCH FIELD EXPERIENCE:

Fall 2011

• Joan Sevy Majers, Heart failure: Acute care transition, Member DNP Project Committee

Fall 2011

• Sarah Martin Rozevink, An examination of the relationship between the retention of critical care nurses and patient outcomes, Major advisor, MSN Capstone Project

Fall 2011

• Lerae Wilson, Implementation of evidence-based guidelines to improve satisfaction of the critically ill patients in the ICU, Member DNP Project Committee

Fall 2009

• Renee Kopaniasz, Nurse leader opinion survey: RN survey analysis and utilization, Major advisor MSN Capstone Project

• Jan Swartzkopf, Toolbox for success: Creating a culture of mentorship for leadership development. Major advisor MSN Capstone Project

• Debbie Sullivan, The role of the nurse educator in creating a simulation lab. Major advisor MSN Capstone Project

• Cynthia Wachtel, Implementing cost effective computerized charting in a nursing skills lab curriculum. Major advisor MSN Capstone Project

• Sara Richardville, Care delivery options for comparison of quality outcomes and financial implications. Major advisor MSN Capstone Project

Spring 2009

• Sandra Clifton, An investigation of multiple choice questions on final nursing examinations: Are we paying attention to the quality of our test items? Major advisor MSN Capstone Project

• Maggie O’Connell, Nurses pulling together for Magnet status. Major advisor MSN Capstone Project

• Lori Biggs, Preceptor P-R-I-D-E…Where professional recognition and individual dedication to education is a priority. Major advisor MSN Capstone Project

Revised 5/8/12

Cheryl L. Schriner-CV, VITAE
Elizabeth Bates, Orienting graduate nurses to neonatal intensive care. Major advisor MSN Capstone Project
Jennifer Danko, Developing a nursing process CD-ROM tutorial. Major advisor MSN Capstone Project

**PUBLICATIONS:**

(P) Schriner, C. Preparing nurse leaders in meeting the challenges of a changing practice world. (2012). *The Journal of Nursing Education*


*Schriner, C. (2009). What a nurse needs to know. Lourdes College Nursing Notes, December (1).*


**PRESENTATIONS AT PROFESSIONAL MEETINGS:**


Revised 5/8/12
Cheryl L. Schriner-CV, VITAE


2005   Schriner, C. (2005). *The Influence of Culture as Clinical Nurses Transition into a Faculty Role*, peer-reviewed paper presentation, National League for Nursing Education Summit, Baltimore, MD.


CURRENT EDITORIAL WORK:

2012-present Invited manuscript reviewer, Research and Theory for Nursing Practice, Springer Publishing, New York, NY.


2005-present Manuscript reviewer, Nursing Education Perspectives, National League for Nursing, New York, NY.

RESEARCH GRANT WRITING ACTIVITIES:


2002 (F) Schriner, C. et al. (2002-2004). Development of an Associate Degree Program for Paraprofessionals grant, principal writer, $50,000, Ohio Department of Education.
2001  (F) Schriner, C. et al. (2001-2002). *Diversifying the Teaching Workforce* grant, assistant
writer, $250,000, Ohio Department of Education.

**CREATIVE AND SCHOLARLY ACCOMPLISHMENTS:** (not mentioned above)

**PROFESSIONAL DEVELOPMENT:**

April 2012  *MNRS Annual Research Conference*, Midwest Nursing Research Society, Dearborn, MI, 5.5 contact hours.

Oct-Dec 2011  *Nurse Executive Advanced Study Group*, American Nurses Credentialing Center, Washington DC, 16 contact hours.

October 2011  *Interdisciplinary Approaches to Managing Overweight and Obese Patients*, The University of Toledo College of Nursing, Toledo, OH, 1.6 contact hours.

October 2011  Regional TB Training, State of Ohio Department of Health, Columbus, OH, 2 contact hours.

September 2011  *Legislative Update*. Ohio Nurses Association, Columbus, OH, 1.0 contact hours.

June-July 2011  Completed nursing administration continuing education requirements for the *Nurse Executive Advanced Certification Exam*, American Nurses Credentialing Center, Washington DC, 30 contact hours.

June 2011  *2011 QSEN National Forum*. Center for Lifelong Learning, UNC-Chapel Hill, Chapel Hill, NC, 12.5 contact hours.

May 2011  *Updates and Current Trends in Treating Multiple Sclerosis and Parkinson’s Disease*, Northwest Ohio Nurses Association, Toledo, OH, 1.5 contact hours.

May 2011  *Thinking About Dedicated Research? Advice from Reviewers & Awardees*, University of Toledo College of Nursing, Toledo, OH, 1.0 contact hours.

April 2011  *5th Annual College of Nursing Research Day*, University of Toledo College of Nursing, Toledo, OH, 7.25 contact hours.

April 2011  *Volunteering – It can be a Jungle out There*, Ohio Nurses Foundation, Columbus, OH, 1.39 contact hours.

March 2011  *Just Culture – A Model to Improve Patient Safety*. Ohio Nursing Law, ONA, Columbus OH, 1.5 contact hours.

March 2011  *Balancing the Demands in your Life through Humor*. Ohio Nurses Foundation, Columbus, OH, .84 contact hours.

March 2011  *Leadership: A Way to Provide Quality Nursing Care*, Ohio Nurses Foundation, Columbus, OH, 1.36 contact hours.

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Cheryl L. Schriner-CV, VITAE
March 2011  Professional Boundaries and Sexual Misconduct, Ohio Nurses Foundation, Columbus, OH, 1.1 contact hours.

March 2010  Pathways to Excellence: Enhancing Effectiveness in Nursing Education, Ohio League for Nursing, Dublin, OH, 6.32 contact hours.

February 2010  Master’s Education in Nursing: Faculty Preparation for Changing Times, American Association of Colleges of Nursing 2010 Master’s Education Conference, New Orleans, LA, 12.0 contact hours.

February 2010  Evidence Based Practice in Nursing, Mercy College, Toledo, OH, 1.0 contact hour.

October 2009  Legislative Update, Ohio Nurses Foundation, Columbus, OH, 1.0 contact hours.

October 2009  Fall Research Program, Sigma Theta Tau, Toledo, OH, 2.1 contact hours.

May 2009  Redesigning Your Curriculum: Structure and Process, Lourdes College, Sylvania, OH, 5.5 contact hours.

May 2009  Ohio Nursing Law Update, ProMedica Health Systems, Toledo, OH, 1.0 contact hours.

April 2009  Emerging Legal Issues in Electronic Health Records for Nurses, Center for American Nurses Audio Conference Series, Toledo, OH, 1.25 contact hours.

March 2009  American Health Care: Nursing Role in a Changing Environment, Lourdes College, Sylvania, OH, 3.0 contact hours.

February 2009  Change and Challenges: Master’s Education in Nursing, American Association of Colleges of Nursing Master’s Education Conference, Orlando, FL, 10.75 contact hours.

October 2008  Spirituality of Aging: From Aging to Sage-ing, Hospice of Northwest Ohio, Toledo, OH, 2 contact hours.

September 2008  The Power of Diversity in Nursing Education, National League for Nursing Education Summit 2008, San Antonio, TX, 16 contact hours.

April 2008  Innovative Leadership in Contemporary Health Care, ProMedica Health System, Toledo, OH, 1.5 contact hours.

April 2008  Relighting the Lamp of Leadership: Transforming Our Practice, ProMedica Health System, Toledo, OH, 1.5 contact hours.

November 2007  Learning Institute Courses, 135th American Public Health Association Annual Meeting, Washington, DC, 10.5 contact hours.


September 2007  Evolution or Revolution: Recreating Nursing Education

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National League for Nursing Education Summit 2007, Phoenix, AZ, 16.5 contact hours.


February 2007  International Health Care Missions, Mercy College of Northwest Ohio, 1 contact hour.

February 2007  The Certified Nurse Educator Credential: The Mark of Distinction for Nursing Faculty, Audio/Web Seminar, National League for Nursing, 2 contact hours.

October 2006  Sigma Theta Tau Fall Research Conference, Sylvania, OH, 2.25 contact hours.

October 2006  Recognizing Challenges and Opportunities in Nursing Higher Education, American Association of Colleges of Nursing, Washington, DC, 7.0 contact hours.


February 2006  Nursing: Profession or Pitfalls, 2006 Nursing Alumni & Friends Reunion, Lourdes College, 5.3 contact hours including 1.0 contact hour Category A for law and rules requirement.

November 2005  Board Orientation for New Nursing Education Program Administrators, Columbus, OH, 5.4 contact hours.

October 2005  Sigma Theta Tau Fall Research Conference, Sylvania, OH, 3.0 contact hours.

October 2005  Taking the Helm of Nursing Education: Navigating Uncertain Waters, American Association of Colleges of Nursing, Washington DC, 10.0 contact hours.

September 2005  Navigating Toward New Horizons, National League for Nursing Education Summit, Baltimore, MD., 12.0 contact hours.

May 2005  Mentoring Student Nurses, Lourdes College, 2.4 contact hours.

May 2005  Cultural Diversity Teaching and Learning, Lourdes College, 2.0 contact hours.

April 2005  The Importance of Theory-Based Practice, The University of Akron, 8.2 contact hours.

March 2005  Nursing Alumni & Friends Reunion and CE Program, Lourdes College, 6.3 contact Hours.

January 2005  Career Ladders and Nursing Mobility, Lourdes College, 2.2 contact hours.

SERVICE:

UT College of Nursing:

2011-2012  Elected, Vice-Chair Faculty Leadership Team

Revised 5/8/12
Cheryl L. Schriner-CV, VITAE
2011-2012  Member, Faculty Affairs Committee
2011-2012  Member, College of Nursing Cabinet
2010-present  Member, CNL Task Force
2010-2011  Member, Graduate Admissions, Retention, Progression Committee
2010-2011  Member, Restructuring Committee Task Force
2010-2011  Participant, DNP Mock Accreditation at Wright State University

University of Toledo:
2010-present  Elected, Faculty Grievance Committee, UT Health Science Campus
2010-present  Graduate Faculty – Full Membership

Wright State University:
2011-present  Graduate Faculty – Full Membership

Community:
2011  Elected, Delegate ONA Convention
2011  Development and Implementation of a Health Fair, Robinson Middle School
2010-2012  Elected, Board of Directors, Northwest Ohio Nurses’ Association
2010-2012  Elected, Treasurer, Northwest Ohio Nurses’ Association
2010  Participation in Toledo Lucas County Health Department Flu Clinic at East Broadway Senior Center and Sylvania Township Administrative Services
2010  Development and Implementation of a Health Fair, East Broadway School & St. Joan of Arc Elementary School
2010  Participation in 5th grade health screening, Fallen Timbers Middle School
2010  Participation in H1N1 Flu Clinics at St. Luke’s Hospital and Children’s Services Board
2009  Development and Implementation of a Health Fair, Burroughs Elementary School
2009  Development and Implementation of a Health Fair, Harvard Elementary School
2009  Participation in 5th grade health screening, Fallen Timbers Middle School
2008  Development and Implementation of a Health Fair, Swanton Junior High School
2008-2010  Elected, Board of Directors, Northwest Ohio Nurses’ Association

Revised 5/8/12
Cheryl L. Schriner-CV, VITAE
2009-2010  Elected, Treasurer, Northwest Ohio Nurses’ Association
2008-2010  Elected, Board of Directors, Sigma Theta Tau Zeta Theta Chapter
2008-2010  Elected, Chairperson Leadership Succession Committee, Sigma Theta Tau Zeta Theta Chapter
2007-2008  Elected, Treasurer, Ohio Council of Deans and Directors
2006-2010  Appointment to the Ohio Board of Nursing Advisory Group on Nursing Practice and Education Issues, Ohio Board of Nursing
2008-Present  Volunteer, Cherry Street Mission
2007-2010  Volunteer, Meals on Wheels
2006-Present  Member, United Way of Greater Toledo, Women’s Initiative
2006-2010  Member, University of Toledo Associate Degree Nursing Program Advisory Council
2006       Reader, *Lessons & Carols from the New World*, Lourdes College event
2006       Volunteer, Lourdes College Golf Outing
2005-2006  Volunteer, Miller Lite/Lourdes College event

**Lourdes College School of Nursing**

2010       Chair, School of Nursing Faculty Search Committee – 2 Positions
2009-2010  Member, RN to BSN Task Force
2009-2010  Member, RN to MSN Task Force
2009       Member, Search Committee for Master of Science in Nursing Faculty
2009       Member, Adjunct Faculty Support Group
2008       Member, Student Incivility Task Force
2006-2010  Chair/Member, Master of Science in Nursing Committee
2006       Chair, Search Committee for Master of Science in Nursing Program Director
2006       Member, Search Committee for Associate Chair Undergraduate Clinical Education
2006       Member, Search Committee for Associate Chair Undergraduate Curriculum
2005       Member, Search Committee for Adult Health Nursing Faculty
2004-2008  Chair, General Nursing Assembly

Revised 5/8/12
Cheryl L. Schriner-CV, VITAE
2004-2008               Chair, School of Nursing Advisory Council
2004-2006               Chair, Master’s Program Development Committee
2004-2006               Chair, Nursing Scholarship Committee
2004-2008               Chair/Member, Admission, Progression, Graduation Committee
2004-2008               Member, Evaluation Committee
2004-2006               Chair, Nursing Recruitment Committee
2004-2005               Chair, Nursing Alumni Reunion Committee
2004-2005               Chair, Nursing Center Dedication Committee
2004-2005               Member, Sister’s Thank You Reception Committee

Lourdes College:

2009-2010               Member, Rank and Promotion Committee
2009                   Member, Lourdes College Fall & Spring Appeal
2009                   Member, Occupational Therapy Director Search Committee
2008                   Member, Lourdes College Philosophy and Goals Committee
2006-2010               Member, Institutional Assessment & Evaluation Committee
2006-2010               Member, Technology Committee
2004-2008               Member, Deans Council
2004-2008               Member, Graduate Executive Council
2004-2008               Member, Curriculum and Policy Review
2004-2008               Member, Enrollment Management Committee
2004-2008               Member, Sandusky Coordination Committee
2004-2008               Chair, University of Findlay Coordination Committee
2004-2008               Member, Ohio Deans and Directors of Baccalaureate Nursing Programs

Revised 5/8/12
Cheryl L. Schriner-CV, VITAE
Katherine K. Sink

1151 Pimlico Park        University of Toledo
Holland, Ohio 43528        College of Nursing
Phone: 419-385-5985        3015 Arlington Avenue
Licensure: State of Ohio    Toledo, Ohio 43614-5803
    and State of Michigan  Phone: 419-381-5868

Licenses and Certifications:

Nursing License for State of Ohio
Nursing License for Certificate of Authority for Clinical Nurse Specialist in Ohio
Nursing License for State of Michigan
Certification for Pediatric Nursing by American Nurses’ Association
Instructor for Cardiopulmonary Resuscitation by American Heart Association

Education:

2001 Doctor of Philosophy in Nursing
    University of Michigan
    Ann Arbor, Michigan

1985 Master of Science in Nursing
    Medical College of Ohio
    Toledo, Ohio
    Combination of Perinatal Track with Pediatric Clinical and
    Administrative Functional Tract in Middle Management

1983 Master of Education
    University of Toledo
    Toledo, Ohio
    Secondary Education

1972 Bachelor of Science in Nursing
    Medical College of Virginia
    Virginia Commonwealth University
    Richmond, Virginia

Experience:

August, 2002 – Present
    Associate Professor (full-time)
    Medical College of Ohio School of Nursing
    Toledo, Ohio

January, 1995 - 2000
    Assistant Professor (full-time)
    Medical College of Ohio School of Nursing
    Toledo, Ohio

Experience: (Continued)
Experience:

1993 - 1995  Clinical Instructor (part-time)
Pediatric Step-Down and Intensive Care Units
University of Michigan

1992 - 1995  Administrative Coordinator (Nursing Supervisor) (part-time)
Medical College of Ohio Nursing Administration
Toledo, Ohio

1988 - 1992  Staff Nurse / Head Nurse (part-time)
Pediatric Intensive Care Unit
Medical College of Ohio
Toledo, Ohio

1990  Pediatric Course Coordinator (part-time)
University of Toledo Community and Technical College School of Nursing
Toledo, Ohio

1985 - 1988  Clinical Nurse Specialist (part-time)
Myelodysplasia team
Medical College of Ohio
Toledo, Ohio

1986  Instructor (part-time)
Lourdes College School of Nursing
Sylvania, Ohio
Responsible for developing BSN Assessment course

1984 - 1985  Graduate Assistant (part-time)
Pediatrics
Medical College of Ohio School of Nursing
Toledo, Ohio

1979 - 1985  Staff Nurse / Transport Team / Code Team
Pediatric Intensive Care Unit
The Toledo Hospital
Toledo, Ohio

1982 - 1983  Teaching Assistant (part-time)
Maternal-Child Nursing
Owens Community College School of Nursing
Toledo, Ohio

1978 - 1979  Staff Nurse / Transport Team / High Risk Delivery Team
Neonatal Intensive Care Unit
The Toledo Hospital
Toledo, Ohio

Experience: (Continued)
1977
Transport Coordinator
Northwest Ohio Regional Neonatal and Pediatric Centers
The Toledo Hospital
Toledo, Ohio

1975 - 1976
Relief Team Leader / Transport Team Member / Staff Nurse
Neonatal Intensive Care Unit
The Toledo Hospital
Toledo, Ohio

1973 - 1974
Staff Nurse
Pediatrics
St. Joseph Hospital
Ann Arbor, Michigan

1972 - 1973
Charge Nurse
Pediatrics
Medical College of Virginia Hospitals
Richmond, Virginia

**Teaching Assignments at University of Toledo, College of Nursing**

**Spring, 2012**
- N540 Theoretical and Ethical Foundations – Online (with Dr. Ransom)
- N422 Applied Pathophysiology and Pharmacology – Online
- N709/710 DNP EBP committee
- N4950 Research (with Dr. Pierce)
- N522 Field Experience (2 students working on “Perceptions of new fathers”)
- N522 Field Experience (4 students working on “Perceptions of body image and weight”)

**Fall, 2011**
- N540 Theoretical and Ethical Foundations – In class (with Dr. Ransom)
- N4250 Professional Nursing Competency (with Dr. Sochacki)
- N422 Applied Pathophysiology and Pharmacology – Online
- N522 Field Experience (3 students working on “Dieting and metabolism”)
- N 551 Nurse Educator Advanced clinical seminar in Nursing (with Ms. Sopko)
- *Research Incentive

**Spring, 2011**
- N540 Theoretical and Ethical Foundations – Online (with Dr. Ransom)
- N4250 Professional Nursing Competency (with Dr. Sochacki)
- N422 Applied Pathophysiology and Pharmacology – Online
- N709/710 DNP EBP committee
- N4950 Research
- N553 Public Policy and Health Care Policy (with Dr. Diane Salvador)
- *Research Incentive

**Teaching Assignments (Continued)**

**Fall, 2010**
- N540 Theoretical and Ethical Foundations – In class (with Dr. Ransom)
Sink CV, Vitae

N4250 Professional Nursing Competency (with Dr. Sochacki)
N422 Applied Pathophysiology and Pharmacology – Online
N522 Field Experience (1 student working on “Perceived stress of BSN students related to taking the HESI2 exam”)
N 551 Nurse Educator Advanced clinical seminar in Nursing (with Ms. Sopko)

Spring, 2010
N540 Theoretical and Ethical Foundations – Online (with Dr. Ransom)
N4250 Professional Nursing Competency (with Dr. Sochacki)
N422 Applied Pathophysiology and Pharmacology – Online
N553 Public Policy and Health Care Policy (with Ms. Diane Salvador)
N522 Field Experience (1 student working on “Perceived barriers to care of diabetic children in the school”).

Fall, 2009
N522 Field Experience (2 students working on “Effect of having a child (age range pre-school to pre-adolescent) on caregivers”)
N540 Theoretical and Ethical Foundations – Campus (with Dr. Ransom)
N422 Applied Pathophysiology and Pharmacology
N 551 Nurse Educator Advanced clinical seminar in Nursing (with Dr. Lee)
N364 Parent-Child Nursing Clinical

Spring, 2009
N540 Theoretical and Ethical Foundations – Online (with Dr. Ehrmin)
N4250 Professional Nursing Competency (with Ms. Sochacki)
N422 Applied Pathophysiology and Pharmacology – Online (with Ms. Beringer)

Fall, 2008
On Medical Leave of Absence

Spring, 2008
N522 Field Experience (6 students working on “Effect of pediatric disability/illness on caregivers”)
N540 Theoretical and Ethical Foundations – Online (with Dr. Ransom)

Fall, 2007
N540 Theoretical and Ethical Foundations (with Dr. Ransom)
N495 Undergraduate Nursing Research (with Ms. Wood)

Spring, 2007
N540 Theoretical and Ethical Foundations – Online (Course coordinator, taught with Dr. Joanne Ehrmin
N364 Parent-Child Nursing Clinical (1/2 semester)
N522 Field Experience (7 students working on “Nutrition affecting Behavior in Schools”).

Fall, 2006
N614 Roles and Issues – MUO Campus (Course coordinator, taught with Dr. Diane French)
N614 Roles and Issues – Online (Course coordinator, taught with Dr. French)
N540 Theoretical and Ethical Foundations - MCO Campus (with Dr. Ranson)
N540 Theoretical and Ethical Foundations – Online (with Dr. Ranson)

Spring, 2006
N364 Parent-Child Nursing Clinical (1/2 semester)
N540 Theoretical and Ethical Foundations – Online (with Dr. Ranson)

Fall, 2005
N614 Roles and Issues – MUO Campus (with Dianne French)
N614 Roles and Issues – Online (with Dianne French)
N540 Theoretical and Ethical Foundations - MCO Campus (with Dr. Ranson)
N540 Theoretical and Ethical Foundations – Online (with Dr. Ranson)
N364 Parent-Child Nursing Clinical (1/2 semester)

Spring, 2005
N364 Parent-Child Nursing Clinical
20% Practice with Lucas County Schools at Alternate Learning Center

Fall, 2004
N614 Roles and Issues (with Dianne French)
N602 Nursing Research (with Joanne Erhman)
N540 Theoretical and Ethical Foundations - MCO Campus (with Dr. Ranson)
N540 Theoretical and Ethical Foundations – Online (with Dr. Ranson)
20% Practice with Lucas County Schools at Alternate Learning Center

Spring, 2004
N364 Parent-Child Nursing Clinical
20% Practice with Lucas County Schools at Alternate Learning Center

**Academic and Research Honors:**

- **2006**  Prism Award for Teaching Excellence
  (Nominated by Graduate Students)
  Medical University of Ohio, College of Nursing

- **2003**  Dean’s Award for Teaching Excellence
  Medical College of Ohio, School of Nursing

- **2001**  New Investigator Award for Childbearing-Related Research Section
  Midwest Nursing Research Society
  Chicago, Illinois

- **2000**  Graduate Representative for Poster Session
  University of Michigan, School of Nursing
  for MNRS, Detroit, Michigan

- **1998**  Nominated for Teaching Award
  Medical College of Ohio, School of Nursing
  Toledo, Ohio

- **1985**  Dorothea E. Orem Award (Research award)
  Medical College of Ohio, School of Nursing
  Toledo, Ohio

**Professional Memberships:**

- Midwest Nursing Research Society
- American Nurses’ Association
- Ohio Nurses’ Association
- Theta Zeta Chapter, Sigma Theta Tau

**Presentations:**

April 23, 2012  Invited speaker for paper presentation: “Perceptions of New Fathers”.
6th Annual College of Nursing Research Day
Permitted master’s students, Brittany Charnock and Joellyn Quinones,
April 25, 2011  Paper presentation: “Perceived stressors and coping methods of senior level baccalaureate nursing students.”
5th Annual College of Nursing Research Day
Permitted previous master’s student, Holly Myers, to co-present
Toledo, Ohio.

March, 2011  Paper presentation: “Using a cognitive map technique to understand the concerns of new mothers.”
Midwest Nursing Research Society,
Columbus, Ohio.

November 20, 2010  Poster presentation: “A Pediatric clinical experience with children with special needs within a school setting for baccalaureate nursing students.”, by Sink, K. & McCartney, E.
ANCC Conference, Orlando, Florida

Permitted previous master’s student, Cindy Herrera, to co-present.
Midwest Nursing Research Society, Omaha, Nebraska

January 11, 2008  Invited speaker for Ethics in Perinatal Nursing and Pediatrics for Parent-Child and Maternal-Child nursing course. Presented overview of ethical theory and in-depth history of the influences on historical incidents affecting care. Also summarized each of the 6 panel discussions

August 24, 2007  Invited speaker for Ethics in Perinatal and Pediatric Care in conjunction with ProMedica Health Care at The Toledo Hospital, Toledo, OH. Presented an overview of Ethical theory, and in-depth presentation on the historical influences affecting ethical decision-making in perinatal care. Additionally was commentator who summarized each of 6 panel discussions.

August 25, 2006  Invited speaker for Ethical Aspects of Perinatal and Pediatric Care in conjunction with Toledo Hospital, at The Toledo Hospital, Toledo, OH. Presented an overview of Ethical theory, and general historical influences affecting ethical decision-making in pediatric care. Additionally was commentator who summarized each of 6 panel discussions.

April 1, 2006  Invited speaker for 8th annual Allergy/Asthma Conference at Dana Center, Toledo, OH. Presented “Allergy Shots, Allergy Gadgets and Gizmos”

April 24, 2004  Invited speaker for 7th annual allergy/asthma conference at Dana Center, Toledo, OH. Presented “Allergic Emergencies” session

Presentations: (Continued):

February 2, 2004  Invited speaker for Camp Nurses at American Camping Association, Ohio Section conference. Presenting on “Practical Tips For The Camp Nurse”
Ohio Camping Conference
Sink CV, Vitae

Fawcett Hotel & Conference Center,
2400 Olentangy River Rd, Columbus, OH

April 6, 2003 Paper presentation: “Differences in factors affecting feelings of competency in new mothers and fathers”.
Midwest Nursing Research Society, Grand Rapids, Michigan.

April 6, 2003 Invited speaker for Child-bearing Research Section of MNRS
Presenting on “Methodological Issues related to Childbearing Parents”, Grand Rapids, MI.

Presented on topic of “Effects of Sleep Deprivation on Students in Schools”

February 6, 2001 Invited speaker for MCO School of Nursing Continuing Education Activity of “Are you interested in getting a doctoral degree”

June, 2001 Invited speaker for St. Vincent Mercy Nursing Rounds for staff nurses
Presented “Empowering Parents in Newborn Care”

April 2, 2000 Poster Presentation “Factors that Affect maternal competency for Newborn Care” at Midwest Nursing Research Society, Detroit, MI
“Millennium Milestones: Looking Back, Moving Forward”

1999 Invited speaker for mch nursing inservice for staff nurses
Presented “Pediatric Assessments” to 4 groups of staff nurses

Grants and Awards:

2004 Golf Classic Mini-Grant
Lucas County Educational Service Center
Awarded a $500 competitive grant to obtain Baby Think-It-Over computer dolls for research and enhancing health promotion for troubled youth at the Alternate Learning Center. Presented findings at MNRS, 2007.

2004 Matching internal grant from MUO School of Nursing for “Baby Think-It-Over computer dolls for research and enhancing health promotion for troubled youth at the Alternate Learning Center and research

2003 Cleveland Foundation Grant in collaboration with Camp Courageous. This organization extended the previous grant from the Toledo Community Foundation. This 1 year grant was for a total of $34950.

2002 Toledo Community Foundation Grant in Collaboration with Camp Courageous
Awarded 1 year grant for a total of $63,860 to develop a community-based site to enhance health care for residents at Camp Courageous and to potentially expand clinical sites for nursing students from MCO School of Nursing. 2 students completed their research projects by teaching handwashing to the campers.
Sink CV, Vitae

2001 Golf Classic Mini-Grant
Lucas County Educational Service Center
Awarded a $500 competitive grant to obtain models and interactive teaching props for enhancing health promotion for troubled youth at the Alternate Learning Center

1999 Awarded opportunity to attend National Research Symposium and Friends of NIH Dinner in Washington, DC by The University of Michigan, School of Nursing, Ann Arbor, Michigan

1998 Awarded opportunity to attend National Research Symposium
Academic Intranet Project Computer Award
Medical College of Ohio

1991 National Research Service Award
Fellowship Number: 5 F31 NR06594
3-year award to support doctoral education

Current Research Interests:
- Obesity
- Interested in health literacy.

Publications:


(The dissertation dealt with only the mothers.)


Service: *College of Nursing Committees and Task Forces*

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>APT (Vice-chair)</td>
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<tr>
<td>2009 - Current</td>
<td>BSN to DNP Program Development Task Force</td>
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<tr>
<td>2008- Current</td>
<td>Subcommittee on Salary and Workload</td>
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<tr>
<td>2010 – 2011</td>
<td>GARP</td>
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<tr>
<td>2004 – 2010</td>
<td>Research Review Committee</td>
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<tr>
<td>2005 – 2010</td>
<td>Research Task Force</td>
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<tr>
<td>2006 – 2009</td>
<td>ARPT (Vice Chair 2006-2007; Chair 2007-2009)</td>
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<tr>
<td>2007 – 2008</td>
<td>CCNE Task force,</td>
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Service continued: *College of Nursing Committees and Task Forces*

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
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<tbody>
<tr>
<td>2007-2008</td>
<td>Graduate Curriculum Committee</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Strategic Planning Task Force</td>
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<tr>
<td>2006 – 2009</td>
<td>BSN - DNP Task Force</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>Planning Committee for joint Parent-child and Maternal-child nursing course ethics day (Fall, 2006 in conjunction with Toledo Hospital Spring, 2007 at University of Toledo, College of Nursing</td>
</tr>
</tbody>
</table>
Service: College of Nursing Student Scholarly Activities

2011 – 2012  
Field experience: Perceptions of New Fathers
For: Brittany Charnock with emphasis on fathers postnatally.
      Joeyllyn Quinones with emphasis on fathers prenatally.

2011 – 2012  
Field experience: Perceptions of One’s Body and Weight Management
For: Melissa Boes (Presented Spring, 2012) with emphasis on older adults
      Amy Overmyer (Presented Spring, 2012) with emphasis on young adults
      Victoria Shiple (Presented Spring, 2012) with emphasis on teenagers
      Lauren Uhrman (Presented Spring, 2012) with emphasis on children ages 7 – 12.

2011 – 2012  
Field experience: Metabolism’s Affect on Weight
For: Aaron Yoakam (Presented Fall, 2011) with emphasis on 17 day diet and depression related to weight
      Brandy Secory (Presented Fall, 2011) with emphasis on hCG Diet and results of lab values with weight loss
      Jessica Kimmet (Presented Fall, 2011) with emphasis on Weight Watchers and body image related to weight

2010 – current  
Committee member on DNP Evidenced Based Practice Project: Designed to achieve and/or improve vascular access for full arrest patients on arrival or in the Emergency Department through the use of the Vidacare EZ-IOTM infusion device
For: Cheryl Aubin

Service continued: College of Nursing Student Scholarly Activities

2010 – 2011  
Field experience: Perceived stress and coping of BSN students regarding taking the HESI2 Exam
For: Holly Myers (Presented Fall, 2010)

2009 – 2010  
Field experience: Perceived barriers to care of diabetic children in the schools
For: Carrie Rawson (Presented Spring, 2010)
2009 – 2010
Field Experience: to examine the effect of having a child (pre-school to adolescent age range) on caregivers for:

Cynthia Keller (Presented Fall, 2009) with emphasis on the well child
Tammie Ferguson (Presented Fall, 2009) with emphasis on the child with chronic illness or disability.

2007-2008
Project Chair: Lavina King (Presented Spring, 2008)
Topic: The impact on a parental role and coping strategies used when caring for a child with a mental disability

Project Chair: Jane Mwangi (Presented Spring, 2008)
Topic: Impact on the parental role with having a child with autism.

Field Experience: to examine the effect of pediatric disability/illness on caregivers for:

Kristin Spinelli (Presented, Spring, 2008 with emphasis on having an autistic child)
Janelle Knapik (Presented, Spring, 2008 with emphasis on the impact of a chronically ill child’s sleep disturbances on parental depression)

Field Experience: Tiffany Grubb (Presented, Spring, 2008 with emphasis on coping of employed caregivers)
Robin Radcliffe (Presented, Spring, 2008 with an emphasis on comparing differences in the stressors of mothers versus fathers)

2006-2007
Project chair: Jeannie Cluff (Presented, Spring, 2007)
Topic: To examine the behavioral effects of nutrition on children in a junior high alternate learning center

Service continued: College of Nursing Student Scholarly Activities

2006 – 2007
Field Experience: to examine the behavioral effects of nutrition on children in an alternative learning center for:

Sarah Halbeisen (Presented, Spring, 2007)
Megan Palmer (Presented, Spring, 2007)
With emphasis for both:: The effects of a midmorning snack on children’s Behavior in an alternative learning center
Erin Durbin (Presented, Spring, 2007)
M. Christina Saucedo (Presented, Spring, 2007)
Monica Wilson (Presented, Spring, 2007)

With emphasis for all 3: The effects of Nutrition towards behavior in adolescents in an alternative learning center

Kimberly Bruhl (Presented, Spring, 2007)

With emphasis on: The effects of Nutrition towards behavior in pre-adolescents in an alternative learning center

2005-2006
Thesis Committee: Janet Moore (Defended, Spring, 2006),
Chair: Jane Evans, PhD, with Ann Baker, PhD
Topic: Pre-hospital pain assessment of Pediatric Trauma

Thesis Committee: Vernonia Walters (Defended, Spring, 2006)
Chair: Debra Buchman, PhD, with Tracy Szirony, PhD
Topic: Examination of the satisfaction with medication education of elder patients after discharge from the hospital

2005-2006
Project chair: Lindsay Brock (Presented, Spring, 2006),
Topic: A program evaluation of handwashing techniques for children with Developmental Delays during camp

Project chair: Laura Anderson (Presented, Spring, 2006)
Topic: A program evaluation of handwashing techniques for adults with Developmental Delays during camp.

Project chair: Cindy Herrera (Presented, Spring, 2006)
Topic: Needs Assessment for the “Baby think It Over” Parenting Program

2005-2006
Project committee: Karen Martin (Presented, Spring, 2006)
Project Committee Chair: Jane Evans, PhD

Service continued: College of Nursing Student Scholarly Activities

2005
Graduate Representative Jean Marie Austin (Defended, Spring, 2005)
Topic: Identification of Effective interventions used by parents and other caregivers in treating infant colic.

2004-2005
Project Chair: Carol Findley (Presented, Spring, 2005),
Topic: Pictography: A method for adult patients with literacy barriers to understand medications.

Project Chair: Cariln White (Presented, Fall, 2004)
Sink CV, Vitae

Topic: Benefits of Children in low-income families received from participation in a community based health fair.

2005
Thesis committee: Carrie Genot (Defended Spring, 2005)
Thesis Chair: Joanne Ehrmin, PhD with Tracy Sztrowny, MSN
Topic: A phenomenological study: End of life decision Making

2004
Thesis Committee: Candy Smith (Defended)
Chair: Joanne Ehrmin, PhD
Topic: The Lived Experience of Birth for Women: A Qualitative Study

2004
Thesis Committee: Renee L. Brinkley (Defended, Spring, 2004)
Chair: Judith Lamp, PhD, with Connie Roth Sauter, PhD
Topic: The Correlation Between Perceived Stress and Health Promoting Self-care Behaviors in High-risk Third Trimester Pregnancies

2004
Project Chair: Norma Lake (Presented, Spring, 2004)
Topic: To discover factors in the antepartum and immediate Postpartum period that may assist healthcare providers to identify the potential for postpartum depression

2003
Thesis committee: Jim McCray (Defended)
Chair: Jane Evans, PhD with Eliza McCartney, MS
Topic: Describing and differentiating pain responses from non-pain responses in low birth weight pre-term infants

2003
Project Chair: Sara Kempke (Presented, Spring, 2003)
Topic: Comparison of Rectal, Axillary and tympanic temperature measurements in infants and small children

Service continued: College of Nursing Student Scholarly Activities

2003
Thesis committee: Dianne Mawhilter (Defended)
Chair: Jane Evans, PhD, with Eliza McCartney, MS, RN
Topic: Learned response by the preterm infant in the Neonatal Intensive Care Unit to repeated heelsticks: An exploratory study.

2002
Project committee: Marc Crisenbery (Presented)
Chair: Jane Evans, PhD, with Eliza McCartney, MS, RN
Topic: Pain in Neonates
**Service:**

*University of Toledo*

2010 – Current  Academic Standing Committee of the Graduate Council Executive Committee  
2001 – Current  Institutional Ethics Committee, Health Campus  
2010  Disability Studies Program Development Committee  
2009 – 2010  UT Center of Excellence for Autism  
2006 –2007  Served as consultant for pediatric transplant issue at UTMC  
2006 – 2007  Synergy Task force for Faculty Senate for merger with University of Toledo  
2006  Parking Commission  
1999 – 2006  Institutional Review Board; Health Campus  
   Co-Vice-Chair (2002-2005);  
   Chair designee (2005-2006).  
1997- 1998  Faculty Senate Representative (Health Campus) to Ohio Board of Regents  

**Professional Organizations**

Northwest Ohio Nursing Association Chapter of American Nurses Association  
2011 - Current  Board of Directors  
2011  Delegate to Ohio Nurses Association Convention  
2009  Delegate to Ohio Nurses Association Convention  
2007  Delegate to Ohio Nurses Association Convention  

Zeta Theta Chapter of Sigma Theta Tau (International Nursing Honor Society)  
2010 – Current  Member of Research Consortium  
2009 – 2011  University of Toledo Counselor  
1998-2006  Finance Committee member  
2001-2002  Newsletter Editor  
1999-2000  Planning committee for Sigma Theta Tau Research Day, April, 2000  

Midwest Nursing Research Society  
2002-Current  Reviewer for Paper Presentations  
2002-2003  Chair of the Childbearing Research Section  
2001-2002  Co-Chair of the Childbearing Research Section  

**Miscellaneous Professional Activities**

2005 Assisted with development of health fair at Alternate Learning Center, April, 2005  
2004 Assisted with development of health fair at Glendale Feldbach, September, 2004  
2001-2005  Had a practice as a CNS in the Wellness Center at Alternate Learning Center, a Lucas County School program for troubled youth for 4 years (With Eliza McCartney during the first 2 years). The Wellness Center is a risk reduction educational program for both students and staff.  
2001-2002  Reviewer for *Journal of Nursing Administration*
**Miscellaneous Professional Community Activities**

2002 – 2008 APN consultant for Camp Courageous, Whitehouse Ohio. This camp is a camp for both children and adults with developmental delays and/or mental retardation.

1997 - Current American Heart Association
Instructor for basic CPR
Assists with updating both MCO nursing students and faculty in CPR recertification.

**Current Continuing Education:**

February 21, 2012 (Ohio Law)
“Patient Safety Initiative: Creating a Culture of Safety and Accountability”
Northwest Ohio Nurses’ Association
Holiday Inn, French Quarter, Perrysburg, OH
Contact hours: 1.08

April 25, 2011
5th Annual College of Nursing Research Day
University of Toledo, College of Nursing
Dana Center, Toledo, Ohio
Contact hours: 5.75

November 3, 2010
“Are you ready? An update on pediatric emergencies”
ProMedica Health System
Holiday Inn French Quarter, Perrysburg, OH
Contact hours: 7.25

October 26, 2010
Insider Secrets to Grant Success
University of Toledo, Main Campus
9 AM to 3PM
Contact hours: None applied for by presenters

October 12, 2010
Legislative Update for Nurses
University of Toledo, College of Nursing
Toledo, Ohio
Contact hours: 1.0

**Current Continuing Education:** (Continued)

April 16-17, 2010
“Bridging nursing leadership & research”
Held at the Four Points by Sheridan in Ann Arbor, Michigan
Sigma Region 10 Conference
CEU’s by University of Michigan Health System Educational Services
Contact Hours: 7.8

November 4, 2009
“Are you ready? An update on pediatric emergencies”
ProMedica Health System
Holiday Inn French Quarter, Perrysburg, OH
Contact hours: 7.0
October 26, 2009
“Legislative Update”
Held at Holiday Inn French Quarter, Perrysburg, OH
Sponsored by NW Ohio Nurses’ Association and
Ohio Nurses Association
Contact Hours: 1

October 12, 2009
“Managing Your Blackboard Grade Book”
Held at University of Toledo
Contact Hours: 2

October 6, 2009
“Quizzes and Exams Using Blackboard”
Held at University of Toledo
Contact Hours: 2

May 12 – 13, 2009
“BSN Curriculum Development Workshop”
Held at University of Toledo
Contact Hours 8.0

April 21, 2008
“College of Nursing 2nd Annual Spring into Research Conference”
Held at University of Toledo
Contact Hours: 6

March 28-31, 2008
“Nursing Research: At the Crossroads of Global Health”
Midwest Nursing Research Society Conference
Indianapolis, IN at Marriott Downtown
Contact Hours: 9.2

March 24, 2008
“Strategies to Create Local and National Nursing Research Initiatives”
Mercy College of NW Ohio
Contact Hours: 1

October 12-13, 2007
“Do you believe in Magic?” (Emerging issues in health care, leadership and workplace advocacy)
Ohio Nurses Foundation
Columbus Ohio
Contact Hours: 7.91

**Current Continuing Education:** (Continued)

August 24, 2007
“Ethics in Perinatal and Pediatric Care”
Primarily for RNs, Student nurses, Social Workers
Held at The Toledo Hospital
Contact Hours: 6.

May 8, 2007
Ohio Nurses Legal Update
Held at University of Toledo
Contact Hours: 1

April 23, 2007
“College of Nursing Research Day”
Held at University of Toledo
Contact Hours: 6.5
March 23-26, 2007  
“Innovative Technology: Pioneering Pathways to Health”  
Midwest Nursing Research Society Conference  
Omaha, Nebraska at Hilton Omaha and Qwest Center Omaha  
Contact Hours: 4.5

August 25, 2006  
“Ethical Aspects of Perinatal and Pediatric Care”  
Primarily for RNs, Student nurses, Social Workers  
Held at The Toledo Hospital  
Contact Hours: 6.3

August 16, 2006  
“Scholarship Day”  
Update on Human Subjects Protection, Nursing theory, Educational theory  
Held at University of Toledo, College of Nursing  
Contact hours: 7.2

May 17-19, 2006  
“Nursing Care of the Hospitalized Child”  
Contemporary Forums  
Las Vegas, Nevada at the Las Vegas Hilton  
Contact hours: 12.3

May 12-13, 2006  
“Adolescent Health Care”  
Contemporary Forums  
Las Vegas, Nevada at the Las Vegas Hilton  
Contact hours: 16.2

May 8, 2006  
“Shared Governance Model”  
Held at the Medical University of Ohio  
Contact Hours: 1.2

April 1, 2006  
8th annual Allergy/Asthma Conference  
Dana Center, Toledo, OH.  
Contact hours: 5.25

Current Continuing Education: (Continued)

February 15, 2006  
“Evidence Based Practice”  
Sigma Theta Tau meeting  
Held at Georgios Restaurant, Toledo, Ohio  
Contact Hours: 1.2

November 9, 2005  
“Are you ready? An update on pediatric emergencies”  
ProMedica Health System  
Holiday Inn French Quarter, Perrysburg, OH  
Contact hours: 8.4

June 29, 2005  
“A day with Ryan Delaney”  
Tri-County Educational Service Center: A day on quality improvement and teaching effectiveness in the classroom
May 19, 2005
Critical Thinking & Test Item Writing Workshop: A HESI Workshop for Faculty
Collier Building at the University of Toledo
Contact Hours: 5.7

April 1-4, 2005
“Advancing the Clinical Research Enterprise: Translation and Dissemination”
Midwest Nursing Research Conference
Hilton Cincinnati Netherland Plaza, Cincinnati, OH
Contact hours: 4.8

October 27, 2004
Nursing Research Conference
Co-Presented by Zeta Theta Chapter, Sigma Theta Tau
And Medical College of Ohio, School of Nursing
Franciscan Center, Lourdes College, Sylvania, OH
Contact hours: 4.2

May 7-8, 2004
Adolescent Health Care, Boston,
Contemporary Forums and Children’s Hospital Boston.
Held at Sheraton Hotel Boston
Contact Hours: 16.2

May 5, 2004
Tissue Repositories: Protections, Policies, and Practical Strategies
Sponsored by PRIMER (Public Responsibility in Medicine & Research, Columbia University
Held at Hyatt harborside Hotel, Boston, MA
Contact Hours:

Revised 4-10-12
Dianne Smolen

9030 Rolling Hill Road         The University of Toledo
Holland, Ohio  43528         Health Science Campus
Phone:  419-861-1790         College of Nsg.  M.S. 1026
Licensure:  State of Ohio RN   3000 Arlington Avenue
Toledo, Ohio  43614-2598       Toledo, Ohio  43614-2598
Phone:  419-383-5893

Additional Licensure:

South Carolina:   Renewal #35339

Certification:

2006 – 2011        Certified Nurse Educator
                   Valid December 1, 2006 to November 30, 2014

1999-2014         Nursing Continuing Education and Staff Development
                   Valid:  December 1, 2009 to November, 30, 2014;
                   (Nursing Professional Development
                   Valid: December 1, 1999 to November 30, 2011)

Education:

June, 1993        Doctor of Philosophy
                   Major:  Higher Education
                   Minor:  Educational Psychology
                   University of Toledo
                   Toledo, Ohio

May, 1985         Ph.D. Program in Educational Administration
                   Kent State University
                   Completed 10 semester hours
                   Kent, Ohio

June, 1980        Master of Science in Nursing
                   Medical-Surgical Adult Nursing, Teaching Specialty
                   Medical College of Georgia Graduate School of Nursing
                   Augusta, Georgia

May, 1974         B. S., Sociology
                   Northern Kentucky State University
                   Highland Heights, Kentucky
Education: (Continued)

Sept., 1963  Diploma in Nursing
  Medical University of South Carolina School of Nursing
  Charleston, South Carolina

May, 1960  Diploma
  North Charleston High School
  North Charleston, South Carolina

Experience
Administrative Positions (UT College of Nursing): (Hired July, 1986 at MCO, now UTMC)

July 1, 2010 to June 30, 2012 Chair, Health Promotion, Outcomes, Systems, Policy Department
Director Doctor Nursing Practice (DNP) Program
The University of Toledo College of Nursing
Toledo, Ohio
Primary Responsibilities: Assist faculty in areas of teaching, scholarship and service to meet their own goals and objectives as well as those of the Department and College. The Department Chairs work collaboratively with each other and with the other members of the Administrative Team of the College of Nursing and the University. Direct the DNP Program and lead the Program Management Council every other year.

July, 1, 2008 - June 30, 2010 Interim Chair, Department of Acute and Long Term Care
Director Doctor Nursing Practice (DNP) Program
The University of Toledo College of Nursing
Toledo, Ohio
Primary Responsibilities: Assist faculty in areas of teaching, scholarship and service to meet the goals and objectives of the College of Nursing. The Department Chairs work collaboratively with each other and with the other members of the Administration of the College of Nursing and the University. Direct the DNP Program and lead the Program Management Council every other year.

July 1, 1996 to June 30, 2010 Coordinator of Doctoral Nursing Program (DNP)
The University of Toledo College of Nursing
Toledo, Ohio
Primary Responsibilities: Coordinate the implementation and evaluation of the doctorate in nursing practice curricula; participate in recruitment efforts for prospective DNP applicants; serve as liaison with all committees from Wright State University and The University of Toledo on all governance issues. Other responsibilities available upon request.

July 1, 1996 to Aug., 2005 Director, Continuing Nursing Education
Medical College of Ohio School of Nursing
Toledo, Ohio
Primary Responsibilities: Responsible for planning, implementing, and evaluating continuing nursing education programs for School of Nursing faculty as well as nurses in the community and region. Maintain ONA approved status as a provider for continuing nursing education.


**Experience**

**Administrative Positions (UT College of Nursing) (Continued):**

- **July’89-June’94** Level I/III Coordinator
  - Medical College of Ohio School of Nursing
  - Toledo, Ohio
  - Primary Responsibilities: Overseeing all courses taught in the two levels and assuring their smooth functioning; mentoring less experienced faculty, and evaluating faculty.

- **July 1, 1995 - June 30, 1996** Level I, II, & III Coordinator
  - Medical College of Ohio School of Nursing
  - Toledo, Ohio
  - Primary Responsibilities: Overseeing all courses taught in all three levels, facilitating their smooth functioning, mentoring faculty, and evaluating faculty clinical and class performance.

- **Sept-Dec 1994** Interim Director
  - Continuing Nursing Education
  - Medical College of Ohio School of Nursing
  - Toledo, Ohio
  - Responsible for planning, implementing, and evaluating continuing nursing education programs for School of Nursing faculty as well as nurses in the community and region.

- **July 1, 1988 to June 30, 1989** Acting Department Chairperson - Surgical Nursing Department
  - Medical College of Ohio
  - Toledo, Ohio

- **July 1, 1987 to June 20, 1988** Assistant Department Chairperson - Surgical Nursing Department
  - Medical College of Ohio
  - Toledo, Ohio

**Faculty Positions (UT Health Science Campus):**

- **July 1, 2006 to June 30, 2012** Professor with Tenure – Graduate Faculty Appointment – Full Graduate Faculty Status. The University of Toledo Health Science Campus, College of Nursing
  - Toledo, Ohio (Formerly Medical University of Ohio College of Nursing)
  - Primary Responsibilities: Teach the education courses (N-671, N-672, N-673, N-551) in the Nursing Education Certificate program (online) and the Nurse Educator major at graduate level; (also taught N-495 Nursing Research – Undergraduate 2006 & 2007). As of spring 2008, serve as chair or on the committees of DNP students’ Evidence Based Practice Projects.

**Experience: Faculty Positions (UT Health Science Campus):** (Continued)

- **July 1, 2005 to** Professor with Tenure - Graduate Faculty Appointment – Regular Member
June 30, 2006  
Medical University of Ohio College of Nursing (Formerly MCO School of Nursing)  
Toledo, Ohio  
Primary Responsibilities: Teach the education courses (N-671, N-672, N-673) in the Graduate level Nursing Education Certificate program. All courses are online.

July 1, 2003 to June 30, 2005  
Professor with Tenure - Graduate Faculty Appointment – Regular Member  
Medical College of Ohio School of Nursing  
Toledo, Ohio  
Primary Responsibilities: Teach the education courses (N-671, N-672, N-673) in the Graduate level Nursing Education Certificate program. All courses are online.

July 1, 2000 to June 30, 2003  
Professor with Tenure - Graduate Faculty Appointment – Regular Member  
Medical College of Ohio School of Nursing  
Toledo, Ohio  
Primary Responsibilities: Taught graduate level adult health nursing principles, health promotion, disease prevention, acute and chronic illness; Facilitate master’s students’ clinical experiences and independent studies; major advisor or committee member for theses or scholarly projects. Also taught an online Educational Design course summer 2001. Occasionally teach undergraduate adult health.

July 1, 1995 to June 30, 2000  
Associate Professor - Adult Health Nursing  
Medical College of Ohio School of Nursing  
Toledo, Ohio  
Responsibilities: Taught Adult Health Nursing I and II in Undergraduate program. Taught Adult Health Nursing I and II in the Graduate program.

July 1, 1995 to June 30, 1997  
Graduate Faculty Appointment-Associate Member  
Medical College of Ohio School of Nursing  
Toledo, Ohio  
Primary Responsibilities: Taught Adult Health Theory and Clinical: Chronic and acute illness; facilitating students’ independent studies; advisor for scholarly projects; committee member scholarly projects and theses.

July 1, 1986 to June 30, 1995  
Assistant Professor - Adult Health Nursing  
Medical College of Ohio School of Nursing  
Toledo, Ohio  
Primary Responsibilities: Undergraduate: Coordinated and taught theory and clinical labs including Adult Health Nursing I, II, and III, Diagnosis and Treatment of Common Adult Health problems (Bioscience).

Experience - Non-UT Health Science Campus  
Faculty Positions

Sept.1985 to June 30, 1986  
Assistant Professor - Medical-Surgical Nursing  
Youngstown State University  
Youngstown, Ohio

Experience: Nonfaculty and Faculty Positions- Non-UT Health Science Campus: (Continued)
Primary Responsibilities: Lead instructor. Taught theory and clinical labs dealing with patient problems of the gastrointestinal, endocrine, integumentary, cardiovascular, neurological and musculoskeletal systems.

Sept. 1982 to Aug. 1985
Associate Director Education - Nursing Services
St. Elizabeth Hospital Medical Center
Youngstown, Ohio
Primary Responsibilities: Coordinated department of 15 staff development instructors. Secured ONA agency approval for educational programs. Planned and implemented all continuing education and staff development programs. Responsible for costing out all programs.

Associate Coordinator - Nursing Education (Position funded by grant monies. Grant funding reduced in 1982.)
Mahoning Shenango Area Health Education Network
Youngstown, Ohio
Primary Responsibilities: Planned and coordinated RN refresher course. Planned continuing education programs for area nurses.

Sept. 1975 to June 1981
Instructor, Medical-Surgical Nursing (1979-81)
Psychiatric and Medical-Surgical Nursing (1977-78)
Clinical Instructor, Part-time. Fundamentals (1975-77)
Youngstown State University
Youngstown, Ohio
Primary Responsibilities: Clinical instructor, general Medical-Surgical and psychiatric patients

Aug. 1974 to June 1975
Staff Nurse (part-time), Medical-Surgical
Holmes Hospital
Cincinnati, Ohio

Sept. 1972 to June 1973
Instructor - LPN Program
Northern Kentucky Vocational School
Covington, Kentucky

Sept. 1971 to April 1972
Staff Nurse (part-time), Medical-Surgical
St. Elizabeth’s Hospital
Covington, Kentucky

Jan. 1971 to June 1971
Staff Nurse (full and part-time), Postpartum, Labor & Delivery
University of Tennessee Memorial Research Hospital, Knoxville, Tennessee

Staff Nurse (part-time) - Labor & Delivery
Fort Sanders Presbyterian Hospital
Knoxville, Tennessee

Experience: (Continued)

Sept. 1968 to Aug. 1969
Clinical Instructor and Activities Director (full-time)
Fort Sanders Presbyterian Hospital School of Nursing - Three year program
Knoxville, Tennessee

Jan.1966 to  Staff Nurse (part-time) - Medical-Surgical
Sept.1968  Medical University of South Carolina Hospital
          Charleston, South Carolina

April 1964 to  Clinical Instructor (full-time)
Sept 1965  Medical University of South Carolina School of Nursing - Three year program
           Charleston, South Carolina

Sept.1963 to  Staff Nurse (full-time) - Postpartum, Labor & Delivery and Nursery
July 1964  Roper Hospital
           Charleston, South Carolina

**Honors, Awards and Scholarships:**

April 2011  On Evidence Based Practice Project Committee for DNP student, Cheryl Gies, who
           won 1\textsuperscript{st} place at Midwest Nursing Research Society for her Evidence Based Practice
           Project poster on Alzheimer’s Caregivers.

April 2005  On thesis committee for graduate student, Cheryl Gies, who won 1\textsuperscript{st} place at Midwest
           Nursing Research Society for her research poster presentation on Smoking Cessation.

Sept. 2004  Received Dean’s Award for Excellence in Teaching.

July 2002  Selected to be a participant in a conference titled Research Training Development of
           Nurse Scientists (one of 40 individuals nationwide). Sponsored by National Institute
           of Nursing Research in collaboration with the Clinical Center Nursing Department,
           National Institutes of Health. Held in Bethesda, MD on the campus of NIH.

April 2001  Major advisor for thesis student, Candice Sarikonda, who won 2\textsuperscript{nd} place at Midwest
           Nursing Research Society for her research poster presentation.

May 1999  Award for Research Article of the Year in *Gastroenterology Nursing* by the Society
           of Gastroenterology Nurses and Associates.

June 1990  Excellence in Teaching Award (Student Award - BSN Class of 1990)
            Medical College of Ohio School of Nursing
            Toledo, Ohio

June 1990  Outstanding Teaching Performance (Student Award - One of Three - From BSN
            Class of 1990). Medical College of Ohio School of Nursing, Toledo, OH

**Honors, Awards and Scholarships:**  (Continued)

May 1990  Who’s Who in American Nursing
Oct 1989  Selected to attend Graduate Student Seminar on Higher Education with Association of Study of Higher Education on State Policies in Higher Education  
Atlanta, Georgia

Sept 1989  Outstanding Faculty Member (faculty award)  
Medical College of Ohio School of Nursing, Toledo, OH

June 1989  Excellence in Teaching Award (Student Award - BSN Class of 1989)  
Medical College of Ohio School of Nursing  
Toledo, Ohio

May 1989  Selected for Membership in Pi Lambda Theta - National Education Honorary Society

1986 - 1987  Outstanding Contribution to Teaching (faculty award)  
Medical College of Ohio School of Nursing  
Toledo, Ohio

1980  Sigma Theta Tau, Delta Xi Chapter  
Nursing Honorary Society of Nursing  
Medical College of Georgia

1978 - 1980  Received Professional Nurse Traineeship from Medical College of Georgia  
Graduate School of Nursing

1974  Graduated cum laude from Northern Kentucky State University  
Highland Heights, Kentucky

1965 - 1966  Recipient of three scholarships while in University of South Carolina School of Nursing

1963  Graduated Third Honor Graduate (within 100th point of 2nd honor graduate)  
Medical University of South Carolina School of Nursing  
Charleston, South Carolina

1959  Girl’s State Representative from North Charleston High School

Professional Memberships:

Sigma Theta Tau, International, Zeta Theta Chapter at Large  (merged with Lourdes College, 1997;  
Mercy College of Northwest Ohio, 2006)  
National Honor Society, 1980 – present

Professional Memberships: (Continued)

President, 1996-98, President Elect, 1994-96; Counselor, 2006-present; Finance Committee,  
American Nurses Association, Ohio Nurses Association - District 35  
Toledo, Ohio, 1977- 2006.  
Nominating Committee 2000 - 2005

Midwest Nursing Research Society – 1993 - present  
Chronic Illness and Health Seeking Behaviors sections

Pi Lambda Theta  
National Education Honorary Society  
The University of Toledo, 1989 - present

Medical College of Georgia Alumni Association

Medical University of South Carolina School of Nursing Alumni Association

**Academic Courses Taught:**

**Undergraduate**
- N-325 Bioscience I
- N-327 Adult Health I
- N-335 Bioscience III
- N-337 Adult Health II
- N-497 Adult Health III
- N-402 Leadership and Management (Semesters)
- N- 495 Nursing Research

**Graduate**
- 30.504 Adult Health II (Quarters)
- 30.505 Adult Health III
- 30.606 Adult Health Practicum
- 30.663 Teaching Practicum in Education
- 595 ANP/CNS I Care of Women & Concepts of Care - Spring 2003
- 595 ANP/CNS II Care of Adolescents and Adults (Fall 2003)
- 551 Advanced Clinical Seminar in Teaching (Online)
- 500 Adult Health I (Semesters)
- 501 Adult Health II (Semesters)
- 671 Developing Instructional Programs for Nursing (Semesters) Summer (Online)
- 672 Teaching, Learning and Eval. Fall (Online)
- 673 Practicum and Seminar in Teaching – Spring (Online)
- 709 Project Seminar
- 710 Evidence Based Practice Project
- 797/798 Capstone Practicum (Direct and Indirect)

**Student Research Experience:**

**Evidence Based Practice Projects- Major Advisor**

Fall ’11-present  
Hollis Hamilton  
Horizontal Violence

Fall ‘09-May ‘11  
Margaret McFadden (Co-advisor with Dr. Jan Belcher at WSU)  
Evaluation of an Evidence Based Leadership Education Intervention for Registered Nurse Leaders

**Evidence Based Practice Projects- Major Advisor (continued)**

Fall ‘09-May ‘11  
Patricia (Trish) Carter  
Development of the Dialysis Decisions Patient Education Program: An Evidence Based Nursing Practice Quality Improvement Project
Dianne Smolen

Sp.’10-May ’11 Cheryl Gies
Developing Gender Specific Web-Based Educational Modules for Caregivers of Persons with Alzheimer’s Disease

Fall ’10-Aug.’11 Kristi Bowser
Uncertainty in Survivorship and the Implementation of Written Cancer Survivorship Care Plans

Fall ’10-Dec.’11 Kim Cole
Implementation of an Epilepsy Self-Management Protocol in an Outpatient Neurology Clinic

Evidence Based Practice Projects- Committee Member
Spr. ’11- Kami Fox
Pediatric related topic

Spr. ’11 Todd Tussing
Management issue…don’t know yet.

Field Experience – Major Advisor

Fall 2009
Heather Garbe: Sexual Awareness, Body Image, and Self Esteem of Individuals with Ostomies.
Cynthia Lipman: Meeting the Healthcare Needs of the United Arab Emirates Population: A Nursing Perspective
Wanda Sciarrino: Screening for Atypical Celiac Disease in Primary Care

Spring, 2009
Nancy Gauger: Effect of Exercise on Reducing Fatigue among Individuals with Inflammatory Bowel Disease

Fall, 2008
Alicia Gardiner: The Experience of Working on an Interdisciplinary Research Project.
Elisha Pelland: The Effectiveness of Exercise to Decrease Fatigue and Improve Quality of Life in Individuals with Inflammatory Bowel Disease

Sp. 2008
Kathryn Bombrys: Inflammatory Bowel Disease & Symptom Management (qualitative – quality of life)
Jaclyn Lewis: Examination of Nutritional Assessment in Adults with Inflammatory Bowel Disease
Tammy Murphy: Assessment of Nurses’ Knowledge Regarding Inflammatory Bowel Disease (IRB)
Julie Nardi: Stress Relief Through Journaling among Adults with Inflammatory Bowel Disease
Linda Newkirk: The Effect of a Support Group on Anxiety among Individuals with Inflammatory Bowel Disease (Orem, locate tool, IRB)

Student Research Experience – Field Experience - Major Advisor (Continued)

Kelli Williamson: Probiotic Treatment for Adults with Inflammatory Bowel Disease (Orem - Quantitative)

Fall, 2007
Kristin Oneal: Inflammatory Bowel Disease in Adults and the Effect of a Support Group on Anxiety (Watson’s theory)
Barbara Conover: Effectiveness of Exercise to Decrease Fatigue and Improve Quality of Life in Individuals with Inflammatory Bowel Disease

Pearl Manion: Emotional Concerns of Family Caregivers

Kristy Marriott: Adults with Inflammatory Bowel Disease and their Perceived Lived Experience Using Probiotics (Friedeman- qualitative)

Sharmeta Gibbon: Assessment of Nursing Knowledge Regarding Inflammatory Bowel Disease

Diane McDougle: Symptom Management among Individuals with Inflammatory Bowel Disease (quantitative- using CAMT to relieve symptoms)

Sp. 2007 Gail Wood: Perceived Benefits and Perceived Barriers to Phosphate Binder Medication Adherence Among Hemodialysis Patients

Sarah Cekanski: Perceived Benefit and Perceived Barriers in Treatment of Hepatitis C.

Thesis – Major Advisor

2003 - 2006 Teresa Garris
Investigation of Self-Reported Transitional Health Care Needs of the Adolescent with Congenital Heart Disease

2003 - 2005 Laurie Knippen
Effectiveness of Music for Anxiety Reduction in Inflammatory Bowel Disease Individuals (Accepted as poster at MNRS. Didn’t complete research in time.)

2003 – 2004 Michelle Salisbury
Sexual Awareness, Body Image, and Self-Esteem of Individuals with IBD Who Have Ostomies

2003 - 2004 Lorrie Elchert
Validity and Reliability of the State-Trait Anxiety Inventory in Individuals with Inflammatory Bowel Disease (Poster at MNRS)

2002-2003 Terra Konieczny
Establishing the Validity and Reliability of the Short Inflammatory Bowel Disease Questionnaire

Thesis – Major Advisor: (Continued)

2001-2002 Kathleen Van Etten
Susceptibility, Barriers, and Benefits that Influence the Use of Screening Mammography in Women Aged 40-49 (Poster at MNRS)

1998-2001 Candace Woitas-Sarikonda
The Relationship Between Self-efficacy, Exercise Barriers Efficacy, and Exercise Adherence in a Cardiac Rehabilitation Population (Poster at MNRS- 2nd place)
1999–2001   Aimee Gentz
Assessing Nurses' Documentation of Pain

1998–2001   Cindy Hoteling
A Comparison of Posterior Tibial and Brachial Blood Pressures in Infants

1998-2000   Lynda Singer
The Effect of Music Therapy on Ambulatory Patients Undergoing Colonoscopy

1998-1999   Karen Wehman
Relationship Between Knowledge of Osteoporosis and Risk Reduction Behaviors in Middle-Aged Caucasian Women

Thesis – Committee Member

2005-2006   Dayle Pugh
Communication, Cooperation and Coordination among Health Care Providers

2002-2003   Lori Wade
Using Algorithms to Manage Diabetic Ketoacidosis in Pediatric Patients to Prevent and Treat Cerebral Edema

2002-2005   Cheryl Gies
Evaluating the Effectiveness of an Inpatient Nurse-Directed Smoking Cessation Program in a Small Community Hospital (Poster at MNRS)

2001-2002   Rebecca Beck
Licensed Practical Nurses' Experience with Falls by Older Nursing Home Residents

2001-2002.1   Julie Stausmire
Knowledge Retention of Electrocardiogram Interpretation and Treatment of Abnormal Rhythms Among Nurses

2000-2001   Becky Rohrbach
Lived Experience of Aging Parents of Mentally Retarded Children

2000-2001   Debra Schassberger
Nurse Educator’s Knowledge of Pressure Ulcers
Thesis Committee Member: (Continued)

2000-2001   Debbie Luginbuhl
Women and Heart Disease

1999-2000   Jan Cook
Verbal Abuse Among Operating Room Nurses

1999-2001   Stacy Mitchell
<table>
<thead>
<tr>
<th>Scholarly Projects - Major Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1997 - 1999</strong></td>
</tr>
<tr>
<td>Melissa Toth</td>
</tr>
<tr>
<td>The Lived Experience of Being Severely Burned: A Phenomenology Study</td>
</tr>
<tr>
<td><strong>1997 - 1998</strong></td>
</tr>
<tr>
<td>Stephanie Wilson</td>
</tr>
<tr>
<td>The Effects of Relaxation on Postoperative Pain in Patients With Total Knee Relaxation</td>
</tr>
<tr>
<td><strong>1997 - 1998</strong></td>
</tr>
<tr>
<td>Jennifer Massoglia</td>
</tr>
<tr>
<td>Characteristics Which Discriminate Short and Long Lengths of Stay Among CABG Patients</td>
</tr>
<tr>
<td><strong>1995 - 1996</strong></td>
</tr>
<tr>
<td>Denise L. Arndt</td>
</tr>
<tr>
<td>Patient Sleep Attributes and Nursing Interventions</td>
</tr>
<tr>
<td><strong>1994</strong></td>
</tr>
<tr>
<td>Monica Keller / Annette Martin</td>
</tr>
<tr>
<td>Evaluation of Structured and Unstructured Preadmission Preoperative Education on Patient Outcomes After General Abdominal Surgery</td>
</tr>
</tbody>
</table>

**Scholarly Projects - Major Advisor**

<table>
<thead>
<tr>
<th>Scholarly Projects - Major Advisor</th>
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</thead>
<tbody>
<tr>
<td><strong>2006-2007</strong></td>
</tr>
<tr>
<td>Monica Summers</td>
</tr>
<tr>
<td>Nurse Educator Shortage: Addressing the Nurse Educator Shortage, Orientation Process</td>
</tr>
<tr>
<td><strong>2006 – 2007</strong></td>
</tr>
<tr>
<td>Kim Lindquist</td>
</tr>
<tr>
<td>Nurse Assistant Training as Pre-requisite to Associate Degree Nursing Program Administration</td>
</tr>
<tr>
<td><strong>2006</strong></td>
</tr>
<tr>
<td>Shari Lambert</td>
</tr>
<tr>
<td>Overcoming Language Barriers with Hispanic Obstetrical Patients</td>
</tr>
<tr>
<td><strong>2006</strong></td>
</tr>
<tr>
<td>Beth Short</td>
</tr>
<tr>
<td>Change and Nurses: Do They Go Together</td>
</tr>
</tbody>
</table>

**Student Research Field Experience - Scholarly Projects - Major Advisor:** (Continued)

<table>
<thead>
<tr>
<th>Scholarly Projects - Major Advisor</th>
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<tbody>
<tr>
<td><strong>2005-2006</strong></td>
</tr>
<tr>
<td>Nicole Justus</td>
</tr>
<tr>
<td>Readibility of Patient Education Materials for Individuals with Inflammatory Bowel Disease</td>
</tr>
<tr>
<td><strong>2006</strong></td>
</tr>
<tr>
<td>Gina Broyle</td>
</tr>
<tr>
<td>Sprue: More Prevelant Than You Might Think</td>
</tr>
<tr>
<td><strong>2003-2005</strong></td>
</tr>
<tr>
<td>Carol Krieger</td>
</tr>
</tbody>
</table>
Chronic Vascular Wounds

2001-2002  Karen Gies
Evaluation of Nurses' Knowledge, Attitudes and Perceived Barriers Regarding Pain Management

2001-2002  Nicole Kane
Perceptions of Adult Patients in Relation to Sleep Efficiency in an Intensive Care Unit

2000-2002  Jill Ann Trosin
Patient Management of Congestive Heart Failure with Use of a Patient Pathway.

1998-2000  Betsy Valentine
The Effect of an Educational Program on Colon Cancer Screening Activities

1997-1998  Cindy Fitzhum-Adamy
Relationship Between the Incidence of Reported Latex Allergies Among Operating Room Team Members

1997 - 1998  Liz Sprunk
A Multidimensional Stress Management Program For Nursing Students

1996 - 1997  Rene Obst
A Comprehensive Teaching Manual for Persons with Congestive Heart Failure in Outpatient Settings

1996 - 1998  Carol Boyce
Pulmonary Rehabilitation Program As An Intervention For Persons With Chronic Obstructive Pulmonary Disease

1995 - 1996  Cecelia Tolson
Effects of Educational Intervention on Surgical Nursing Staffs’ Knowledge and Beliefs Regarding Preoperative Skin Preparation

Scholarly Projects – Committee

2002 - 2003  Julie Lehrer
Development of a Protocol for Reiki for IBD Individuals

Student Research Field Experience - Scholarly Project - Committees: (Continued)

2002 - 2003  Cynthia Sutton
Medication Errors: Workload and Staffing Issue

1995 - 1996  Marjorie Culbertson
Attitudes of Nurses Toward Patients with Excessive Adiposity

1999-2001  Xinying Hu
Use of Accupressure in Constipation
1998  Ann Helm  
Relationship of Health Promotion Behaviors and Academic Success

1997 - 1998  Liz Grothaus  
Preventing Falls in the Home-Bound Elderly

1997 - 1998  Cathy Benninghoff  
Nurses’ Attitudes Toward Persons With Disability

1996 - 1997  Rita Neyhart  
Nursing Case Management for the Patient on Peritoneal Dialysis with Peritonitis:  A Critical Pathway

1996  Wendy Shreve  
Adherence to Standards of Care and Implications of Body Temperature Measurement in Trauma Patients.

Publications:

Dissertation


Brief Authored or Co-authored: Refereed and Research Based


Journal Articles Authored or Co-authored: Refereed and Research Based (continued)


Peer Reviewed.


**Non Research Based**

**Articles**


**Publications - Book Chapters - non-research based**


**Publications - Book Chapters – non-research based – continued**


Smolen, D. (2001). Assessment of endocrine and metabolic systems. In J. Black, J. Hawks, and


**Presentations at Professional Meetings**

**Invited, Refereed & Research Based:**

April 25, 2011  Carter, T., **Smolen, D.**, Bork, C., Smith, S., Ratnam, S. The Development of the Dialysis Decisions Patient Education Program: An Evidence Based Nursing Practice Quality Improvement Project. UT College of Nursing Research Day, Dana Center, Toledo, OH.

**Presentations at Professional Meetings - Invited, Refereed & Research Based:** (Continued)

April 25, 2011  McFadden, M., Belcher, J., **Smolen, D.**, Bork, C. Evaluation of an Evidence Based Leadership Intervention for Registered Nurse Leaders. UT College of Nursing Research Day, Dana Center, Toledo, OH.


April 2006  Sexual Awareness, Body Image and Self-Esteem of Individuals Who Have Ostomies. Presented by **D. Smolen** at Midwest Nursing Research Society in Milwaukee, WI on April 1, 2006. Peer reviewed presentation based on research by **Smolen, D.**, P.I., & Michelle Salisbury.

Nov. 2005  Validity and Reliability of the State Trait Anxiety Inventory in Individuals with Inflammatory Bowel Disease. Presented by **D. Smolen** at Sigma Theta Tau
International in Indianapolis, IN on Nov. 14. Peer reviewed presentation based on research by D. Smolen, PI, & Lorrie Elckert.

March 2001  The Effect of Self-Selected Music During Colonoscopy on Anxiety, Heart Rate and Blood Pressure. Presented by D. Smolen at Midwest Nursing Research Society in Cleveland, OH. Peer reviewed presentation based on research by D. Smolen, P.I.; R. Topp, and L. Singer.

Apr 2000  Predictors of Quality of Life Among Adults Diagnosed with Inflammatory Bowel Disease. Presented by D. Smolen at Midwest Nursing Research Society Dearborn, MI. Peer reviewed presentation based on research by D. Smolen, P.I. and R. Topp, Co-PI.

Apr 1998  Coping methods of individuals with inflammatory bowel disease and prediction of perceived health, functional status, and well-being. Presented by D. Smolen at First Annual MCO/MCH Nursing Research Conference, Medical College of Ohio, School of Nursing; Toledo, Ohio. Peer reviewed presentation based on paper written by D. Smolen, P.I. and R. Topp, Co-PI.

Apr 1998  Attitudes of RN Students Toward Obese Adult Patients. Presented by M. Culbertson at First Annual MCO/MCH Nursing Research Conference, Medical College of Ohio School of Nursing, Toledo, Ohio. Peer reviewed presentation based on paper written by M. Culbertson, P.I. and D. Smolen, Co-PI.

Mar 1998  Attitudes of RN Students Toward Obese Adult Patients. Presented by M. Culbertson at Midwest Nursing Research Society; Columbus, Ohio. Peer reviewed presentation based on paper written by M. Culbertson, P.I. and D. Smolen, Co-PI.

Apr 1997  Coping Measures of Individuals with Inflammatory Bowel Disease Presented by D. Smolen, P.I. at Midwest Nursing Research Society Minneapolis, Minnesota. Peer reviewed presentation.

Presentations at Professional Meetings - Invited, Refereed & Research Based: (Continued)


**Presentations - Invited - Non-Refereed, Research Based**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Feb 15, 2010</td>
<td>Evidence Based Practice in Nursing. Sigma Theta Tau International, Zeta Theta Chapter at Large. Eddie Lee’s Restaurant. Chapter meeting.</td>
<td>Toledo, OH</td>
</tr>
<tr>
<td>Feb 10, 2010</td>
<td>Interdisciplinary Research: Topic: A Systematic Evidence Based Protocol (SEBP) for the Use of Urinary Catheters in Hospitalized Patients to Reduce Hospital Associated Urinary Tract Infections. Interdisciplinary Research Event at The University of Toledo, HSHS, representing the College of Nursing.</td>
<td></td>
</tr>
<tr>
<td>Jan 17, 2001</td>
<td>Coping and Quality of Life: Issues for Adults with Inflammatory Bowel Disease - sponsored by Maumee Bay Chapter Association of Rehabilitation Nurses.</td>
<td>Toledo, OH</td>
</tr>
<tr>
<td>Mar 25, 2000</td>
<td>Coping with Inflammatory Bowel Disease Spring “Gut” Together - sponsored by Northwest Ohio Society of Gastroenterology Nurses</td>
<td>Eleanor N. Dana Center, Medical College of Ohio Campus Toledo, Ohio</td>
</tr>
<tr>
<td>Feb 23, 2000</td>
<td>Inflammatory Bowel Disease: How Do Individuals Cope? Enterostomal Therapy Nurses Association St. Vincent’s Mercy Medical Center Toledo, Ohio</td>
<td></td>
</tr>
</tbody>
</table>

**Presentations – Invited – Non-Refereed, Non-Research Based:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Feb. &amp; Mar. 2005, 2006</td>
<td>G.I. conditions - Lecture master’s level GEMINI students, MCO School of Nursing, Toledo, OH.</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Inflammatory Bowel Disease/Irritable Bowel Syndrome</td>
<td></td>
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<tr>
<td>2000, 2001</td>
<td>Continuing Nursing Education – presentation made to Graduate Entry Master’s in Nursing Initiative (GEMINI) students</td>
<td></td>
</tr>
<tr>
<td>4/04, 12/03</td>
<td>Continuing Nursing Education-presentation made to senior nursing students in a Professional Perspectives Course, Medical College of Ohio School of Nursing</td>
<td></td>
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</tbody>
</table>
12/00, 4/00 Toledo, Ohio.
12/99, 3/99
11/98

April 2000 Planning your Career. Panel presentation/discussion to senior nursing students in Professional Perspectives class.

Previous presentations are available on request.

**Conference Proceedings Abstracts:**


**Conference Proceedings Abstracts: (Continued)**


Conference Proceedings Abstracts: (Continued)


**Poster Presentations: Refereed and Research Based:**

**April 25, 2011**  
Gies, C., Pierce, L., Steiner, V., Smolen, D., Smith, S. Developing Gender Specific Web-based Educational Modules for Caregivers of Persons with Alzheimer’s Disease. College of Nursing Research Day, UT College of Nursing, Dana Center, Toledo, OH.

**March 26, 2011**  

**March 26, 2011**  
Carter, T., Smolen, D., Bork, C., Smith, S., Ratnam, S. The Development of the Dialysis Decisions Patient Education Program: An Evidence Based Nursing Practice Quality Improvement Project. Midwest Nursing Research Nursing Society, Columbus, OH.

**March 26, 2011**  
Gies, C., Pierce, L., Steiner, V., Smolen, D., Smith, S. Developing Gender Specific Web-based Educational Modules for Caregivers of Persons with Alzheimer’s Disease. Midwest Nursing Research Nursing Society, Columbus, OH.

**March 26, 2011**  
McFadden, M., Belcher, J., Smolen, D., Bork, C. Evaluation of an Evidence Based Leadership Intervention for Registered Nurse Leaders. Midwest Nursing Research Society, Columbus, OH.

**Poster Presentations: Refereed and Research Based: (Continued)**

**April 26, 2010**  
Carter, T., Smolen, D., Ratnam, S. Is there a Correlation Between a DVT Risk Assessment Score and the Development of a Vascular Access Thrombosis Event in End Stage Renal Disease (ESRD) Patients? UT College of Nursing Research Day, Dana Center, Toledo, OH.

**April 8-11, 2010**  

**Jun., 2009**  

**Nov., 2008**  

**Oct., 2008**  
Presented at 3rd Annual Ohio Medical Directors Association, Ohio Geriatrics Society, Ohio. Society of Consultant Pharmacists Conference, Columbus, OH.


**Poster Presentations: Refereed and Research Based:** (Continued)


April, 2003  Barriers, Benefits, and Risks that Influence the Use of Screening Mammogram for Women Aged 40-49. Refereed. Authors: Van Etten, Kathy; Smolen, Dianne; Milstead, Jeri; & Baker, Ann. Midwest Nursing Research Society, Grand Rapids, MI.

April, 2002  Knowledge Retention of Electrocardiogram Interpretation and Treatment of Abnormal Cardiac Rhythms Among Nurses. Refereed. Authors: Stausmire, Julie; Siler, Roberta; Buchman, Debra; Smolen, Dianne. Midwest Nursing Research Society, Chicago, Ill.

Oct., 2001  Levels of Hope, Strategies of Coping and Emotional Bondedness in Roommates in a Long-Term Care Facility. Refereed. Authors: Culbertson, Marjorie; Smolen, Dianne. 27th Annual Educational Conference, Philadelphia, PA

April 9, 2001  The Relationship Between Self-efficacy, Exercise Barriers Efficacy, and Exercise Adherence in a Cardiac Rehabilitation Population. Refereed. Authors: Sarikonda, Candace; Smolen, Dianne; Topp, Robert; Idczak, Sue; & Badenhop, Dalynn. Medical College of Ohio School of Nursing 4th Annual Nursing Research Conference, Toledo, OH.

April 2001  Hope, Coping and Bondedness of Roommates in a Long-Term Care Facility.
Refereed. Authors: Marjory Culbertson, Dianne Smolen. Medical College of Ohio School of Nursing 4th Annual Nursing Research Conference, Toledo, OH.

March 2001 The Relationship Between Self-efficacy, Exercise Barriers Efficacy, and Exercise Adherence in a Cardiac Rehabilitation Population. Refereed. Authors: Sarikonda, Candace; Smolen, Dianne; Topp, Robert; Idczak, Sue; & Badenhop, Dalynn. Midwest Nursing Research Society. Cleveland, OH.

March, 2001 Hope, Coping and Bondedness of Roommates in a Long-Term Care Facility. Refereed. Authors: Marjory Culbertson, Dianne Smolen. Midwest Nursing Research Society. Cleveland, OH.

June 25, 2000 Influence of Self-Care Agency on Quality of Life Among Individuals with Inflammatory Bowel Disease. Refereed invitation nominated by Sigma Theta Tau International at the request of the American Nurses’ Association for the biennial convention on June 23-28, 2000, at the Scientific Sessions in Indianapolis, IN. Author Dianne Smolen, Co-author Robert Topp. ANA Invited Poster; Not Solicited.

**Poster Presentations: Refereed and Research Based:** (Continued)

Nov. 1999 Influence of Self-Care Agency on Quality of Life among Individuals with Inflammatory Bowel Disease. Refereed. Authors: Dianne Smolen and Robert Topp. Sigma Theta Tau, International Conference, San Diego, CA.


**Poster Presentations: Refereed and Non-Researched Based**

June 2005 Development of an Online Continuing Education Program in Pharmacology. Author: Dianne Smolen. Chicago Institute for Nursing Education, Chicago, Ill.

**Review/Editonal Work:**

May-June 2011 Review/critiques research article of article for Western Journal of Nursing Research titled Emotional Regulation Strategies to Influence Task and Contextual Performance in Health Care.

April 2002 Reviewed research-based article by F. Casellas, J. Lopez-Vivancos, A. Casado, J. Malagelada. Title: Factors Affecting Health Related Quality of Life of Patients with Inflammatory Bowel Disease. *Quality of Life Research*, a journal published in Sweden.

Nov. 2001 Invited to be a referee in gastroenterology for Digestive and Liver Disease, a journal published in Italy.

May 1992 Title: Job Satisfaction of Staff Nurses in Two Community Hospitals Sigma Theta Tau Conference, “Voyage into the Future.” Columbus, Ohio.

**Review/Editioal Work: (Continued)**

1990 Second review of article for publication for *The Ohio Journal of Science* entitled “Ischemic Heart Disease: Geography of the U.S.”

1989 Reviewed Article for publication for *The Ohio Journal of Science* entitled “Ischemic Heart Disease: Geography of the U.S.”


**Consultations:**

Sept 1981 Educational Consultant, Curriculum Development for RN Refresher Course at the Mahoning Shenango Area Health Education Network (MSAHEN)

July 1981 Preceptor for Visiting Nurses Association in Health Assessment Skills Youngstown, Ohio

**Grant Proposals – Funded**


Title of Study: The Effect of Reiki Treatment on Quality of Life for Inflammatory Bowel Disease Individuals. A study proposal submitted for Faculty Research Incentive Award, Primary Investigator *Dianne Smolen*, Ph.D., RN,C, CNS; Co-investigator Susan Pocotte, Ph.D. Funded $630.00 to purchase & use the Short Inflammatory Bowel Disease Questionnaire
Title of Study: Establishing the Validity and Reliability of the State Trait Anxiety Inventory Tool in the IBD Population. A study proposal submitted for Faculty Research Incentive Award. Primary Investigator, Dianne Smolen, Ph.D., RN,C, CNS; Co-investigator Lorrie Elchert, BSN, RN. Funded $200 to purchase for use of the State Trait Anxiety Inventory tool. Medical College of Ohio School of Nursing, Toledo, OH, September, 2003.


Grant Proposals – Funded (cont.)

Title of Study: Establishing Validity and Reliability of the Short Inflammatory Bowel Disease Questionnaire (SIBDQ): A Pilot Study. Proposal submitted for Faculty Research Incentive Award Primary investigator Dianne Smolen, Ph.D., RN,C, CNS. Co-investigator, Terra Konieczny, BSN, RN. Funded $270 for one-time use of the SIBDQ tool. Medical College of Ohio School of Nursing, Toledo, OH, November, 2002.

Title of Study: Establishment of Measurement Protocols for Fecal Calprotectin as a Biomarker of Inflammatory Bowel Disease. Proposal submitted for Faculty Research Incentive Award. Primary investigator Susan Pocotte, Ph.D., Co-investigators, Dianne Smolen, Ph.D., RN,C, CNS, Kay Grothaus, Ph.D., APRN-BC, Jane Evans, Ph.D., RN & Kathryn Pilioid-Carpenter, MSN, RN. Funded $5,200. Medical College of Ohio School of Nursing, Toledo, OH, March, 21, 2002.

Title of Study: Proposal for Online CE Pharmacology Course. Proposal submitted to Amira Gohara, M.D., Executive Vice President and Provost, Medical College of Ohio. Toledo, OH; March 20, 2001. Funded $8,500 for purchase onsite license. Primary investigator, Dianne Smolen, Ph.D., RN,C, CNS. Co-investigator, Susan Pocotte, Ph.D.

Title of Study: Hope, Coping and Bondedness of Roommates in a Long-Term Care Facility. Proposal submitted for Faculty Research Incentive Award. Primary investigator, Marjorie Culbertson, MSN, RN; Co-investigator, Dianne Smolen, Ph.D., RN,C, CNS. Funded $2,101.00. Medical College of Ohio School of Nursing, Toledo, OH., April, 2000.

Title of Study: Breast Cancer and Cervical Cancer CD ROM Project. Proposal submitted and funded for $243,000. Primary investigator, Barry Richardson, Ph.D.; Co-investigators: Joyce Battle, MD; Christopher Bork, Ph.D.; David Gemill, MD; Bobbie Vaughan; Rodney Kinn; Rollin Nagel; Mary Smith, MD; Edgar Staren, MD; Christine Taylor, P.D.; Janelle Tipton, MSN, RN; Dianne Smolen, Ph.D, RNBC, CNS; and Roy Schneider.

Title of Study: Predictors of Quality of Life in Individuals with Inflammatory Bowel Disease. Proposal submitted to Zeta Theta, Sigma Theta Tau International. Primary investigator, Dianne Smolen, Ph.D., RN,C, CNS; Co-investigator, Robert Topp, Ph.D., RN. Funded $750. Toledo, Ohio: May, 1999.

Title of Study: MCO Academic Intranet Initiative Award titled “Outcomes Management,” a graduate course for the intranet. Submitted to Christopher Bork, Ph.D.

Grant Proposals – Funded (cont.)


Title of Study: Predictors of Quality of Life in Individuals with Inflammatory Bowel Disease. Proposal submitted for Faculty Research Incentive Award. Primary investigator, D. Smolen, Ph.D., RN,C, CNS. Funded $467.00. Medical College of Ohio School of Nursing, Toledo, Ohio; June, 1997.

Title of Study: Perceived Health and Functional Status and Coping Measures of Individuals with Inflammatory Bowel Disease. Primary investigator, Dianne Smolen, Ph.D., RN,C, CNS. Faculty Research Incentive Award. Funded $500.00. Medical College of Ohio School of Nursing. Toledo, Ohio; February, 1995.

Title of Study: Sigma Theta Tau International, Zeta Theta Chapter, Research Grant Awards, Funded $500.00. Medical College of Ohio School of Nursing, Toledo, Ohio; September, 1995

Grant Proposals – Submitted – but not funded

Title of Study (Submitted Dec. 14, 2007 -Establishment of a Joint On-Line Post-Masters Doctor of Nursing Practice Degree Program – a HRSA Advanced Education Nursing Grant Application (D09)- Gray, B., Project Director; Smolen, D. Co Project Director. DNP Program with two specialty tracks: (1) Direct Care Provider and (2) Indirect Care Provider.

Title of Study: The Effect of Reiki Treatment on Quality of Life of IBD Individuals. Smolen, D., P.I., Pocotte, S., C0 – P.I., Buchman, D., Pilliod-Carpenter, K., Salvador, D. (Submitted RO1 grant proposal to National Institutes of Health on September 30, 2004. Requested $1,483,000. Notification in April 2005 that we did not receive a number nor would we be funded.

Grant Proposals – Approved – Not funded:
Title of Study: Predicting Response to Mind-Body Therapies in Chronic Pain.
Submitted to National Institutes of Health, Program: Biobehavioral Pain Research.
Primary investigator, Angele McGrady, Ph.D.; Co-investigators Guillermo Bernal, Ph.D.; Thomas Fine, M.A.; Dianne Smolen, Ph.D., R.N.C., CNS, Ann Smith, Ph.D., RNCS; John McSweeny, Ph.D., Robert Harmon, M.D. Status: $1,257,140.

**Professional Development:**

Oct. 27, 2011  Legislative Update. OAAPN, Holiday Inn, French Qtr., Perrysburg, OH
1 contact hour

**Professional Development (continued)**

Oct. 19, 2011  Fall Research Day, Sigma Theta Tau, Zeta Theta Chapter at Large, Toledo, OH.
2.0 contact hours

Apr. 25, 2011  5th Annual UT College of Nursing Research Day, Toledo, OH, Dana Center.
7.25 contact hours

Mar. 26, 2011  Midwest Nursing Research Society Conference, Columbus, OH,
4.5 contact hours

Mar. 16, 2011  How Legally Healthy is Your APN Practice? OAAPN Program at UTMC
College of Nursing.
1 contact hour (Legal contact hour – required)

Feb. 28, 2011  Evidence Based Practice in Nursing, Sigma Theta Tau, Int. Toledo, OH
1 contact hour

Oct. 13, 2010  Interprofessional Approaches of Elder Care. UT College of Nursing. Toledo, OH.
1.5 contact hours

May 3, 2010  Health Care Reform: ANA’s Role—Past, Present and Future. UT College of Nursing,
Mulford Building, Toledo, OH
1.0 contact hour

April 26, 2010  4th Annual College of Nursing Annual Spring into Research Conference. UT College of Nursing. Dana Center, Toledo, OH.
5.75 contact hours

Kansas City, MO.
11.9 contact hours (4.2 Nurse Educator, 3.0 CNS, 3.8 general CE)

Feb. 28, 2011  Evidence Based Practice in Nursing. Sigma Theta Tau, Int. Zeta Theta Chapter at
Large. Eddie Lee’s, Toledo, OH (Rachelle Armola presenting).
1.0 contact hours (CNS contact hours)
Feb. 15, 2010  Evidence Based Practice in Nursing. Sigma Theta Tau, Int.Zeta Theta Chapter at Large. Eddie Lee’s, Toledo, OH (Dianne Smolen presenting)
1 contact hour (CNS contact hours)

Nov. 9, 2009  Managing your Blackboard Grade Book. U.T. Toledo, OH
2.0 contact hours (Nurse Educator contact hours)

Oct. 28, 2009  Interdisciplinary Approach to Wound Care: Using Every Player in the Field. UTMC, Toledo, OH
2.0 contact hours (CNS contact hours)

Professional Development (continued)

Oct. 22, 2009  28th Annual Fall Professional Symposium – Kidney Foundation of NW Ohio Holiday Inn, Perrysburg, OH
4.9 contact hours + 1.5 Pharmacology contact hours. (CNS contact hours)

Oct. 21, 2009  Fall Research Program – Zeta Theta Chapter, Sigma Theta Tau Int. Franciscian Center, Lourdes College, Sylvania, OH
2 contact hours (CNS contact hours)

Feb. 5-11, 2009  Annual PVMA/MVMA/GVMA Winter Seminar Guanacaste, Costa Rica
20 contact hours (CNS contact hours)

Jan. 21-24, 2009  AACN 2009 Doctoral Education Conference San Diego, CA
11.50 contact hours (Nurse Educator contact hours)

Jan. 5-6, 2009  Mosby’s Faculty Development Institute Orlando, FL
13.75 contact hours (Nurse Educator contact hours)

1.0 contact hour
Toledo, OH

April 21, 2008  Annual Spring into Research Conference, U.T. College of Nursing, Dana Auditorium Toledo, OH
6.0 contact hours (CNS contact hours)

March 24, 2008  Strategies to Create Local & National Nursing Research Initiatives, Zeta Theta, Sigma Theta Tau, Int. Toledo, OH
1 contact hour (CNS contact hours)

9.75 contact hours (CNE certification hours)

2.8 contact hours

Oct. 17, 2007  Nursing Research Conf., Lourdes College, Zeta Theta Chapter Sigma Theta Tau, Sylvania, OH
1.25 contact hours (CNS contact hours)

Oct. 1, 2007  Through the Looking Glass, U.T. CON, Toledo, OH
1.0 contact hours

Professional Development:  (Continued)

May 30, 2007  Just Do It: A Writing for Publication Seminar for Faculty
The University of Toledo, Health Science Campus, College of Nursing
Toledo, OH
2.0 contact hours  (CNE certification hours contact hours)

April 23, 2007  College of Nursing Research Day
The University of Toledo, Health Science Campus, College of Nursing
Toledo, OH
6.5 contact hours (CNS contact hours)

April 13, 2007  Building a Community of Nurse Scholars – Session # 6
The University of Toledo, Health Science Campus, College of Nursing
Toledo, OH
2.0 contact hours (CNS contact hours)

April 10, 2007  APN Practice Essentials: Legal and Professional Requirements for Compliance
The University of Toledo, Health Science Campus, Medical Center
Toledo, OH
1.5 contact hours – (Legal, Ethical contact hours)

March 16, 2007  Building a Community of Nurse Scholars – Session # 5
The University of Toledo, Health Science Campus, College of Nursing
Toledo, OH
2.0 contact hours (CNS contact hours)

Feb. 23, 2007  Building a Community of Nurse Scholars – Session # 4
The University of Toledo, Health Science Campus, College of Nursing
Toledo, OH
2.0 contact hours (CNS contact hours)

Feb. 9, 2007  Building a Community of Nurse Scholars – Session # 3
The University of Toledo, Health Science Campus, College of Nursing
Toledo, OH
2.0 contact hours (CNS contact hours)

Jan. 26, 2007  Building a Community of Nurse Scholars – Session # 2
The University of Toledo, Health Science Campus, College of Nursing
Toledo, OH
2.0 contact hours (CNS contact hours)

Jan. 12, 2007  Building a Community of Nurse Scholars – Session # 1
The University of Toledo, Health Science Campus, College of Nursing
Toledo, OH
2.0 contact hours  (CNS contact hours)

Professional Development: (Continued)

Oct. 18, 2006  Sigma Theta Tau International Annual Nursing Research Conference
Lourdes College, Sylvania, OH
2.25 contact hours (CNS contact hours)

Aug. 28, 2006  Integrating Respondus Into Web Based Nursing Education
The University of Toledo, Health Science Campus, College of Nursing
Toledo, OH
1.0 contact hours  (CNE hours – Area of Certification)

Aug. 21, 2006  2006 Provider Unit Update for Nurse Planners & Reviewers
The University of Toledo, Health Science Campus, College of Nursing
Toledo, OH
2.0 contact hours (CNE or Nursing Professional Development contact hours)

Aug. 16, 2006  2006 Scholarship Day: Update on Human Subjects Protection
The University of Toledo, Health Science Campus, College of Nursing
Toledo, OH
2.5 contact hours  (CNS COA contact hours)

Aug. 8, 2006  Preparation for the Certified Nurse Educator Examination
Mercy College of Northwest Ohio, Toledo, OH
7.0 contact hours (CNE Education hours – Area of Certification)

June 1, 2006  2006 Commencement Colloquium
Medical University of Ohio, Health Education Bldg.
Toledo, OH
1.7 contact hours

May 18, 2006  All Hazard Catastrophes: Overview and Response for Nurse Educators
Medical University of Ohio, CON, Center for CNE, Dana Center
Toledo, OH
9.1 contact hours (Education hours – Area of Certification)

May 2, 2006  Nursing Laws and Rules
Medical University of Ohio, CON, Center for CNE, Dana Center
Toledo, OH
1.2 contact hours  (Legal, Ethical contact hours)
April 1, 2006  Linking Research and Practice: A Roadmap for the Future. Midwest Nursing Research Society. Milwaukee, WI.

2.4 contact hours (Education hours – Area of certification)

Feb. 16, 2006  Evidence Based Practice: The Research Connection. Presented at a Zeta Theta, Sigma Theta Tau meeting. Toledo, OH.

1.2 contact hours

**Professional Development:** (Continued)

Nov. 2005  38th Biennial Convention, Create the Future Through Renewal. Sigma Theta Tau National Conference. Indianapolis, IN

7.8 contact hours

June, 23-25, 05  Chicago Institute for Nursing Education. Nursing Education in the 21st Century: Beyond the Textbook. St Xavier University.

8.2 contact hours (Education hours – Area of certification)

May 19, 2005  Critical Thinking and Test Item Writing: A HESI Workshop for Faculty

Medical College of Ohio School of Nursing, Toledo, OH

5.7 contact hours (Education hours – Area of certification)

April 15, 2005  6th Annual Conference for Advanced Practice Nurses

Stone Oak Country Club, Holland, OH

7.2 contact hours (Legal, ethical hours – 1.0) (7.2 CNS COA)

April 13, 2005  Provider Update

Ohio Nurses Association, Columbus, OH

6.0 contact hours (Nursing Professional Development – Area of Certification)

Prior to 2005 - Information Available on Request

**Service:**

**National Committees**

1999  Sigma Theta Tau International, Special Session Symposium Planning Committee

Symposium titled: What You Don’t Know May Hurt You and Your Patient

Served as Presider on day of symposium when leader became ill.

Sigma Theta Tau International 35th Biennial Convention, San Diego, CA

**Committees - Community and State**

Jan 2005-2009  DNP Implementation Task Force to develop consortium with Wright State University and The University of Toledo Health Science Campus College of Nursing for a DNP Program.
Zeta Theta Chapter at Large, Sigma Theta Tau International

1986 – Present  Member
1996-1998  President
1992-94  Membership Committee
1999-2003  Finance Committee
2000-2006  Research Committee, **Co-chair** 2000-2002
2006-2008  Advisor from MUO

**Service (continued):**

Jun 2001-2004  Northwest Ohio Nurses Association
Nominating Committee

Sept 1995  Sigma Theta Tau International, Zeta Theta Chapter and St. Vincent Medical Center
Planning Committee for Workshop entitled “Research Utilization: Linking Practice and Research.

1988 - 1992  The Toledo Hospital
Medical College of Ohio Steering Committee
Toledo, Ohio

**Committees - The University of Toledo, Main Campus**

2008- present  Graduate Council
College of Nursing Representative

2007 – present  Academic Advisory Group
College of Nursing Representative

1988-1997  Arts and Sciences Council
School of Nursing Representative
The University of Toledo
Toledo, Ohio

**Committees – University of Toledo Health Science Campus**

2007-present  Graduate Education Council (GEC)

2007-2008  College of Nursing, Dean’s Search Committee

2007 – present  U.T. Medical Center Nursing Advisory Board; Research Advisory Board

2006- present  Interdisciplinary UTI Research Group

2006 – 2007  Education Research Work Group

June 2005  Grievance Committee for student in College of Health Science.

2004-2008  Senator, Faculty Senate. Representing Acute and Long Term Care Dept., SON,
MUOT  (University of Toledo Health Science Campus)

1997-2008  MUOT Faculty Development Conference Planning Committee
University of Toledo Health Science Campus (MCO, MUO)

1996-2008 Faculty Grievance Board
University of Toledo Health Science Campus (MCO, MUO)

**Service (continued):**

2000 – Dissolved by MCO Adm. - Interdisciplinary Continuing Education Committee. Chaired by Bill Davis, DDS.

2000 Cancer Institute Educational Committee. Chaired by Dr. Edgar Staren.

2000-2004 Center for Successful Aging - Educational Committee. Chaired by Barbara Kopp Miller, Ph.D., OT.

1999 Interdisciplinary Committee to write NIH grant entitled “Prediction of Response to Behavioral Intervention in Chronic Benign Head Pain.”

1999 Cancer Center Steering Committee
Medical College of Ohio

**Committees and Task Forces – Service to University of Toledo Health Science Campus, College of Nursing**

2010-2011 Consortium Council (DNP Program)
Member per PMC Chair and Director of DNP Program at UT

2009 – present Program Management Council (PMC)
WSU & UT College of Nursing – DNP Program
Member: 2009-present (as Director of DNP Program)
Chair: 2010-2011

2010-present Administrative Leadership Team
UT College of Nursing (as Department Chair)

2008-2010 Executive Council
U.T. College of Nursing (as Interim Department Chair)

2008 – 2009 DNP Implementation Group (Chair per my Coordinator position)

2008 – present BSN to DNP Committee


2007 -2008 Strategic Planning Committee

2006 – present CNRE Advisory Task Force (Accreditation Task Force)
2007 – present  CNRE Advisory Committee
2006  Graduate Steering Committee
2006 - present  Comprehensive Exam Committee – Represent Nurse Educators

**Service – (continued): Committees and Task Forces – Service to University of Toledo Health Science Campus College of Nursing**

2005 - present  Appointment, Reappointment, Promotion, & Tenure (ARPT) (Alternate)
1999-2001

2001- present  Graduate Admission, Retention and Progression Committee
1997- 1999  **Chair** 2001-2005 and 1997 - 1999

1996 - present  Continuing Nursing Education Advisory Committee
**Chair,** 1996-2005
Member, 1996 – 2010

2003 -2004  Chaired: Committee to develop an MSN program for RNs with non-nursing baccalaureate degrees.

2003-2004  Committee to develop the MSN program in Nursing Education.

2002-2003  Committee to develop the GEMINI Program at MCO SON

2002-2003  Committee to Plan and Implement ANP/CNS Program at MCO SON

2001  MSN/MBA Program Task Force

2001  Nursing Education Certificate Program Task Force

2001 & 2003  Faculty Salaries Task Force: Dr. Judith Anderson, Chair

2001-2002  New Graduate Clinical Seminar Courses Subcommittee- Dr. Kay Grothaus, Chair.

2000-2001  Task Force: Development of New Graduate Programs at MCO School of Nursing.
Dr. Milstead, Chair.

MCO School of Nursing

2000  Task Force: Nursing Administration Track
MCO School of Nursing

1998  Task Force: Blended Advanced Practice Nursing and Family Nurse Practitioner Program, MCO School of Nursing

1998  Task Force: Post Graduate Education Track
Service – (continued): Committees and Task Forces –Service to University of Toledo Health Science Campus College of Nursing

1997-1998  Dean’s Staff, MCO School of Nursing


1999-2000  CD ROM Breast and Cervical Cancer Committee
Instrumental in inviting Dr. Gladys Husted, Nurse Ethicist
Medical College of Ohio

1999  Strategic Plan Implementation Council
Medical College of Ohio

1994-1998  MCO Misconduct Committee
Medical College of Ohio

1989-91, 95-97  Member, Faculty Affairs Committee
Chair, 1989-91; Co-Chair, 1995-97
MCO School of Nursing

1986 - 1996  Undergraduate Curriculum Committee
MCO School of Nursing

1996 - 1997  Search Committee for Associate Dean, Graduate Program & 2005
MCO School of Nursing

1995 - 1996  Task Force: Student Health Clinic
MCO School of Nursing

1996-2003  Made telephone calls to admitted pre-nursing students as well as prospective students. Occasionally meet with families and prospective students.
MCO School of Nursing

1994 - 1995  Task Force: Core Curriculum
MCO School of Nursing

1994  Ad hoc Committee: Program Evaluation
MCO School of Nursing
1987 - 1988  Planning Committee for Rehabilitation Nursing Symposia  
MCO School of Nursing

**Service**

**Committees - Community Activities**

1998-Dec. 2006  Friendly Center Board, Summit Street, Toledo, Ohio (Community Center in northwest corridor of Toledo)

1999 – Dec. 2006 Two Terms as Vice President

2001-2006  Chair-Nominating Committee, Member Personnel Committee

2005-2008  Music Committee  
Epworth United Methodist Church  
Toledo, Ohio

2007-present  Health Ministries Team
Epworth United Methodist Church  
Toledo, Ohio

1993-2002  Congregational Care Committee  
Epworth United Methodist Church  
Toledo, Ohio

1989  Videotape for teaching instructors for hearing impaired, Ability Center  
Toledo, Ohio

1988 - 1990  Administrative Board  
Epworth United Methodist Church  
Toledo, Ohio

Revised 5-20-12  
Smolen-CV,Vitae
Curriculum Vitae

Susan G. Sochacki, PhD, MSN, RN

Home Address: 14079 River Road  
Grand Rapids, OH 43522  

Telephone: 419-832-1228  
Cell Phone: 419-261-3112

Business Address: The University of Toledo  
College of Nursing  
Room 3323, Health Science Campus  
Mail Stop 1026  
3000 Arlington Avenue  
Toledo, OH 43614

Telephone: 419-383-5806  
Email: susan.sochacki@utoledo.edu

Licensure: RN, State of Ohio

Education:

May, 2010  PhD, Higher Education Administration  
Bowling Green State University, Bowling Green Ohio

June, 1991  Master of Science in Nursing  
Major: Gerontological Nursing  
Minor: Nursing Administration  
Master’s Project: Development of an Infection Control Manual for Long Term Care  
Medical College of Ohio, Toledo, Ohio

June, 1987  Bachelor of Science in Nursing  
The University of Toledo  
College of Arts and Science, Toledo, Ohio

June, 1978  Diploma, Registered Nurse  
St. Vincent Hospital, School of Nursing, Toledo, Ohio

Professional Experience:

June, 2006 – Present  Assistant Professor  
The University of Toledo, College of Nursing  
Toledo, Ohio

June 2003 – June 2006  Instructor  
Medical University of Ohio  
College of Nursing, Toledo, Ohio

May 1996- June 2003  Director of Continuing Education, Professor  
Mercy College of Northwest Ohio, Toledo, Ohio
May 1990-  June 1996  Instructor
Mercy School of Nursing and Mercy College of Northwest Ohio
Toledo, Ohio

May 1987-  May 1990  Assistant Director of Nursing
Lake Park Nursing Care Center (Flower Hospital), Sylvania, Ohio

May 1984-  June 1987  Office Manager
James Diller, M.D. & Michael Rench M.D.
The Toledo Clinic, Inc., Toledo, Ohio

May 1978-  June 1984  Staff Nurse
Flower Hospital, Sylvania, Ohio

**Academic Honors:**

May, 2011  Excellence in Teaching Award, (Student Selected)
University of Toledo, College of Nursing

May, 2009  James Hampton Teaching Excellence Award (Faculty Selected)
University of Toledo, College of Nursing

May, 2008  Dean’s Award for Teaching Excellence (Dean Selected)
University of Toledo, College of Nursing

Sept, 2007  Zeta Theta Chapter, Sigma Theta Tau Scholarship Award
In the amount of $1000

May, 2006  Undergraduate Faculty Teaching Award (Students Selected)
Medical University of Ohio, College of Nursing

Jan, 2002  Graduate College Scholarship
In the amount of $3000 Bowling Green State University

May, 1994  Faculty Award for Teaching Excellence
Mercy College of Northwest Ohio

May, 1993  Faculty Award for Teaching Excellence
Mercy School of Nursing

Sept, 1976  Eleanor Walsh Scholarship
In the amount of $1000, St. Vincent Hospital School of Nursing

**Professional Memberships:**

2000-Present  Health Ministries Association (Parish Nurse)

1990-Present  National Gerontological Nursing Association

1996 – 2002  National Nursing Staff Development Organization Northwest Ohio
1990 – 1995  National League for Nursing
1990 – Present  National Neuroscience Nurses Association
1990 – 2000  Northwest Ohio Gerontological Association
Inducted May 1995  Sigma Theta Tau International: Zeta Theta Chapter

**Academic Courses Taught:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Details</th>
</tr>
</thead>
</table>
| Spring 2012   | N4030, Adult Health II, UT BSN-3  
N4030, Adult Health II, UT BSN--4  
N4250, Professional Competency, UT BSN  
N3180, Concepts in Pharmacology, UT BSN  
N5220, Field Experience: Longitudinal Study of Religious Sisters |
| Fall 2011     | N4030, Adult Health II, UT BSN  
N4250, Professional Competency, UT BSN |
| Spring 2011   | N4030, Adult Health II, UT BSN  
N4250, Professional Competency, UT BSN  
N3130 Gerontological Nursing, UT BSN  
N3170 Pathophysiology, UT BSN  
N5670 Pharmacology, UT CNL |
| Fall 2010     | N4030, Adult Health II, UT CON  
N4250, Professional Competency, UT CON  
N3130 Gerontological Nursing, UT CON |
| Spring 2010   | N4030 Adult Health II, UT CON  
N4250 Professional Competency, UT CON |
| Fall, 2009    | N1000 Nursing Orientation-Beginning the Academic Journey, UT  
N673 Practicum and Seminar in Teaching, Graduate Program  
N568 Advanced Physiology and Pathophysiology, Graduate Program |
| October 2011  | Designed course in 1999 and updated the course each year |
| February 2010 | Affiliated with Non-Profit group: Congregational Nurse Project |
| October 2009  | Return to Practice Course (Theory and Lab)  
For RN’s returning to professional nursing practice  
(Design and presentation)  
Mercy College of Northwest Ohio |
Student Direction:

Spring 2012  Field Experience: “Longitudinal Study of Religious Sisters”
            Graduate Students: Marcus Martin, Cheryl Mignano, Jason Wartgow,
                                Kim Miller

Spring 2012  Graduate Student Janice Jay
            Lourdes University

Spring 2011  Graduate Student Tanya Beard
            N5510 Advanced Clinical Seminar in Nursing

Fall 2011    Graduate Student Lindsey Smith
            N5510 Advanced Clinical Seminar in Nursing

Fall 2010    Graduate Student Elizabeth Ball
            N551 Advanced Clinical Seminar in Nursing

Fall 2008    Graduate Student Ann Ellis
            N551 Advanced Clinical Seminar in Nursing

Presentations at Professional Meetings:

Nov, 2010    AACN Baccalaureate Education Conference, Orlando Florida
            Podium Presentation: “The Use of Storytelling in Nursing Education”

April, 2010  Presented Doctoral Research: “The Use of Storytelling in Nursing
            Education”
            University of Toledo, College of Nursing, Research Day

April, 2010  Chair for seminar titled “Awakening Your Health Ministry”
            Congregational Nurse Project of Toledo

April, 2009  Chair for seminar titled “The Faith Community as Spiritual Companion
            With the Elderly”
            Congregational Nurse Project of Toledo

April, 2008  Podium Presenter at Ohio Association of Gerontology and Education,
            Cleveland State University; titled “Gerontological Nursing Course in BSN
            Program, University of Toledo”

April, 2008  Chair for seminar titled “Changing Times in Faith Community Nursing:
            A Specialty Practice”
            Congregational Nurse Project of Toledo

April, 2007  Chair for seminar titled “Caregiving Support Teams” Sponsored by The
            Congregational Nurse Project of Toledo
March, 2006  Chair for seminar titled “Congregational Nurse Project: The River of Hope: A Vision for Ministry” sponsored by The Congregational Nurse Project of Toledo

Feb, 2005-10  Congregational Nurse Project Sponsorship of Parish Nurse Course
Parish Nurse Basic Education Program

Feb, 2003-04  Parish Nurse Basic Education Program
Invited Speaker at Mercy College of Northwest Ohio

**Creative and Scholarly Accomplishments:**

Sept, 2011  Chair College of Nursing Curriculum Committee, with significant input into the BSN-DNP program development

Sept, 2011  Granted Full Graduate Faculty Status by Graduate College, University of Toledo

June, 2011  Granted Adjunct Full Membership in Graduate Faculty
Wright State University

Aug- Dec, 2011  Participated in interventional research study with severe dementia residents- collecting data 2-3 times per week, mentoring students

August, 2011  Member, Program Review Committee. Planned and created method of program review for all programs at TU

Nov, 2009  Granted Graduate Faculty Status, Associate II, by Graduate College
University of Toledo

Sept, 2007  Chair of Baccalaureate Curriculum Committee in the re-design of the Baccalaureate Curriculum at The University of Toledo, College of Nursing

June, 2006  Redesign of on-line course, N4190, using WebCT. Content updated based on student feedback and current nursing trends.

Dec, 2005  Submitted poster presentation proposal to the International Parish Nurse Resource Center for 2006 annual seminar. Poster proposal was not accepted for 2006 seminar.

June, 2004  Redesign of on-line course, N4190. Changed psychiatric focus of course to therapeutic communication focus with the client population of older adults.
June, 2002  Research and collaboration with Catholic Healthcare Partners on CD-ROM to be used by all nurses within Catholic Healthcare Partners, titled “Basic Medication Administration.” This is an interactive CD-ROM designed to review common medication errors. Assisted with research, layout, taping, and production.

**Professional Development:**

- **2012, Feb.** Vestibular Rehabilitation  CE  1.2 Hours
- **2011, April** Nursing Law. Just Culture  CE  1.75 Hours
- **2011, April** Faith Community Nursing: Ancient Healing in Modern Times  CE  6 Hours
- **2011, March** Gerontology Symposium  CE  6.75 Hours
- **2011, Jan.** Adaptive Sight Equipment  CE  1.2 Hours
- **2010, Dec.** Nursing Home as Clinical Placement for BSN Students  CE  1 Hour
- **2010, Nov.** AACN 2010 Baccalaureate Education Conference  CE  17.5 Hours
- **2010, April** College of Nursing 4th Annual Research Conference  CE  5 Hours
- **2010, April** Awakening Your Health Ministry  CE  5.25 Hours
- **2010, April** QSEN Faculty Dev. Institute  CE  13.5 Hours
- **2009, Nov.** Cultivating a Climate of Civility: Dealing with Difficult Students  CE  5.5 Hours
- **2009, Sept.** Touching the Wounded Soul: A Journey Into the Care of the Psychiatric Patient and Caregiver  CE  5.7 Hours
- **2009, June** Elements of Effective Teaching  CE  6 Hours
- **2009, May** BSN Curriculum Development Workshop  CE  5.25 Hours
- **2009, April** The Faith Community as Spiritual Companion with the Elderly  CE  5.5 Hours
- **2008, April** Professional Guide to Identifying Family Caregiver Stress  CE  1 Hour
2008, April  Changing Times in Faith Community Nursing: A Specialty Practice  CE  6 Hours
2008, April  Ohio Association of Gerontology and Education  CE  5 Hours
2008, March  Workshop on Writing Self-Studies  CCNE  CE  8 hours
2008, March  Strategies to Create Local & national Nursing Research Initiatives  CE  1 Hour

**Service to The University of Toledo College of Nursing:**

2012, Spring  Accepted 4 students in Field Study: Longitudinal Study of Religious Sisters in Wisconsin
2011, Fall  Chair, Curriculum Committee  The University of Toledo, College of Nursing
2011, Spring  Took on additional responsibility of teaching Pathophysiology N3170, with workload Assignment of 35 units
2008, Spring  Took on additional responsibility of teaching Professional Competency course, with a workload Assignment of 35 units
2007-Present  Member, Faculty Committee on Rules and Regulations  The University of Toledo, College-wide committee
2006-2011  Chair, Baccalaureate Curriculum Committee  The University of Toledo, College of Nursing
2004 – Present  Member, Workload Task Force  The University of Toledo, College of Nursing
2004 – 2010  Member, CNRE Advisory Committee  The University of Toledo, College of Nursing
2003 – 2008  Member, Faculty Affairs Committee  The University of Toledo, College of Nursing
2003 – 2007  Member, Continuing Nursing Education Advisory Committee  The University of Toledo, College of Nursing
2003 – 2004  Member, College-wide Continuing Medical Education Advisory Committee, Medical College of Ohio
2000 – 2002 Member, Alumni Board, Medical College of Ohio, School of Nursing  
Medical College of Ohio, School of Nursing

Service to Community:

2008 – 2010 Secretary  
Sigma Theta Tau, Zeta Theta Chapter

2005, May Volunteer Coordinator, Vacation Bible School  
2006, May Grand Rapids area churches- Grand Rapids Ohio

2004 – Present Coordinator of Parish Nurse Basic Education Program,  
Design & Presentation  
Congregational Nurse Project

2003 – 2005 Vice President  
Sigma Theta Tau, Zeta Theta Chapter

2002 – Present Chair, Congregational Nurse Project Conference Planning Committee  
Congregational Nurse Project

1999 – Present Chair, Congregational Nurse Project Education Committee  
Congregational Nurse Project

1999 – 2004 Coordinator of Parish Nurse Basic Education Program,  
Design & Presentation  
Mercy College of Northwest Ohio

1998 – 2003 Basic Life Support, Basic Instructor  
Affiliated with Mercy College of Northwest Ohio

1997 – 2002 Member, Diocesan Pastoral Advisory Council to the Bishop  
Catholic Diocese of Toledo

1994 – 2000 Co-Chair, Pastoral Council  
St. Patrick Providence Catholic Church

1994 – Present Chair, Worship Committee  
St. Patrick Providence Catholic Church

1987 – Present Lector, Minister of the Eucharist  
St. Patrick Providence Catholic Church

1987 – Present Member, Bell Choir  
St. Patrick Providence Catholic Church

1987 – Present Song Leader, choir member  
St. Patrick Providence Catholic Church
Tracy A. Szimony

7155 Ramblehurst Rd. 
Sylvania, Ohio 43560
Phone: 419-841-3450

Licensure: State of Ohio

Certified Hospice and Palliative Nurse

Education:

2005  Graduate Certificate in Contemporary Gerontological Practice
    Medical College of Ohio – Toledo, Ohio

2003  Graduate Certificate in Medical and Health Science Education
    Medical College of Ohio – Toledo, Ohio

2001  Doctor of Philosophy
    The University of Toledo – Toledo, Ohio
    Major:  Health Education: Focus → Death and Dying
    Minor:  Sociology/Anthropology: Focus → Health and Aging
    Dissertation: Perceptions of Nursing Faculty at Graduate Degree Granting
    Institutions Regarding Ethical Issues in Nursing Research

1991  Master of Science in Nursing
    Medical College of Ohio School of Nursing
    Toledo, Ohio
    Gerontological Nursing CNS/Education Track
    Master’s Project: Development of a Stress Management Workshop for Family
    Members as Caregivers of the Cognitively Impaired Elderly

1986  Bachelor of Science in Nursing
    The University of Toledo
    Toledo, Ohio

Experience:

2002-Present  Associate Professor
    Member: Graduate Faculty
    University of Toledo, College of Nursing
    Toledo, Ohio
Experience: (Continued)

1996-2001 Assistant Professor of Nursing
Associate Member: Graduate Faculty
University of Toledo, College of Nursing
Toledo, Ohio

1991 - 1996 Instructor of Nursing
University of Toledo, College of Nursing
Toledo, Ohio

1991-Present Staff Nurse - Per Diem
Northwest Ohio Hospice Association
Inpatient Unit/Home Care
Perrysburg, Ohio

1991 Learning Facilitator
Learning Resource Center
University of Toledo, College of Nursing
Toledo, Ohio

1990 - 1991 Teaching Assistant
University of Toledo, College of Nursing
Toledo, Ohio

1987 - 1991 Charge Nurse
University of Toledo Medical Center
Toledo, Ohio

1986 - 1987 Staff Nurse
University of Toledo Medical Center
Toledo, Ohio

Academic Honors:

2011 Graduate Student Prism Award – May Convocation

2010 Graduate Student Prism Award – December Convocation


2009 University of Toledo – College of Nursing
Outstanding Contributions to Scholarship/Research Award

2006 University of Toledo – College of Nursing
Outstanding Alumna Award
Academic Honors: (Continued)

2006 University of Toledo - College of Nursing
    Dean’s Award for Teaching Excellence

2006 Graduate Student Prism Award – Fall Convocation
    University of Toledo, College of Nursing

2007 Geriatric Education Consortium: American Association of Colleges of Nursing
    Invited Participant

2005 End-of-Life Nursing Education Consortium (ELNEC): American Association of Colleges of Nursing – Graduate Education Program
    Invited Participant

2004 Alumni of the Year
    University of Toledo, College of Nursing

2003-2004 Outstanding Contributions in Service/Practice
    University of Toledo, College of Nursing

2004 Member: Sigma Phi Omega – Delta Nu Chapter – National Gerontology Academic Honor and Professional Society

2001 Advancing End-of-Life Care: End-of-Life Nursing Education Consortium
    First Group of Faculty Chosen to Participate: Training Completed
    American Association of Colleges of Nursing and the City of Hope National Medical Center – Undergraduate Program
    Invited Participant

2000 Awarded Roxane Institute/Roxane Laboratories and the Hospice and Palliative Nurses Association: Scholarship in Nursing Education

1997-98 Outstanding Contributions in Teaching
    University of Toledo, College of Nursing

1991 Awarded Certificate of Merit
    Research and Scholarship
    Sigma Theta Tau - Zeta Theta Chapter

Professional Memberships:

1991-Present Sigma Theta Tau International - Zeta Theta Chapter-at-Large
    - Committees: Planning Committee, Counselor, Nominating

2000-Present Midwest Nursing Research Society
Tracy A. Szirony

Professional Memberships: (Continued)

1998-Present    National Hospice and Palliative Nurses Association
                -Education Advisory Committee Member 2006- Present
                -Research Advisory Committee Member 2008- Present
                -Awards Committee Member (2001)

1996-Present    National Hospice and Palliative Care Organization
                -Council of Hospice Professionals
                -Educational Materials Reviewer

2004-2006       National Board for Certification of Hospice and Palliative Nurses:
                Examination Development Committee

Academic Courses Taught: 2004-2011

Fall Semester   N-504    Health Assessment and the Nursing Process for
                  Promoting Health (Theory/Lab/Clinical)
                  Course Coordinator

Fall, Spring and Summer Semester  N-313    Gerontological Nursing
                                   Course Coordinator

Spring Semester  N-514    Designing Nursing Systems to Promote Self-Care
                                   (Theory/Lab/Clinical)
                                   Course Coordinator

Spring Semester  N-554    Advanced Practicum in Nursing Systems Design
                                   (Clinical Faculty)

Fall and Spring Semester N-522    Field Experience Seminar – Research and End of Life Care

Student Field Experience Seminar – N522

Research in End of Life Care/End of Life Decision Making
Students with Content Area Addressed in Field Experience

Fall, 2007

Johnathan Herman (MSN - CNL)
The Lived Experience of Parents of Pediatric Patients Related to End-of-Life Decision Making

Spring, 2008

Stephanie Rospert (MSN - CNL)
Experiences of Families of Patients with End-Stage Heart Failure: Making the Decision to Enroll in Hospice Care
Student Field Experience Seminar – N522: (Continued)

Herbert Hoskins (MSN - CNL)
Experiences of Patients with End-Stage Heart Failure: Making the Decision to Enroll in Hospice Care

Marianne Borkosky (MSN - CNL)
Patients with End-Stage Heart Failure: Development of a Qualitative Interview Guide

Leah Jaroschak (MSN - CNL)
Patients with End-Stage Heart Failure: Development of Educational Materials for Families Considering Hospice Care

Spring, 2009

Dawn Lymond (MSN - ANP)
End of Life Care: ICU Nurses’ Perspectives

Jocelyn Bratt (MSN - ANP)
End of Life Care: ICU Nurses’ Perspectives

Catherine Colvin (MSN - ANP)
End of Life Care: ICU Nurses’ Perspectives

Abby Schwab (MSN – CNL)
Nurses Perceptions of Caring for Seriously or Terminally Ill Patients in the Pediatric ICU: Communication Strategies

Aubrey Waddell (MSN – CNL)
Nurses Perceptions of Caring for Seriously or Terminally Ill Patients in the Neonatal ICU: Communication Strategies

Patricia Sopko (MSN - Nurse Educator)
The Lived Experience of Individuals and Surrogate Decision Makers Concerning the Hospice Benefit

Fall, 2009

Amy Randall (MSN - ANP)
Nurses’ Perceptions of End of Life Care in the Acute Care Setting

Cheryl Jeffers (MSN - FNP)
End of Life Care: ICU Nurses’ Perspectives

Deb Duggan (MSN - ANP)
Hospice Enrollment for Persons with End-Stage Heart Failure: The Patient’s Perspective
Student Field Experience Seminar – N522: (Continued)

Katherine McGraw (MSN - ANP)
The Lived Experience of Individuals and Surrogate Decision Makers who Decline the Hospice Benefit

Kelley Pruett (MSN - FNP)
Caring for the Terminally Ill Patient: ICU Nurses’ Perspectives

Sherri Rosser (MSN - ANP)
Improving Access to Quality Care: Responding to Hospice and Palliative Care Needs of Veterans

Spring, 2010

Greg Shannon (MSN - Nurse Educator)
Factors Influencing the End-of-Life Decision Making Process for Hospice Enrollment

Chris Emch (MSN - Nurse Educator)
Factors Influencing the End-of-Life Decision Making Process for Hospice Enrollment

Jamie Sutton (MSN - ANP)
Nurses Perceptions of Caring for Seriously or Terminally Ill Patients in the Pediatric ICU

Jessica Villhauer (MSN - Nurse Educator)
Nurses Perceptions of Caring for Seriously or Terminally Ill Patients in the Neonatal ICU

Darlene Wilhelm (MSN - ANP)
End of Life Care: ICU Nurses’ Perspectives

Fall, 2010

Connie Mueller (MSN - FNP)
Nurses’ Perceptions of End of Life Care in the Acute Care Setting

Amanda Brown (MSN – Nurse Educator)
Nurses’ Perceptions of End of Life Care in the Acute Care Setting

Crystal Baxter (MSN - FNP)
End of Life Care: ICU Nurses’ Perspectives

Spring 2011

Sheri Carraway (MSN - CNL)
Identification of ‘Gold Standards’ of Hospice Care

Tracy A. Szirony

Academic Graduate Thesis and Project Advisor:
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Thesis (T) Project (P)</th>
<th>Committee Member (M) Chair (C)</th>
<th>Graduation</th>
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</thead>
<tbody>
<tr>
<td>Angela Bourdouris-Powers</td>
<td>The Effect of the ANGEL Program on Caring Responses of Nurses</td>
<td>P</td>
<td>C</td>
<td>5/08</td>
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<td>Patricia Graffice</td>
<td>Intensive Care Nurses Perspectives of End of Life Care in the ICU</td>
<td>P</td>
<td>C</td>
<td>5/08</td>
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<tr>
<td>Bridget Burnor</td>
<td>Evaluation of End of Life Education in the BSN Curriculum</td>
<td>P</td>
<td>C</td>
<td>6/07</td>
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<tr>
<td>Lisa Pool</td>
<td>End of Life Care – The Lived Experience of the Seriously Ill Hospitalized Patient</td>
<td>P</td>
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<td>Bethany King</td>
<td>Family Members Perspectives of Quality of Life Care in the Intensive Care Unit</td>
<td>P</td>
<td>C</td>
<td>6/06</td>
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<td>Brie Kashimer Schlais</td>
<td>Experiences of Surrogate Decision Makers when Making End-of-Life Decisions for Terminally Ill Loved Ones</td>
<td>P</td>
<td>C</td>
<td>6/06</td>
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<tr>
<td>Tamara Bumpus</td>
<td>Knowledge and Attitudes Toward Older Adults Pre- and Post-Completion of an Undergraduate Course in Gerontological and Rehabilitation Nursing</td>
<td>P</td>
<td>C</td>
<td>6/06</td>
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<td>Tina Firsdon</td>
<td>Identification of the Risk Factors for Developing Acute Renal Failure Following Coronary Artery Bypass Graft Surgery</td>
<td>P</td>
<td>C</td>
<td>6/06</td>
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<td>Erin Nofziger</td>
<td>The Effects of Emotional Support and Physical Help on the Health of Caregivers of Persons with Stroke Development of a Research</td>
<td>T</td>
<td>M</td>
<td>6/06</td>
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<td>Colleen Perry</td>
<td>Protocol to Evaluate the Efficacy of Reiki on Depression in Persons with Alzheimer’s Type Dementia</td>
<td>P</td>
<td>M</td>
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<tr>
<td>Tracy A. Szirony</td>
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</tbody>
</table>
Publications:

Refereed Publications


Szirony, T.A., Price J.H., Tellojahn, S. & Wolfe, E. & (2002). Survey Rates Using a Covering Letter Signed by a Graduate Student or Faculty Member, Psychological Reports, 91, 1174-1176.

Szirony, T.A. (2001). Perceptions of Nursing Faculty at Graduate Degree Granting Institutions Regarding Ethical Issues in Nursing Research. (Dissertation, The University of Toledo). Toledo, Ohio


Tracy A. Szirony
Invited Publications:


Editorial Activity:


Tracy A. Szirony

Presentations:
2011
“End of Life Decision Making: Lessons Learned from Individuals Receiving Hospice Care” - Ohio Hospice and Palliative Care Organization, Columbus, Ohio.

2009

2008
“The Geriatric Nursing Education Consortium – A Model for all Educators of Gerontology” – Ohio Association of Gerontology and Education Conference: Global Aging: Lessons from Abroad for Ohio” Cleveland State University

2006

2003
“Will the Dying Ever End?” 4th Joint Clinical Conference: National Hospice and Palliative Care Organization Denver, Colorado

2001
4th Annual Nursing Research Conference: “Nursing Faculty Perceptions of Ethical Issues in Nursing Research” Medical College of Ohio, School of Nursing/Sigma Theta Tau International: Zeta Theta Chapter-At-Large

2000
“Assisting Caregivers to Understand and Cope with Distressing Symptoms” The First Annual Clinical Conference and Exposition on Hospice and Palliative Care, Nashville Tennessee

1998
"Sexual Intimacy and Terminal Illness: The Loss That is Rarely Discussed" National Hospice Organization, Twentieth Annual Symposium and Exposition Dallas, Texas

1996
"Sexuality and Terminal Illness" University of Nebraska at Omaha "Final Gifts: Weaving the Thread of Living and Dying"

1995
“Assisting Families to Understand and Cope with Treatment Modalities for Dyspnea, Pain, and Withholding of Nutrition and Hydration in Hospice Patients” University of Nebraska at Omaha “Final Gifts: Rituals, Rights, and Renewal”

Tracy A. Szimony

Invited:
Hospice and Palliative Care: Implications for the Gastroenterology Nurse 
Annual Spring “Gut” Together 
Northwest Ohio Gastroenterology Nurses’ Association

Critical Thinking and Atypical Presentation of Disease Related to Complex Care of 
the Older Adult 
The Society for Aging Populations – University of Toledo

End-of-Life Decision Making: The Role of Health Care Providers 
School of Nursing Reunion and Primary Care Update 
Medical College of Ohio – School of Nursing – Alumni Association

Communicating the Need for Sexual Intimacy at the End of Life 
-End-of-Life Care: A Continuing ELNEC based Educational 
Series for Health Care Professionals 
-Mercy College of Northwest Ohio

“Assisting Caregivers to Understand and Cope with Distressing Symptoms” 
-Hospice of Northwest Ohio: Presentation to Volunteers 
-Maumee River Hospice and Palliative Nurses Association

Research Grant Writing Activities:

April, 2008 
Awarded $3,000.00 – University of Toledo, College of Nursing – Internal 
Nightingale Funding for “The Lived Experience of Individuals and Surrogates as it 
Relates to End of Life Decision Making”

June, 2000 
Awarded $500.00 for Dissertation Research: Zeta Theta Chapter-at-Large, Sigma 
Theta Tau International.

Research In Progress:

Principal Investigator: “The Lived Experience of Individuals and Surrogate Decision Makers 
Concerning the Hospice Benefit”: University of Toledo, Department for Human Subjects Research 
Protections: Social, Behavioral, and Educational Institutional Review Board: Approval 4/16/08 – 
Current: Protocol Number 105960.

Principal Investigator: “Caring for Terminally Ill Patients: Intensive Care Unit Nurses’ Perspectives” 
University of Toledo, Department for Human Subjects Research Protections: Social, Behavioral, and 

Tracy A. Szirony

Research In Progress: (Continued)
Principal Investigator: "Caring for Seriously/Terminally Ill Patients: Medical-Surgical Unit Nurses’ Perspectives" University of Toledo, Department for Human Subjects Research Protections: Social, Behavioral, and Educational Institutional Review Board: Approval 6/15/10 - Current - Protocol Number 107009.

Service:

2011 - 2012   Chair: University of Toledo, College of Nursing – Faculty Assembly
2010 - 2011   Chair – ARPT Committee – University of Toledo, College of Nursing
2010          Faculty Search Committee – University of Toledo, College of Nursing
2009 - Present Ohio Board of Nursing – Education Advisory Committee

2009 - Present University of Toledo – Faculty Grievance Committee
2008 - Present University of Toledo Medical Center – Nursing Research Council
2008 - Present The Toledo Hospital – Nursing Research Council
2008 - Present University of Toledo Medical Center – Hospital Ethics Committee
2008 – 2010    Volunteer Guardian – Lutheran Social Services of Northwest Ohio
2008 - Present Planning Committee - University of Toledo, College of Nursing Research Conference
2006-2009      Chair: University of Toledo, College of Nursing – Faculty Assembly
2006-Present   Lucas County Medical Reserve Corps
2005-2009      University of Toledo, College of Nursing Alumni Association – Board Member
2004-Present   The University of Toledo – Center for Successful Aging: Board Member
2004-2008      University of Toledo, Health Science Campus: Academic Senate – Senator
2002-2006      University of Toledo, College of Nursing, Faculty Affairs Committee
                Chair: 2003-2005
2002-2005      The Friendly Center: Board Member
                Chair: Program Committee
                Member: Personnel Committee
2002-2004      Facilitator: Geriatric Interdisciplinary team Training Workshop: The PROMISE Institute – University of Toledo
2000-2003      Faculty Committee on Governance: University of Toledo – Health Science Campus

Tracy A. Szirony

Service: (Continued)
1999-2002  University of Toledo – Health Science Campus: Member – Library Committee
1996-1999  University of Toledo – Health Science Campus: Academic Senate, Senator
            Academic Committee of the Academic Senate
1995-2004  CNRE Advisory Committee on Evaluation
1992 - 2003 Student Grievance Committee (Chair: 1999-2000 Academic Year)
1994 - 1995 University of Toledo: Arts and Science Council Member
1991 - 1994 Undergraduate Curriculum Committee

Professional Development:

Conferences Attended

Oct.  2011 Palliative Care Collaborative: Fifth Annual Regional Conference
     Wayne State University
     5.75 Contact Hours

April  2011 College of Nursing 5th Annual College of Nursing Research Conference
       University of Toledo, College of Nursing
       7.25 Contact Hours

Oct.  2010 Palliative Care Collaborative: Fourth Annual Regional Conference
     Wayne State University
     5.5 Contact Hours

Oct.  2010 Interprofessional Approaches of Elder Care
     University of Toledo, College of Nursing
     1.5 Contact Hours

April  2010 College of Nursing 4th Annual College of Nursing Research Conference
       University of Toledo, College of Nursing
       5.75 Contact Hours

March  2010 14th Annual Geriatric Medicine Symposium:
         The University of Toledo
         6.5 Contact Hours

May    2009 Nursing Law: Professional Boundaries and Expectation for Nurse-Client
        Relationship in the Home Setting
        Ohio Hospice and Palliative Care Organization (Law Requirement)
        1.0 Contact Hour

Tracy A. Szimony

Conferences Attended: (Continued)

April  2009 College of Nursing 3rd Annual Spring into Research Conference
University of Toledo, College of Nursing
5.0 Contact Hours

March 2009 13th Annual Geriatric Medicine Symposium:
Women's Health and Aging – The University of Toledo Office of Geriatric
Medicine/Gerontology, Center for Continuing Medical Education and the Ohio
Geriatrics Society
6.5 Contact Hours

Oct. 2008 The Clinical Realities of Nursing Care: Evidence-Based Practice
University of Toledo, College of Nursing
1.0 Contact Hours

May 2008 Sexual Wellness and Aging
University of Toledo: Center for Successful Aging
6.0 Contact Hours

April 2008 Ohio Association of Gerontology and Education Conference: Global Aging:
Lessons from Abroad for Ohio
Cleveland State University
5.0 Contact Hours

April 2008 College of Nursing 2nd Annual Spring Into Research Conference
University of Toledo, College of Nursing
6.0 Contact Hours

April 2008 A Professionals Guide to Identifying Family Caregiver Stress Seminar
Area Office on Aging of Northwest Ohio, Inc.
1.0 Contact Hour

February 2008 12th Annual Geriatric Medicine Symposium
University of Toledo – Office of Geriatric Medicine/Gerontology
6.5 Contact Hours

February 2008 11th Annual Primary Care Update: Practical Approaches to Improving Wellness
University of Toledo – College of Medicine
4.0 Contact Hours

November 2007 Research Training: Developing Nurse Scientists
Online NINR Training
5.0 Contact Hours

October 2007 Preparing Nursing Students to Care for Older Adults: Enhancing Gerontology in
Senior Level Undergraduate Courses
New York University – College of Nursing
18.1 Contact Hours

Tracy A. Szimony

Conferences Attended: (Continued)
<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
<th>Event</th>
<th>Location</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>March</td>
<td>2007</td>
<td>The Connection Between Spirituality and Health</td>
<td>Komen Northwest Ohio Affiliate</td>
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<td>February</td>
<td>2007</td>
<td>Gerontology Nursing Conference</td>
<td>Henry Ford Health System: Nursing Development</td>
<td>7.8</td>
</tr>
</tbody>
</table>
CURRICULUM VITAE

PERSONAL DATA:

Colleen Y. Taylor  
2731 Sagamore Road  
Toledo, OH 43606  
419.450.5557 (Cell)

PROFESSIONAL AFFILIATION:

University of Toledo  
Department of Orthopedic Surgery  
3000 Arlington Avenue  
Toledo, OH 43614  
Phone: 419.383.3761  
Fax: 419.383.3005  
E-mail: colleen.taylor@utoledo.edu

EDUCATION:

2006 – Present  
PhD in progress  
Major: Health Education Promotion  
Minor: Health Care Policy  
University of Toledo  
Toledo, Ohio 43606

2002  
Master of Science in Nursing  
University of Toledo  
(Formerly Medical College of Ohio)  
Toledo, OH

1998  
Bachelor of Science in Nursing (Summa cum laude)  
University of Toledo / Medical College of Ohio  
Toledo, OH

1993  
Associate of Applied Science in Nursing  
University of Toledo  
Toledo, OH

CERTIFICATION:

2003 - Present  
Board Certified Family Nurse Practitioner  
American Nurses Credentialing Center

1991 – Present  
Basic Life Support

LICENSURE:

1993 – Present  
Registered Nurse  
Ohio Board of Nursing

EMPLOYMENT:
<table>
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<td>1/2012 – Present</td>
<td>Assistant Professor</td>
<td>University of Toledo</td>
<td>Toledo, Ohio 43614</td>
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<tr>
<td>12/2003 – Present</td>
<td>University of Toledo (Medical University of Ohio until 7/2006) (Medical College of Ohio until 7/2005)</td>
<td>Toledo, OH 43614</td>
<td>Nurse Practitioner</td>
</tr>
<tr>
<td>2/1999 – 12/2003</td>
<td>Medical College Hospital</td>
<td>Toledo, OH 43606</td>
<td>RN Care Coordinator</td>
</tr>
<tr>
<td>8/1993 – 2/1999</td>
<td>Medical College Hospital</td>
<td>Toledo, OH</td>
<td>RN – Orthopedic, ENT, and Renal Unit</td>
</tr>
</tbody>
</table>

**PARTICIPATION IN CLINICAL RESEARCH:**

2003 - 2008 **Clinical Research Coordinator (Part-Time)**
Recruited, screened and enrolled subjects for clinical trials, participated in informed consent process, served as a liaison between the investigator, ancillary departments, research subjects and other members of the health care team, performed nursing assessment of research subjects, and performed histories and physicals of research subjects.

2005 – Present **Member, Biomedical IRB University of Toledo**

2002 **Nurses’ Attitudes Towards Pain Management in the Joint Replacement Patient**
Unpublished Master’s Thesis

**EXTRAMURAL PRESENTATIONS:**

Joint Replacement Patients
JCAHO Surveyors (2002)
Medical College of Ohio (University of Toledo College of Nursing)

Care of the West Indian Patient
Family Nurse Practitioner Students (2001)
Medical College of Ohio (University of Toledo College of Nursing)

Vascular Disease
Guest Lecturer (2004-2006)
Family Nurse Practitioner program
Medical College of Ohio (University of Toledo College of Nursing)
Care Coordination in the Acute Setting
Undergraduate Nursing Students (2001)
Medical College of Ohio

Parkinson’s disease & Movement Disorders
Dominican Life Center (2007, 2008)
Adrian, Michigan

The Parkinson’s Disease Patient Undergoing Orthopaedic Surgery
Second Annual Orthopaedic Nursing Update (2008)
University of Toledo Health Science Campus
Toledo, Ohio

Women’s Health, A-Z (2011)
St. James Holiness Church

UAW Women’s Luncheon

HONORS AND AWARDS:

Ruth S. Kelly Scholarship,
Sigma Theta Tau International
Zêta Theta Chapter

President’s List, Dean’s List
University of Toledo

Faculty selection
Leadership in Nursing Award
Toledo District, Ohio Nurses Association
Associates of Applied Science in Nursing Program
University of Toledo Community & Technical College

Nominated by University Medical Center for 2006
Albert E. Dyckes Health Care Worker of the Year Award

Nursing Alumna of the Year 2007
University of Toledo College of Nursing

MEMBERSHIPS AND OFFICES IN PROFESSIONAL SOCIETIES:

Ohio Association of Advanced Practice Nurses

COMMITTEES AND ADMINISTRATIVE SERVICE:

Nursing Preceptor
Medical College of Ohio (University of Toledo Medical Center)
Toledo, Ohio

Forms Evaluation Committee
A.D. Nursing Program
University of Toledo AAS Nursing Program
College of Health & Human Services
Toledo, Ohio
Resource Utilization Group
Medical College of Ohio (University of Toledo Medical Center)
Toledo, Ohio

Performance Improvement Counsel
Medical College of Ohio (University of Toledo Medical Center)
Toledo, Ohio

JCAHO Committee (1999, 2002)
Medical College of Ohio (University of Toledo Health Medical Center)
Toledo, Ohio

Minority Student Mentor
Undergraduate Nursing Program
Medical College of Ohio (University of Toledo College of Nursing)
Toledo, Ohio

Student Preceptor (Undergraduate, Graduate & Medical Students)
Medical College of Ohio (University of Toledo Health Science Campus)
Toledo, Ohio

Member, Institutional Review Board
University of Toledo Health Science Campus
Toledo, Ohio
REFERENCES

Sunday Ubokudom, M.P.A, PhD. MPA
Associate Professor
Department of Political Science & Public Administration
The University of Toledo
2801 W. Bancroft Street
Toledo, OH 43606-3390
(419) 530-4152 (Voice)
(419) 530-4199 (Fax)

Beverly Karabin, PhD., RN
Nurse Practitioner
Op-Clinic, Cardiology
University of Toledo Medical Center
3000 Arlington Avenue
Toledo, Ohio, 43614
419-383-3963

Kay Grothaus, PhD, RN
Associate Professor Emerita
Associate Dean for Academic Affair
College of Nursing
University of Toledo Health Science Campus
Mail Stop 1026
3000 Arlington Avenue
Toledo, Ohio 43614
419-383-5822

Ann Baker, PhD., RN
Associate Professor Emerita
College of Nursing
University of Toledo Health Science Campus
Mail Stop 1026
3000 Arlington Avenue
Toledo, Ohio 42614
419-383-5853
Coursework

Anatomy & Philosophy 1 & 11
Organic Chemistry
Inorganic Chemistry
Microbiology
Childhood Development
Abnormal Psychology
Therapeutic Communication
Maternal Nursing
Medical-Surgical Nursing
Nursing Assessment 1
Nursing Assessment 11
Nursing Assessment 111
Infectious Disease Epidemiology
Chronic Disease Epidemiology
Drug Use & Misuse
Nursing Research
Methods of Survey Research
Health Behavior
Methods & Materials in Public Health
Issues in Public Health
Drug Use and Misuse
Health Care Delivery Systems
Health Systems Management
Community Health Organizations
Evaluation of Health Programs
Health Promotion Programs
Professional issues in Health Education
College Teaching in Health Education
Grant Writing in Health Sciences
Research Design
Scientific Writing in Health
Quantitative Methods II
Race and Public Policy
Darla Vogelpohl

6036 N. Wildacre          University of Toledo
Curtice, Ohio  43412         College of Nursing
Phone:  419-836-7924         3000 Arlington Avenue
SS#:  271-46-9391         Toledo, Ohio  43614-2598
Licensure:  State of Ohio RN-135210         Phone:  419-383-5800

Education:

2003 - 2010  The University of Toledo
Ph.D. Program (Educational Psychology, Special Education)
College of Education
Toledo, Ohio

2002  Teaching Scholars Fellowship
Class of 2002
Medical College of Ohio
Toledo, Ohio

2000 – 2002  University of Toledo, Special Status Students, College of Education
Toledo, Ohio

2000 & 2001  APSAC’s Advanced Training Institutes
American Professional Society of Abused Children
San Diego, California

1989 - 1993  Master of Science in Nursing, Clinical Nurse Specialist
Medical College of Ohio
Toledo, Ohio

1984  N-CAST Specialist
Medical College of Ohio
Toledo, Ohio

1970 - 1974  Bachelor of Science in Nursing
Ohio State University
Columbus, Ohio

Certification:

2008  C.P.R.

1997 – Present  Certificate of Authority from Ohio Board of Nursing
Experience:

2006  Graduate Faculty Appointment

2004-Present  Bowling Green State University
Adjunct Assistant Professor
Bowling Green, Ohio

2000-Present  Assistant Professor
College of Ohio, School of Nursing
Toledo, Ohio

1999 - Aug, 2001  Clinical Nurse Specialist
Child Abuse Prevention Program
Mercy Children’s Hospital
Toledo, Ohio

1997-2000  Bowling Green State University
Adjunct Instructor
Bowling Green Ohio

1993-2000  Instructor, Pediatrics
Medical College of Ohio, School of Nursing
Toledo, Ohio

1998  Consultant
Mercy Home Care, Riverside Hospital
Toledo, Ohio

1995 – 1998  Co-Cooordinator, Undergraduate Pediatric Nursing
Medical College of Ohio, School of Nursing
Toledo, Ohio

1981 - 1996  Contingent Staff Nurse, Ambulatory Pediatric Clinic
St. Vincent Hospital
Toledo, Ohio

1977 - 1980  Supervisor, Pediatric Clinic
Toledo Health Department
Toledo, Ohio

1975 - 1977  Staff Nurse, Home Visiting Program, Pediatric Clinic
and the High Risk Mother and Infant Pilot Project
Wood County Health Department
Bowling Green, Ohio
Honors:

1980-Present Sigma Theta Tau
2009 – Present Kappa Delta Pi

Professional Memberships:

2009 - Present Kappa Delta Pi
International Honor Society In Education

1992 – Present Sigma Theta Tau
International Honor Society In Nursing

2000 - 2001 APSAC American Professional Society of Abused Children

2000 - 2001 OPSAC Ohio Professional Society on the Abuse of Children

1999 - 2001 Lucas County Child Abuse Task Force

1999 - 2001 Child Maltreatment Protection Program
St. Vincent Mercy Medical Center

1980 - 2010 Sigma Theta Tau

2009-2010 MCO Alumni Association

1993-1994

Academic Courses Taught:

2007-2009 Nursing 1000 (Two sections)

2007- 2008 Course N-504 CNL Pediatric Assessment

2007 Course N-422 Course Manager Liaison Pharmacy


2002- Present Course N-364: Parent-Child Nursing (5-7 lectures)

2003 Course N-402: Leadership (1/3 lectures)

2000-2001 Course N-364: Parent Child Nursing (1 lecture)

1999-2000 Course N-364: Parent Child Nursing (1/3 lectures)


Publications:


Presentations:

2006 Scholarship Day- “Student reared by authoritarian parent Related to critical thinking”

1995 “Behavioral Manifestations of ‘Pain’ Associated with Routine Caregiving”
Seattle International Clinical Update and Research Symposium
Joint Presentation with Dr. Evans
Seattle, Washington

1993 Scholarly Paper - Graduate School
“Pain response of the low birth weight premature neonate in the NICU”
Medical College of Ohio
Toledo, Ohio

1985 Pediatric Grand Rounds
“Nonorganic Failure to Thrive”
St. Vincent Hospital
Toledo, Ohio

Service:

2009 – Present Asthma Coalition Task Force

2008 - Present Faculty Affairs Committee

2008 - 2009 National Center for Parents University of Toledo

2006 Graduation Planning Committee

2006 - 2009 Undergraduate Grievance Chair

2005 – Present Undergraduate Grievance Committee

2003 - Present Continuing Nursing Education Advisory Committee

2002 – 2005 Undergraduate Student Admission, Retention and Progression Committee

2000 - 2002 Nominating Committee Counselor
Sigma Theta Tau
Zeta Theta Chapter

2000 - 2001 Lucas County Schools Task Force
Medical College of Ohio
Toledo, Ohio

1999 - 2001 Student Affairs Committee
Junior Class Advisor
Medical College of Ohio
Toledo, Ohio
Service: (Continued)

1998 - 2002    Grievance Committee  
Medical College of Ohio  
Toledo, Ohio

1998 - 1999    Undergraduate Curriculum Committee Chairman  
Medical College of Ohio  
Toledo, Ohio

1995 - 1998    Co-coordinator, Undergraduate Pediatric Nursing  
Medical College of Ohio, School of Nursing  
Toledo, Ohio

1998    Consultant  
Mercy Home Care  
Toledo, Ohio

1993 - 1996    Consultant  
GED program, Toledo Board of Education  
Toledo, Ohio

1988 - 1993    Nursing Image Committee  
St. Vincent Hospital  
Toledo, Ohio

1997 – 1998    Member, Undergraduate Curriculum Committee

1993 – 1994    Medical College of Ohio  
Toledo, Ohio

1995 - 1996    Volunteer, Undergraduate Curriculum Committee  
Medical College of Ohio  
Toledo, Ohio

1990    Pediatric Research Committee  
St. Vincent Hospital  
Toledo, Ohio
2009-2010 Educational Psychology (PhD) candidate

2001 – Present The University of Toledo
(Educational Psychology / Special Education PhD Program)

Coursework:
- EDP 8190 Emotional Development (3 hours)
- EDP 7320 Instructional Psychology (3 hours)
- EDP 8270 Parenting: Theory and Research (3 hours)
- EDP 8990 Theories in Child Development (3 hours)
- EDP 8190 Research in Expertise (3 hours)
- EDP 8360 Thinking and Reasoning in School (3 hours)
- EDP 8190 Self Identity Development (3 hours)
- RESM 8370 Fundamentals of Grant Writing (3 hours)
- SPED 7950 Workshop is Special Education: Working with Paraprofessionals (3 hours)
- SPED 8220 Collaboration – Inclusive Schools (3 hours)
- EDP 7230 Adult Development (3 hours)
- EDP 8340 Theories of Learning (3 hours)
- SPED 7000 Issues in Special Education (3 hours)
- SPED 7340 Advanced Behavior Management (3 hours)
- SPED 8080 Evaluation of Students with Disabilities (3 hours)
- INDI 600 Biostatistical Methods (3 hours)
- RESM 8320 Research Design (3 hours)
- TSOC 7210 Multicultural/Non-Sexist Education (3 hours)
- EDP 8960 Dissertation Research in Foundation of Education (21)

2009 National Institutes of Health (NIH) Office of Extramural Research
“Protecting Human Research Participants”
University of Toledo
Toledo, Ohio

2009 Academic Innovations in Nursing Education
The University of Toledo
Toledo, Ohio

2009 BSN Curriculum Development Workshop
University of Toledo
Toledo, Ohio

2009 Ohio Nursing Law 2009: Understanding Potential allegations of Nursing
The University of Toledo
Toledo, Ohio

2009 Asthma 1-2-3 Facilitator Workshop
American Lung Association of the Midland States
Sandusky, Ohio

Darla Vogelpohl
2008  Basic Disaster Life Support  
The University of Toledo  
Toledo, Ohio

2007  Nursing Student Services  
Collaboration for Success  
The University of Toledo  
Toledo, Ohio

2007  “Through the Looking Glass”  
The University of Toledo  
Toledo, Ohio

2007  “Just Do It” A Writing for Publication  
Seminar for Faculty  
University of Toledo  
Toledo, Ohio

2007  Nursing Laws and Rules  
The University of Toledo  
Toledo, Ohio

2006  Ethical Aspects of Parental and Pediatric Care:  
A.M. and P.M. Sessions  
The Toledo Hospital  
Toledo, Ohio

2006  Provider Unit Update for Nurse Planners and Reviewers  
The University of Toledo  
Toledo, Ohio

2006  “2006 Commencement Colloquium”  
Medical College of Ohio  
Toledo, Ohio

2006  Integrating Responds Into Web-Based  
Nursing Education  
The University of Toledo  
Toledo, Ohio

2006  2006 Scholarship Day  
University of Toledo  
Toledo, Ohio

2006  Nursing Laws and Rules  
Medical University of Ohio  
Toledo, Ohio

Darla Vogelpohl

**Professional Development:** (Continued
2006     Exit Testing A Faculty lived experience
Medical University of Ohio
Toledo, Ohio

2005     Critical Thinking and Test Item Writing
Medical College of Ohio
Toledo, Ohio

2005     HIPPA Compliance
Medical College of Ohio
Toledo, Ohio

2005     Students with Disabilities: Healthcare Education Perspective
Medical College of Ohio
Toledo, Ohio

2004     Ohio Board of Nursing Rules and Laws of Preceptor Utilization
Medical College of Ohio
Toledo, Ohio

2004     Anti- Harassment Training Program
Medical College of Ohio

2003     Past, Present and Future of Nursing: What is your BHAG?
Medical College of Ohio
Toledo, Ohio

2003     HIPPA Compliance
Medical College of Ohio
Toledo, Ohio

2002     Update on Laws and Rules Governing Nursing Practice
Medical College of Ohio
Toledo, Ohio

Transfer Credit from MUO to UT:

Coursework:
1/2002 – Teach/Learn Project I (2 hours)
12/2002 Teach/Improve Practicum I (2 hours)
Teach/Learn Health Science I (1 hour)
Teach/Learn Project II (2 hours)
Teach/Learn Health Science II (1 hour)
Teach/Learn Project III (2 hours)
Teach/Improve Practicum III (1 hour)
Teach/Learn Health Science III (1 hour)

Darla Vogelpohl

Professional Development: (Continued)

2002     Teaching Scholars Fellowship
2002  Towards Cultural Competency at MCO  
       Medical College of Ohio  
       Toledo, Ohio  

2001  A Community Together Can End Domestic Violence.  
       Toledo, Ohio  

2001  The San Diego Conference on Responding to Child Maltreatment  
       San Diego, California  

2000  Sarah Buell Legal Conference for Health Professionals  
       Toledo, Ohio  

2000  Computer Clinical Application  
       Toledo, Ohio  

2000  Suicide, Depression, Eating Disorder, and Critical Issues in Adolescent Health  
       Toledo, Ohio  

2000  The San Diego Conference on Responding to Child Maltreatment  
       San Diego, California  

1999  The Learning Zone; Brain-Based Learning  
       Toledo, Ohio  

1999  The Fourth Annual Current Challenges In Pediatrics:  Updates for the Practitioner  
       Toledo, Ohio  

1999  Second Annual Medical College of Ohio Nursing Research Conference:  Outcomes  
       Research:  Style or Substance  
       Toledo, Ohio  

1999  Child Abuse Issues:  What You Must Know to Ensure the Safety of Our Children  
       Toledo, Ohio  

1998  Faculty Development Workshop  
       Toledo, Ohio  

1998  First Annual MCO/MCH Nursing Conference  
       Toledo, Ohio  

Darla Vogelpohl  

**Professional Development:** (Continued)  

1997  Roles and Responsibilities of Nurses in Today’s Managed Care Environment  
       Toledo, Ohio
1997  Critical Thinking for Everyone  
       Toledo, Ohio  

1997  Current Challenges in Pediatrics  
       Toledo, Ohio  

1997  Kids on the Block  
       Toledo, Ohio  

1996  Assessment of Pain in Preverbal Children and Use of Pain Rating Scales  
       Toledo, Ohio  

1996  The Use of Humor in Managing Today’s Environment  
       Toledo, Ohio  

1996  Faculty Development I/II  
       Toledo, Ohio  

1995  “Developing and Analyzing Written Tests”  
       Cleveland, Ohio  

1995  Neonatal Nursing:  Our World of Caring and Sharing  
       Seattle, Washington  

1995  Professional Development Series I Communication  
       Toledo, Ohio  

1995  State Board of Nursing Forum  
       Columbus, Ohio  

1994  “The Child Out of Sync”  
       Toledo, Ohio  

1994  Attention Deficit Disorder  
       Toledo, Ohio  

1993  Fourth Annual Pediatric Nursing Conference  
       Toledo, Ohio  

1992  Third Annual Pediatric Nursing Conference  
       Toledo, Ohio  

1992  “Caring for the Children”  
       Cleveland, Ohio  

Darla Vogelpohl

**Professional Development:** (Continued)

1991  “Prescription for Success”  
       Toledo, Ohio
1991  “Serving at Risk Infants, Children and Families”
      Toledo, Ohio

1990  “Shaping Nursing for the 90’s: Emerging Ethical Issues”
      Toledo, Ohio

1990  “Dynamics of Developing Resources”
      Toledo, Ohio

1989  “The Pecking Syndrome”
      Toledo, Ohio
FACULTY DEMOGRAPHICS

Darla Vogelpohl

Hired: July 9, 1993

Rank: Assistant Professor

Last Evaluation: 2009

Contract: 10 Month

Role Distribution: 100% Teaching

Current Teaching Assignment: Fall Semester: Parent Child Nursing Lecturer
Clinical Instructor
Schools/Hospital
(2 clinical groups)

Fall Semester : Nursing 1000
(2 sections)

Spring Semester: (1 clinical group)

Revised 2-15-10
Vogelpohl-CV, Vitae
# CURRICULUM VITAE

M. Eileen Walsh, PhD, APN, RN-BC, FAHA

<table>
<thead>
<tr>
<th><strong>HOME ADDRESS</strong></th>
<th>2232 Heatherview Drive</th>
<th>Maumee, Ohio 43537</th>
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<tr>
<td><strong>BUSINESS ADDRESS</strong></td>
<td>College of Nursing</td>
<td>University of Toledo</td>
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<td>Health Science Campus</td>
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<tr>
<td></td>
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<td>Toledo, Ohio 43614-2598</td>
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<tr>
<td></td>
<td><a href="mailto:Eileen.Walsh@utoledo.edu">Eileen.Walsh@utoledo.edu</a></td>
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</tr>
<tr>
<td><strong>PHONE</strong></td>
<td>419-868-7916</td>
<td></td>
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<tr>
<td><strong>LICENSE TO PRACTICE</strong></td>
<td>RN-157157</td>
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<td>**9/01/2011-8/31/2013</td>
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<tr>
<td><strong>PHONE</strong></td>
<td>419-383-5855</td>
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<tr>
<td><strong>CERTIFICATE OF AUTHORITY</strong></td>
<td>Clinical Nurse Specialist</td>
<td>NS02270</td>
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</table>

## EDUCATION

5/2003 Doctorate of Philosophy  
The University of Toledo  
Toledo, Ohio  
College of Health and Human Services  
Major: Exercise Physiology  
Minor: Research and Measurement

8/1982 Master of Science in Nursing  
Case Western Reserve University  
Frances Payne Bolton School of Nursing  
Cleveland, Ohio  
Clinical Area: Medical-Surgical Nursing  
Focus: Education & Clinical Nurse Specialist

1979 Graduate student  
The University of Toledo  
Toledo, Ohio  
Focus: Biology

6/1978 Bachelor of Science in Nursing  
The University of Toledo  
Medical College of Ohio School of Nursing  
Toledo, Ohio

9/1972-6/1975 Undergraduate student  
The University of Toledo
Walsh, Vitae

Toledo, Ohio
Major: Biology

PROFESSIONAL EXPERIENCE

2/2011-6/2016  Adjunct Full Membership Graduate Faculty
               Wright State University

8/2010- present  Associate Professor
                 College of Nursing
                 The University of Toledo
                 Toledo, Ohio

1/2009 – 3/2009  Assistant Professor, DNP Applied Nursing Research Course
                 College of Nursing
                 Medical University of Ohio
                 Toledo, Ohio

                 Vascular Clinical Nurse Specialist
                 Jobst Vascular Center
                 Toledo, Ohio

11/1999-4/2008  Advanced Practice Nurse
                 Vascular Clinical Nurse Specialist
                 Jobst Vascular Center
                 Toledo, Ohio

                 Jobst Vascular Center and
                 Clinical Case Manager
                 Patient Care Services
                 The Toledo Hospital
                 Toledo, Ohio

                 Jobst Vascular Center
                 Toledo, Ohio

9/1986-4/1992  Assistant Professor
               Medical College of Ohio School of Nursing
               Toledo, Ohio

9/1986-4/1992  Coordinator, Cardiovascular Risk Intervention Programs
               Henry L. Morse Physical Health Research Center
               Medical College of Ohio
               Toledo, Ohio
Walsh, Vitae

9/1987-4/1992  Adjunct Assistant Professor
               College of Health and Human Services
               Bowling Green State University
               Bowling Green, Ohio

9/1986-4/1992  Adjunct Assistant Professor
               College of Arts and Sciences
               University of Toledo
               Toledo, Ohio

8/1984-8/1986  Nurse Clinician/Clinical Nurse Specialist
               Medical-Surgical Nursing
               University Hospitals of Cleveland
               Cleveland, Ohio

8/1982-7/1984  Instructor II/Nurse Clinician
               Medical/Surgical Nursing Staff Development
               University Hospitals of Cleveland
               Cleveland, Ohio

8/1982-8/1986  Clinical Instructor
               Frances Payne Bolton School of Nursing
               Case Western Reserve University
               Cleveland, Ohio

7/1981-8/1982  Clinical Nurse
               Cardiac Monitoring Unit
               University Hospitals of Cleveland
               Cleveland, Ohio

               Surgical Intensive Care Unit
               University Hospitals of Cleveland
               Cleveland, Ohio

               Trauma Intensive Care Unit
               Medical College of Ohio
               Toledo, Ohio

PROFESSIONAL AWARDS AND HONORS

1/2011-1/2014  Appointment to Content Expert Panel, Cardiac Vascular Nursing
               Certification Exam, American Nurses Credentialing Center
Walsh, Vitae

2011  Volunteer Recognition  
      Vascular Disease Foundation

2010  Fellow, American Heart Association  
      Council of Cardiovascular Nursing

2009  Research Award  
      Society for Vascular Nursing

2005  Fellow, Society for Vascular Medicine and Biology

2003  Reviewer, *The Journal of Cardiovascular Nursing*

2003  Research Award  
      Sigma Theta Tau  
      Alpha Mu Chapter

2002  Recipient, 2002 Urban All-American Award  
      Central City Ministries of Toledo

2001  Recipient, Outstanding Overall Presenter Award  
      Society for Vascular Nursing  
      19th Annual National Symposium  
      Minneapolis, MN

2000-2004  Editorial Board, *Periphery*

2000-2007  Co-Editor, *Core Curriculum for Vascular Nursing*

1999-present  Editorial Board, *Journal of Vascular Nursing*

1999  Reviewer, *Nursing’99*


1998  Reviewer, *Nursing’98*

1997  Recipient, Jeanne Doyle Excellence in Vascular Nursing Award  
      Society for Vascular Nursing  
      15th Annual National Symposium  
      Atlanta, GA

1996  Recipient, Vieve Gore Nursing Excellence in Clinical Practice Award  
      Society for Vascular Nursing  
      14th Annual National Symposium
Walsh, Vitae

New Orleans, LA

1996  Fellowship in Vascular Nursing Award
      Society for Vascular Nursing

1996  Excellence in Clinical Practice Award
      Sigma Theta Tau, Zeta Theta Chapter

1994  Moderator, Council of Cardiovascular Nursing Session
      American Heart Association 67th Scientific Session
      Dallas, TX

1994  Honoree, Excellence in Nursing
      The Toledo Hospital

1990  Service Award
      Lucas County Hypertension Coordinating Council

1988-1989  Service Recognition
          American Heart Association

1988  Excellence in Practice
      Medical College of Ohio
      School of Nursing Faculty Award

1987-Present  Member, Sigma Theta Tau
          Zeta Theta Chapter

1986  Service Award
      Greater Cleveland Nurses Association
      Cleveland, OH

1986  Professional Achievement Award
      First Annual Recognition Reception
      University Hospitals of Cleveland
      Cleveland, OH

1982  Research Award
      Sigma Theta Tau
      Alpha Mu Chapter

1982-1987  Member, Sigma Theta Tau
          Alpha Mu Chapter

1980-1982  Professional Nurse Traineeship
          Frances Payne Bolton School of Nursing
          Case Western Reserve University
          Cleveland, OH
Walsh, Vitae

1978 National Dean's List Candidate
1978 Nursing Scholarship
University of Toledo
1978 Outstanding Performance in Medical-Surgical Nursing Award
Medical College of Ohio School of Nursing
Toledo, OH
1977-1978 Dean's List
University of Toledo

CERTIFICATIONS

American Nurses Credentialing Center
Society for Vascular Nursing
1996-1999 Certified Vascular Nurse (CVN)
Honorary Certification
Society for Vascular Nursing
1991-1998 Advanced Cardiac Life Support
American Heart Association
1984-1987 Certified Critical Care Nurse
American Association of Critical Care Nurses
1982-Present Instructor/Basic Life Support
American Heart Association

PUBLICATIONS - BOOKS & BOOK CHAPTERS

Walsh, ME. (In process) Lower Extremity Peripheral Arterial Disease. In Lewis, PM., Aquila, A.
& Walsh, ME. (Eds.) Core Curriculum for Vascular Nursing. Society for Vascular Nursing

Lewis, P.A. & Walsh, ME. (Submitted) Lymphedema. In Lewis, PM., Aquila, A. & Walsh, ME.
(Eds.) Core Curriculum for Vascular Nursing. Society for Vascular Nursing

Society for Vascular Nursing
Walsh, Vitae


Walsh, Vitae


PUBLICATIONS – JOURNALS


Walsh, Vitae

Peripheral Arterial Disease Detection, Awareness, and Treatment in Primary Care, *Journal of the American Medical Association*, 286(11) 1317-1324.


Walsh, E. (1985) Teaching same day surgery patients *In Touch*, 1(2), University Hospitals of Cleveland.

**RESEARCH**


Walsh, Vitae


Co-Investigator with Musolf, E. Borgerson, D, Reis, Jones, T. (2010). Physical Activity, Quality of Life and Fatigue in Childhood Cancer Survivors. Awarded $1000.00, Zeta Theta Chapter, Sigma Theta Tau.

Co-Investigator with Reis, D., (2009) Attitude, Subjective Norm and Perceived Behavioral Control Toward Traditional and Non-Traditional Exercise in Cancer Patients Undergoing Chemotherapy and/or Radiation Therapy. Awarded $990.00, Zeta Theta Chapter, Sigma Theta Tau.


Clinical Expert, Exercise Training Committee, CLEVER (CLaudication: Exercise Vs. Endoluminal Revascularization. (2006-2010) NIH supported research study; provide education, training and monitoring of sites.


Principal Investigator with Sturis, I., Fox, C. & Topp, R. (1997) Development and predictive ability of an instrument to measure nurse decision making ability of nurses, Awarded $3910.00, ProMedica Investigator Award.

Principal Investigator with Sturis, I., Fox, C. & Topp, R. (1997) Development and predictive ability of an instrument to measure nurse decision making ability of nurses, Awarded $150.00, Sigma Theta Tau, Zeta Theta Chapter.
Walsh, Vitae

Principal Investigator with Topp, R., & Sanford, C. (1997). The effect of providing an individual waiting for a patient who is having surgery with a paging device during the interval of the surgical procedure, The Toledo Hospital.


Walsh, ME. & Salles-Cunha, S. (1995) Ankle-brachial index changes at the same time of absolute claudication with treadmill walking in vascular rehabilitation patients, Awarded $2,000.00, The Toledo Hospital.


PROFESSIONAL AFFILIATIONS

2011-2012 Sigma Theta Tau
Region 10 Planning Committee


2009-2010 Sigma Theta Tau
Region 10 Planning Committee

2008 – present Chair, Research and Scholarship Committee
Sigma Theta Tau, Zeta Theta Chapter-At-Large

2005-2006 President, School of Nursing Alumni Association Board
Medical College of Ohio

2004-present Member, Society for Vascular Medicine

2004-2005 Vice President, School of Nursing Alumni Association Board
Walsh, Vitae

Medical College of Ohio

2003-2007
Member, University of Toledo College of Health and Human Services Alumni Affiliate Board

2003-2006
Chair, Heart of Toledo Gala Auction Committee
American Heart Association Lucas County

2003–2008
Member, Preventive Cardiovascular Nurses Association

2003–Present
Member, Symposium Planning Committee
Society for Vascular Nursing

2001-2003
Member, School of Nursing Alumni Association Board
Medical College of Ohio

2001-2004
Member, Operation Stoke Community Education Committee
American Heart Association Lucas County

2001-2002
Member, Heart of Toledo Auction Committee
American Heart Association Lucas County

2000-2001
Member, AHA Gala Committee
American Heart Association Lucas County

2000-2001
Member, Nominating Committee
Society for Vascular Nursing

2000-2002
Member, Vascular Rehabilitation Task Team,
Society for Vascular Nursing

2000–2003
President-elect, Ohio Chapter
Society for Vascular Nursing

2000–2008
Member, American Association of Cardiovascular and Pulmonary Rehabilitation

1999–2000
Chair, Nominating Committee
Society for Vascular Nursing

1998–1999
President, Society for Vascular Nursing

1997–1998
President-elect, Society for Vascular Nursing

1996–1997
Chair, National Symposium Planning Committee
Society for Vascular Nursing

1995–1996
Co-chair, National Symposium Planning Committee
Walsh, Vitae

Society for Vascular Nursing

1995-1997     Member, Board of Trustees, Society for Vascular Nursing

1993-1994     Chairperson, Program Committee
               American Heart Association, Lucas County Division

1992-1997     Member, Northwest Ohio Clinical Nurse Specialist Resource Group

1992-1997     Member, American College of Sports Medicine

1992-1997     Member, Nursing Practice Standards Committee
               Society for Vascular Nursing

1992-1997     Member, Research Committee
               Society for Vascular Nursing

1992-Present  Member, Society for Vascular Nursing

1991-1993     Member, Education and Community Programs Committee
               Ohio Affiliate of American Heart Association

1988-1990     Member, Delegate Assembly Planning Committee
               Ohio Affiliate of American Heart Association

1988-1990     Member, Lucas County Hypertension Coordinating Council

1987-1993     Delegate, Ohio Affiliate
               American Heart Association

1987-1992     Member, Northwest Ohio Cardiac Rehabilitation Nurses Group

1986-1994     Member, Board of Trustees
               American Heart Association, Lucas County Division

1986-1995     Member, Speakers Bureau
               American Heart Association, Lucas County Division

1985-1986     Chair, Job Fair Committee
               Greater Cleveland Nurses Association

1984-1985     Member, Job Fair Committee
               Greater Cleveland Nurses Association

1980-1986     Member, Speakers Bureau
               American Heart Association, Northeast Ohio Affiliate
Walsh, Vitae

1980-1986  Member, Nursing Education Committee
           American Heart Association, Northeast Ohio Affiliate

1980-1986  Member, Greater Cleveland Nurses Association

1978-1991  Member, American Nurses Association

1978-1988  Member, American Association of Critical Care Nurses

CONSULTATION


The StayWell Company (Krames). (2006): served as a content expert for patient education series on Vascular Rehabilitation topics.

Savarese and Associates (2003-2006): reviewed abstracts submitted to a major international vascular surgery meeting and developed media materials.


Kos Pharmaceuticals, Inc. (2003-2004): served as vascular nurse expert to assist with national screening efforts of patient with intermittent claudication for TROPIC (The dose response of niacin ER/lovastatin on peak walking time in patients with intermittent claudication).

MediMedia (Krames) (2003): served as content expert in the development of patient education materials for patients with Peripheral Arterial Disease.


North Point Domain (2001): provided content expertise and editorial critiques of vascular web site content, June – September, 2001, Boston, MA.

Walsh, Vitae

Ruder Finn (1998): provided expertise in the development of patient educational materials on peripheral arterial disease and exercise interventions.

Genecom (1997): provided expertise in the development of educational materials on peripheral arterial disease for health care professionals.

Zeller Corporation (1995): provided expertise into the development of corporate wellness programs for administration and staff, Defiance, OH.

Cardiovascular Concepts, Inc. (1994, June): provided input into the design of new cardiovascular products. Society for Vascular Nursing Roundtable, St. Louis, MO.

B.F. Goodrich Research Development Department (1985, May): provided expertise on the development of wound care products, Cleveland, OH.

Presbyterian Lodge (1985, May); provided expertise on the development of performance expectations for nursing personnel, Erie, PA.

INVITED PAPERS AND PRESENTATIONS


Walsh, ME. (2011, April 25). Quality of Life in Patients with Symptomatic Lower Extremity Superficial Venous Insufficiency Randomized to Endoluminal Thermal Ablation. University of Toledo, College of Nursing Research Conference. Toledo, OH.


Walsh, Vitae

Undergoing Chemotherapy and/or Radiation Therapy. Zeta Theta Chapter Sigma Theta Tau Research Conference, Sylvania, OH.

Walsh, ME (2010, Oct 6). Opportunities for Nursing Research and Evidence-Based Practice in Critical Care. 21st Annual Facets in Critical Care Nursing Conference, Perrysburg, OH.


Reis, D Walsh, ME, Jones, T. (2010, Apr 26). Lessons Learned: Implementing a Nursing Research Study about Exercise in an Outpatient Oncology Center. The University of Toledo College of Nursing 4th Annual Research Conference. Toledo, OH.


Walsh, ME. (2010, Apr 17). Using Creative Strategies to Re-Introduce Research to Nursing Staff. Sigma Theta Tau Region 10 Bridging Nursing Leadership & Research, Ann Arbor, MI.


Ransom, J & Walsh, ME. (2009, Oct 21). Maximizing Your Success Writing Grants Fall Research Program, Zeta Theta Chapter Sigma Theta Tau, Sylvania, OH.


Walsh, Vitae


Walsh, ME. (2009, Apr 9) Vascular rehabilitation: Where are we? The 21st Annual State Meeting Changing Times Ohio Association of Cardiovascular and Pulmonary Rehabilitation. Columbus, OH.


Walsh, ME. (2008, Oct 21) Integrating Nursing Research into Everyday Practice. 3rd Annual ProMedica Nursing Research Retreat. Perrysburg, OH. (Keynote)


Walsh ME. (2008, June 5) Developing a clinical idea into a research question. 26th Annual Convention Society for Vascular Nursing. San Diego, CA.

Walsh, ME. (2008, Mar 24). Strategies to create local and national nursing research initiatives. Sigma Theta Tau, Zeta Theta Chapter-At-Large, Toledo, OH.

Walsh, ME. (2007, Sept 10). Atherothrombosis make the connection: A focus on peripheral
Walsh, Vitae

arterial disease. Toledo, OH.


Walsh, ME. (2006, Apr 28). Arterial Insufficiency The 2nd Annual Grant Vascular Symposium Grant Medical Center, Columbus, OH.


Walsh, MB & Shuman, S. (2006, Feb 22). Using the Ankle-Brachial Index in the Acute Care Setting. Continuing Nursing Education. The Toledo Hospital, Toledo, OH.


Walsh, ME (2005, Feb 7). Peripheral Vascular Screening: The Ankle-Brachial Index. Continuing Nursing Education. The Toledo Hospital, Toledo, OH.

Walsh, ME (2004, Oct 27). Perceived continuing education needs of vascular nurses in caring
Walsh, Vitae

for patients with peripheral arterial disease. Zeta Theta Chapter-At-Large Nursing Research Conference. Sylvania, OH.


Walsh, ME (2003, Sept). Integrating vascular rehabilitation into an existing exercise program, University of Minnesota, Minneapolis, MN.


Walsh ME. (2002, Oct 21) Medical interventions in peripheral vascular disease. 21st Annual Greater Cincinnati Cardiac & Pulmonary Conference. Cincinnati, OH.

Walsh, Vitae

Walsh ME. (2002, Sept 21) Peripheral Arterial Disease: What you need to know. Medical College of Ohio School of Nursing Alumni Conference. Toledo, OH.


Walsh ME. (2002, Feb 26) Peripheral Vascular Rehabilitation and New Findings from the PARTNERS program. Ohio Association of Cardiovascular and Pulmonary Rehabilitation, Southeast Regional meeting. Lancaster, OH.


Walsh, Vitae


Burket, M., Walsh, ME. & Butler, V. (2001, Sept 19) Peripheral Arterial Disease and Overview of PARTNERS, Toledo, OH.

Navarro, F. & Walsh, ME. (2001, Aug 29) A Primary Care Provider's Approach to the Management of Peripheral Arterial Disease, Akron, OH.


Walsh, ME & Burket, M. (2001, Mar 5) PARTNERS Preceptorship Program, Dearborn, MI


Walsh, Vitae

Gale, SS, Walsh, ME. & Sieggreen, M. (2000, Oct 26) PARTNERS Preceptorship Program. Dearborn, MI

Walsh, ME & Gale, SS. (2000, Oct 25) PARTNERS Preceptorship Program. Detroit, MI

Walsh, ME. (2000, Oct 18). PARTNERS Preceptorship Program. Indianapolis, IN.

Walsh, ME. (2000, Sept 23) PARTNERS: PAD awareness, risk, treatment: New resources for survival. The 2nd Annual Basic Peripheral Vascular Intervention Course: Laying the Foundation, Cleveland Clinic, Cleveland, OH

Walsh, ME. (2000, Sept 15) PARTNERS. Vascular Conference 2000. Detroit Medical Center and Wayne State University, Grosse Pointe, MI.


Gale, SS & Walsh, ME. (2000, Aug 8) PARTNERS Preceptorship Program. Toledo, OH.


Gale, SS & Walsh, ME. (2000, Mar 28) What we learned from the PARTNERS Program. Toledo, OH


Walsh, ME. (2000, Jan 15). Putting It Together & Making it Happen. PARTNERS
Walsh, Vitae

Round-Up Meeting, Phoenix, AZ.


Walsh, ME. (1999, Sept 17). Effectiveness of a Peripheral Vascular Rehabilitation Program in Impacting Quality of Life. American Association of Cardiovascular and Pulmonary Rehabilitation, 14th Annual Meeting, Phoenix, AZ.

Walsh, ME. (1999, Aug) Pulse assessment and using the Doppler. Darlington House nursing Staff, Toledo, OH.


Walsh, ME. PARTNERS Team Leaders Meeting, Moderator, San Francisco, CA.


Walsh, ME. (1998, Sept 23) What the Society for Vascular Nursing has to offer. The 2nd Basic Peripheral Vascular Intervention Course: Laying the foundation, Columbus, OH.

Walsh, ME. (1998, Sept 17). Developing a Carotid Pathway. Carotid Endarterectomy Registry, Ohio Regional Seminar, Cleveland, OH.


Walsh, Vitae

room, Boston Scientific/Meadox, Society for Vascular Nursing Washington, D.C.


Reis, D. & Walsh, ME. (1996, Dec 11-12) Clinical case management *Poster* People Moving Toward Progress. ProMedica Research Day, Toledo, OH.


Walsh, ME. (1996, Oct 16) Thrombolytic therapy using Urokinase. Detroit Area Vascular Technologist meeting, Detroit, MI.


Walsh, ME. & Beebe, HG. (1996, Apr 26) Nurse/Physician Collaborative Practice: A model for vascular care delivery, Experience Vascular Nursing'96, Toledo, OH.

Walsh, ME. (1995, Oct 27) Nursing: Remembering the old while shaping the new, Keynote Address, Nursing'95: Excellence & Visions for Future Practice, Tulane University Hospital and Clinic, New Orleans, LA.


Walsh, ME., Stanton, J, Finch, D & Gallagher, P. (1993, Sept 14) Nursing roles in clinical research: Impacting vascular patients, Toledo, OH
Walsh, ME. & Gorman, J. (1993, Jul 27) Vascular disease in women, Toledo, OH.


Walsh, ME. (1993, Feb 23) The complex vascular patient...from admission to discharge, Jobst Vascular Nursing Conference, Toledo, OH.

Walsh, ME. (1993, Feb) Clinical Nurse Specialist (CNS) implementation strategies, Guest Faculty, for MSN students, Medical College of Ohio, Toledo, OH.
Walsh, ME. (1992, Oct 14) Rehabilitation: Cardiac and Vascular. Rehabilitation Certification Preparation & Review Course, Toledo, OH.

Walsh, ME. (1992, Jul 14) Vascular rehabilitation program, Jobst Vascular Center Conference, Toledo, OH.


Walsh, ME. (1991, Oct 9) Exercise for health. Heal the Healer, Nurture the Nurse, Toledo District Ohio Nurses Association and Medical College of Ohio Continuing Nursing Education, Toledo, OH.

Walsh, ME. (1991 Aug 12) Nutritional needs of hospitalized patients, Guest Lecturer, physical therapy students, Medical College of Ohio, Toledo, OH.

Walsh, ME. (1991, Feb 20) Cholesterol update for nurses, Zeta Theta Chapter of Sigma Theta Tau, Toledo, OH.

Walsh, ME. (1990, May 14) Toledo exercise, diet and cholesterol study, 5th Annual Research Symposium, Medical College of Ohio, Toledo, OH.


Walsh, Vitae

*Poster.* 1st National Cholesterol Conference. Arlington, VA.


Walsh, ME. (1988, Apr 20), Cholesterol Reduction by Diet and Exercise. Manly Hospital, New South Wales, Australia.

Walsh, ME. (1988, Apr 20) Cholesterol Reduction by Diet and Exercise. Sydney Hospital, New South Wales, Australia.

Walsh, ME. & Crews, C. (1988, Mar 17) Cholesterol and Diet, Sandusky County Medical Society, Fremont, OH.


Walsh, MB. (1985, Jan 1) Medical-surgical nursing. *American Journal of Nursing,* Nursing Board Review Course, Cleveland, OH.


Walsh, ME. & Short, N. (1984, Sept 18) Comprehensive care to surgical patients, Workshop, Memorial Hospital of Geneva, OH.

Walsh, MB. (1984, May 2) A restudy of structured repetitive preoperative teaching to coronary artery bypass patients. 1st Annual Cardiovascular Nursing Research Conference, American Heart Association, Cleveland, OH.

Walsh, ME. (1983, May), Preoperative teaching, University Hospitals of Cleveland, Cleveland, OH.

Walsh, ME. (1983, May) Effective coughing and deep breathing, University Hospitals of Cleveland. Cleveland, OH.

Walsh, ME. (1982) A restudy of structured repetitive preoperative teaching to coronary artery bypass patients. University Hospitals of Cleveland, Cleveland, OH.
Walsh, Vitae

PRESENTATIONS TO THE COMMUNITY

Walsh, ME. (2003, May) Jobst Vascular Center 10 year anniversary celebration. Toledo, OH.


Walsh, ME. & Stanton, J. (2000, Apr 20). New Treatment Options in managing peripheral arterial disease, The Mended Hearts, Toledo Glass City Chapter. Toledo, OH.

Walsh, ME. (1999, November 16) What you can do to prevent vascular disease, Bowling Green Kiwanis Breakfast Club. Bowling Green, OH.


Walsh, MB. (1993, Oct 21). Stroke, Guest Lecturer, Students in Human Disease, University of Toledo. Toledo, OH.

Walsh, ME. (1993, Feb 14). Take good care of your heart and blood vessels, The 20/20 Club. Toledo, OH.


Walsh, ME. (1990, Jan 9). Heart healthy tips Automatic Implantable Cardioverter Defibrillator support group. Toledo, OH.

Walsh, ME. (1989, Mar 13). Cholesterol, saturated fat and heart healthy eating Corporate personnel. Toledo, OH.

Walsh, ME. (1989, Feb 22). Cardiac health: Personal Care. Toledo Mental Health Center Staff. Toledo, OH.

Walsh, ME. (1989, Jan 10). Risks of cigarette smoking. High school students and teachers from Northwest Ohio. Toledo, OH.

Walsh, ME. (1988, Sept 29). Basic life support class. Faculty. Medical students, Medical College of Ohio. Toledo, OH.
Walsh, ME. (1988, Sept 27) Basic life support class. *Faculty.* Medical students, Medical College of Ohio. Toledo, OH.

Walsh, ME. (1988, May 16) Save a sweetheart - ideas for action, American Heart Association, Ohio Affiliate Annual Delegate Assembly. Columbus, OH.

Walsh, ME. (1987, Sept 14-15) Cardiac risk factor modification, Toledo Metropark Rangers. Toledo, OH.

Walsh, ME. (1987, Jun 8), Heart health for seniors, Community residents of Covenant House. Toledo, OH.


Walsh, ME. (1987, May 6) ACLS Provider course for second year medical students, *Faculty,* Medical College of Ohio. Toledo, OH.

Walsh, ME. (1987, Feb 25), Heart health. Grade school students with learning disabilities. Perrysburg, OH.

Walsh, ME. (1987, Jan 7) Save a sweetheart, High school students and teachers from Northwest Ohio. Toledo, OH.

Walsh, ME. (1986, May 27) Basic life support class for nursing staff, Erieside Clinic. Cleveland, OH.

Walsh, ME. (1986, May 13) Heart Saver Course. Cleveland Heights Fire Department & Community residents. Cleveland Heights, OH.


Walsh, ME. (1985, Oct 1) Heart Saver Course. Cleveland Heights Fire Department & Community residents. Cleveland Heights, OH.

Walsh, ME. (1985, Aug 7) What is high blood pressure. Senior citizens and persons with disabilities, Riverpark Place Apartments. Cleveland, OH.


Walsh, ME. (1984, Oct 20) Risk factors of heart disease and prudent heart living,
Walsh, Vitae

Television news personnel, Heartsaver Course. Cleveland, OH.

Walsh, ME. & Short, N. (1984, Jul 10, 12), Community Basic Rescuer Course, First Presbyterian Church, Willoughby, OH.

Walsh, ME. (1983). Early warning signs of heart attack. Senior Citizens groups. Parma, OH.

Walsh, ME. (1983). Risk factors of heart attack Community group. Cleveland, OH.

MEDIA INTERVIEWS

Walsh, ME. (2011, Jun) Vascular anatomy 101 the basics of how your heart, arteries and veins work. Interview for journal article, Keeping in Circulation, Vascular Disease Foundation. Summer 2011

Walsh, ME. (2003, Jan) Peripheral arterial disease: What you need to know about this quiet threat, Interview for journal article, Nursing Spectrum.

Walsh, ME. (1999, Feb) Cutting Edge Medical Report: Managing Peripheral Arterial Disease, Faculty, featured on the Discovery Channel.

Walsh, ME. (1998, Nov) Peripheral Arterial Disease, Faculty, Professional education video, Otsuka America Pharmaceuticals.

Walsh, ME. (1998, Dec). The education mission of Jobst Vascular Center, Interview for local newspaper article, Healthy Living, Toledo, OH.

Walsh, ME. (1998, Nov). Jobst Vascular Center: World-class resource right here in Toledo, Interview for local newspaper article, Healthy Living, Toledo, OH.

Walsh, ME. (1996, May) Vascular Care, Interview for local Canadian Newspaper, Winnipeg, Canada.

Walsh, ME. (1993, Apr) What the Jobst Vascular Center has to offer, Interview on live radio, Toledo, OH.


Walsh, ME. (1979). Care of trauma patients, Interview, for local television news special on Trauma in Northwest Ohio, Toledo, OH.
May 2012

Curriculum Vitae
of

MARILYNNE R. WOOD, PhD, MSN, RN

Personal Data

Work Address:                                Home Address:
The University of Toledo                  1488 Meadowbrook Way
Health Science Campus                         Temperance, MI 48182
College of Nursing M.S. 1026                  734-847-6309
Toledo, OH 43614-25978                      419-383-5870
email: marilynne.wood@utoledo.edu

Education

Ph.D. in Health Education       December, 2007, Cognate – Research and Methods
University of Toledo                      University of Toledo
College of Health Science and Human Services
Dissertation Title: “Parental/Guardian Predictors of
Well Controlled and Poorly Controlled Asthmatic
African American Youths”
GPA 3.8

Master of Science in Nursing     May, 1994, Education/Parent-Child
Medical College of Ohio, Toledo, Ohio
Summa cum Laude
A Nutrition Module Promoting Self-Care by the
Pregnant Woman: An Instructional Approach for the
Nurse in Advanced Practice, Masters Scholarly Project

Bachelor of Science in Nursing    June, 1987, University of Toledo/Medical College of
Ohio, Toledo, Ohio
Magna cum Laude

RN Diploma                        May, 1966, Mercy School of Nursing,
Toledo, Ohio

Licensure

State of Ohio, Board of Nursing
#RN – 098862

State of Michigan, Board of Nursing
#4704133572
Honors

2009 March Champion of Interprofessional Education
University of Toledo
Awarded by Dean, College of Nursing

2006 August Research Grant Award
Sigma Theta Tau Honor Society of Nursing

2001 December Community Service Award
College of Health Science and Human Service

2002 March University of Toledo
2004 May

1995 May Dean's Award
Medical College of Ohio
Selected by Dean, Faculty, and Students

1995 May Leadership Award
Presented by Sigma Theta Tau National Honor
Society of Nursing

1994 Ruppert Presidential Scholarship from Medical
College of Ohio for academic achievement, clinical
performance and nursing leadership

Professional Experiences

Faculty Positions - University of Toledo

January 2012-May 2012 DNP Evidence-Based Project, Committee Member,
College of Nursing,
University of Toledo and Wright State University
Student: Lisa Crosby
A Quality Improvement Project to Increase the Medication
Fill Rate for Inner-city African-American Children with
Persistent Asthma.

January 2012-Present Faculty Mentor, Honors Baccalaureate Students
Students: Shaylyn Cuffman and Christina Muha
Elevated Lead Interventions and Pregnancy

January 2012-Present Faculty Mentor, Sigma Theta Tau International, Zeta Theta
Chapter Research Award Recipient
Student: Maureen Templeton
Children and Lead Toxicity
August 2011-Present  Faculty Mentor, Hussain Distinguished Student Award Recipient
Student: Kelsey Hitch
Elevated Lead Nutritional Interventions for Pregnant Adolescents

August 2011-Present  Awarded Graduate Research Assistant
G.A.: Kelly Jackson

May 2011-Present  Professor, University of Toledo, Tenured

January 2011-Present  Chair, DNP Evidence-Based Project, College of Nursing, University of Toledo and Wright State University
Student: Kami Fox, PNP
Childhood Obesity Prevention Program Using Fitnessgram

January 2011-Present  Adjunct Full Membership in Graduate Faculty
Wright State University

August 2010- May 2011  Awarded Graduate Research Assistant
G.A.: Jennifer Deraad

January 2010-Present  Chair, DNP Evidence-Based Project, College of Nursing, University of Toledo and Wright State University
Student: Maria “Kristi” Saucedo Pappas
Lifestyle, Eating, Activities and Attitudes Program (LEAP)
Obesity Program for Children, University of Toledo Medical Center, Department of Pediatrics and Morse Center/YMCA

January 2010-Present  Doctoral Research Project, Committee Member, Occupational Therapy, University of Toledo OT Doctoral Program
Student: Rachel Lorenzo
Impact of play, athletics, leisure activities on chronic respiratory diseases (asthma, cystic fibrosis) in children

January 2010-Present  Doctoral Evidence-Based Project, Committee Member, College of Nursing, University of Toledo and Wright State University
Student: Valerie K. Moniaci
Incubator Humidity Levels and Impact on Serum Sodium Levels in Extremely Low Birth Weight Infants
January 2009-Present
Chair, Field Experience Seminar, UT Graduate Nursing Program, FNP, PNP, and CNL students
FNP Student: Maureen Templeton, December 2011-present
Title: Educational Lead Poisoning Teaching Strategies for Children and Families
FNP Students: Deanna Ansted, Kameka Graham, December 2011
MSN Education Student: Kristi Ford-Weber, December 2011 to present
Title: Impact of Lead Exposure on Pregnant Adolescents
FNP Students: Lori Jesberger, Andra Kurtz, and Jenna Luby, August 2011 to present
Title: Educational Lead Exposure Interventions for Children and Families
FNP and CNL Students: Suzanne Miller-Spalding and Sonal Makin, August 2011 to May 2012
Title: Nutritional Support for Pregnant Adolescents at Risk for Elevated Lead
CNL Students: Brenda Elliott and Shawna Weyer, August 2009 to May 2010
FNP Student: Sara Webb, August 2010 to December 2010
PNP Student: Erin Hill, August 2010 to December 2010
Title: Elevated Lead Interventions for School-Aged Children
An Interdisciplinary Research Study - Elevated lead levels in children, correlation with classroom behaviors and juvenile delinquency, study initiated January 2009 to present
Interdisciplinary team members include Nursing, Pharmacy, Criminal Justice, Legal Studies, and Public Health and Rehabilitation

August 2007-Present
Associate Professor, University of Toledo
Tenured
Teach DNP, Graduate, Baccalaureate Nursing Programs
College of Nursing
Health Science Campus
NUR 8950 Evidence-Based DNP Project Chair (2010-Present)
NUR 8950 Evidence-Based DNP Project, Committee Member (2010-present)
Teach N5220 Field Experience Seminar (2009 – present)
Course Coordinator NURS 3640 (2009 to present)
Teach N 3640 Parent Child Nursing (2007-present)
Teach N 4950 Nursing Research (2007-2009)
Clinical Teacher for N 3640 Parent Child Nursing (2007-present)
N 4030 Adult Health II Precepted Clinical Group (2010)
Serve on University and College Committees

January 2009-Present Regular Graduate Faculty Status
August 2009-Present Research Active Faculty Status
August 2007-Present Adjunct Professor in Nursing
Bowling Green State University

August 2003-August 2007 Assistant Professor, University of Toledo
Tenure Track
Associate Degree Nursing Program
College of Health and Human Services
Course Coordinator NURA: 2280
Teach NURA: 2280 Nursing for Infants and Children
Clinical Instructor for students in Infants and Children’s
Course and Community Nursing
Served on college, department, and program committees
Chair of Student Development, Professional Development,
Verification, and Mentorship and Recruitment/Retention
committees

August 2000-August 2003 Visiting Assistant Professor, University of Toledo
Associate Degree Nursing Program
College of Health and Human Services
Taught NURA: 2280 Nursing for Infants and Children
Clinical Instructor for students in Infants and Children’s
Course and Community Nursing
Served on college, department, and program committees
Chair of Recruitment and Retention Committee

Experience – Non-UT Positions

2006 American Lung Association Campaign Educator and Volunteer
2005 Relay for Life Educator and Volunteer
American Cancer Society
2005 Project Rachel Volunteer
Post-abortive, miscarriage support
2004 Preceptor, Nursing Research, Master’s level
University of Akron
2001  Instructor  
   NCLEX State Board Review Course  

2001  Instructor  
   Educational Resources, Inc  
   Nursing State Board Review Course  

2001- Present  Open Airways Curriculum (OAC) Educator  
   Asthma  
   American Lung Association  

1996-2000  Clinic Manager  
   Family Medical Center of Michigan  
   Temperance, Michigan  
   Supervision of RNs, LPNs, and Medical Assistants  
   Immunization Coordinator  

1997-2000  Medical Supervisor  
   Health-O-Ramas  
   United Health Organization  
   Monroe, Bedford, Dundee, Carleton, Michigan  

1998-1999  Preceptor  
   Lourdes College BSN students  
   Management Course  

1995- 1996  Instructor of Pediatrics  
   Taught Nursing Care of Infants and Children  
   Clinical Instructor for students in course  
   St. Vincent Medical Center School of Nursing  
   Toledo, Ohio  

1996  Pediatric Clinical Nursing Consultant  
   July and August  
   Family Medical Center  
   Temperance, Michigan  

1991-1995  Instructor  
   Taught Pediatrics, Principles of Drugs and Solutions, and Physical Assessments  
   Clinical Instructor for students in Pediatrics and Adult Health  
   Mercy College of Northwest Ohio  
   Toledo, Ohio  

1983-1884  Teacher  
   and  
   Pediatrics, Obstetrics, Anatomy and Physiology,
1989-1991 and Psychiatric Nursing taught Clinical Instructor for students in Pediatrics, Obstetrics, and Adult Health Toledo Board of Education and Toledo School of Practical Nursing Toledo, Ohio

1986 and 1988 Preceptor for Medical College of Ohio BSN students in Community Nursing Toledo, Ohio

1984-1989 Home Care Coordinator Staff Builders Home Health Care Toledo, Ohio

1980-1983 Office Manager Dr. Carol Frank, Internal Medicine Temperance, Michigan Office - Satellite of Riverside Hospital

1967-1980 Charge Nurse and Staff Nurse Mercy Hospital Toledo, Ohio

1966-1967 Coronary Care Charge Nurse Lakewood Hospital Cleveland, Ohio

Research and Scholarship

Reviewer for Nursing Journals

June 2010 to present Reviewer for Journal of Nurse Practitioners

February 2011 to present Reviewer for Journal of Professional Nursing

Research Based Peer Reviewed Publications


**Educational Materials Developed**


- **February 2007**: Majo, J., Wood, M., Bolyard, D. Asthma Diagnosis, Treatment and Education Tool Kit for Primary Care Physicians, Toledo, Ohio

- **February 2005**: Wood, M., Lopez, M. Coloring Book for School-Aged Children
May 2012

Smoking Prevention
English/Spanish versions
Adelante Latino Community Center

December 2004
Lange, J., Wood, M., Lopez, M.
Video Tape developed and script written
Smoking Prevention/Cessation
English/Spanish versions
University of Toledo, Department of Communications, and
Adelante Latino Community Center

Grants

May 2012
Wood, M., Sigma Theta Tau Zeta Theta Chapter Research Grant
Award $1000 proposal submitted to support Elevated Lead
Levels in Children and Adolescents: Behavioral Issues and
Health Screening Implications

May 2012
Wood, M., Sigma Theta Tau Zeta Theta Chapter Community
Service Fund Award $500 proposal submitted to purchase basic
cleaning supplies for families with children with elevated blood
lead levels

February 2012
Wood, M., Ahonen, K., Moore, B., Jenkins, M., University of
Toledo Women and Philanthropy Grant Proposal submitted, not
granted

December 2011
Ahonen, K., Wood, M., Moore, B. American Academy of Nurse
Practitioners, and General Mills Yoplait Grant, received $5000
Award

December 2011
Steltzer, C., Hemminger, C., Wood, M., Moore, B., Ahonen, K., &
Jenkins, M. Grant Application for Ohio Department of Health’s
(ODH) Ohio Healthy Homes and Lead Poisoning Prevention
Northwest Regional Support Program
Collaboration with Erie County Health Department (ECHD) to
build a partnership with The University of Toledo
Grant awarded February 2012

October 2011
Wood, M., Ahonen, K., Moore, B., Jenkins, M., Rotary
Foundation of Toledo, $10,000 grant proposal submitted, not
funded

January 2011
Wood, M., Principal Investigator, Jenkins, M., Ahonen, K.,
Moore, B. Thompson, A., Holiday-Goodman, M.,
Elevated Lead Levels: Classroom Behaviors
May 2012

and Juvenile Delinquency, University of Toledo
Interdisciplinary $100,000 Grant submitted, not funded

July 2011
Hamer, L. Judith Herb College of Education, Revathy. R., Jenkins, M., Criminal Justice, Wood, M., College of Nursing, Kuschwantz-Junction Promise Neighborhood (KJPN), Planning Grant $500,000 request submitted, UT Interdisciplinary Team In Progress

July 2010
Joan Griffith, MD, College of Medicine, Jenkins, M., Criminal Justice, Wood, M., College of Nursing, Adolescent Health Collaborative, Community Access to Child Health (CATCH) Planning Grant, American Academy of Pediatrics, $40,000

June 2010
Morris Jenkins, Criminal Justice, Dan Pompa, Director, Juvenile Detention Center, Wood, M., College of Nursing Justice And Delinquency Prevention (OJJDP) OJJDP FY 2010 Support for Conferences on Juvenile Justice, working with The University of Toledo and community partners for application of grant ($40,000) to host juvenile justice conference on reentry

June 2007 to June 2010
Bolyard, D., Wood, M., Majo, J., Ohio Department of Health Healthful Schools Initiative Grant $55,000

June 2006 to June 2007
Bolyard, D., Wood, M., Jamie Farr Grant Asthma Education Inner City Children and Parents $2,000

August 2006
Wood, M., Research Grant Award Sigma Theta Tau Honor Society of Nursing $1,000

August 2002-Sept2005
Wood, M., Principal Investigator, Sonia Troche, Director, Adelante Latino Community Center American Legacy Grant Puente de Salud (“Bridge to Health”) Tobacco Prevention and Smoking Cessation in the Latino Population Collaboration with Adelante, Inc. Latino Program $300,000

Submitted June, 2003
Baldwin, C., Wood, M.
HUD Healthy Home and Lead Technical Studies
The study “Comprehensive Community and Home Based Intervention for Asthma”
Collaboration with Bowling Green State University
Denied

Sept 1998-Sept 2003
Housing and Urban Development COPC Grant
University of Toledo Interdisciplinary Team
Health Division – Boyer, S., Baldwin, C., Wood, M.
$2,000,000

Research Studies

Nov 2008 to present
Wood, M., Principal Investigator, Jenkins, M., Moore, B, Ahonen, K., Holiday-Goodman, M., Thompson, A.
Title of Study: Lead Poisoning: Behavioral Challenges and Juvenile Justice
Interdisciplinary Research Team, University of Toledo, and Toledo Lucas County Health Department
Goal of Study: Determine the relationship between elevated blood lead levels in school-aged children and incidence of juvenile criminality
Role on Study: Co-PI with Dr. Morris Jenkins, November 2008 to November 2010 due to PI required to be faculty on UT Main Campus for application for Interdisciplinary Research Initiation Award
PI November 2010 to present, previous Research Award guidelines regarding campus designation no longer exist
Percent of time devoted to Study: 20%

March 2008-
Wood, M., Bolyard, D.,
Title of Study: Financial Implications: Parental Predictors of Well Controlled and Poorly Controlled Asthmatic African American Youths; St. Vincent Mercy Medical Center, Children’s Pulmonary Center
Goal of Study: Can one-on-one asthma education by the nurse produce significant reduction in cost of asthma care?
PI role; 10% time devoted to study

January 2008-
Salem, R., Knox, M., Hochberg, S., Wood, M., National Center for Parents

January 2009
University of Toledo
Policy Research
Goal of Study: Impact state of Ohio legislators regarding gravity of Bullying and Cyberbullying
Amendment to House Bill LSC 128 0860
Role of Grant Writer and Data Collector; 5% time devoted to study

January – June 2005
Wood, M., Survey Research
Title of Study: Smoking Behaviors and High School Students
Goal of Study: Determine Smoking Behaviors Among High School Students at Bedford High School
PI role; 5% time devoted to study

August 2001- 2005
Wood, M., Baldwin, C., Asthma Study Research Program Public and Parochial Elementary Schools
Title of Study: Pulmonary Function Testing Among School-aged Children
Goal of Study: Determine Pulmonary Function Test (PFT) results among asthmatic and non-asthmatic children at Public and Parochial Elementary Schools
Co-PI of Study; 15-20% of time devoted to study

September 1993 to November 1994
Wood, M., Convenience sample of pregnant women
Relationship of start of prenatal care to maternal and infant weight gain., Family Medical Center of Michigan, Temperance, MI

Invited Presentations

Research-Based Peer Reviewed Oral Presentations

April 2012
Ford-Weber, K., Boltz, D., Graham, K., Wood, M., University of Toledo College of Nursing 6th Annual Research Day, Nutrition Habits and Lead Exposure, Toledo, Ohio

April 2012
Templeton, M., Wood, M., University of Toledo College of Nursing 6th Annual Research Day, Lead Toxicity in Children, Toledo, Ohio

April 2012
Wood, M., Ahonen, K., Moore, B., Jenkins, M., Midwest Nursing Research Society (MNRS) Annual Conference, Low lead Levels in Children and Adolescents: Behavioral Issues and Health Screening Implications, Dearborn, MI.

February 2012
Wood, M., Ahonen, K., Moore, B., Jenkins, M. University of Toledo Judith Herb College of Education Colloquium, Research in Teaching and Learning, Elevated Lead Levels in Children and Classroom Behaviors, Toledo, Ohio

November 2011
Sexton, M., Stobbe, B, Wood, M. Pediatric Emergent Simulation Experiences, ProMedica Healthcare Conference, Toledo, Ohio
March 2011  **Wood, M.,** Autry, P., Correlation of Lead Poisoning to Behavioral Issues and Classroom Performance, Educational Issues Forum, University of Toledo, Toledo, Ohio


September, 2010  Jenkins, M., Wood, M., Moore, B., Lead Poisoning and Juvenile Criminality, Midwestern Criminal Justice Association Conference, Chicago

September, 2009  Wood, M., Ohio Asthma Coalition, African American Parents'/Guardians’ Health Literacy and Self-Efficacy and Their Child’s Level of Asthma Control, St. Vincent Medical Center, Toledo, Ohio

April, 2009  Wood, M., The University of Toledo College of Nursing 3rd Annual Research Conference, Parental/Guardian Predictors of Well Controlled and Poorly Controlled Asthmatic African American Youths: Financial Implications

October, 2008  Wood, M., 19th Annual North Coast Pulmonary Disease Seminar, American Lung Association, Parental/Guardian Predictors of Well Controlled and Poorly Controlled Asthmatic African American Youths and Financial Implications, Bowling Green State University

October, 2008  Wood, M., Sigma Theta Tau International Honor Society of Nursing, Fall Research Program, Parental/Guardian Predictors of Well Controlled and Poorly Controlled Asthmatic African American Youths and Financial Implications, Lourdes College, Sylvania, Ohio

September, 2008  Knox, M., Salem, R., Wood, M., National Center for Parents, Interdisciplinary Professors’ Panel, Parents’ Week, University of Toledo

August, 2008  Wood, M., Ohio Asthma Education/Research Conference 2008, The Ohio Asthma Coalition and The Ohio State University Medical Center and The Asthma Center, Parental/Guardian Predictors of Well Controlled and Poorly Controlled Asthmatic African American Youths and Financial Implications

August 2008 to present  Wood, M., American Lung Association Speaker’s Bureau Member

May, 2008  Wood, M., Bolyard, D., The 8th Annual St. Vincent Mercy Medical Center & Mercy Health Partners Research Symposium, Translating Research into Clinical Practice, Parental/Guardian Predictors of Well Controlled and Poorly Controlled Asthmatic African American Youths

May, 2008  Bolyard, D., Wood, M., St. Vincent Mercy Medical Center & Mercy
May 2012

Health Partners Research Symposium, Translating Research into Clinical Practice, Financial Implications: Parental/Guardian Predictors of Well Controlled and Poorly Controlled Asthmatic African American Youths

April, 2008     Wood, M., The University of Toledo College of Nursing Research Conference, Parental/Guardian Predictors of Well Controlled and Poorly Controlled Asthmatic African American Youths

February, 2007   Wood, M., Northwest Ohio Asthma Coalition Conference, Asthma 2007: A Team Approach to Asthma Management in Primary Care, Sandusky, Ohio

October, 2006    Wood, M., Sigma Theta Tau Honor Society of Nursing Fall Research Conference, Lourdes College, Designing a Research Proposal: A Personal Case Study

April 2004      Wood, M., Asthma Research Presentation, University of Toledo, School of Nursing Faculty


May, 1994       Wood, M., Collins, R., Stress and Coping of Parents with Preterm Infants, Medical College of Ohio, Toledo, Ohio

Research-Based Peer Reviewed Poster Presentations


May 2012

April 2012  Jesberger, L., Kurtz, A., Luby, J., & Wood, M., Nutritional Interventions and Elevated Lead Levels in Children, University of Toledo College of Nursing 6th Annual Research Day, Toledo, Ohio

April 2011  Webb, S., Hill, E., Wood, M. Elevated Blood Lead Levels: Educating Children at Risk, University of Toledo College of Nursing Research Conference, Toledo, Ohio


April, 2010  Elliott, B., Weyer, S., Wood, M., The University of Toledo College of Nursing Research Conference, Lead Poisoning: Behavioral Challenges and Juvenile Justice


April, 2004  Lessick, M., Wood, M., Hibbeln, J., Psychological Distress, Coping, and Social Support Among Individuals Considering Genetic Testing for Familial Breast/Ovarian Cancer, Ohio Council of Associate Degree Educators (OCADNEA) Conference, Columbus, Ohio

April, 2003  Wood, M., Increasing Asthma Self-Care in Elementary Schools OOADN/OCADNEA, Columbus, Ohio April, 2003

March, 2003  Wood, M., Baldwin, C., Asthma Poster Presentation, Medical College of Ohio Residency Program Family Practice, Toledo, Ohio

April, 2002  Wood, M., Poster Presentation, Asthma Interventions for Children, OOADN/OCADNEA Columbus, Ohio

Non-Research Based Peer Reviewed Invited Oral Presentations

January, 2008  Jagodzinski, R., Wood, M., University of Toledo, College of Nursing Ethics Conference

February, 2005  Wood, M., Women’s Heart Advantage, Smoking Prevention and Cessation, Owens Community College

May, 2004  Wood, M., Baldwin, C., How Indoor Air Quality Affects the Burden of
Asthma at Home, School, or at Work, Sanger Library, Toledo, Ohio

Non-Peer Reviewed Invited Oral Presentations

February 2012  Wood, M. & Szirony, T. University of Toledo College of Nursing Faculty Forum Presentation, Field Experience Seminar for Graduate Students, Toledo, Ohio

January, February, and May 2012  Wood, M., Ahonen, K., Moore, B., Jenkins, M., Series of Lead Poisoning Prevention Educational Presentations for Pregnant Adolescents and Blood Lead Level Screenings, Polly Fox Academy, Toledo, Ohio

May 2011  Algase, D., Reuille, K., Wood, M., Szirony, T., Vogelpohl, D. Designated Research Time Faculty Status Panel, University of Toledo College of Nursing, Toledo, Ohio

March 2011  Webb, S., Hill, E., Wood, M., Lead Poisoning and Behavioral Challenges, Rosary Cathedral Educational Program, Toledo, Ohio

March 2011  DeRaad, J., Wood, M., Toledo Public Schools Health Fair, Lead Poisoning and Classroom Behaviors, Eastside Preschool, Toledo, Ohio

February 2011  DeRaad, J., Wood, M., Toledo Public Schools Preschool Parents Program, Correlation of Lead Poisoning to School Performance and Behavioral Issues, Toledo, Ohio

March, 2005  Wood, M., Asthma Education, Smoking Prevention and Cessation, Pulmonary Function Screenings, Aurora Gonzales Senior Center

November, 2004  Wood, M., WGTE Television Health Fair, Asthma and Smoking Cessation, Education and Pulmonary Screenings

February, 2004  Wood, M., Asthma and Smoking Cessation Education, Health Screenings and PFT Testing Aurora Gonzales Senior Citizens Center, Toledo, Ohio

October, 2003  Wood, M., Asthma Presentation, Adelante Latino Center, Toledo, Ohio

August 2001- August 2005  Wood, M., Baldwin, C., Asthma Study Research Program, University of Toledo, Toledo Parochial Schools

March, 2001  Baldwin, C., Wood, M., Nursing Shortage, Nursing Administration and Managers Association, Wood County Hospital

Professional Invited Oral Presentations
November 2011  Miller-Spalding, S., Makin, S., and Wood, M. Nutritional Support for Pregnant Adolescents at Risk for Elevated Lead, Educational Presentation, Lead Screenings, and Interventions, Mom’s House, Toledo, Ohio

October 2011  Kurtz, A., Jesberger, L., Luby, J., Wood, M. Lead Exposure Education Presentations, Erie County Health Department, Huron Township Fire Department and Perkins Township Hall, Sandusky, Ohio


July, 2010  Wood, M, Jenkins, M., Moore, B., Ahonen, K., University of Toledo, Summer Camp Programs, Lead Poisoning and Prevention Education and Screening, School-aged children and parents

June and July, 2010  Wood, M, Jenkins, M., Moore, B., Ahonen, K., Padua Center, Lead Poisoning Prevention Education and Screening, Healthy Living Camps, School-aged children and Parents


October, 2008  Wood, M., College of Nursing, University of Toledo, Open Houses and Luncheons for High School students and families

June, 2007  Wood, M., Asthma Education Presentation for inner city school-aged children and families, Toledo, Ohio

February, 2007  Ballmer, P., Wood, M., College of Nursing, University of Toledo, Major Palooza Fair presenter

October and November, 2006  Ballmer, P., Wood, M., College of Nursing, University of Toledo, Open House Presentations and Campus Preview Days

May, 2007 and May 2006  Wood, M., Lane, B., Career Fair Speaker, Regina Coeli Parochial School, Toledo, Ohio

June, 2005  Wood, M., Troche, S., Health Fair, Smoking Prevention and Cessation, Asthma Education, Pulmonary Function Testing, Job and Family Services

May 2005  Wood, M., Ahonen, K., Relay for Life Educator, American Cancer Society, Bedford Township, Michigan

April, 2005  Wood, M., Latino Health Disparities Summit, Libbey High School, Smoking Prevention and Cessation Asthma Education, Pulmonary Function Screenings
August, 2004 Wood, M., Rodriguez, M., Asthma Education, Pulmonary Function Screening Tests (PFTs), St. Peter and Paul Catholic Church, Latino Festival, Toledo, Ohio


August, 2002 Wood, M., Pediatric Inservice for Nursing Staff, Wood County Hospital, Bowling Green, Ohio

May, 2002 Wood, M., Career Fair Speaker, Regina Coeli Parochial School, Toledo, Ohio

June 2001 and August 2001 Wood, M., Hibbeln, J., Instructor, NCLEX State Board Review Course


1996-2000 Wood, M., Inservice for migrant camp health aides, Normal growth and development, Immunizations, nutrition, safety, health promotion and prevention, first aid, Family Medical Center, Temperance, Michigan

1996-1997 Wood, M., Inservices for health professionals, Denver Developmental Screening Assessments Family Medical Center, Temperance, Michigan

August, 1996 Wood, M., Inservice for health professionals, Injections sites and techniques for infants, children, and adults

May, 1995 Wood, M., Medical College of Ohio Graduate Program, Convocation Speaker, Selected by Faculty and Students, Stranahan Theater, Toledo, Ohio

January, 1995 Wood, M., Immunization Inservice, Dr. Figy's Office, Toledo, Ohio

Non-Peer Reviewed Non-Research Based Invited Oral Presentations

April 2011 Wood, M., Autry, P., Lead Prevention Program, Minority Health Fairs, Padua Center, Toledo, Ohio

December 2010 Griffith, J., Jenkins, M., Wood, M., Adolescent Health Day, University of Toledo, Toledo, Ohio

August 2010 Majo, J., Bolyard, D., Wood, M., “Strike Out Asthma” Educational Event at Toledo Mud Hens Fifth Third Field, School-aged children with asthma and families

March 2010 Wood, M., Jenkins, M., Ahonen, K., Moore, B., Community Health Fair, Lake Erie Charter School, Toledo, Ohio

May 2008 Majo, J., Bolyard, D., Wood, M., “Strike Out Asthma” Educational Event at Toledo Mud Hens Fifth Third Field, School-aged children with asthma and families

July 2004 Wood, M., Troche, S., Asthma Education, PFT Testing, Sophia Quintera Latino Center, Summer Camp Program 3rd and 4th Graders, Toledo, Ohio, July, 2004

March 2004 Wood, M., Asthma Education, Pulmonary Function Testing (PFT), Health Screenings, Functions of the Lung and Respiratory Education, Adelante Latino Community Center, Second and Third Grade School Children

August 2001- December 2004 Wood, M., Masiulaniec, B., Community Health Fair, Redeemer Lutheran Church, Toledo, Ohio

August 2001- December 2002 Wood, M., Baldwin, C., Community Luncheons and Health Screenings, Guiding Light Tabernacle Church, Toledo, Ohio

October, 1993 Wood, M., Health Fair, Rosary Cathedral School, Toledo, Ohio

Institutional Service

University of Toledo Committees

2010 – present CAST Program, Child Advocacy Certificate Program Development, College of Nursing Representative
By invitation

2010 – present University of Toledo Center of Autism Advisory Group
By invitation

2010 – present Graduate Program Review Committee
By invitation
2009 – present  Graduate Council Curriculum Committee
By invitation

2009 - present  Champions of Interprofessional Education Committee
Appointed by Dean, College of Nursing

College of Nursing Committees

2011- present  Chair
Program Assessment Committee
College of Nursing

2011  BSN to DNP Task Force
College of Nursing

2008 – 2011  Chair-Elect (2010-2011)
College Graduate Curriculum Committee
College of Nursing

2007- 2009  College Strategic Planning Committee
College of Nursing

2007- present  Faculty Assembly Committee
College of Nursing

2003 – 2007  College Assessment Committee
College of Health Science and Human Service

Program in Correctional Health Nursing

Department of Health Professions Committees

2006 - 2007  Student Development Committee
Chair 2006 – 2007

2005 - 2007  Search Committee Member
Teaching Positions – Nursing Program

2002 – 2005  Assessment Committee
Chair 2002-2005

2001- 2007  Recruitment, Progression and Retention Committee
Chair 2001- 2006

2002  Research and Development Committee
2001-2006  Evaluation Committee
2001-2007  Professional Development, Mentorship and Verification Committee
           Chair 2004-2006
2000-2005  Curriculum Committee
           Secretary
2000 – 2005 Policy and Procedure Committee
2000 – 2007 Faculty Organization

Professional Organizations - National

Midwest Nursing Research Society (MNRS) Research Sections: Pediatric Nursing and Nursing Education (2010-present)

Sigma Theta Tau National Honor Society of Nursing, Zeta Theta Chapter (1987-present)
Awards Committee Chairperson (1995-1999)

National Center for Parents, University of Toledo (2008-2010)

American Association of University Professors (2003-2007)

Midwest Primary Health Care Association (1997-2000)

Midwest Clinicians' Network (1997-2000)

Midwest Clinicians' Network Mentoring Program (1997-2000)

American Academy of Ambulatory Care Nursing (1997-2000)

Phi Kappa Phi Honor Society (1987-present)

Professional Organizations – State

Chair, Asthma Self-Management Education Committee, Ohio Asthma Coalition (2011-present)

Asthma Coalition, State Organization (2003-present)
Asthma Coalition Clinical Practice Committee Member at State Level (2003-present)
Asthma Coalition Planning Committee (2006-2009)
Asthma Coalition Clinical Initiative (2009-present)
Ohioans for Health, Environment, and Justice (OHEJ), (2010- present)
Nurses Democratic Caucus (2006-present)
Chair, PLAY IT SAFE OHIO Coalition for legislation for safe playgrounds in Ohio (2004-2007)
Member, Mercy College of Northwest Ohio Alumni Association (1966-present)
Member, Magnificat High School Alumni Association (1963-present)

Professional Organizations – Local

The Adolescent Health Collaborative (2010-present)
Child Health Advocacy Association, St. Vincent Mercy Children’s Hospital (2006-present)
Northwest Ohio Asthma Coalition (2003 – present)

Community Service

Adolescent Health Day, Seagate Center, Adolescent Health Collaborative, University of Toledo and Community Partners, December, 2010
H1N1 Vaccination Volunteer, The University of Toledo and Toledo Lucas County Health Department, (2009)
Faculty-Student Dialogue Program, University of Toledo, Corpus Christi University Parish, (2007-present)
Toledo Organized Recreation for the Community Handicapped (TORCH) Volunteer (2008-2009)
Open House, Presenter and Volunteer, University of Toledo (2006-present)
College of Health and Human Services (CHHS) Alumni Volunteer (2005-2009)
Project Rachel Volunteer, post-abortive, miscarriage support (2005- present)
Cherry Street Mission Ministries Volunteer, Toledo, Ohio, (2002-2008)

Science Fair, Health Division Judge, Regina Coeli School, Toledo, Ohio (2002-2005)


Community Health Fair, Presenter, Airport Schools, Carleton, Michigan (1998)

Hadassah "Check It Out" Program, Breast Screening for high school girls (1995-1996)


Special Judge for District Science Day, University of Toledo (1995)

Casseroles for Claver House, Corpus Christi Parish University of Toledo (1995-present)

Multihandicapped Picnic, Toledo Public Schools, Side Cut Park (1995)

Member, Toledo Museum of Art, (1994-2000)

Member, Corpus Christi University Parish, Member of Faculty Assembly, Hospitality Volunteer (1991- present)

Our Lady of Mt. Carmel Church, Temperance, Funeral luncheon volunteer (1974-2007)

Past President and Member, Bedford Township Women's Club (1974-1994)

Professional Activities/Continuing Education (past 5 years)

Midwest Nursing Research Society (MNRS) Conference, Innovative Transition Care Models, Dearborn, MI, April 2012

University of Toledo College of Nursing 6th Annual Research Day, Changing Practice Through Nursing Research, Toledo, Ohio, April 2012

2011 Lucas County Health Assessment Results Forum, The Toledo Hospital, February, 2012

Private Crisis: Public Cost, Adolescent Pregnancy and Parenting, Toledo Children’s Hospital and Polly Fox Academy, Toledo, Ohio, January 2012

Are You Ready? An Update on Pediatric Emergencies, ProMedica Health System, Perrysburg, Ohio, November 2011

Interdisciplinary Approaches for Managing Overweight and Obese Patients, Dottie Hussain Distinguished Lectureship, The University of Toledo, College of Nursing,
October, 2011.

Research Conference, Sigma Theta Tau, Zeta Theta Chapter, Lourdes University, Sylvania, Ohio, October, 2011

Changing Practice Through Nursing Research, 5th Annual College of Nursing Research Day, University of Toledo College of Nursing, April, 2011

Crisis in the Classroom: Bullying Conference, Mercy Health Partners and Ohio Asthma Coalition, St. Vincent Medical Center, Toledo, Ohio, March, 2011

Increasing Emphasis on Scholarship and Research, University of Toledo College of Nursing, Toledo, Ohio, March 2011

Pain and Symptom Management; Geriatric Assessment; Early Stage Alzheimer’s Disease, California Board of Registered Nursing, Western Schools. January, 2011

Robert Wood Johnson Initiative for the Future of Nursing, University of Toledo, College of Nursing, November, 2010

Quality Improvement and Teamwork and Collaboration (QSEN), University of Toledo, College of Nursing, October, 2010

Health Care Reform: ANA’s Role-Past, Present, and Future, Rebecca Patton, ANA President, The University of Toledo, HSC, May, 2010

Fourth Annual Research Conference, Changing Practice through Nursing Research, The University of Toledo College of Nursing, April, 2010

Women’s Studies and Women’s Disabilities Seminar, The University of Toledo, April, 2010

End of Life Nursing Perspectives, The University of Toledo, April, 2010

NIH Grant Writing Seminar, University of Toledo, College of Health Science and Human Service, March, 2010

Ohio Asthma Coalition and Mercy Health Partners, School Nurse Conference, “Waking Up the Classroom”, Toledo, Ohio, March, 2010

Evidence Based Practice in Nursing, Sigma Theta Tau International, Toledo, Ohio, February, 2010

Winning With Asthma, Coach’s Asthma Clipboard Program, Minnesota Department of Health Asthma Program, July, 2009

Ohio Nursing Law 2009: Understanding Potential Allegations of Nursing, University of Toledo, Health Science Campus, May, 2009

BSN Curriculum Development Workshop, University of Toledo, College of Nursing, Health Science Campus, May, 2009

HIPAA Training Certification, University of Toledo, May, 2009

Tools for Schools Asthma Education Workshop, Mercy Health Partners and Ohio Asthma Coalition, April, 2009

Dr. Diane Forsyth, Commission on Collegiate Nursing Education (CCNE) Consultant Workshop, University of Toledo, Health Science Campus, March, 2009

Commission on Collegiate Nursing Education (CCNE) Seminar, University of Toledo, Health Science Campus, December, 2008

Research Training: Developing Nurse Scientists, National Institutes of Health, (NIH), completed October, 2008

The Clinical Realities of Nursing Care: Evidence-Based Practice, University of Toledo, Health Science Campus, October, 2008

University of Toledo, College of Nursing Faculty Development Day, Vicki Conn, Ph.D., RN, FAAN, Toledo, Ohio, May, 2008

The University of Toledo College of Nursing Research Conference, Toledo, Ohio, April, 2008

Cross Cultural Dialogue Series, “Is There a Disparity in the Psychosocial Effects of Childhood Obesity?” Joan Griffith, MD, MPH, University of Toledo, Health Science Campus, April, 2008

Basic Disaster Life Support Training, National Disaster Life Support Foundation, University of Toledo, March, 2008

Medical Education Technologies, Inc., Advanced Clinical Simulations, 2 day Seminar for Nursing Curriculum Integration, University of Toledo, College of Nursing, December, 2007

Excellence in Teaching and Research, University of Toledo, December, 2007

Nursing Student Services: Collaboration for Success, The University of Toledo College
of Nursing, October, 2007

Through the Looking Glass, Melodie Chenevert, Dorothy Hussain Distinguished Lecture, The University of Toledo College of Nursing, October, 2007

Ethics in Perinatal and Pediatric Care Conference - 2007, The Toledo Hospital, August, 2007

Ohio Nursing Law Program – Boundaries, Columbus, Ohio, May, 2007

The University of Toledo College of Nursing Research Day, Toledo, Ohio, April, 2007

OOADN and OCADNEA 23rd Annual Conference, Engaging Students in Active Learning, Columbus, Ohio, April, 2007

University of Toledo Center for Teaching and Learning, Dealing With Unrealistic Student Expectations, Toledo, Ohio, April, 2007

Community Leader Forum on Child Advocacy, St. Vincent Medical Center, Toledo, Ohio, March, 2007

University of Toledo Affirmative Action Training, Toledo, Ohio, March, 2007

Asthma 2007: A Team Approach to Asthma Management in Primary Care, Asthma Coalition of Northwest Ohio, Sandusky, Ohio, February, 2007

International Health Care Missions, Sigma Theta Tau International, Zeta theta Chapter, Toledo, Ohio, February, 2007

Asthma Conference: Safety Associated with Long Term Use of Inhaled Steroids, Dr. F. Rogalski, Toledo, Ohio, January, 2007

Health Disparities Among Hispanic Communities, St. Vincent Mercy Medical System, September, 2006

Research Compliance: Human Subjects Curriculum completed as Principal Investigator, September, 2006

Responsible Conduct of Research (RCR) Training and Certificate, National Cancer Institute, August, 2006

University of Toledo College of Nursing Scholarship Day, Medical University of Ohio, August, 2006

Health Concerns of Culturally Diverse Patients, Transcultural Nursing Society, Toledo, Ohio, June, 2006
Literacy in the Context of Asthma Care Teleconference, Dr. Rima Rudd, Harvard School of Public Health, June, 2006

Nursing Care of the Hospitalized Child Conference, Las Vegas, NV, May, 2006

Charter Amendment Ceremony, Sigma Theta Tau, Zeta Theta Chapter-at-Large and Mercy College of Northwest Ohio, Sylvania, Ohio, April, 2006

Ohio Organization of Associate Degree Nursing Educators, PDA Care: Carrying Accessible Resources in Education, Columbus, Ohio, April, 2006

Northwest Ohio Nurses Association (NONA), Nursing Leadership, Geri Milstead, PhD, RN, FAAN, Owens Community College, April, 2006

The Millennial Student, University of Toledo, Center for Teaching and Learning, March, 2006

Evidence-Based Practice: The Research Connection, Sigma Theta Tau, Toledo, Ohio, February, 2006

An Update on Pain Management at the End of Life, Continuing Education, January, 2006

Diversity and Inclusiveness in a Multicultural Setting, University of Toledo, College of Health and Human Services, December, 2005

Eighteenth Annual Service Recognition Awards, University of Toledo, December, 2005

Ohio Nursing Law, Continuing Education, Columbus, Ohio, December, 2005

“Academic Collapse”, Retention of Students, University of Toledo, Center for Teaching and Learning, November, 2005

Medical College of Ohio Nursing Program Alumni Tea, November, 2005

Health Literacy Conference, Health Literacy Task Force of Northwest Ohio, October, 2005

Students’ Rights and FERPA, University of Toledo, Center for Teaching and Learning, October, 2005

Effective Treatment of Children in a Day Care Setting, Flower Hospital, Continuing Medical Education Department, September, 2005

Inhalant Awareness Seminar, The Community Partnership, Medical University of Ohio, September, 2005
Health Practices and Beliefs in the Hispanic Community, Celeste Taylor, RN, The Toledo Hospital, May, 2005

Culturally Appropriate Care of the Muslim Patient, Islamic Center of Greater Toledo Perrysburg, Ohio, April, 2005