



Annual Report 2015-2016



FRANCES PAYNE BOLTON
SCHOOL OF NURSING

CASE WESTERN RESERVE
UNIVERSITY

A Message from Dean Kerr



Dear Alumni and Friends:

Five years ago, I was given the honor and privilege of being named dean of one of the finest nursing schools in the world: the Frances Payne Bolton School of Nursing at Case Western Reserve University. My charge then—and now—is to steer the school and the entire FPB family through the dynamic environments of higher education and health care while charting new paths for FPB and the nursing profession.

As I begin my next five-year appointment as dean, I would like to spend a few minutes reviewing some of the

accomplishments of our journey to date. The focus of that work has been driven by the goals outlined in the School's Strategic Plan 2013-2017 (*See Appendix 1*).

Below is a brief overview of our goals, our achievements, and opportunities for continued growth as the school enters its final year of the existing strategic plan and begins formulating the next. Many of these successes are applicable in multiple goals.

Goal #1: Improve the quality of the student experience

The student experience begins from the moment prospective students engage with the school, whether we reach out to them or them to us. To achieve this goal, we examined how to improve student recruitment, especially in an era of limited financial aid and increased competition from online programs, while looking at our student experience once enrolled through graduation

Accomplishments

- Reorganized the Office of Recruitment
- Established an online applications process
- Improved tracking of applicants
- Created new recruitment marketing strategies including the use of national firms and social media
- Created the Legacy Fellows program to recruit future nurse scientists to our PhD program
- Pursued new financial aid opportunities and partnerships to support incoming students with gifts from the Toulmin Foundation and the Helene Fuld Trust as well as private donors
- Reviewed the entire recruitment process to improve the overall experience for prospective students, faculty and staff

- Created new course requirements to provide better exposure to the rigors of licensing exams
- Rewrote the Student Handbook to provide additional clarity on policies and procedures.
- Promoted 2 underrepresented minority faculty to leadership positions

Results

- Created larger, more competitive applicant pools and entering classes for the Graduate Nursing Entry MN and PhD programs
- Maintained a balanced budget over the past five years
- Increased the first-time pass rates for the NCLEX pre-licensure test to 95%, well above the national average
- Achieved accreditation for all degree programs for the first time in the school's history

Ongoing Opportunities

- Continue to improve student overall satisfaction
- Enhance the student experience from enrollment through graduation
- Continue to increase enrollment of highly qualified students in all programs
- Enhance the diversity of the student population across all programs

Goal #2: Enhance the research infrastructure to increase the depth and breadth of the school's research enterprise

As part of a major private research university, it is essential to FPB's mission that it produces new knowledge to improve the health and wellbeing of all members of society. Our task was to increase our productivity in nationally recognized research.

Accomplishments

- Increase pre- and post-award support to faculty with the addition of an assistant dean for research, assistant dean for research administration, a statistician, and a post-award accounting specialist to assistance with grant generation and research management
- Realigned research to NIH and other national funding priorities
 - o Symptom Science
 - o Family/Community Care
 - o Aging Across the Lifespan
 - o Self-management of Health and Illness
 - o Neuroscience
- Created new collaborations in and outside the school

Results

- Highest amount of annual NIH support in school's history with \$4.1 million
- Named as host institution for the Midwest Nursing Research Conference in Spring 2018
- Currently fund nine post-doctoral fellows including five from under-represented minorities

Ongoing Opportunities

- Increase successful competition for research scholars and dollars
- Expand submission of clinical, instruction and research grants
- Continue educational programming to enhance grant writing skills among faculty
- Increased research opportunities through partnerships with other schools, especially non-ranked schools at CWRU and beyond

Goal #3: Enhance the school's national and international reputation as a top-tiered nursing school

FPB is revered as one of the world's top nursing schools. It is essential that its reputation is further enhanced in an era of increased competition for students, new faculty, research dollars and financial resources.

Accomplishments

- Increased advertising and marketing of school's achievements
- Redesignation as a Pan-American World Health/World Health Organization (PAHO/WHO) Collaborating Center for Research and Clinical Training in Home Care Nursing
- Encouraged faculty recognition by esteemed academies and society fellows

Results

- Ranked #5 by *US News and World Report's Best Grad Schools* in its first rankings of DNP programs
- Ranked #8 by *US News and World Report* for MSN programs
- Numerous individual faculty recognition including:
 - Two faculty inducted in the Sigma Theta Tau International Nurse Researcher Hall of Fame
 - Two faculty named American Academy of Nursing (AAN) Living Legends
 - Six faculty named AAN Fellows
 - Two faculty named Gerontological Society of Nursing Fellows
 - Three faculty named American Association of Nurse Practitioners Fellows
 - Four faculty named National League of Nursing's Academy of Nursing Education Fellows
 - One faculty named an American College of Nurse-Midwives Fellow
 - One faculty named an Association of Professionals in Infection Control and Epidemiology Fellow
 - Countless awards and elected offices within their professional organizations

- Surpassed the School of Nursing's \$35 million Campaign Goal
- Reached record fundraising year with \$6,015,793 in annual support from FPB family and friends

Ongoing Opportunities

- Maintain *US News and World Report* rankings as criteria continues to evolve
- Increase support for scholarships, programs and other initiatives

Goal #4: Become an incubator for innovation

FPB has been at the forefront of education and leadership since its inception. In a highly competitive environment it must continue and expand this tradition of excellence.

Accomplishments

- Established the nation's first moveable critical-care transport helicopter simulator for flight nursing
- Created the first Alumni Standardized Patient Program
- Developed the Collaborative Home for Oral Health, Medical Review and Health Promotion (CHOMP): A wellness clinic featuring dental and nursing students
- Created STAT Camp: a popular continuing education preparatory course for statistics
- Developed FPB/OAAPN Online CE Course
- Implemented a new mandatory six-week BSN perioperative experience
- Created a MSN track in Education
- Joined Nursing Education Xchange (NEXus)
- Developed a Quality and Safety MOOC: Take the Lead on Health Care Quality Improvement
- Helped establish the Student Run Free Clinic

Results

- Earned the AACN Innovations in Professional Education Award (Academic Health Center) to the Quality and Safety Education for Nurses (QSEN) Institute
- Received AACN Innovations in Baccalaureate Population Health Curriculum Award for our work with the Cleveland Metropolitan School District
- Established innovative collaborations in Engineering & Nursing; Medicine & Nursing; Dental Medicine & Nursing; Nursing & Air Force and in Interprofessional Education

Ongoing Opportunities

- Integrate the school's culture of innovation in its new home at the Health Education Campus
- Enhance innovations in educational programming
- Continue to support creative Interprofessional Education (IPE) programming
- Continue to support faculty and staff development associated with technology-enhanced learning

Goal #5: Create a positive and supportive work environment that fosters communication, collaboration, and team functioning

The work of the school cannot be accomplished without the effort of our faculty and staff. They are the common thread throughout the FPB's outstanding reputation as a leader in nursing education, research, clinical practice. They are the creative force of FPB. It is of the utmost important that FPB be a place where the faculty and staff feel they are valued and respected.

Accomplishments

- Instituted new internal communication program
- Established Office of Faculty Development & Office of Staff Development
- Created an updated system for teaching assignments
- Designed a monthly seminar series on enhanced teaching strategies
- Offered leadership courses through the Weatherhead School of Management
- Held a summer Creative Learning Institute for faculty

Results

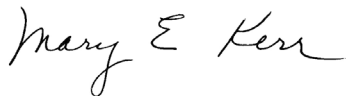
- Created the first all-school retreats, annual State of the School address, monthly Dean's Briefing, daily Media Board postings, annual Preceptor thank you event
- Established a structured orientation system for faculty and staff
- Standardized the ARPT review process
- Named four non-tenured and tenured track faculty to endowed chairs
- Supported the promotion of 14 tenured and non tenured-track faculty

Ongoing Opportunities

- Enhance the diversity of the faculty especially among instructors and preceptors.
- Continue to improve orientation and onboarding of faculty, staff and preceptors
- Expand support for Educational, Leadership and Research Training opportunities for faculty and staff
- Develop ongoing educational and open conversations with faculty and staff
- Continue strategic hires of faculty and staff

Since this letter highlights the school's many achievements during my tenure as dean, it seems only appropriate that the cover of this annual report features our faculty and staff. These accomplishments are only possible through their hard work and persistence. It has been an honor and pleasure to serve them as dean and I look forward to the next five years.

Sincerely,

A handwritten signature in cursive script that reads "Mary E. Kerr".

Mary E. Kerr, PhD, RN, FAAN
Dean and the May L. Wykle Endowed Professor

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Academic Affairs

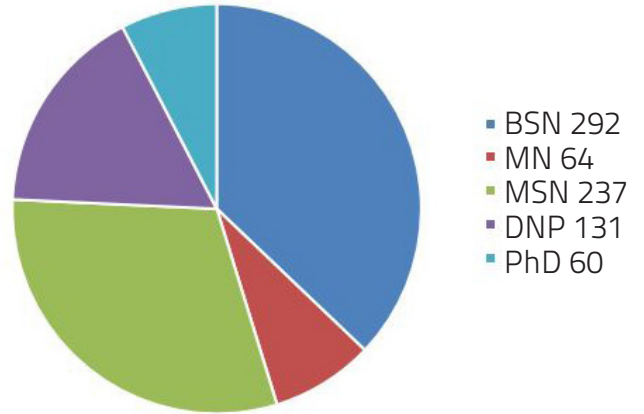
Mary F. Terhaar, DNSc, RN

Associate Dean for Academic Affairs and The Arline H. And Curtis F. Garvin Professor of Nursing

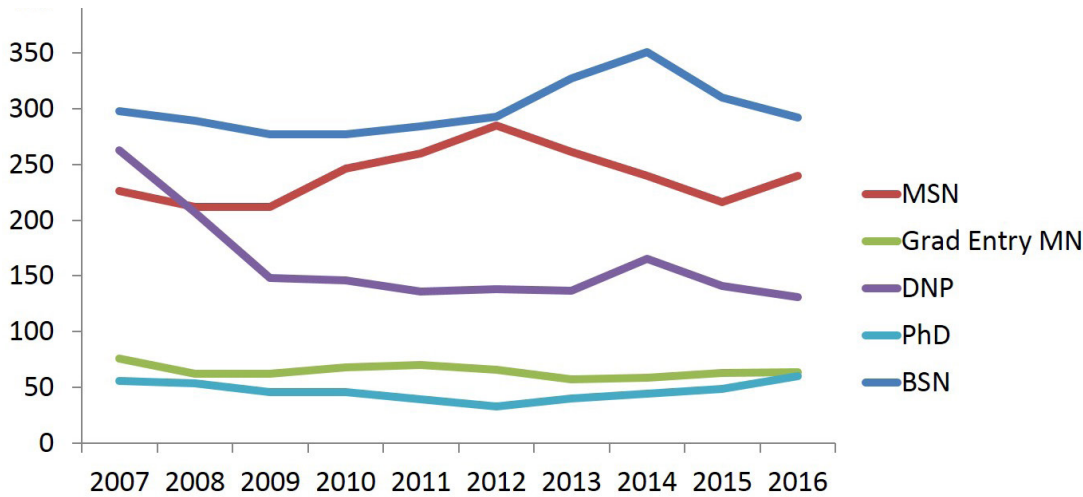
Executive Summary

A total of 788 students were enrolled for the Fall 2016 semester, which includes an increase in the Graduate Entry, MSN and PhD programs -- which works to meet our Strategic Plan Goal to increase enrollment of the best-prepared students from diverse backgrounds in all programs. Enrollment in the BSN and DNP programs continues to experience challenges in a dynamic marketplace.

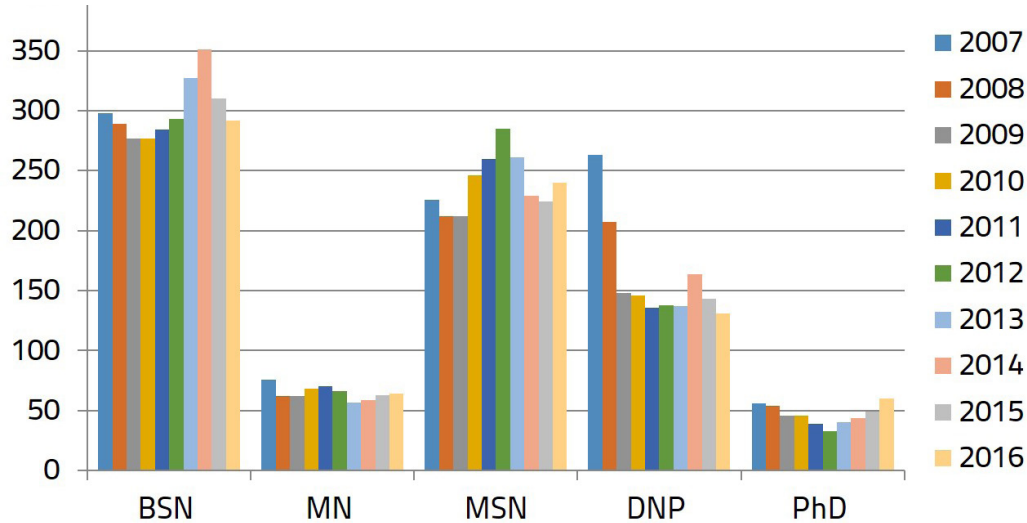
Fall 2016 Total



FPB Enrollment Trends: Fall 2007 to Fall 2016



Number of Students (N = 788)



Academic Affairs, *continued*

Student Diversity

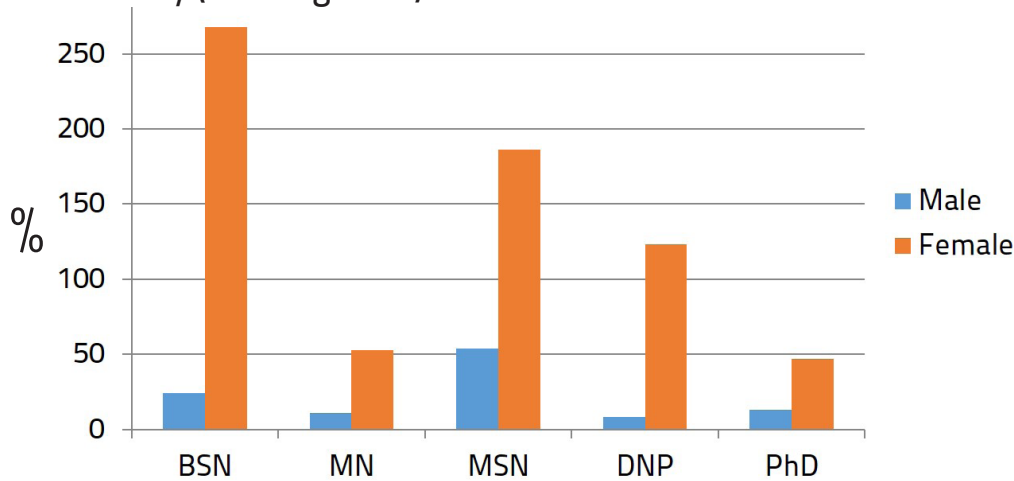
Approximately 27.2% of our entire student body self-report represents a minority, with 7% unreported. It is above the national average of 26.5%.

By program, our student diversity stands at 34.2% for the BSN program compared to a 26.9% national average; 13.9% for MSN v. 26.6%; 18.3% for DNP v. 22%; and 15% for PhD v. 24.7%.

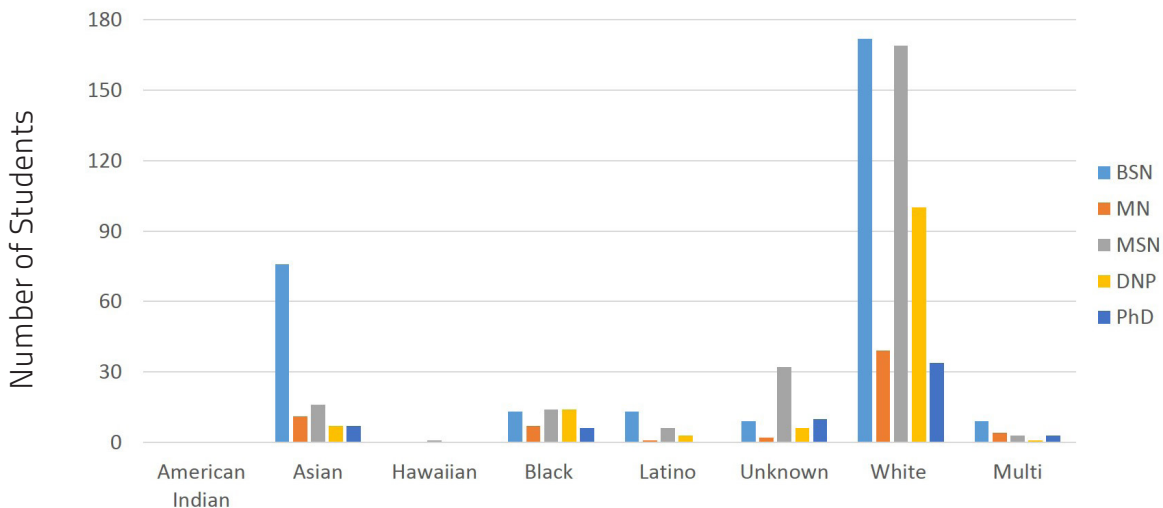
In addition, 14.3% of our overall student body are male. Our BSN program is 8% male v. the 11.4% national average, while our MSN program is 22% male v. the 9.9% national average.



Diversity (All Programs)—Male Students: 14.3%

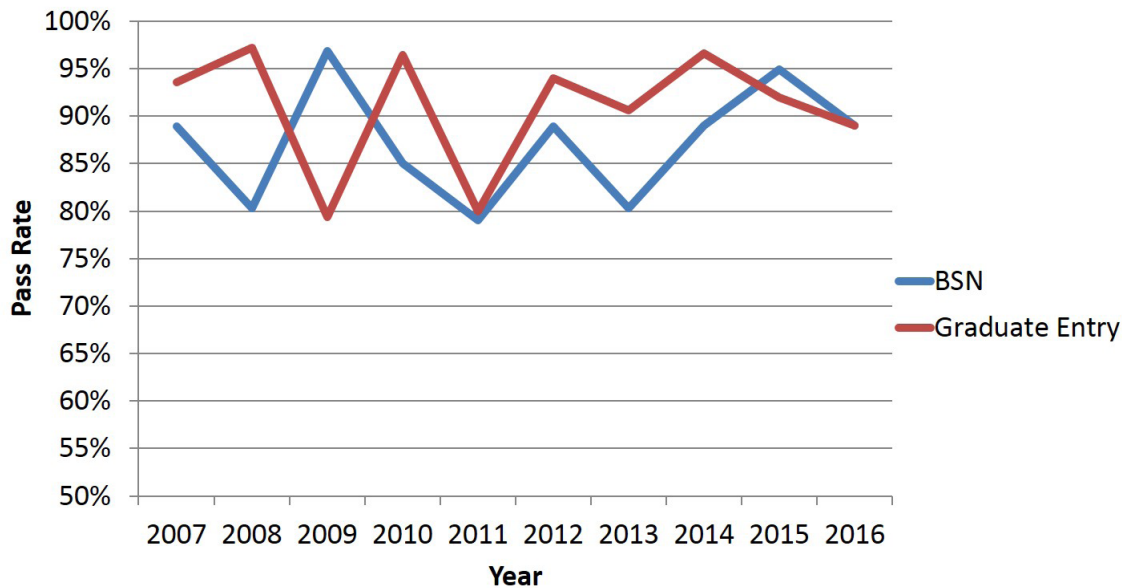


Diversity (All Programs)—Ethnicity and Race: 27.2%



Academic Affairs, *continued*

NCLEX BSN/Grad Entry Pass Rate



Support for Students

Legacy Fellows Program

- Currently there are 18 Legacy Fellows
- Of the 18 Fellows, five are currently supported through NIH funding
- Fellows receive full tuition support and education stipends and gain experience as a member of an active research team

Toulmin Foundation

- The first cohort of Neonatal Nurse Practitioner students in three years began classes in fall 2016 with support from the Virginia B. Toulmin Foundation
- Additional support was provided by partnering with University Hospitals

Helene Fuld Foundation for scholarships

- Three BSN students received support in the 2015-16 academic year from the Helene Fuld Health Trust BSN Scholarship Fund, established in 2006
- Ten MN students were named Fuld Scholars, an increase from four the previous year. The provides support for scholarship

Nurse Anesthetist Traineeship Program

- \$34,731 in grants for nurse anesthesia graduate students

2015-2016 Graduates



A total of 226 nursing degrees were awarded in 2015-2016, including:

- 69 BSN
- 32 MN
- 78 MSN
- 45 DNP
- 2 PhD
- 14 Post master's certificates

Academic Affairs, *continued*



Health Education Campus Groundbreaking

- Case Western Reserve University and the Cleveland Clinic broke ground October 1, 2015 on the four-story, 485,000-square-foot Health Education Campus (HEC) that its leaders vowed would reimagine the preparation of health care leaders.
- More than 350 people attended a groundbreaking on the site.
- The new school is expected to improve the quality of the student experience, which aligns with FPB's Strategic Plan Goal 1.



Accreditation

- Received accreditation from Commission on Collegiate Nursing Education (CCNE) for the BSN, MN, MSN, DNP and Post-master's Programs

Process Triage

- Started examining our recruitment process and student experience
- Involved faculty, staff and students in the process mapping

Academic Affairs, *continued*



U.S. News and World Report released new rankings for graduate-level health care education programs in March 2016. To fit with the school's Strategic Plan Goal 3, the school enhanced FPB's national and international recognition as a top-tiered nursing school, by increasing its rankings.

Top MSN Programs - National

- #1 John Hopkins University
- #2 University of Pennsylvania
- #3 University of California- San Francisco
- #4 Duke University
- #4 University of Washington
- #6 New York University (Meyers)
- #7 University of Michigan- Ann Arbor
- #8 Case Western Reserve University**
- #8 Columbia University
- #8 Emory University
- #8 University of Maryland- Baltimore
- #12 University of California- Los Angeles
- #13 University of Pittsburgh
- #13 Vanderbilt University
- #15 University of Alabama- Birmingham
- #16 Rush University
- #17 University of Texas- Austin
- #18 University of Virginia
- #19 Rutgers University- Newark
- #19 Yale University

NIH-supported Research

FPB is ranked 14th in the nation among Schools of Nursing for its total NIH funding, up from #22 the previous year.

Top DNP Programs - National

- #1 University of Washington
- #2 Johns Hopkins University
- #3 Duke University
- #4 Columbia University
- #5 Case Western Reserve University**
- #5 Rush University
- #5 University of Maryland—Baltimore
- ...
- #26 Ohio State University
- #47 University of Cincinnati

Top MSN Programs - Ohio

- #1 Case Western Reserve University (#8)**
- #2 Ohio State University (#21)
- #3 University of Cincinnati (#28)
- #4 Xavier University (#88)
- #5 Kent State University (#157)
- #6 University of Toledo (#168)
- #6 Wright State University (#168)
- #8 Cedarville University (#192)
- #8 Cleveland State University (#192)

Specialty Rankings

- #9 Nurse Practitioner: Adult / Gerontology, Acute Care
- #15 Nurse Midwifery

Research

Shirley M. Moore, RN, PhD, FAAN

Associate Dean for Research and the Edward J. and Louise Mellen Professor of Nursing

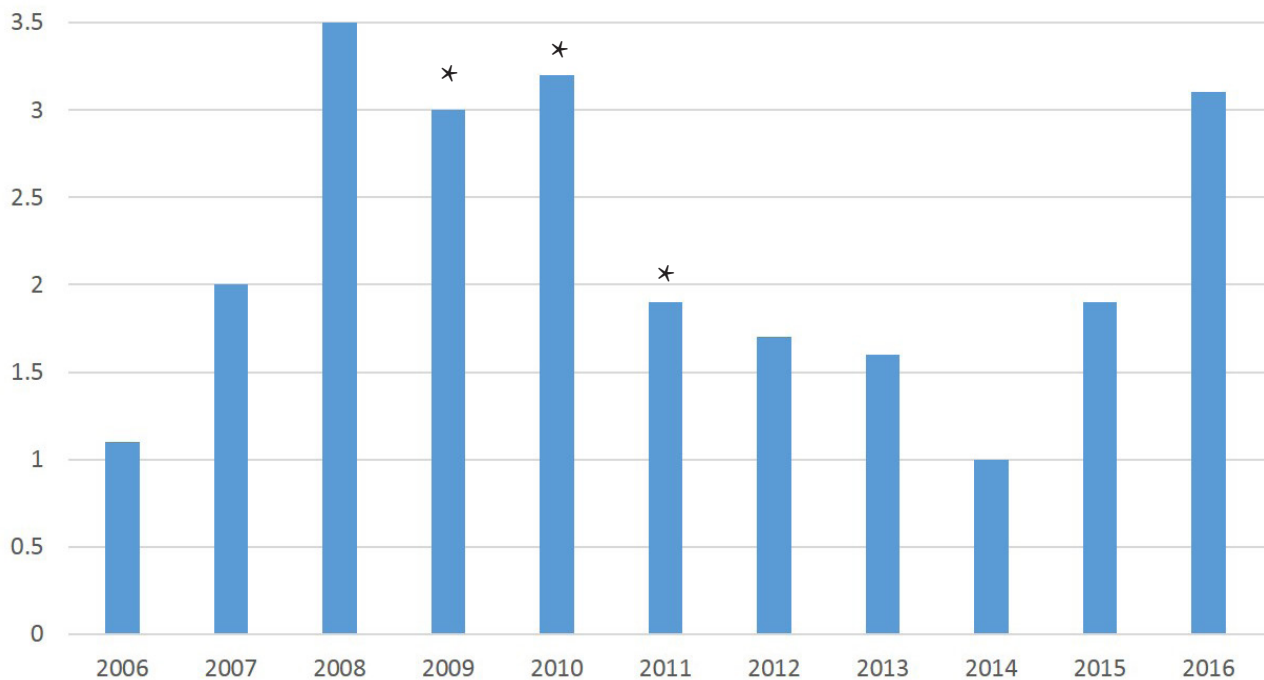
Executive Summary

For calendar year 2015, faculty, postdoctoral fellows and students from the School of Nursing received 37 honors and awards from regional, national, and community organizations and the University (30 for faculty, one for a postdoctoral fellow and six for students).

The school was well represented at the 2016 annual conference of the Midwest Nursing Research Society. Two faculty members received prestigious society-wide awards and six faculty received awards from the Society's Research Interest Groups. *For a full list of Honors and Awards, go to Appendix I.*

Meaningful work in the community and regionally earned three faculty members recognition from state and local organizations, including the Ohio March of Dimes. Active on the CWRU campus, four FPB faculty earned University-wide recognition, including the John S. Diekhoff Mentoring Award and the Mary Kay Lehman Award for Excellence in Teaching. An FPB graduate student was awarded both the *Cleveland Magazine* and Greater Cleveland Nurses Association "Faces of Care – Next Generation of Care" award and the 2015 Marie Haug Award.

Research Funding; In \$ Million



* includes ARRA support

Research, *continued*

The School of Nursing's research and training revenue provides new collaborative opportunities with other schools on the Case Western Reserve University campus that have health care research revenue. Notable new grants in FY 2016 to the School of Nursing are listed below.

Faculty	Grant Title	Amount	Source
Ronald Hickman, PhD	"A Clinical Trial of Decision Support for End of Life Care Among Surrogate Decision Makers of the Chronically Critically Ill"	\$2,482,731	NIH/NINR R01
Sara Douglas, PhD	"CLOSER: A Videoconference Intervention for Distance Caregivers"	\$2,373,040	NIH/NINR R01
Jaclene Zauszniewski, PhD	"Tailored Health Self-Management Interventions for Highly Distressed Family Caregivers ."	\$2,051,925	NIH/NINR R01
Elizabeth Madigan	Bridges to the Doctorate in Nursing for Northeastern Ohio	\$1,145,410	R25 Research Education Grant
Joachim Voss, PhD	"The Effect of Hypobaric Muscle Inflammation and Regeneration after Injury and Hemorrhagic Shock"	\$540,882	DOD Subaward
Rebecca Darrah, PhD	"Magnetic Resonance Fingerprinting Assessments of Lung Disease"	\$435,875	R21r
Rebecca Darrah, PhD	Determining the timing & amount of CFTR repair for pulmonary improvement	\$306,393	Cystic Fibrosis Foundation
Chao-Pin Hsiao, PhD	Mitochondrial Bioenergetic Mechanism of Cancer-Related Fatigue	\$292,790	NIH/NINR
Shirley Moore, PhD	Brain and Hormonal Biomarkers Associated with Self-management Information Behaviors: A diversity Supplement Training Program	\$157,543	NIH/NINR P30 Supplement
Rebecca Darrah, PhD	Angiotensin Signaling as a Therapeutic Target for CF Pulmonary Disease	\$130,000	Gilead Sciences Research Scholars Program in Cystic Fibrosis
Ronald Hickman, PhD	"Effects of Self-Regulation, Cognitive Load, and Decision Support on Decision Making Readiness in Surrogate Decision Makers of ICU Patients: A Diversity Training Supplement"	\$128,360	NIH/NINR R01 Minority Supplement
Rebecca Darrah, PhD	Angiotensin Signaling as a Therapeutic Target for CF Pulmonary Disease	\$108,000	Cystic Fibrosis Foundation
Rebecca Darrah, PhD	Angiotensin Signaling as a Therapeutic Target for CF Pulmonary Disease	\$100,000	Cystic Fibrosis Foundation
Diana Morris, PhD	Enhanced Professional & Interprofessional Competencies	\$50,000	McGregor Foundation
Sonya Moore, DNP	Nurse Anesthetist Traineeship Program	\$34,731	HRSA
Elizabeth Madigan, PhD	Transitions of Care and Outcomes for Persons Undergoing Hip and Knee Replacement	\$10,000	Clinical & Translational Science Collaborative (CTSC)

Research, *continued*

Summary of Grant Activity (FY2015)

	#	\$
Total Grants Submitted	63	\$56,351,140
▪ Grants Pending	18	\$36,151,017
▪ Grants Received*	18	\$12,226,446
Federal Research Grants Submitted	37	\$53,008,989
Federal Research Grants Received	8	\$8,475,226

*Not all submitted have had an opportunity to be funded yet.

Faculty Productivity

	# of Faculty	% of Faculty
Faculty principle investigators on externally funded research*		
▪ Tenured & Tenure Track (asst. to full professor) n = 25	14	56
▪ Non-Tenure Track (asst. to full professor) n = 29	3	10
Faculty principal investigators on funded training grants		
▪ Tenured & Tenure Track (asst. to full professor) n = 25	2	8
▪ Non-Tenure Track (asst. to full professor) n = 29	3	10
Faculty Awards**		
▪ Tenured & Tenure Track (asst. to full professor) n = 25	11 (16 awards)	44
▪ Non-Tenure Track (asst. to full professor) n = 29	8 (8 awards)	28
▪ Non-Tenure Track (instructors) n= 51	6 (6 awards)	15
Published Manuscripts***		
▪ Tenured & Tenure Track (asst. to full professor) n = 25	22 (144 pubs)	88
▪ Non-Tenure Track (asst. to full professor) n = 29	19 (65 pubs)	66
▪ Non-Tenure Track (instructors) n= 51	7 (8 pubs)	17
Citations		
▪ Tenured & Tenure Track (asst. to full professor) n = 25	24 (948 citations)	96
▪ Non-Tenure Track (asst. to full professor) n = 29	15 (417 citations)	52
▪ Non-Tenure Track (instructors) n= 51	1 (20 citations)	2

*PIs on externally funded grants

**Includes only recognition awards, not grant or funding awards

***Manuscripts that appeared in print during the 2015 calendar year. The number of publications reflects only those manuscripts in print, not those submitted for consideration or in press. This includes refereed journal articles, book chapters, commentaries, editorials, and electronic publications.

Research, *continued*

Future Directions

To continue its legacy of excellence in nursing research as a top 10 nursing school by *US News and World Report*, the Frances Payne Bolton School of Nursing is focused on several key goals:

- Continue to develop our five focus areas of research: Symptom science, Self-management of health and illness, Family/community care, Aging across the lifespan, Neuroscience
- Expand our research portfolio to include more foundation and industry research
- Increase our collaborative research with clinical and campus-wide partners
- Nurture early-stage investigators
- Involve all levels of students in research
- Provide more education for faculty and staff regarding research issues
- Develop an "Idea Incubator" to spur creative, new research



Centers of Excellence

PAHO/WHO Collaborating Center for Research and Clinical Training in Home Care Nursing

The focus of the PAHO/WHO Collaborating Center at CWRU is home care nursing—the delivery of health care services in the home setting. Change in all parts of the world, from aging of the population, the increase in chronic diseases, and the development of infectious diseases, places a burden on the existing health care systems. Home care nursing is one solution to the problem.

Key Accomplishments

- Developed a four module mini-course on self-management for persons with multiple chronic conditions, focused on nurses working in the community. This is in the process of being peer- and expert-reviewed and will be made available on the Pan American Health Organization web site: Virtual Campus
- Conducted workshops and lectures at Aichi Medical University, Japan focused on home health care

Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence

The Hirsh Institute creates and disseminates evidence-based information to enhance nursing practice.

Key Accomplishments

- Development of the Summer Training Certificate Program
- Collaboration with the QSEN Institute & the University Center on Aging and Health & community partners
- Provided funding support for an international graduate student

University Center on Aging and Health (UCAH)

UCAH's interdisciplinary mission is to foster collaboration among its community of scholars, learners, and practitioners in order to encourage and coordinate innovative interdisciplinary research, education, and service programs relevant to the health and well-being of older adults.

Key Accomplishments

- Awarded \$50,000 grant from McGregor Foundation to support interprofessional faculty development (dental medicine, medicine, nursing, nutrition) for "Enhanced Professional and Interprofessional Competencies for Geriatric Care"
- Received the Clark Tibbits Award from the Association for Gerontology in Higher Education
- Two graduate students from diverse disciplines completed the 12 credit graduate certificate program in gerontology; four are continuing the certificate program into Fall 2017
- Three graduate students received the Marie Haug Scholarship Award at the Graduate School's Award ceremony
- Exhibited at the November 2015 Gerontological Society of America annual meeting

Centers of Excellence, *continued*

Center of Excellence for Self-Management Advancement through Research and Translation (SMART)

The SMART Center is a National Institute of Nursing Research/National Institute of Health-funded Center of Excellence to build the Science of Self-Management (P30 NR010676). It is designed to address self-management research at four levels of system: individual, family, organization, and community.

Key Accomplishments

- Identified Common Data Elements that are being used across seven pilot studies
- Developed the first fMRI scanning task to assess brain activity associated with emotional and analytic task switching in people self-managing chronic illnesses
- Presented a workshop at the 2016 MNRS meeting

Dorothy Ebersbach Academic Center for Flight Nursing

Serves as part of the MSN program's Adult-Gerontology Acute Care Nurse Practitioner Flight Nursing subspecialty. It is the first formal training program of its kind to prepare nurses at the advanced practice level to provide care to individuals outside of hospitals, but at a hospital level of care.

Key Accomplishments

- Participants of Flight Nursing Summer Camp FY2016 gathered from across the United States. This year's disaster drill was on the Case Western Reserve campus Farm, as well as at the Flight Helicopter Simulator
- Hosted 20 journalists from the Association of Health Journalists Conference, held in April 2016
- Assisted Redbird Simulations with production of a webcast to promote flight nursing

Quality and Safety Education for Nurses (QSEN) Institute

Initially funded by the Robert Wood Johnson Foundation, the QSEN Institute's goal is to address the challenge of preparing future nurses with the knowledge, skills, and attitudes (KSA) necessary to continuously improve the quality and safety of the healthcare systems in which they work.

Key Accomplishments

- Funding secured from the Laretta and Richard Peters Foundation, the Gordon and Betty Moore Foundation, as well as Marianne Barba
- Massive Open Online Course (MOOC), "Take the Lead on Quality Improvement," received the Duncan Neuhauser Award for Curricular Innovation (2nd Place). Academy for Healthcare Improvement, 2015
- Received the Innovations in Professional Nursing Education Award from the American Colleges of Nursing for the Academic Medical Center category, 2015
- Collaborating with programs from the University Center for Aging and Health & the Hirsh Institute
- Nine publications and 10 presentations
- Coordinated 7th National QSEN Forum on May 26-28 2016 entitled "Pioneering New Frontiers for Quality and Safety." The program was focused on innovations in curricular design and teaching strategies that accomplish QSEN competency development and research related to quality and safety education in pre-licensure, advanced practice education, and clinical practice
- Coordinated a Pre-conference session at the American Nurses Association Quality conference

Alumni Relations & Development

David Pratt

Associate Dean for Development

Executive Summary

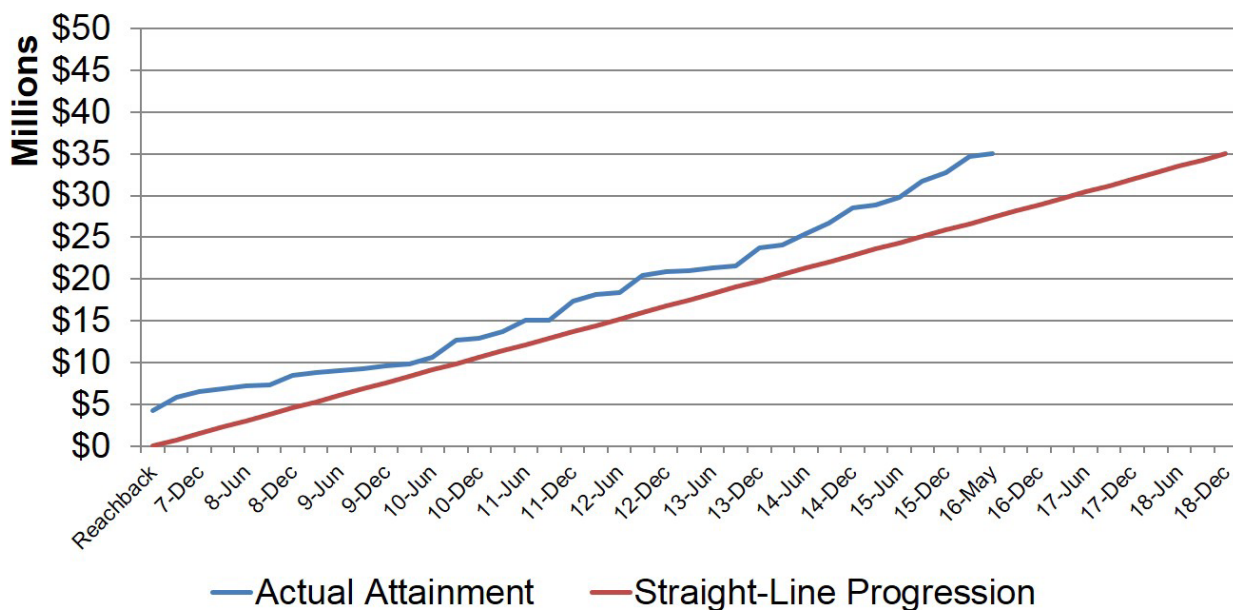
Frances Payne Bolton School of Nursing has secured 100 percent of its original \$35 million goal for the University's Forward Thinking Campaign. The funds will be used to build the new HEC, support student scholarships, expand vital programming, attract and retain nurse scientists and researchers, and allow Dean Kerr to meet the day-to-day operating expenses of the School of Nursing. Based on our strong fundraising performance, Dean Kerr presented her priorities for the remainder of the Forward Thinking Campaign to the University Campaign Committee and asked that our goal be increased to \$45 million.

This year saw another year of significant growth in the Annual Fund with the fund attaining more than \$394,248 in unrestricted support or 107 percent of our cash goal (110 percent cash/pledges combined). FPB had a record-setting year of attainment with more than \$6 million raised in 2016 — the highest attainment in the school's history.

FPB Proposed Campaign Expansion

Priorities	Current Goal	Raised to Date	Expansion Goal
Student Support	\$5M	\$9M	\$10M
Faculty Support	\$8M	\$8M	\$10M
Research & Programs	\$9M	\$10.5M	\$11.5
Operating Support	\$3M	\$3M	\$3.5M
Capital Support	\$10M	\$4.5M	\$10M
Total	\$35M	\$35M	\$45M

Campaign Progress to Goal



Alumni Relations & Development Volunteer Leadership *as of January 2017*

Alumni Association Board

Executive Board

Paula Forsythe
President

Sarah Stover
President Elect

Julia Golden
Past President

George Byron Peraza-Smith,
Treasurer

Tiffany Love
Communications Director

Board of Directors

Amy Assenmacher

Patricia Beam

Brendon Bower

Latina Brooks

Kathleen Frato

Elizabeth Good

Blaze Hirsch

Helen Hurst

Colleen Leners

Cheryl McRae-Bergeron

Kathryn Moore

Laura Nosek

Lauren Patton

Susan Prion

Natalie Southard

Jennifer Tucker

Campaign Board Co-Chairs

Rosalie Tyner Anderson

Richard Knoth

Committee Members:

Cheryl Brown Bass

William B. Bolton

Ellen C. Brzytwa

Timothy J. Callahan

Paula Cannavino Forsythe

Jerald Cohen

Joyce J. Fitzpatrick

Deborah Miller-Strong

Deborah Morris Nadzam

Laura John Nosek

Cheryl Ann Patterson

Charlene Phelps

Marian Shaughnessy

FPB Leaders Scholarship Committee

Co-Chairs:

Charlene Douglas

May L. Wykle

Committee Members:

Linda Burnes Bolton

Faye A. Gary

Dedra D. Hanna-Adams

Catherine Roscoe-Herbert

Ronald L. Hickman Jr.

Gloria L. Hilton

Betty Carolyn Holte

Elizabeth Madigan

Patricia E. McDonald

Sonya D. Moore

Diana Lynn Morris

Camille Bequette Warner

Eric J. Williams

Visiting Committee Co-Chairs:

Leah Gray

Carol Lockhart

Committee Members:

Mary Jane Bernier

William B. Bolton

Paula Brentlinger

Linda Burnes Bolton

Cynthia Harper Dunn

Patricia Jenaway Estok

Allen H. Ford

Kathleen Golovan

Edward J. Halloran

Gloria Hilton

Catherine S. Koppelman

Gail A. Mallory

Cheryl E. McRae Bergeron

Cheryl L. Morrow-White

Carol Porter

William Joseph Riley

Kathleen Ross-Alaolmolki

James Sampson

Susan H. Taft

Mark J. Warren

Budget and Facilities 2015-2016

Susan Frey, MAFIS

Assistant Dean of Finance and Administration

Executive Summary

Total revenues at the Frances Payne Bolton School of Nursing are \$27,434,000. With expenses at \$27,462,000, the school utilized \$28,000 from its reserves.

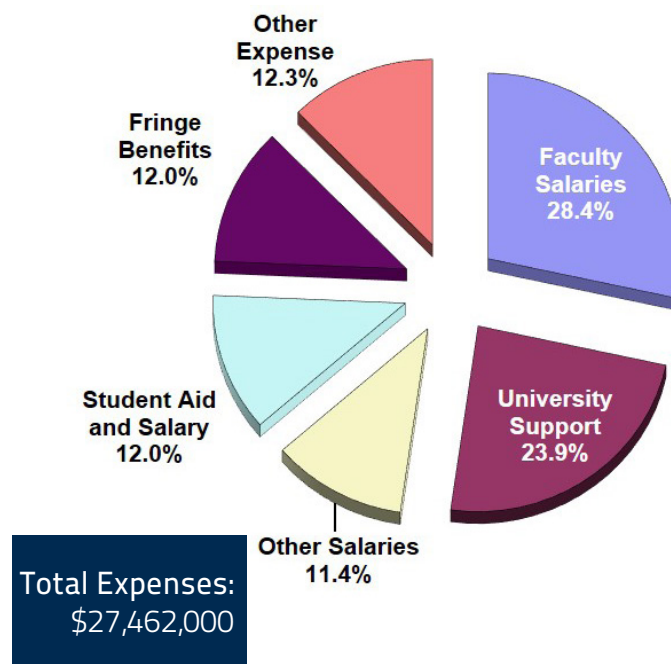
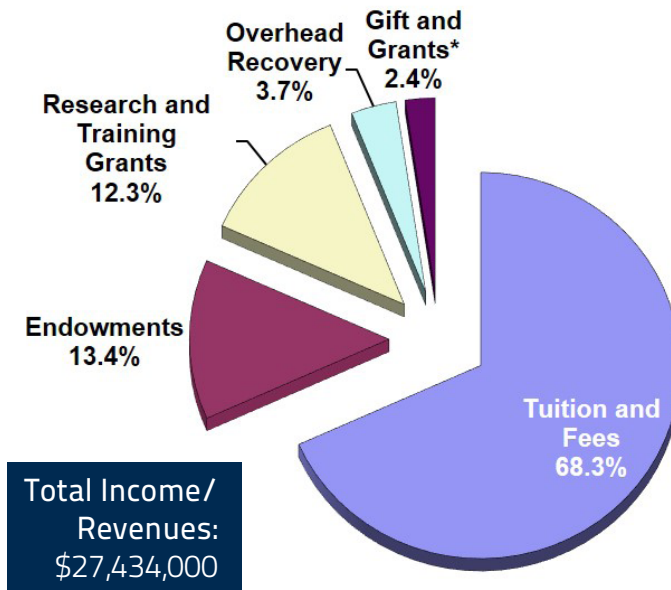
Revenue

- 68.3% tuition and fees
- 12.3% research and training grants
- 13.4% endowments
- 3.7% overhead recovery
- 2.4% gifts and grants

Expenses

- 28.4% faculty salaries
- 23.9% university support
- 11.4% other salaries
- 12.0% fringe benefits
- 12.3% other expenses
- 12.0% student aid and salaries

2015-2016 Budget: Operating Results



Faculty Highlights

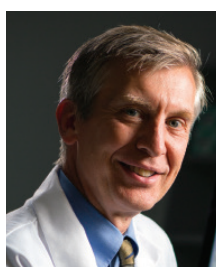
- **Amy Bieda, PhD**, assistant professor, received the Navigator Award from the National Association of Neonatal Nurses
- **Margaret Bobonich, DNP**, assistant professor, received the Book of the Year award from the *American Journal of Nursing*
- **Michael J. Decker, PhD**, associate professor, received the 2016 Mary Kay Lehman Award for Excellence in Teaching from Case Western Reserve University
- **Peg DiMarco, PhD**, associate professor, became a fellow of the American Academy of Nursing
- **Mary Dolansky, PhD**, associate professor, became a fellow of the American Academy of Nursing
- **Evelyn G. Duffy, DNP**, associate professor, became a Member of the John A. Hartford Foundation Change AGENTS Initiative Policy Institute
- **Joyce Fitzpatrick, PhD**, professor, was named a Living Legend by the American Academy of Nursing
- **Faye Gary, PhD**, professor, received Congressional Recognition, Unsung Heroes from U.S. Member of Congress, the Honorable Marcia L. Fudge; Community Partner of the Year Award from East Cleveland City School District and Unsung Heroes Award from North Coast Nurses Coalition
- **Ronald Hickman, PhD**, associate professor, received the John S. Diekhoff Mentoring Award from Case Western Reserve University
- **Rebecca Patton, MSN**, instructor, received the Honorary Recognition Award from the American Nurses Association
- **Carol L. Savrin, DNP**, associate professor, became Treasurer of the National Association of Pediatric Nurse Practitioners
- **Carolyn Harmon Still, PhD**, assistant research associate, was named Nurse Researcher of the Year by the National Black Nurses Association, Inc.



Bieda



Bobonich



Decker



DiMarco



Dolansky



Duffy



Fitzpatrick



Gary



Hickman



Patton



Savrin



Still

Faculty and Staff Changes

New Faculty through Summer 2016

Latina Brooks, PhD, CNP, RN	Assistant Professor; Director, MSN Program
Carli Carnish, MSN, RN, AGNP-C	Instructor
Judith Gron, MSN, RN, CRNA	Instructor
Catherine S. Koppelman, MSN, RN	Visiting Instructor
Colleen Nikstenas, MSN, RN, CMSRN	Instructor
Donna Thompson, MSN, RN, AGCNS-BC	Instructor

New Staff

Greg Gustovic	Facilities Coordinator
Shelly Koski	Assistant Manager, Marketing & Communications
Zack Nichols	Recruitment Specialist
David Pratt	Associate Dean for Development
Christian Savage	Post-Award Accounting Specialist
Lesley Somrak	Dept. Coordinator, Alumni Relations & Development
Ashley Thomas	Recruitment Specialist

Faculty Promotions

Patricia A. Higgins, PhD	Associate Professor; Interim Director for the DNP Program
Susan Painter, DNP	Instructor; Lead for the Family Systems Psychiatric Mental Health Nursing
Maryjo Prince-Paul, PhD	Promoted to Associate Professor

Honors and Awards

Faculty/Staff	Award	Organization
Celeste Alfes	Innovation Award: \$3,000 "Simulation to promote interprofessional collaborative practice"	Frances Payne Bolton School of Nursing
Amy Bieda	2016 NANN Navigator Award	National Association of Neonatal Nurses
Margaret Bobonich	2015 Book of the Year Award for <i>Dermatology for Advanced Practice Clinicians</i>	American Journal of Nursing
Michael Decker	2016 Mary Kay Lehman Award for Excellence in Teaching	Case Western Reserve University
Marguerite (Peg) DiMarco	Fellow	American Academy of Nursing
Mary Dolansky	Fellow	American Academy of Nursing
	"Dissemination and Implementation Methods: Quality and Safety Competencies in Academia and Practice"	Agency for Healthcare Research and Quality (AHRQ)
Sara Douglas	Appointed The Arline H. and Curtis F. Garvin Professor in Nursing Excellence	Frances Payne Bolton School of Nursing
Donna Dowling	2015 Distinguished Service in Neonatal Nursing Award	The National Association of Neonatal Nurses
Evelyn Duffy	Selected to participate in the John A Hartford Foundation Chage AGENTS Initiative Policy Institute	The Gerontological Society of America
Faye Gary	Community Partner of the Year Award	East Cleveland School District
	Unsung Heroes Award	The North Coast Nurses Coalition
	Congressional Recognition, Unsung Heroes	Honorable Marcia L. Fudge, U.S Member of Congress
Carolyn Harmon Still	Nurse Researcher of the Year	National Black Nurses Association
Ronald Hickman	Fellow	American Academy of Nursing
	Fellow and Distinguished Practitioner	National Academies of Practice in the Nursing Academy
	2016 Harriet H. Werley New Investigator Award	Midwest Nursing Research Society (MNRS)
	2016 John S. Diekhoff Mentoring Award	Case Western Reserve University
Jesse Honsky	2016 Gold-AACN White Coat Ceremony for Nursing	Arnold P. Gold Foundation
Irena Kenneley	Fellow	The Association for Professionals in Infection Control and Epidemiology (FAPIC)
Mary Kerr	Received funding for the Jonas V Scholars Program	Jonas Center for Nursing and Veterans Healthcare
Kelly McConnell	Active Learning Fellowship	CWRU ITS & Office of the Provost
Gretchen Mettler	Fellow	American College of Nurse-Midwives
Carol Musil	Senior Investigator Award	MNRS Women's Health & Transitions in Childbearing Research Section
Rebecca Patton	Ohio Nurse of the Year Award - Nurse Leadership	March of Dimes
	2016 Honorary Recognition Award	American Nurses Association

Honors and Awards, *continued*

Faculty/Staff	Award	Organization
Andrew Reimer	Junior Scholar Award	MNRS-Health Systems, Policy, and Informatics
	Caregiver Excellence Award	Cleveland Clinic
Carol Savrin	Treasurer	National Association of Pediatric Nurse Practitioners
Jacquelyn Slomka	Washington, D.C. Workshop Fellow	Alliance of Nurses for Healthy Environment (ANHE)
Valerie Toly	Mothers Caring for Technology-Dependent Neonates	Sigma Theta Tau International - Doris Bloch Research Award
	Doris Bloch Research Award	Sigma Theta Tau International
	Early Investigator Award	Midwest Nursing Research Society's Family Health Section
Joachim Voss	Luther Chrisman Award	American Assembly of Men in Nursing
	Appointed the Sarah C. Hirsh Professor	FPB SON CWRU
Allison Webel	Mentee	American Heart Association - Council on Cardiovascular and Stroke Nursing
Chris Winkelman	Awarded the 2016 AACN Circle of Excellence Award	American Association of Critical-Care Nurses
Kathy Wright	Inducted into the Trumbull County African American Achievers Hall of Fame	Trumbull County
	New Investigator Award	MNRS Gerontological Nursing Science Research Section
	Selected to participate in the Summer Genetics Institute Program	Naitonal Institute of Nursing Research
	2016 Health Disparities Research Institute Scholar	National institute of Minority Health and Health Disparities
Jaclene Zauszniewski	2016 Distinguished Contribution Award	MNRS
	2016 Senior Nurse Researcher Award	MNRS Health Promoting Behaviors Across the Lifespan Research Interest Group
	Preparing Future Nurse Scientists in Three Years	Robert Wood Johnson Foundation Future of Nursing Scholars Program Grant

Appendix I

Strategic Plan 2013-2017: Abridged

Mission

The Frances Payne Bolton School of Nursing at Case Western Reserve University provides leadership in innovative research, education, and practice to promote health and reduce the burden of disease. Dedicated to interdisciplinary scholarship, we are committed to the pursuit of excellence in service to local and global communities.

Vision

Our vision is to create and nurture a learning environment that builds on our tradition of scientific inquiry and commitment to the highest standards of excellence in research, education, and practice in the world community, and to continue our rich history of innovation and global contributions.

Values Statement

At the Frances Payne Bolton School of Nursing we:

- Advance competent, compassionate healthcare practice to achieve positive healthcare outcomes.
- Commit ourselves to the highest standards of ethical and social justice.
- Value integrity, diversity, and discovery.
- Promote analytical and innovative thinking.
- Promote leadership and mentorship with consistency of purpose and innovation
- Create synergy through collaboration, mutual respect, and support.
- Promote leadership in research, education, and practice.
- Promote interprofessional collaboration and scholarship.
- Incorporate an international perspective into research, teaching, and practice.
- Value our relationship with the Northeast Ohio community.

Our strategic plan represents our vision for the future and the direction we will take over the next 5 years. The research and education we provide are driven by a commitment to:

- **Prepare high quality nurses and leaders that improve health across the globe**
- **Lead in scientific discoveries that improve health care.**
- **Design and implement innovations in nursing education.**
- **Establish a physical and technological environment that enhances learning, discoveries, and educational experiences.**

Goals and Strategies

This strategic plan includes five overall goals: (1) improve the quality of the student experience, (2) enhance the research infrastructure, (3) enhance national and international recognition, (4) become an incubator of entrepreneurial and innovative initiatives, and (5) create a positive and supportive work environment that fosters communication, collaboration, and team functioning.

Goal 1: Improve the quality of the student experience

The Frances Payne Bolton School of Nursing (FPB) recognizes that the shortage of nurses in the United States is in part due to a shortage of doctorally prepared faculty. The academic quality of our students, combined with outstanding faculty and a variety of quality clinical experiences within Cleveland, Ohio, across the nation and around the world, will ultimately provide students with the skills necessary to adapt to changing and varied healthcare challenges. This will increase the number of FPB graduates prepared for leadership roles in practice, education, and research.

This effort requires a change in approach to educating a vibrant and diverse student population, encouraging creativity and international partnerships. Specific strategies to accomplish this goal are to:

- Facilitate development of innovative curricula that minimizes overlap of course credits and streamlines progress from one degree to another.
- Increase student satisfaction across all programs and departments at FPB.
- Increase enrollment of the best-prepared students from diverse backgrounds across all programs.
- Maintain high standards and excellence in education by providing assessment, evaluation and support of students to meet individual career goals.
- Elevate the skills, competence, and expectations of students through accountability, motivation, self-direction and life-long learning.
- Demonstrate to students that they are the #1 priority at FPB through timely responsiveness and feedback on their work, inviting their input and ideas, and respecting and valuing their needs.
- Create a welcoming environment that reflects the FPB history, culture, and future of the nursing profession, and that is consistent with our nationally ranked peers to enhance our recruitment efforts of both faculty and students.

Goal 2: Enhance the research infrastructure to increase depth and breadth of the school's research enterprise.

FPB recognizes the importance of nursing research to build the scientific foundation for clinical practice and for the larger disciplines of nursing and healthcare. Contributions from nursing science aid in solving some of the nation's most important health challenges. FPB believes that expanding our research efforts will increase these contributions. Specific strategies to accomplish this goal are to:

- Further develop our research infrastructure to enhance all types of research engagement (federal, non-federal, foundation and industry).
- Expand our research expertise in the Science of Health to incorporate new and innovative approaches (genetics, imaging and technology)
- Design incentives for collaboration between clinical practice and research, within and across disciplines, departments and institutions.
- Enhance research and learning through a state-of-the-art environment that incorporates the need for flexibility, reflection, and interactive engagement.
- Develop and initiate fundraising/capital campaign strategies that support the educational and research enhancements.

Goal 3: Enhance FPB's national and international recognition as a top-tiered nursing school

At FPB, we currently have an excellent national reputation that facilitates the recruitment of high-quality students and faculty. FPB recognizes the future movement of today's nursing discipline into one that requires more advanced practice nurses and doctorally prepared educators and scientists. Maintaining and improving our national ranking in our clinical specialties and research will allow us to expand into new and innovative educational and research arenas. Specific strategies to accomplish this goal are to:

- Provide opportunities to promote health or solve complex health problems through local, national, and international advocacy and policy.
- Increase the ranking of our clinical specialty programs in *U.S. News & World Report*.
- Support the value of continuous learning through leveraging of technological advances and experiential learning opportunities.
- Increase and sustain our first-time NCLEX pass rate and clinical certification examinations at a minimum of 95%.
- Expand branding strategy for faculty, staff, and students to promote FPB through their daily activities.

Goal 4: Become an incubator for innovation

FPB recognizes that as a school we have a long history of innovation laying claim to the “firsts” of many significant programs in education, models of healthcare delivery and clinical research. It is important to stimulate and support the development of creative educational, professional, and scientific ideals. We believe that advancing nursing technologies and forming new academic focus areas can make the difference between novice and expert nursing professionals. Specific strategies to accomplish this goal are to:

- Develop an “incubation program” that supports entrepreneurial activities or creative experiments that incentivizes “high risk” creative ideas that have the potential to enhance health, develop innovative curricula, or implement learning strategies (e.g. Massive open online courses (MOOCs) and other online education tools).
- Conduct “think tanks” and targeted brainstorming sessions to generate creative, innovative ideas and proposals.
- Establish new collaborations across faculty, staff, students, and alumni, other schools within the university, and other stakeholders for the creation of innovative academic and research programs.
- Recruit and retain high-quality faculty from diverse backgrounds that promote and enhance innovative research, teaching, and practice.

Goal 5: Create a positive and supportive work environment that fosters communication, collaboration, and team functioning.

A positive and enjoyable work environment is important not only for physical and psychological health, but is necessary for a highly effective and efficient organization that fosters a creative and collaborative culture both within and beyond the school. We also recognize there should be a balance between stress and productivity within the work environment. Specific strategies to accomplish this goal are to:

- Foster innovation and learning through an inclusive and supportive environment that promotes teamwork and fosters creativity, energy and productivity. This will occur by designating a Head of Faculty Development and Head of Staff Development. These positions will assist faculty and staff across their career trajectory through orientation and mentorship programs, designate mentors, initiate individualized faculty and staff development plans incorporating personal areas of strength and design programs.
- Develop excellence in clinical practice through the identification of “best practice models” for integration of academic and clinical roles and increased use of clinical and joint appointments between academic and clinical faculty.
- Develop organizational structure that empowers and supports faculty in administrative, educational, and scientific decision-making and that clearly links expectations, faculty career development, and evaluation in the context of a balanced work and personal life.
- Engage faculty and staff to implement a shared vision and include them as members and partners within the “FPB team” through systematic communication, such as monthly communications, periodic staff meetings, and an annual State of the School address and joint faculty/staff meeting.
- Enhance communication within and between the schools at the university through regular meetings with the Deans, Associate Deans and faculty from the other schools.
- Foster a philanthropic environment involving faculty, staff, students, alumni, and friends of the school through increased communication about scholarships, research funds, and other demonstrable effects of philanthropic support on the daily operations of the school.

Appendix II

Faculty Publications, *continued*

Elizabeth R. Click, ND, RN, CLE, CWP
Assistant Professor

Click, E. R. (2015). Academic stressors. In M. J. Smith, R. D. Carpenter, & J. J. Fitzpatrick (Eds.), *Encyclopedia of Nursing Education* (pp. 20-21). New York, NY: Springer Publishing Company.

Barbara J. Daly, PhD, RN, FAAN
The Gertrude Perkins Oliva Professor in Oncology Nursing

Prince-Paul, M. J., & Daly, B. J. (2015). Ethical Considerations in Palliative Care. In B. R. Ferrell, N. Coyle & J. Paice (Eds.), *Oxford Textbook of Palliative Care* (3rd ed.) (pp.987-1000). New York, NY: Oxford University Press.

Mayer, P., & Daly, B. J. (2015). CPR and hospice: Incompatible goals, irreconcilable differences. *Progress in Palliative Care*, 23(3), 163-168. DOI: 10.1179/1743291X14Y.0000000098

Mazanec, S., Sattar, A., Delaney, C. P., & Daly, B. J. (2015). Activation for health management in colorectal cancer survivors and their family caregivers. *Western Journal of Nursing Research*, 38(3):325-44. doi: 10.1177/0193945915604055

Petrinec, A. B., Mazanec, P., Burant, C. J., Hoffer, A., & Daly, B. J. (2015). Coping strategies and posttraumatic stress symptoms in post-ICU family decision makers. *Critical Care Medicine*, 43(6), 1205-12. doi: 10.1097/CCM.0000000000000934.

Shafran, D., Smith, M., Daly, B. J., & Goldfarb, D. (2016). Transplant ethics: Let's begin the conversation anew: A critical look at one institute's experience with transplant related ethical issues. *HEC forum*, 28(2):141-52. doi: 10.1007/s10730-015-9285-5.

Pullicino, P. M., Ramos-Estebanez, C., Gokhale, S., Daly, B. J., & Schor, N. F. (2015). Clinical and ethical judgment: A profound dilemma. *Neurology*, 84(18), 1910-1. doi: 10.1212/01.wnl.0000465425.64165.39.

Brennan, C., & Daly, B. J. (2015). Methodological Challenges of Validating a Clinical Decision-Making Tool in the Practice Environment. *Western Journal of Nursing Research*, 37(4), 536-45. doi: 10.1177/0193945914539738.

Daly, B. J., Rosko, A., Zhang, S., & Lazarus, H. M. (2015). The Devil is in the Details: Confidentiality Challenges in the Age of Genetics. *Healthcare Ethics Committee Forum*, 27(1), 79-86. doi: 10.1007/s10730-014-9245-5.

Mazanec, S., Flocke, S. A., & Daly, B. J. (2015). Health behaviors in family members of patients completing cancer treatment. *Oncology Nursing Forum*, 42(1), 54-62. doi: 10.1188/15.ONF.54-62.

Applequist, H., & Daly, B. J. (2015). Palliation: A Concept Analysis. *Research and Theory for Nursing Practice*, 29(4), 297-305.

Elizabeth G. Damato, PhD, RN, CPNP
Associate Professor

Barsman, S. G., Dowling, D. A., Damato, E. G., & Czech, P. (2015). Neonatal Nurses' Beliefs, Knowledge and Practices in Relation to Sudden Infant Death Syndrome (SIDS) Risk-Reduction Recommendations. *Advances in Neonatal Care*, 15(3), 209-19. doi: 10.1097/ANC.0000000000000160.

Anderson, C., Dolansky, M., Damato, E. G., & Jones, K. R. (2015). Predictors of serious fall injury in hospitalized patients. *Clinical Nursing Research*, 24(3), 269-83. doi: 10.1177/1054773814530758.

Faculty Publications, January 1 - December 31, 2015

Celeste M. Alfes, DNP, MSN, RN
Associate Professor; Director of the Learning Resource Center

Alfes, C. M. (2015). Standardized patient versus role play strategies in psychiatric mental health nursing. *Nursing Education Perspectives*, 36(6), 403-405.

Alfes, C. M., Steiner, S. L., & Manacci, C. F. (2015). Critical care transport training: New strides in simulating the austere environment. *Air Medical Journal*, 34(4), 186-187. doi: 10.1016/j.amj.2015.03.006.

Alfes, C. M. (2015). Cleared for takeoff: How a leading-edge flight nursing simulation center got off the ground. *Sigma Theta Tau International: Reflections on Nursing Leadership*, 41(3), 12-16.

Theresa A. Backman, DNP, RN, LCDC III, PMHNP-BC, CHTS-CP
Instructor; Major, U.S. Army Reserves

Raunick, C. B., Lindell, D. F., Morris, D. L., & Backman, T. A. (2015). Vicarious trauma among sexual assault nurse examiners. *Journal of forensic nursing*, 11(3), 123-8. doi: 10.1097/JFN.0000000000000085.

Melody A. Betts, DNP, CRNA
Instructor

Van Epps, P., Sridaran, S., Aung, H., Wilson, B. M., Burant, C. J., Nserko, M., ... Canaday, D. H. (2015). CD4 T-cell cytokine correlates of diagnostic tests for latent tuberculous infection in HIV-1-infected subjects. *The international journal of tuberculosis and lung disease*, 19(8), 927-35. doi: 10.5588/ijtld.14.0896.

Margaret A. Bobonich, DNP, FNP-C, DCNP, FAANP
Assistant Professor

Bobonich, M. A., & Nolan, M. (2015). *Dermatology for Advanced Practice Clinicians*. Lippincott Williams & Wilkins.

Christopher J. Burant, PhD, MACTM
Assistant Professor

Canaday, D. H., Sridaran, S., Van Epps, P., Aung, H., Burant, C. J., Nsereko, M., ... Toossi, Z. (2015). CD4+ T cell polyfunctional profile in HIV-TB coinfection are similar between individuals with latent and active TB infection. *Tuberculosis (Edinb)*, 95(4), 470-5. doi: 10.1016/j.tube.2014.12.008.

Krešević, D. M., Denton, J. E., Burant, C. J., & Pallaki, M. (2015). Racial difference in response to vitamin D supplementation. *Journal of the National Medical Association*, 117(2), doi:10.1016/S0027-9684(15)30020-1.

Hickman, R. L., Clochesy, J., Burant, C. J., & Pignatiello, G. (2015). Impact of a serious of game for health on chronic disease self-management among adults with hypertension. *Journal of Health and Human Services Administration*, 38(2), 253-75.

Van Epps, P., Sridaran, S., Aung, H., Wilson, B. M., Burant, C. J., Nserko, M., ... Canaday, D. H. (2015). CD4 T-cell cytokine correlates of diagnostic tests for latent tuberculous infection in HIV-1-infected subjects. *The international journal of tuberculosis and lung disease*, 19(8), 927-35. doi: 10.5588/ijtld.14.0896.

Petrinec, A. B., Mazanec, P., Burant, C. J., Hoffer, A., & Daly, B. J. (2015). Coping strategies and posttraumatic stress symptoms in post-ICU family decision makers. *Critical care medicine*, 43(6), 1205-12. doi: 10.1097/CCM.0000000000000934.

Wright, K. D., Pepper, G. A., Caserta, M., Wong, B., Brunker, C. P., Morris, D. L., Allen, K. R. (2015). Factors that influence physical function and emotional well-being among Medicare-Medicaid enrollees. *Geriatric nursing (New York, N.Y.)*, 36(2 Suppl), S16-20. doi: 10.1016/j.gerinurse.2015.02.022.

Faculty Publications, *continued*

Rebecca Darrah, PhD
Assistant Professor

Darrah, R. J. (2015). CFTR and interactions with modifier genes and the environment: genotype-phenotype correlations and modifier genes. In A. Bush, D. Bilton, M. Hodson (Eds.), *Hodson and Geddes' Cystic Fibrosis*, (4th ed.). (pp. 118-125). CRC press.

Michael J. Decker, PhD, RN, RRT, Diplomate ABSM
Associate Professor

Decker, M. J., Yamauchi, M., & Strohl, K.P. (2015). Keep the airway open and let the brain sleep. *American Journal of Respiratory and Critical Care Medicine*, 190(11), 1207-9.

Marguerite DiMarco, PhD, RN, CPNP, FAAN
Associate Professor

DiMarco, M. A., Huff, M, Biordi, D, Marino D, Taylor E, Stempfel, S, ...Murrock, C. (2015). Oral Health Education for Low-Income Pregnant Women; Findings of a Pilot Study. *Journal of Dental Applications*, 2(3), 190-195.

Biordi, D. L., Heitzer, M., Mundy, E., DiMarco, M. A., Thacker, S., Taylor, E., ...Fitzgerald, K. (2015). Improving access and provision of preventive oral health care for very young, poor, and low-income children through a new interdisciplinary partnership. *American Journal of Public Health*, 105 (Suppl 2), e23-9. doi: 10.2105/AJPH.2014.302486.

Mary A. Dolansky, PhD, RN, FAAN
Associate Professor

Gathright, E., Fulcher, M.J., Dolansky, M., Gundstad, J., Redle, J.D., Josephson, R., ...Hughes, J.W. (2016). Cognitive impairment does not impact self-reported health related quality of life in heart failure patients. *Journal of Cardiovascular Nursing*, 31(5), 405-411.

Hawkins, M. A., Goldstein, C. M., Dolansky, M., Gunstad, J., Redle, J. D., Josephson, R., & Hughes, J. W. (2015). Depressive symptoms are associated with obesity in adults with heart failure: An analysis of gender differences. *European Journal of Cardiovascular Nursing*, doi: 10.1177/1474515114542558.

Jurgens, C. Y., Goodin, S., Dolansky, M., Ahmed, A., Fonarow, G. C., Boxer, R., ...Rich, M.W. (2015). Heart failure management in skilled nursing facilities. A scientific statement from the American Heart Association and the Heart Failure Society of America. *Journal of Cardiac Failure*, 21(4), 263-297.

Cireddu, J.V., Dolansky, M., Lin-DeShetler, D., Hughes, J., Gunstad, J., & Josephson, R. (2015). Unappreciated cognitive dysfunction is common among patients hospitalized with cardiovascular disease. *British Journal of Medicine & Medical Research*, 9(12), 1-9.

Arruda, S., Tam, M., Vest, M., Hughes, J., Gunstad, J., Dolansky, M., ...Josephson, R. (2015). *British Journal of Medicine and Medical Research*, 5(2), 169-177. doi: 10.9734/BJMMR/2015/13110. Retrieved from <http://www.sciencedomain.org/abstract.php?iid=661&id=12&aid=5987>

Clochesy, J., Dolansky, M., Hickman, Jr, R. L., & Gittner, L. S. (2015). Enhancing Communication between Patients and Healthcare Providers: SBAR3. *Journal of Health and Human Services Administration*, 38(2), 237-52.

Xie, S. S., Goldstein, C. M., Gathright, E. J., Gunstad, J., Dolansky, M., Redle, J., & Hughes, J. (2015). Performance of the automated neuropsychological assessment metrics (ANAM) in detecting cognitive impairment in heart failure patients. *Heart Lung*, 44(5), 387-394. doi: 10.1016/j.hrtlng.2015.07.002.

Faculty Publications, *continued*

Hawkins, M. A., Dolansky, M., Schaefer, J. T., Fulcher, M. J., Gunstad, J., Redle, J. D., ...Hughes, J. W. (2015). Cognitive function in heart failure is associated with nonsomatic symptoms of depression but not Somatic Symptoms. *The Journal of Cardiovascular Nursing*, 30(5), E9-E17.

Gathright, E. C., Fulcher, M. J., Dolansky, M., Gunstad, J., Redle, J. D., Josephson, R., ... Hughes, J. W. (2016). Cognitive Function Does Not Impact Self-reported Health-Related Quality of Life in Heart Failure Patients. *The Journal of Cardiovascular Nursing*, 31(5):405-411.

Motley, C., & Dolansky, M. (2015). Five Steps to Providing Effective Feedback in the Clinical Setting: A New Approach to Promote Teamwork and Collaboration. *The Journal of Nursing Education*, 54(7), 399-403. doi: 10.3928/01484834-20150617-08.

Tingley, J., Dolansky, M., & Walsh, M. N. (2015). Team-Based Transitions of Care in Heart Failure. *Heart Failure Clinics*, 11(3), 371-8. doi: 10.1016/j.hfc.2015.03.003.

Anderson, C., Dolansky, M., Damato, E. G., & Jones, K. R. (2015). Predictors of Serious Fall Injury in Hospitalized Patients. *Clinical Nursing Research*, 24(3), 269-83. doi: 10.1177/1054773814530758.

Hawkins, M. A., Schaefer, J. T., Gunstad, J., Dolansky, M., Redle, J. D., Josephson, R., ... Hughes, J. W. (2015). What is your patient's cognitive profile? Three distinct subgroups of cognitive function in persons with heart failure. *Applied Nursing Research*, 28(2), 186-91. doi: 10.1016/j.apnr.2014.10.005.

Jurgens, C. Y., Goodlin, S., Dolansky, M., Ahmed, A., Fonarow, G. C., Boxer, R., ...Rich, M. W. (2015). Heart failure management in skilled nursing facilities: A scientific statement from the American Heart Association and the Heart Failure Society of America. *Circulation Heart Failure*, 8(3), 655-87. doi: 10.1161/HHF.0000000000000005.

Carney Moore, J. M., Dolansky, M., Hudak, C. A., & Kenneley, I. (2015). Care coordination between convenient care clinics and healthcare homes. *Journal of the American Academy of Nurse Practitioners*, 27(5), 262-9. doi: 10.1002/2327-6924.12167.

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Sara L. Douglas, PhD, RN

Arline H. & Curtis F. Garvin Professorship in Nursing Excellence; Assistant Dean of Research

Lipson, A., & Douglas, S. L. (2015). Factors influencing care decisions for patients with advanced cancer. *Oncology Nursing News*, 9(2), 53. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4608436/>

Donna Dowling, PhD, RN

Professor; Program Director, Post-Master's DNP Program

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Evelyn G. Duffy, DNP, AGPCNP-BC, FAANP

Associate Professor; Associate Director, University Center on Aging and Health

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Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN

Elizabeth Brooks Ford Professor of Nursing

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Faye Gary, EdD, RN, FAAN

The Medical Mutual of Ohio Kent W. Clapp Chair & Professor of Nursing

- Gary, F. A. (2015). Focus groups. In M. J. Smith, R. Carpenter, & J. J. Fitzpatrick (Eds.), *Encyclopedia of Nursing Education* (pp. 155-157). New York, NY: Springer Publishing Company.
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Ronald L. Hickman, Jr., PhD, RN, ACNP-BC, FAAN
Associate Professor

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Patricia A. Higgins, PhD, RN, FGSA
Associate Professor

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Jesse Honsky, MPH, MSN, RN, APHN-BC
Instructor; Assistant Director, BSN Program

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Carol Kelley, PhD, RN, CNP
Assistant Professor

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Irena L. Kenneley, PhD, RN, APRN-BC, CIC
Associate Professor

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Cheryl M. Killion, PhD, RN, FAAN
Associate Professor

Sloand, D., Killion, C. M., Gary, F. A., Dennis, B., Glass, N., Hassan, M., ...Cesar-Muller, N. (2015). Engaging communities in gender-based violence prevention research after a natural disaster: Challenges and solutions after the Haiti Earthquake. *Journal of Health Care for the Poor and Underserved*, 26(4):1377-90. doi: 10.1353/hpu.2015.0133..

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Deborah Lindell, DNP, RN, CNE, ANEF
Associate Professor; Director, Graduate Entry Nursing Program

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Susan M. Ludington, PhD, CNM, FAAN
Carl W. and Margaret Davis Walter Professor of Pediatric Nursing

Ludington, S. M., & Terhaar, M. F. (2015). New Perspectives on Kangaroo Care. *E-neonatal review*, 10(5).

Elizabeth Madigan, PhD, RN, FAAN
Independence Foundation Professor

Madigan, E. A., & Kenneley, I. (2015). Barriers and facilitators to provision of influenza and pneumococcal vaccine in home health care agencies. *Home Health Care Management and Practice*, 27(1), 13-17. DOI: 10.1177/1084822314530993. Retrieved from <http://hhc.sagepub.com/content/27/1/13.full.pdf>

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Jane F Marek, DNP, MSN, RN
Assistant Professor

Marek, J. F. (2015). Fluid and Electrolytes. In J. Kee, E. Hayes, & L. McCuiston, (Eds.), *Pharmacology: A nursing process approach* (8th ed.). St. Louis: Elsevier.

Susan R. Mazanec, PhD, RN, AOCN
Assistant Professor

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Patricia E. McDonald, PhD, RN
Assistant Professor

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Shirley M. Moore, PhD, RN, FAAN

Edward J. and Louise Mellen Professor of Nursing; Associate Dean for Research

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Cindy Motley, DNP, RN, FNP-BC
Instructor

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Carol M. Musil, PhD, RN, FAAN, FGSA
Marvin E. and Ruth Durr Denekas Professor of Nursing

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Matthew Plow, PhD
Assistant Professor

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Associate Professor

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Professor

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Carol L. Savrin, DNP, RN, CPNP, FNP-BC, FAANP
Associate Professor; Director, MSN Program

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Assistant Professor

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M. Jane Suresky, DNP, RN, PMHCNS BC
Assistant Professor; Director, Family Systems Psychiatric Mental Health Program

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Mary F. Terhaar, DNSc, RN, ANEF, FAAN
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Assistant Professor

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Mary Variath, MSN, RN
Instructor

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Assistant Professor

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Associate Professor

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Kathy D. Wright, PhD, RN, GCNS-BC, PMHCNS-BC
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Kate Hanna Harvey Professor in Community Health Nursing; Director, PhD Program

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Amy Y. Zhang, PhD
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