# 2018-2019
## Academic Programs & Partnerships
## ANNUAL REPORT

Academics, Academic Support Services, Partnerships

# UNIVERSITY OF Kentucky
*College of Nursing*

**UNIVERSITY OF KENTUCKY**

**COLLEGE OF NURSING**

**Academic Programs and Partnerships Annual Report**
**Academic Year 2018-2019**
**(July 1, 2018 – June 30, 2019)**

Prepared by

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Presented to Dean Janie Heath, Summer 2019

**Special Thanks to Annual Report Contributors**

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Dr. Lee Anne Walmsley, Work-life and Student Wellness Director

Dr. Jessica Wilson, Director of Online Innovation

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# SECTION 1:  EXECUTIVE SUMMARY

The purpose of this report is to celebrate the academic accomplishments of the faculty, staff and students in the University of Kentucky College of Nursing during the 2018-2019 academic year.

**Mission:** The mission of the University of Kentucky College of Nursing is to promote health and well-being through excellence in nursing education, research, practice and service while fostering diversity and inclusion.

**Vision:** The College of Nursing will be one of the nation's top nursing programs in education, research, practice and service.

**Values:**
- **U**  Unique and innovative contributions to healthcare
- **K**  Knowledge and evidence-based practice
- **C**  Collaborative and diverse learning environments
- **O**  Open and respectful relationships
- **N**  Nursing leadership and recognition

**College of Nursing Strategic Plan Goals 2015-2020:**
1.  Promote academic excellence and growth in the undergraduate program
2.  Strengthen graduate program growth and success
3.  Enhance faculty and student research and scholarly work
4.  Improve diversity and inclusivity across learning and working environments
5.  Advance community and faculty practice engagement

Throughout this Annual Report, faculty and staff who contributed illustrate how units incorporated the College's strategic goals when addressing academic excellence and growth in all programs; enhanced research and scholarly work; promoted diversity and inclusivity; and advanced community and faculty practice and engagement.

**Faculty & Staff:**
- 152 faculty (69 full-time, 83 part-time)
- 58 full-time staff

**College Points of Pride:**



- First Doctor of Nursing Practice program in the country
- First Doctor of Philosophy in Nursing program in Kentucky
- First nurse researcher in the country to be awarded a Patient Centered Outcomes Research Institute (PCORI) grant
- Bachelor of Science in Nursing graduates' National Council Licensure Examination (NCLEX) first-time pass rate is 97% over the past 10 years
- More than 75% of graduating BSN classes have job offers prior to graduation

# SECTION 2: STUDENT SUCCESS



## High-Level Achievements

During the 2018-2019 academic year, 362 students earned degrees. Six students were awarded a Doctor of Philosophy in Nursing (PhD) degree, 62 students were awarded a Doctor of Nursing Practice (DNP) degree, 271 students were awarded a Bachelor of Science in Nursing (BSN) degree and 23 students were awarded Post-Graduate Certificates.

I.  **Student Honors and Awards, Fall (F) 2018 and Spring (S) 2019**

   A.  **Graduate Awards**
   Carolyn A. Williams PhD Award – Jessica L. Harman
   PhD Alumni Award – Anthony C. Carney
   Stanhope/Sebastian DNP Award –  Eva D. Stone
   Saha Cardiovascular Research Award – Jessica L. Harman

   B.  **Undergraduate Awards**
   Faculty Award – Alli Overfield (F), Kylie Dougherty (S)
   Florence Nightingale Award – Hannah Thompson (F), Anne Scott Hopkins (S)
   Central Baptist Leadership Award – Arden Gross (F), Madison Mattingly (S)
   UKHC Nursing Excellence Award – Ellie Keene (F), Grace Wilt (S)
   Delta Psi Award – Shannon Criswell (F); Sarah Brightmore (S)
   Taylor Ann Davis Award – Alli Overfield (F), Anne Scott Hopkins (S)
   Omicron Delta Kappa Award – Brianna Damron (only given in S)

C. **Sigma Theta Tau International, Delta Psi Chapter Inductees**

The 42nd Chapter of Sigma Theta Tau International Annual induction ceremony was held April 13, 2019, at the UK HealthCare Pavilion A Auditorium. Among the 79 inductees, 42 were undergraduate students, 22 were DNP students and five were PhD students in the College of Nursing. The other inductees included four from Berea College and six from Campbellsville College.

II. **Student Funding**

A. **PhD**

Scholarships – 11 available - $13,000 awarded
Research Assistant positions (nursing students)* - 5 FTE available - $50,000 awarded
Research Assistant positions (non-nursing students)* - 6 FTE available - $60,000 awarded
Teaching Assistant positions* - 0.5 FTE available - $5,000 awarded
College of Nursing PhD Fellowship* - $38,000 awarded (graduate school block funding)
Robert Wood Johnson Nursing Scholars* - 4 available - $91,600 awarded
AACN Jonas Nurse Leadership Program - $20,000 awarded
OHEN training grant* - 1 new student - $24,000 awarded

B. **DNP**

Scholarships - 13 available - $37,500 awarded
Norton Healthcare Academic Practice Partnership Scholarships – 26 full-tuition BSN-DNP for three years for NHC nurses
Wellcare Scholarship – 2 totaling $24,000
Teaching Assistant* positions – 5.0 FTE - $50,000

*Positions also include tuition and health insurance benefit.

C. **Undergraduate**

Forty-three undergraduate scholarships were awarded, totaling $122,791. Additionally, $98,500 was awarded from UK Enhancement funds, for a total of $221,291 in scholarships for undergraduate students.

### III. Completed Research/Scholarly Endeavors/Clinical Projects
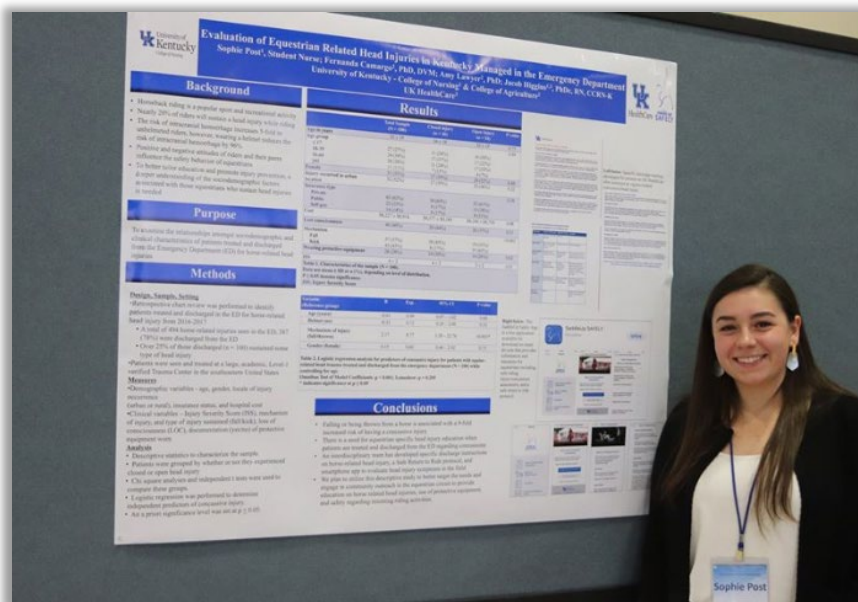


### PhD Student Dissertations Defended:

**Rababa, Majdi**: "Social Support, Relationship Quality, and Self-Care Behaviors in Patients with Heart Failure." Committee Chair: Misook Chung, PhD, RN, FAHA, FAAN

**Smith, Jennifer:** "Factors Associated with Taste Perception and Dietary Consumption Patterns in Individuals with or At-Risk for Cardiovascular Disease." Committee Chair: Gia Mudd-Martin, PhD, MPH, RN, FAHA

**Culp-Roche, Amanda:** "A Lifestyle Intervention to Decrease Risk of Developing Type 2 Diabetes Mellitus in a Rural Population." Committee Chair: Debra Moser, PhD, RN, FAHA, FAAN

**Harman, Jessica:**. "End-of-Life Decision Making of Patients with a Cardiac Device." Committee Chair: Debra Moser, PhD, FN, FAHA, FAAN

**Higgins, Jacob:** "The Physical and Psychological Aspects of Immobility Following Injury." Committee Chair: Susan Frazier, PhD, RN, FAHA

**Martha, Sarah:** "Neurochemical and Molecular Factors Associated with the Initial Pathophysiological Reaction to Acute Large Vessel Occlusion Stroke." Committee Chair: Terry Lennie, PhD, RN, FAHA, FAAN

**Witt, Cheryl:** "Depressive Symptoms Among Farm Women Aged 50 and Older." Committee Chair, Deborah Reed, PhD, MSPH, RN, FAAOHN, FAAN

**PhD Student Research Activity:**

Ellen Hahn, PI, Audrey Darville, Co-PI, Karen Butler, Co-I, Amanda Fallin-Bennett, Co-I, Chizimuzo Okoli, Co-I, Lovoria Williams, Co-I, **Liz Metz**, Graduate Research Assistant (January 2019 – present). Enhancing Tobacco Dependence Treatment for Kentucky Medicaid Recipients, Kentucky Department for Medicaid

**Al-Mrayat, Y.D**, Research Assistant (7/1/18 – 6/30/20). Behavioral Health Tobacco Dependence Treatment for Kentucky Medicaid Recipients, The Kentucky Medicaid Program ($8,500).

**Al-Mrayat, Y.D**, Research Assistant (7/1/18 – 6/30/19). Tailoring a Tobacco Treatment Program for Eastern State Hospital Patients to remain Tobacco-Free Upon Discharge to Outpatient and Community Settings, The Kentucky Department for Public Health Tobacco Use Prevention and Cessation Program. ($7,680).

**Al-Mrayat, Y.D**, Research Assistant (7/1/18 – 6/30/19). Kentucky – Cancer Community Awareness Research and Education (K-CARE), Markey Cancer Center. ($50,000).

**Monroe, M**., Graduate Research Student, Linares, A.M., PI (2018). Salivary Biological Markers Associated with Infant Diet, Phase II. National Institute of Health 5P30GM110788-04 ($20,302).

**Monroe, M.**, Graduate Research Assistant, Collins, Rebecca, PI (2018-2019). Nursing Mama: A Smartphone Application for Breastfeeding Continuation. The Children's Miracle Network.

Fraser, J.F. PI, Pennypacker, K.R., Co-I, **Martha, S.R**., Co-I (September 2018). Staring into the Void: Examination of the Blood Distal to Thrombi Offers Insight into Ischemic Stroke in the Human Condition. Center for Clinical and Translational Science (CCTS), Small Grant Projects, Clinical Research Development ($5,000).

**Russell, H**., Co-I (August 2018 – June 2019). Improving Birth Outcomes Through Expansion of Prenatal Group Education in Women with Substance Use Disorders. March of Dimes, Grant #3048114138 ($20,000).

Sara Robertson, PI, **Liz Metz, Co-PI**, Dedra Hayden, Co-I, Induja Nimma, Co-I, Michaela Johnson, Co-I (May 2017 – present). A Population Analysis: Demographic, Physical, and Social Health of the Migratory Racetrack Worker

**PhD Student Presentations:**

**Bourne, K**. (April 2019). "Violence in the community, identifying elder abuse, and the roles of sexual assault nurse examiners in and out of the hospital setting." Western Kentucky University, Bowling Green, KY.

**Bourne, K.** (April 2019). "Occupational health nursing." Western Kentucky University, Bowling Green, KY.

Riley, T.L., Halcomb, P., Howard, P.K., Hardin-Pierce, M.G., **Higgins, J.T.**, & Biddle, M. (April 2019). "A modified screening tool to evaluate risk of 72-hour unanticipated return visits to the emergency department." Poster session presented at 14th Spring Conference/College of Nursing Scholarship Showcase, University of Kentucky Center for Clinical Translational Science, Lexington, KY.

Wilson, R., Halcomb, P., Casey, S., Taylor, E., Elder, J., & **Higgins, J.T.** (April 2019). "Comparison of predictive abilities of pressure injury risk tools in a trauma-surgical intensive care population." Poster session presented at the 14th Spring Conference/College of Nursing Scholarship Showcase, University of Kentucky Center for Clinical Translational Science, Lexington, KY.

Post, S., Camargo, F., Lawyer, A., & **Higgins, J.T.** (April 2019). **"**Evaluation of equestrian related head injuries in Kentucky managed in the emergency department." Poster session presented at the 14th Spring Conference/College of Nursing Scholarship Showcase, University of Kentucky Center for Clinical Translational Science, Lexington, KY.

Post, S., Camargo, F., Lawyer, A., & **Higgins, J.T.** (April 2019). "Evaluation of equestrian related head injuries in Kentucky managed in the emergency department." Poster session presented at the Inaugural International Horse Industry Safety Summit, Lexington, KY.

**Russell, H**. (April 2019). "Beautiful chaos: streamlining patient care and provider communications in the PATHways and Beyond Birth programs."  University of Kentucky Center for Clinical Translational Science, Lexington, KY.

**Voigts, K**., Mudd-Martin, G. (2019, April). "Systematic review of the validity and reliability of instruments measuring ethnic discrimination in Hispanic adults." Presentation at the University of Kentucky College of Nursing Scholarship Showcase; Lexington, KY.

Wilson, R., Halcomb, P., Casey, S., Taylor, E., Elder, J., & **Higgins, J.T.** (March 2019). "Comparison of predictive abilities of pressure injury risk tools in a trauma-surgical intensive care population." Poster session presented at Southern Nursing Research Society Annual Meeting, Orlando, FL.

Post, S., Camargo, F., Lawyer, A., & **Higgins, J.T.** (March 2019). "Evaluation of equestrian related head injuries in Kentucky managed in the emergency department." Poster session presented at Southern Nursing Research Society Annual Meeting, Orlando, FL.

Taylor, E., Halcomb, P., **Higgins, J.T.**, Casey, S., & Biddle, M. (March 2019). "Jackson/Cubbin Pressure Risk Assessment Tool in adult critically ill trauma-surgical population."  Poster session  presented at National Association of Clinical Nurse Specialist Annual Conference, Orlando, FL.

Post, S., Camargo, F., Lawyer, A., & **Higgins, J.T.** (March 2019). "Evaluation of equestrian related head injuries in Kentucky managed in the emergency department." Oral abstract presented at Society of Trauma Nurses: TraumaCon 2019, Lexington, KY.

**Ray, R.** (February 2019). "Policy analysis of the Pregnant Workers' Rights Act considered by the 2018 Kentucky General Assembly," University of Kentucky Nursing Scholarship Showcase.

**Ray, R.** (February 2019). "Analysis of the Pregnant Workers' Rights Act in the Kentucky General Assembly," American Public Health Association 2019 Annual Meeting and Expo.

**Martha, S. R**., Collier, L. A., Davis, S. M., Alhajeri, A., Grupke, S., Fraser, J. F., and Pennypacker, K. R. (February 2019). Gene Expression Levels in Acute Large Vessel Stroke in Humans. Moderated poster presented at the International Stroke Conference, Honolulu, HI.

**Martha, S. R**., Collier, L. A., Davis, S. M., Alhajeri, A., Grupke, S., Pennypacker, K. R., and Fraser, J. F. (February 2019). Acid Base and Electrolyte Alterations in Acute Large Vessel Occlusion Stroke. Poster session presented at the International Stroke Conference, Honolulu, HI.

**Falls, C.**, Lolay, G., Omar, H., Kido, K., George, B., Guglin, M., Kolodziej, A. (March 2018). A longitudinal analysis of NT-proBNP after continuous flow LVAD implantation. Poster session presented at American College of Cardiology, Chicago, IL.

**Russell, H**. (November 2018). "Beyond birth: A recovery oriented medication assisted program for women and their children." Ohio River Valley Addiction Research Consortium, Athens, OH.

**Bourne, K.** (October 2018). "Violence and abuse in the community and the role of SANE nurses." Western Kentucky University, Bowling Green, KY.

**Al-Mrayat, Y.D**. (October 2018). "The effect of substance use history on nicotine withdrawal severity during psychiatric smoke-free hospitalization." Poster session presented at the 28th Annual Nursing Research Papers Day, University of Kentucky, Lexington, KY.

**Al-Mrayat, Y.D**. (October 2018). "A retrospective analysis of the association between providing nicotine replacement therapy at admission and motivation to quit and nicotine withdrawal symptoms during an inpatient psychiatric hospitalization." Poster session presented at the 32nd Annual APRN Conference, American Psychiatric Nurses Association, Columbus, OH.

**Monroe, M**. (October 2018). "Interrupting Initiation of Exclusive Breastfeeding." Podium presentation at University of Kentucky Nursing Research Papers Day, Lexington, KY.

**Martha, S. R.**, Collier, L. A., Davis, S. M., Alhajeri, A., Grupke, S., Pennypacker, K. R., and Fraser, J. F. (October 2018). "Gene Expression Levels in Acute Large Vessel Stroke in Humans." Moderated poster presented at the 10th International Symposium on Neuroprotection and Neurorepair, Dresden, Germany.

Davis, S. M., Collier, L. A., **Martha, S. R.**, Lukins, D. E., Powell, D. K., and Pennypacker, K. R. (October 2018). Response to Leukemia Inhibitory Factor is Dependent on Sex and Age in a Rat Model of Large Vessel Occlusion. Moderated poster presented at the 10th International Symposium on Neuroprotection and Neurorepair. Dresden, Germany.

Fraser, J. F., **Martha, S. R.**, Collier, L. A., Davis, S. M., Alhajeri, A., Grupke, S., and Pennypacker, K. R. (September 2018). "Blood and Clot Thrombectomy Registry and Collaboration (BACTRAC) Protocol: Evaluation of Optimal RNA Extraction and Proteomic Analyses in Human Stroke." ePoster presentation at the 10th Anniversary Congress of the European Society on Minimally Invasive Neurological Therapy,Nice, France.

**Martha, S. R.**, Collier, L. A., Davis, S. M., Alhajeri, A., Grupke, S., Pennypacker, K. R., and Fraser, J. F. (October 2018). "Blood and Clot Thrombectomy Registry and Collaboration (BACTRAC) Protocol: Evaluation of Optimal RNA Extraction and Proteomic Analyses in Human Stroke." Poster session presented at the Kentucky Neuroscience Institute, Clinical-Translation Research Symposium, Lexington, KY.

Fraser, J. F., **Martha, S. R.**, Collier, L. A., Gorman A., Salmeron, K., Edwards, D., Davis, S. M., Alhajeri, A., Grupke, S., Roberts, J., Bix, G. J., and Pennypacker, K. R. (October 2018). "Peri-Infarct Acid/Base and Electrolyte Alterations in Acute Large Vessel Occlusion Stroke." Poster session presented at Kentucky Neuroscience Institute, Clinical-Translation Research Symposium, Lexington, KY.

**Harman, J.L.** (October 2018), "End of Life Documentation: The Muddy Waters in Kentucky." Podium presentation presented at University of Kentucky Nursing Research Papers Day, Lexington, KY.

**Ray, R.** (November 2018). "Assessment of Breastfeeding Policies In Central Kentucky Childcare Centers," Poster session presented at the Annual Nursing Research Papers Day, Lexington, KY.

Adegboyega, A., Aroh, A., **Voigts, K.**, Dignan, M., Hatcher, J. (2018, November) "A qualitative descriptive study- cervical cancer screening promotion for African immigrant women: Are men interested?" Oral presentation at the American Public Health Association Annual Meeting. San Diego, CA

**Stanifer, S**., Wiggins, A., Robertson, H & Hahn, E. (September 2018). "Radon reduction: taking action for a healthy home in the primary care setting." BHLEX Annual Research Program, Baptist Health Lexington, Lexington, KY

**Stanifer, S.** (September 2018). "Retrospective review of oncology patient visits to the emergency department." Baptist Health Lexington, Lexington, KY.

**Stanifer, S.** (September 2018). "Prescription for radon: education in the healthcare setting." 28th National Radon Training Conference, Lexington, KY.

Abou-Jaoude, W., Young, T.J., Edwards, J.M., Dollar, S.D., Shearin, H., Self, B., **Stanifer, S.**, Yackzan, S. (September 2018). "Retrospective comparison of traditional and enhanced recovery after surgery protocols among women undergoing mastectomy." 37th Annual ESRA Congress, Dublin, Ireland

**Voigts, K.,** Chung, M.L., Mudd-Martin, G.T. (2018, September). "The association of inflammation and genotype with depressive symptoms in adults at risk for cardiovascular disease*."* Poster presented at the 2018 Appalachian Trail Regional Network conference, Appalachian Trail Regional Network (ATRN). Lexington, Kentucky, peer-reviewed/refereed.

## PhD Student Publications (book chapters, invited papers, journal articles):

**Higgins, J.**, Bugajski, A.B., Church, D., Oyler, D., Parli, S., Halcomb, P., Fryman, L., & Bernard, A.C. (2019). A psychometric analysis of the clinical institute withdrawal assessment – alcohol, revised tool in acutely ill and injured hospitalized patients. *Journal of Trauma Nursing,* 26, 41-49.

Yackzan, S., **Stanifer, S.**, Barker, S., Blair, B., Glass, A., Weyl, H. & Wheeler, P. (2019). Outcome measurement: Patient satisfaction scores and contact with oncology nurse navigators. *Clinical Journal of Oncology Nursing, 23*, 68-75.

**Martha, S. R.**, Collier, L. A., Davis, S. M., Goodwin, S. J., Powell, D., Lukins., D., Fraser, J. F., and Pennypacker, K.R. (2019). Early acid/base and electrolyte changes in permanent middle cerebral artery occlusion: aged male and female rats. *Journal of Neuroscience Research*. In press.

Harris, C.T., Dudley, B.M., Davenport, D., **Higgins, J.**, Fryman, L., Bernard, A.C. (2019). Use of plasma-based trauma transfusion protocols at Level IV trauma centers. *Journal of Trauma Nursing,* 25(4), 213-217.

Okoli, C. T., **Al-Mrayat, Y. D**., Shelton, C. I., & Khara, M. (2018). A retrospective analysis of the association between providing nicotine replacement therapy at admission and motivation to quit and nicotine withdrawal symptoms during an inpatient psychiatric hospitalization. *Addictive Behaviors*. 85, 131-138. Doi: 10.1016/j.addbeh.2018.06.005

Okoli, C. T., **Al-Mrayat, Y. D**., & Stead, B. (2018). The effect of implementing a tobacco treatment service on adherence to evidence-based practice in an inpatient state-owned psychiatric hospital. *The American Journal on Addictions*. doi: 10.1111/ajad.12733.

Brandford, A. & Goldman, M. (2018). Customer satisfaction survey results. *KBN Connection*, Spring 2018, 16.

Brandford, A., Adegboyega, A., Combs, B., & Hatcher, J. (2018). Training community health workers in motivational interviewing to promote cancer screening. *Journal of Health Promotion Practice*. Doi: 10.1177/1524839918761384.

Adegboyega, A., Aroh, A., Voigts, K., Hatcher, J. (2018). Regular mammography screening among African American (AA) women: Qualitative application of the PEN-3 framework. *Journal of Transcultural Nursing.* doi: 10.1177/1043659618803146

Hatcher, J., Voigts, K., Culp-Roche, A., Adegboyega, A., Scott, T. (2018). Rural Grandparent Headed Households: A Qualitative Description. *Online Journal of Rural Nursing and Health Care,* 18. doi: http://dx.doi.org/10.14574/ojrnhc.v18i1.486

Voigts, K., Adegboyega, A., Bush, H., Hatcher, J. (2018). Using Social Media to Reduce Multiple Risk Factors for CRC in Rural Appalachians: #CRCFREE. *Cancer Epidemiology, Biomarkers & Prevention,* 27, 354. doi:10.1158/1055-9965.epi-18-0049

Fraser, J. F., Collier, L. A., Martha, S. R., Gorman, A., Salmeron, K. E., Trout, A. L., Edwards, D. N., Davis, S. M., Lukins, D. E., Alhajeri, A., Grupke, S., Roberts, J. M., Bix, G. J., and Pennypacker, K. R. (2018). The Blood and Clot Thrombectomy Registry and Collaboration (BACTRAC) Protocol:  Novel method for evaluating human stroke. *Journal of NeuroInterventional Surgery*, doi: 10.1136/neurintsurg-2018-014118.

Martha, S. R., Collier, L. A., Davis, S. M., Seifert, H. A., Leonardo, C. C., Ajmo, C. T., Foran, E. A., Fraser, J. F., and Pennypacker, K.R. (2018). Translational evaluation of acid/base and electrolyte alterations in rodent model of focal ischemia. *Journal of Stroke and Cerebrovascular Diseases*, doi:10.1016/j.jstrokecerebrovasdis. 2018.05.045.

## PhD Student Published Abstracts:

Griggs, S., Harman, J., Jones, J., Coles, J., Harris, A., & Coghill, R. (May-June 2019). Transport in rural Appalachia: Improving access through a nurse led transport team. *ASAIO*, 64 (Supplement 1).

Harman, J., Moser, D.K., & Thylen, I (November-December 2018). Shared decision-making about end-of-life care compared among implantable cardioverter defibrillator patients with and without heart failure: a national cohort study. *Heart and Lung*, 47, 653.

## DNP Student Projects Defended:

Amos, Danica: "Evaluating Depression Management in Primary Care" Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

**Besten, Cassilly**: "The Effect of a Provider-Based Educational Program on Knowledge, Attitudes, Self-Efficacy and Order Rates of Cologuard® in a Primary Care Clinic." Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

**Bivins, Jennifer**: "Current Assessment and Intervention Strategies for Childhood Obesity Used by Pediatric Care Providers." Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE

**Blanton, Peyton**: "Evaluation of an Intervention to Improve Screening, Brief Intervention and Referral to Treatment for Substance Misuse among Patients between the ages of 12-21 in the Rural Community Hospital Emergency Department."  Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

**Broadbent, Mary**:  "Does a Nonstandardized Lactulose Administration Practice Affect Hepatic Encephalopathy in Patients with Liver Disease in the Acute Care Setting?" Committee Chair: Misook Chung, PhD, RN, FAHA, FAAN

**Brown, Amanda**:  "An Assessment of Potentially Inappropriate Medications Among the Elderly and the Effect of an Educational Intervention on Provider Knowledge of These Medications." Committee Chair:  Julie Ossege, PhD, FNP-BC, FNAP

**Burnett, Amy**: "Gun Violence Screening in the Adolescent Setting." Committee Chair: Dianna Inman, DNP, RN, APRN, CPNP, PMHS, PMHNP

**Carney, Anthony**: "Evaluation of an Online LGBTQ Patient Care Education Module for Primary Care Providers." Committee Chair:  Elizabeth Tovar, PhD, FNP-C, APRN

**Cirincione, Nicole**: "An Examination of the Knowledge and Screening Practices of Child Maltreatment Among Primary Care Providers." Committee Chair: Julie Ossege, PhD, FNP-BC, FNAP

**Cho, Mary:** "An Evaluation of Diabetic Point of Care Education at the Urban Primary Care." Committee Chair: Judith Daniels, PhD, FNP, PNP, FNAP

**Coleman, Leanne**: "Evaluation of the CRAFFT Substance Use Screening Tool in Primary Care."  Committee Chair:  Julie Ossege, PhD, FNP-BC, FNAP

**Coles, Joy**: "Risk for Depression in Coronary Heart Disease Patients Meeting Post-Coronary Artery Bypass Graft Screening; Feasibility of Nurse-led Cognitive Behavioral Therapy Among Patients with Depressive Symptoms on the PHQ-9."  Committee Chair: Carol Thompson, PhD, DNP, RN, CCRN, ACNP-BC, FNP-BC, FCCM, FAANP, FAAN

**Cooksey, Rebecca:** "Non-Urgent Emergency Department Visits by the Population Who Are Established Patients at an Urban Kentucky Family Practice Clinic."  Committee Chair: Julianne Ossege, PhD, FNP-BC, FNAP

**Cornwell, Macey:** "The Effect of a School-Based Health Center on Access to Care in a Rural Community." Committee Chair: Judi Daniels, PhD, APRN, FNP, PNP

**Costelle, Devan:** "The Effect of an Educational Video on Device-Related Concerns in a Single-Center Left Ventricular Assist Device Population." Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

**Czarapata, Mary:** "Evaluation of the Effect of Milner-Fenwick Video-Based Education and Teach-Back on Knowledge Acquisition in Atrial Fibrillation Patients." Committee Chair: Karen Stefaniak, PhD, RN, NE-BC

**Czartorski, Anna:** "Evaluating the Feasibility of a Family Nurse Practitioner Fast Track as an Alternative to the Emergency Department." Committee Chair: Julie Ossege, PhD, FNP-BC, FNAP

**Doll, Rebecca:** "Evaluating Pre-Procedural Anxiety in Adults Undergoing Interventional Radiology Procedures." Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

**Dorsey, Jennifer**: "The Effect of an Educational Workshop on Relational Aggression in an Acute Care Nursing Unit." Committee Chair: Karen Stefaniak, PhD, RN, NE-BC

**Dust, Katherine**: "Pilot Program Evaluation of an Adolescent Congenital Heart Transition Program in the Pediatric Setting." Committee Chair: Judi Daniels, PhD, APRN, FNP, PNP

**Folske, Amber**: "Evaluation of Education Implementation in the Adult Palliative Care Population." Committee Chair: Carol Thompson, PhD, DNP, RN, CCRN, ACNP-BC, FNP-BC, FCCM, FAANP, FAAN

**Gray, Elleanor:** "An Evaluation of Depression in Adolescents with Type 1 Diabetes Mellitus." Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDC

**Gurung, Sunita**: "The Effect of a Provider Education Program on Tobacco Use in Adult Population in the Primary Care Setting." Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

**Hines, Frances**: "Evaluation of APRN Transition to Practice Program." Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

**Honeycutt, Marie**: "Evaluation of the Impact of Controlled Substance Patient Education in the After Visit Summary on Patient Knowledge of Controlled Substance Medication." Committee Chair: Julie Ossege, PhD, FNP-BC, FNAP

**Hudson, Julie**: "Methods to Improve Interprofessional Collaboration Among Administrative Dyads." Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC

**Koch, Anne:** "Assessing and Evaluating Health Literacy Practices in the Ambulatory Setting." Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

**Lechner, Dawn**: "Analysis and Evaluation of Fall Incidence and Registered Nurse Documentation of a Teach-Back Intervention at an Acute Care Hospital." Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

**Makowski, Andrew:** "The Effect of Long Acting Injectable Psychotropic Medication Provider Education on Advanced Practice Provider Knowledge." Committee Chair: Evelyn Parrish, PhD, PMHNP-BC

**Nance, Lauren:** "The Effect of a Focused Education Session on Continuous Renal Replacement Therapy (CRRT) Troubleshooting to Increase Knowledge and Self-Confidence in ICU Nurses." Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

**Njogu, Christine**: "Evaluating the Effect of a Nurse Navigator in Increasing Colorectal Screening." Committee Chair: Julie Ossege, PhD, FNP-BC, FNAP

**Nolan, Lori**: "Evaluating the Relationship Between PHQ9 and Global Pain Scale (GPS) Scores in Opioid Dependent Adults: A Retrospective Correlational Study." Committee Chair: Julie Ossege, PhD, FNP-BC, FNAP

**Novak, Amanda:** "The Effect of a Simulation-Based Education Program on NIHSS Accuracy and Inter-Rater Reliability Among Nursing Staff in the Neurological/Neurosurgical Intensive Care Unit. Committee Chair: Carol Thompson, PhD, DNP, ACNP, FNP, CCRN, MCCM, FAANP, FAAN

**Oliver, Heather**: "The Effects of a Nurse Manager System Collaborative Council on Job Satisfaction, Intent to Leave and Resilience." Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC

**Paxton, Michele**: "Diabetes-Related Distress Screening: A Survey of Primary Care Providers' Knowledge, Attitudes and Practices in Treating Patients with Difficulty Meeting Glycemic Goals." Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

**Petty, Jessi**: "Gait Ataxia and Posterior Circulation Stroke Recognition: Emergency Department Patients with Subjective Dizziness." Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

**Powers, Karen:** "A Comparison of Post-Concussion Neurocognitive Test Results of Recently Concussed High School Athletes to Their Baseline Test Results Prior to Returning to Play." Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CE, MLDE

**Pinto, Kevin**: "An Examination of Pediatric Primary Care Providers' Assessment and Plan of Care for Children and Adolescents Who Are Overweight or Obese." Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE

**Robinson, Laurel**: "The Impact of the Nurse Practitioner in Pre-Admission Testing: A Comparative Review." Committee Chair: Kathy Wheeler, PhD, RN, APRN, NP-C, FNAP, FAANP

**Rosenthal, Martha:** "The Effect of a Patient Navigator Strategy on Increasing Colorectal Cancer Screening Completion in a Women's Health Clinic." Committee Chair: Lynne Jensen, PhD, RN, APRN

**Ryder, Sylvan:** "The Effect of a Child's Guardian's Health Literacy on Asthma Knowledge in Pediatric Patients." Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE

**Saling, Kara**: "Provider Adherence to Recommendations for HPV Vaccination in a Family Practice and Pediatric Clinic." Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

**Schipper, Christine**: "Evaluation of a Peer Mentor Program on Adult Heroin Overdose Patients in the Emergency Department." Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

**Sellers, Ashley**: "Provider Adherence and Influencing Factors to Implementation of an Alcohol Withdrawal Protocol." Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

**Steele, Stephanie**: "The Effect of In Our Own Voice on Stigma in BSN Students." Committee Chair: Evelyn Parrish, PhD, APRN-BC

**Stone, Eva:** "The Effect of a School Nurse Intervention Program on Student Absenteeism in Jefferson County Public Schools: A Pilot Study." Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

**Strait, Kathryn:** "Barriers to Screening for Intimate Partner Violence Among APRNs in Kentucky." Committee Chair: Julianne Ossege, PhD, FNP-BC, FNAP, FAANP

**Summers, Derek**: "Retrospective Chart Review of Abnormal Lab Results in the Primary Care Setting." Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

**Taylor, Debra**: "A Process Improvement Project to Increase Referral and Documentation Rates for Diabetic Retinopathy Screening." Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

**Thomas, Jennifer**: "The Effects of a Mentor Program on Burnout, Resilience, Work Engagement and Turnover Intentions of New Nurse Managers." Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC

**Thomas, Trinity:** "The Effect of a Behavioral Health Specialist Program on Providers' Perceptions of Mental Illness, Self-Efficacy and Satisfaction in the Inpatient Medical Unit." Committee Chair: Evelyn Parrish, PhD, PMHNP-BC

**Thornsberry, Jennifer**: "Defining the Health of a Work Environment: An Assessment and Evaluation." Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC

**Toms, Meredith**: "Dyslipidemia Screening in Children between the Ages of 9 and 11 Years in a Pediatric Primary Care Clinic: An Evidence-Based Approach." Committee Chair: Dianna Inman, DNP, RN, APRN, CPNP, PMHS, PMHNP

**Weis, Nathalie**: "An Assessment to Determine the Need for a Primary Palliative Care Team." Committee Chair: Julie Ossege, PhD, FNP-BC, FNAP

**Wieder, Kristen**: "Impact of a Nurse-Physician Communication Intervention on Psychological Empowerment and Effectiveness of Collaboration between Medical Staff and Critical Care Registered Nurses." Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC

**Woods, Beverly**: "Incidence and Factors Associated with Depression in Individuals'' Type Two Diabetes Not on Insulin Therapy." Committee Chair: Judi Daniels, PhD, APRN, FNP, PNP

**Works, Paula:** "The Effect of Narrative Medicine Combined with Medication Assisted Treatment on Decreasing the Desire to Use Intravenous Substances in Hospitalized Patients with Infective Endocarditis." Committee Chair: Karen Stefaniak, PhD, RN, NE-BC

## DNP Student Research/Scholarly Projects:*

**Amos, Danica** (January 2018 – December 2018); QI project team member, "New modalities in family medicine clinic to improve depression screening."

**Thomas, Jennifer** (March 2018 – present); Responsible Investigator, Adolescents and Young Adults Initiative, Children's Oncology Group

## DNP Student Presentations:*

**Blanton, Peyton** (April 2019). "Evaluation of an intervention to improve screening, brief intervention and referral to treatment for substance misuse among patients between the ages of 12-21 in the rural community hospital emergency department." Poster presentation at the University of Kentucky Scholarship Showcase, Lexington, KY.

**Carney, Anthony** (April 2019). "Evaluation of an Online LGBTQ Module for Primary Care Providers." Podium presentation at the University of Kentucky College of Nursing Scholarship Showcase, Lexington, KY.

**Wieder, Kristen** (December 2018). "Role of the Nurse Manager." ANM Development Program, Norton Healthcare, Louisville, KY.

Suffredini J, Ogunbayo G, Darrat Y, Wilson W, Etaee F, **Czarapata M,** Misumida N, Elayi SC. (November 2018). "Higher female complication rates in catheter ablation for atrial fibrillation: Results on 85, 977 patients." American Heart Association Scientific Session, Chicago, IL.

Musa T, Butt M, Coy K, Etaee F, **Czarapata M,** McMullen C, Daoud A, Mattingly L, Ogunbayo G, Darrat Y, Elayi CS. (November 2018). "Gender related differences in the diagnosis and treatment of atrioventricular nodal reentry tachycardia." American Heart Association Scientific Session, Chicago, IL.

**Oliver, Heather**, (October 2018). ANM Development Workshop Series, *It's All About Staffing*

**Coles, Joy**, "Non-Pharmacological Pain Management; Aromatherapy use in the CVICU" (September 2018), Lexington, KY.

**Hudson, Julie**, "Stop Fighting Fires in Central Sterile" (August, 2018). What's Right in Healthcare Conference, Nashville, TN.

## DNP Student Publications:*

Jones Akhtarekhavari, J.; **Coles, J. L.;** Griggs, S. D.; Harman, J.; Tribble. T.; Harris, A.G.; Coghill, R. (2018) ECMO Transport in Rural Appalachia: Improving Access through a Nurse-Led ECMO Transport Team. *ASAIO Journal, Top Abstracts*. 64:1-143, May/June 2018. 179 (10).

## Undergraduate Student Presentations:*

**Mitchell, C.**, Mundy, M., Butler, K.M., & Hahn, E.J. (2019). "Perceived Risk of Lung Cancer, Health Beliefs, Home Radon Testing, and Self-Efficacy to Mitigate among Homeowners in Appalachia." Poster presentation at the 14th Annual Clinical and Translational Science Spring Conference, Lexington, Kentucky.

**Dougherty, K.**, McCubbin, A., Westneat, S., Ashford, K. (2019). "Is it Really that Cool to JUUL: Cross-Sectional Study of Coinine, Cytokine Levels and Nicotine Dependence in the Emerging Age Population." Poster presentation at the 14th Annual CCTS Spring Conference, Lexington, KY

**Dougherty, K.** (2019). "Is it Really that Cool to JUUL: Cross-Sectional Study of Coinine, Cytokine Levels and Nicotine Dependence in the Emerging Age Population." Poster and Podium presentation at the Sigma Theta Tau International Congress, Alberta, Canada

**Michael, K.,** Feld, H., Ceballos, J. (2019). "When all Women Receive Safe Sleep Education, Does the Box Change Behavior? Preliminary Data from a Randomized Controlled Study in Ecuador." Poster presentation at the Southern Nursing Research Society, Orlando, FL

**Anderson, S.**, Ashford, K., McGee, L. (2019). "Quality of Care Strategies and the Subsequent Improvement of Kangaroo Care Incidence Rates in Premature Infants." Poster presentation at Kentucky Posters at the Capitol, Frankfort, KY

**Gao, C.**, Darville, A. (2019). "Parental Feeding Styles Affecting Childhood Obesity." Poster presentation at the 14th Annual CCTS Spring Conference, Lexington, KY

**Gao, C.** (2019). "Parental Feeding Styles Affecting Childhood Obesity." Podium presentation at Sigma Theta Tau International Congress, Alberta, Canada

**Seng, S.**, Okoli, C.T.C. (2019). "Examining Community Smoke-Free Policy Effects on Tobacco Use Among Psychiatric Inpatients." Poster presentation at the 14th Annual CCTS Spring Conference, Lexington, KY

**Webb, K.D.**, Kang, J., Biddle, M.J. (2019*).* "Metabolic Syndrome: Dietary Intervention to Reduce Inflammation and Oxidative Stress." Poster presentation at the 14th Annual CCTS Spring Conference, Lexington, KY

**AuBuchon, M.**, Deis, A., McCubbin, A., Barnett, J., Ducas, L., Ashford, K., Fallin-Bennett, A. (2019). "The Relationship between Electronic Cigarette Use and Dual Use on Neonatal Health Outcomes." Poster presentation at the 14th Annual CCTS Spring Conference, Lexington, KY

**Boehman, G.**, Fallin-Bennett, A., Barnett, J., Ducas, L., McCubbin, A., Ashford, K. (2019). "Psychosocial Wellness in Women with Co-Occurring Tobacco Use and Substance Use Disorder." Poster presentation at the 14th Annual CCTS Spring Conference, Lexington, KY

**Deis, A.**, AuBuchon, M., Fallin-Bennett, A., Barnett, J., McCubbin, A., Ashford, K. (2019). "Examining the Association between Prenatal Electronic Cigarette Use, Dual Use and Preterm Birth." Poster presentation at the 14th Annual CCTS Spring Conference, Lexington, KY (Poster)

**Deis, A.**, (2019). "Examining the Association between Prenatal Electronic Cigarette Use, Dual Use and Preterm Birth." Poster presentation at the Southern Nurse Research Society, Orlando, FL

**Wilson, R.**, Halcomb, P., Casey, S., Taylor, E., Elder, J., Higgins, J., (2019). "Comparison of Predictive Abilities of Pressure Injury Rick Tools in a Trauma-Surgical Intensive Care

Population." Poster presentation at the 14th Annual CCTS Spring Conference, Lexington, KY

**Wilson, R**. (2019). "Comparison of Predictive Abilities of Pressure Injury Rick Tools in a Trauma-Surgical Intensive Care Population." Poster presentation at the Southern Nurse Research Society, Orlando, FL

**Nguyen, M.**, Voigt, K., Mudd-Martin, G., (2019). "The Effect of Acculturation and Length of Stay in the U.S. on Life Simple 7 Score: Results from a Study of Cardiovascular Health in Hispanics." Poster presentation at the 14th Annual CCTS Spring Conference, Lexington, KY (Poster)

**Post, S**. (2019). "Don't Get Back in the Saddle*: An Evaluation of Horse-Related Head Injuries in the Emergency Department." Oral presentation at the Society of Trauma Nurses Conference, Lexington, KY

**Post, S**. (2019*). "Evaluation of Equestrian Related Head Injuries in Kentucky Managed in the Emergency Department" Poster presentation at the 14th Annual CCTS Spring Conference, Lexington, KY

**Post**, **S.** (2019). "Evaluation of Equestrian Related Head Injuries in Kentucky Managed in the Emergency Department" Poster presentation at the Southern Nurse Research Society, Orlando, FL

**Post, S.** (2019). "Evaluation of Equestrian Related Head Injuries in Kentucky Managed in the Emergency Department" Poster presentation at the International Equestrian Summit, Lexington, KY

**Cafazo, R.**, Ashford, K., Brown, J. (2019). "The Impact of JUUL Use on Respiratory Health Among College Students." Poster presentation at the Southern Nurse Research Society, Orlando, FL

**Seng, S.**, Okoli, C.T.C. (2018). "Examining Inequities in Tobacco Use Among Psychiatric Inpatients." Poster presentation at the American Psychiatric Nurses Association 32nd Annual Conference, Columbus, OH

**Mayes, T., Ntodi, N.**, Feld, H. (2018). "Women's Empowerment in Ecuador: Nursing Student Pilot Project." Poster presentation at Nursing Research Papers, Lexington, KY (Poster)

**Mayes, T.** (2018). "Women's Empowerment in Ecuador: Nursing Student Pilot Project." Poster presentation at NSNA Midyear Conference

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# Program-specific Outcomes and Benchmarks

**I. Bachelor of Science in Nursing Licensure Exam Results**

There were 217 graduates eligible to take the National Council Licensure Examination (NCLEX) this year.

- Fall 2018: 103 graduates took the examination and 98% passed on the first attempt.
- Spring 2019: 114 graduates were eligible to take the examination. At the time of this report, 107 (93.8%) have passed.



**II. Table 1: Doctor of Nursing Practice Certification Exam Results**

| DNP Program Track | Number Eligible for Certification | Number Passed 2018 Certification | Percent Passed Who Have Taken |
|---|---|---|---|
| AGACNP | 8 | 8 | 100% |
| AGPCNP | 15 | 15 | 100% |
| FNP | 1 | 1 | 100% |
| PMHNP | 1 | 1 | 100% |
| PNPAC | 0 | 0 | N/A |
| PNPPC | 3 | 3 | 100% |

AGACNP – Adult Gerontology-Acute Care Nurse Practitioner
AGPCNP – Adult Gerontology–Primary Care Nurse Practitioner
FNP – Family Nurse Practitioner
PMHNP – Psychiatric Mental Health Nurse Practitioner PNPAC – Pediatric Nurse Practitioner-Acute Care
PNPPC – Pediatric Nurse Practitioner-Primary Care

# Enrollment Data

**I. Total Admission Applications, Enrolled Students and Graduates**

   **A. BSN Program** (Figure 1)
- There were 405 applications received for the traditional BSN program: 253 applicants met the admission criteria, 231 were offered admission, and 222 enrolled
- A total 1,115 students were enrolled during the academic year
- There were 271 degrees awarded

**Figure 1: Undergraduate Program Applications and Admissions**
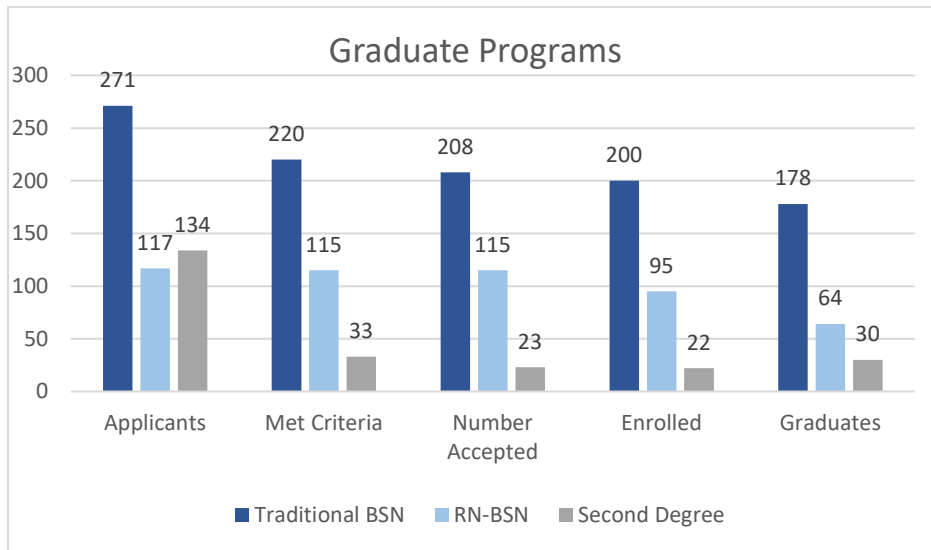


   **B. Graduate Programs** (Figure 2)

      **1. DNP Program**
- There were 57 applications received for the DNP program: 49 met the admission criteria, 46 were offered admission, and 40 enrolled. A total of 205 students were enrolled during academic year.
- There were 62 degrees awarded

      **2. Post-Advanced Practice Registered Nurse (APRN) Graduate Certificates**
- There were 26 applications received for the Post-APRN Graduate Certificate program: 24 met the admission criteria, all were offered admission, and 19 enrolled.
- A total 27 students were enrolled during the academic year
- There were 23 certificates awarded

      **3. PhD Program**
- There were 24 applications received for the PhD program: 12 met the admission criteria, all were offered admission, and 6 enrolled.
- A total of 36 students were enrolled during the 2018-2019 academic year.
- There were six degrees awarded

**Figure 2: Graduate Programs Applications and Admissions**

**Graduate Programs 2018 2019**

| Category | DNP | CERT | PHD |
|---|---|---|---|
| Applicants | 57 | 26 | 24 |
| Met Criteria | 49 | 25 | 12 |
| Accepted | 46 | 24 | 12 |
| Enrolled | 40 | 19 | 6 |
| Graduates | 62 | 23 | 6 |
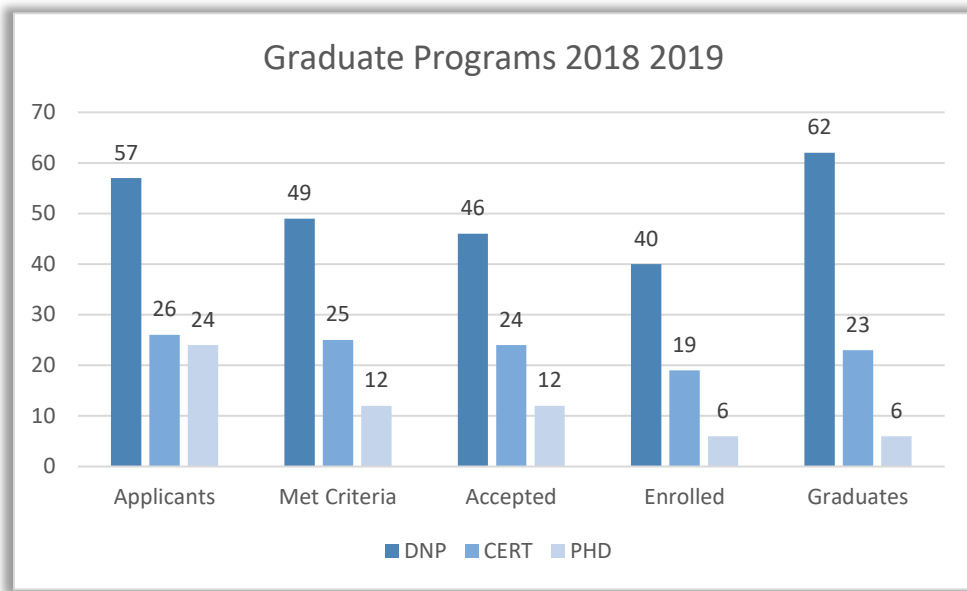
## II. Undergraduate Student Progression and Success

### A. Table 2: BSN Retention Rates

| Undergraduate Student Success | | | |
|---|---|---|---|
| **First to Second Year Retention** | | | |
| Measurement Academic Year, Retention | Entry Cohort Term | First to Second Year Retention (%) | Number of Students |
| 2015-2016 | Fall 2014 | 80.8% | 312 |
| 2016-2017 | Fall 2015 | 76.1% | 314 |
| 2017-2018 | Fall 2016 | 83.3% | 300 |
| 2018-2019 | Fall 2017 | 86.8% | 273 |
| 2019-2020 | Fall 2018 | 87.0% | 345 |

| **Underrepresented Minority (URM) First to Second Year Retention Gap** | | | | | | |
|---|---|---|---|---|---|---|
| Measurement Academic Year, Retention | Entry Cohort Term | URM First to Second Year Retention Gap | Average First to Second Year Retention, Non-URM | Number of Students, Non-URM | Average First to Second Year Retention, URM | Number of Students, URM |
| 2015-2016 | Fall 2014 | -1.2% | 80.9% | 267 | 82.1% | 39 |
| 2016-2017 | Fall 2015 | 4.3% | 75.7% | 267 | 80.0% | 40 |
| 2017-2018 | Fall 2016 | 2.3% | 83.6% | 262 | 81.3% | 32 |
| 2018-2019 | Fall 2017 | 11.1% | 87.8% | 237 | 76.7% | 30 |
| 2019-2020 | Fall 2018 | 9.6% | 88% | 271 | 78.40% | 37 |

**B. Table 3: BSN On-Time Graduation Rates**

| Measurement Academic Year | Graduation Rate (3 Years/6 semesters) | Number of Students |
|---|---|---|
| Academic Year 15-16 | 86% | 208 |
| Academic Year 16-17 | 80% | 221 |
| Academic Year 17-18 | 89% | 254 |
| Academic Year 18-19 | 92% | 200 |

**C. BSN Graduates' Employment**
- Of the 145 Fall 2018 graduates, 27 (19%) reported nursing employment at graduation.
- Spring 2019 employment data were not available.

## III. Graduate Student Progression and Success

**A. Table 4: Graduate Student Retention**

| | 2018-19 2nd-Year Retention (2017-18 Entrants Retained One Year From Matriculation) | | 2018-19 3rd-Year Retention (2016-17 Entrants Retained Two Years From Matriculation) | |
|---|---|---|---|---|
| | Entering Students | Percent Retained in Program | Entering Students | Percent Retained in Program |
| **PhD Students** | 4 | 100% | 9 | 77.78% |
| **DNP Students** | 45 | 80% | 83 | 91.57% |
| **Total** | 49 | 82% | 92 | 90% |

Retention defined as continued enrollment for one or two calendar years from matriculation and does not account for students who opt out.

**B. Graduate Programs Graduation Rates**

The University does not currently provide retention and graduation rates for graduate programs. Based on College data, the average time to degree for full-time students in the BSN-DNP program was 3.08 years. There were no full-time students completing the MSN-DNP option. The average time to degree for students in the PhD program was 3.67 years. As indicated in Table 5, seven-year graduation rates for students who entered the program in 2011-12 was 66.7% for PhD and 66.67% for DNP.

**Table 5: Graduate Student Seven-Year Graduation Rates**

| Program | 2011-12 Entering Students | 7-year Graduation Rate |
|---|---|---|
| PhD | 6 | 66.7% |
| DNP | 42 | 66.67% |

Average time to degree of graduates attending full-time for 2018-2019:
- PhD – 3.67 years
- DNP – 3.08 years (BSN-DNP)
- DNP – no full-time graduates (MSN-DNP)

C. **Employment** (Source: Data Reported in Survey of Students and Faculty, December 2018).

DNP graduates were employed as follows (Fall 2018 data- most recent available):

- Faculty Position: school/college of nursing: 1
- Hospital nursing service research and/or clinical position: 9
- Ambulatory (non-hospital) research position and/or clinical position: 4
- Other, Long term care facility: 1

PhD graduates were employed as follows (Fall 2018 data; most recent available):

- Faculty Position: school/college of nursing: 3

Graduates of certificate programs reporting were employed as follows (2018 most recent available):

- Ambulatory (non-hospital) research position and/or clinical position: 20

# SECTION 3:  ACADEMIC PROGRAMS



## Undergraduate Program: Traditional, RN-BSN, Second Degree Option, MedVet Option

### I.  Overview of the Undergraduate Program

The Bachelor of Science in Nursing (BSN) program prepares generalist nurses who can function in a variety of roles upon program completion. Graduates passing the National Council Licensure Examination (NCLEX) are employed as registered nurses in health care settings in both urban and rural locations. Two degree paths for pre-licensure students include the traditional and second-degree tracks. Military med vets can enroll in the second-degree track without the pre-requisite baccalaureate degree. Registered nurses with two-year degrees who finish the degree requirements for the online RN-BSN track also earn the BSN degree. The program values continuous intellectual growth, scholarly activity and nursing knowledge/skill acquisition among all graduates.

### II. BSN Program Accomplishments
### A.  Traditional, Second Degree Tracks

- Simulation curriculum fully implemented with instruction in each clinical course.
- The 20-to-24 month Accelerated BSN track is under review by the University Senate. This track will replace the current Second Degree track in fall 2019. Grant funding from the Provost office supported the development of an online option for LPN admissions into this track. The first LPN cohort is scheduled to begin in spring 2020.
- All students engaged in Interprofessional Education (iCATS) activities with collaborative case studies that included standardized patient interaction.
- Undergraduate students completed UK's Graduation Composition and Communication Requirements (GCCR).
- Thirty-five students enrolled in the Honors in Nursing program.
- Professional Relationships in Nursing (PRN) advising continued with success tracking underway in sophomore, junior and senior level courses (Provost grant).
- Student success strategies focused on enhancing student learning by the provision of clinical reasoning instruction during clinical reasoning seminars and specific course activities.

- A traditional BSN curriculum revision process continued this academic year with the goal to offer a revised student-centered curriculum in 2020.

### B. RN-BSN Track
- Continued partnerships with Eastern State Hospital and Select Medical to promote student recruitment into this track.
- A mechanism was established for students enrolled in associate degree nursing programs to attend UK as visiting students and enroll in RN-BSN courses concurrently.
- All RN-BSN faculty completed training in online teaching and two faculty completed certification as peer reviewers for online courses through Quality Matters.
- Five RN-BSN courses are being offered in summer 2019, including a population health course with a faculty-supervised remote area medical clinical experience in Hazard, Kentucky for 20 students.
- Faculty developed a new curriculum, pending University approval, for implementation in fall 2020. The curriculum consists of three-credit-hour courses, taught in seven-week blocks, and will emphasize professional communication. The student-focused curriculum allows for nurses to customize their learning experience with new electives, including gerontological nursing, rural and Appalachian heath, Fundamentals of Occupational and Environmental Health in Nursing, and combined Pathopharmacology.

### C. Program Curricular Changes

| Course Number and Title | What Changed | Why Changes Were Made | Approved By | Approval Date |
|---|---|---|---|---|
| NUR 360: Professional Communication in Nursing Practice | New course that replaces NUR 350. | Based on student feedback, the graduation writing requirement was divided into smaller papers across the curriculum instead of being in one course. Focus of this course is verbal and written communication to include interprofessional collaboration, crucial conversations, crisis intervention. | UG Faculty<br><br>Pending University approval | 4/5/19 |
| NUR 361: Health Assessment | Modify NUR 351 to add an additional credit hour. | The new course will add one credit hour focusing on assessment and documentation of mental health to the previous physical health assessment. | UG Faculty<br><br>Pending University approval | 4/5/19 |

| Course Number and Title | What Changed | Why Changes Were Made | Approved By | Approval Date |
|---|---|---|---|---|
| NUR 362: The Impact of Evidenced Based Practice in Nursing | Change course number for new curriculum. | Added assignment with new readings on substance use disorder to increase content in curriculum in response to opioid epidemic facing the profession. | UG Faculty<br><br>Pending University approval | 4/5/19 |
| NUR 363: Pathopharmacology 1 | Combine pathophysiology content and pharmacology content to improve learning outcomes and allow students to customize course by choosing the systems they need to study. | Pathophysiology and pharmacology are taught together in the traditional BSN curriculum which produces better student learning outcomes than taught separately. Wanted to retain a minimum requirement for pathopharm content in the curriculum for all BSN students. | UG faculty<br><br>Pending University approval | 4/5/19 |
| NUR 365: Addiction is a Chronic Disorder | New nursing elective students can choose. | This course will cover a wide spectrum of topics linked to substance use disorder and recovery. This introductory course covers addiction models, including the medical/disease, psychological, moral, sociocultural, and biopsychosocial models. | Pending UG Curriculum Committee and UG Faculty approval | Anticipated 9/19 |
| NUR 372: Healthcare Topics in the US | New nursing elective students can choose. | Provides content on most prevalent health issues in the US, their impact on individuals, families, and the nation, and policy implications. | University Senate | 1/19 |
| NUR 373: Pathopharmacology 2 | New nursing elective course. | Students who need a total of 6 hours of pathopharmacology for graduate nursing (NP/CNS) can take this course after Pathopharmacology 1 to cover the pathology and pharmacology across all body systems. | UG Faculty<br><br>Pending University approval | 4/5/19 |

| Course Number and Title | What Changed | Why Changes Were Made | Approved By | Approval Date |
|---|---|---|---|---|
| NUR 374: Gerontological Nursing | New nursing elective course. | Created to give students more course options. Focus on unique needs of elderly with emphasis on healthy aging and wellness; a holistic approach is used to study a variety of issues that impact the biological, behavioral, and socio-cultural needs with gender considerations. | UG Faculty<br><br>Pending University approval | 4/5/19 |
| NUR 375: Fundamentals of Occupational & Environmental Health Nursing | New nursing elective course. | Created to give students more course options and provide content on an important topic. | UG Faculty<br><br>Pending University approval | 4/5/19 |
| NUR 376: Rural & Appalachian Health | New nursing elective course. | Created to give students more course options and provide content on an important topic. | UG Faculty<br><br>Pending University approval | 4/5/19 |
| NUR 460: Population Health for Registered Nurses | Decreased from 5 credit hours to 3 credit hours. | Course will retain some of original content and the rest will move to another course. Student feedback was that clinical was not very effective. Clinical will not be required unless students are enrolled in the primary care enrichment option which will have focused and precepted clinical in rural health clinics. | UG Faculty<br><br>Pending University approval | 4/5/19 |
| NUR 461: Integrative Concepts in Nursing | New course in core curriculum. | Focus attention on transitions in care including various nursing settings as well as end of life care, needs of aging population, and addressing addiction. | UG Faculty<br><br>Pending University approval | 4/5/19 |
| NUR 462: Leadership & Management in Nursing | Change course numbering for new curriculum. | No content changes anticipated. | UG Faculty | 4/5/19 |

| Course Number and Title | What Changed | Why Changes Were Made | Approved By | Approval Date |
|---|---|---|---|---|
| | | | Pending University approval | |
| NUR 463: Clinical Practice Capstone | Changed from 6 credits to 3 credits | Course meets the University communication requirement by presentation. Students do a 40-hour capstone clinical and project. Focus on career development, healthy work environments, quality performance improvement, informatics, and error disclosure. | UG Faculty | 4/5/19 |

## III. Current Strategic Plan Goals (2018-2019)

### Promote academic excellence and growth in the undergraduate program

1. Enhance academic success and BSN workforce development
   - Implemented core undergraduate simulation curriculum including student evaluation utilizing the simulation rubric following successful pilot. Used aggregate data from simulation rubric to inform curricular improvements (i.e., exposing students to IV pumps and practice with central line dressing change during NUR 211/221 lab). See the Clinical Simulation and Learning Center section for more details.
   - Implemented student recruitment efforts for RN-BSN track.
   - Continued the Eastern State Hospital-College of Nursing partnership to support Eastern State Hospital associate degree nurses in the RN-BSN track.
   - Engaged in strategies to increase the number of BSN graduates hired at UK HealthCare. Nurse recruiters, managers, nurses and physicians from UK HealthCare discuss career opportunities with last semester senior Career Management each semester. Recruiters from UK HealthCare speak to each level of nursing students during selected course participation. Student Nurse Academic Practicum participants receive priority UK HealthCare clinical placements in the senior capstone course to promote student development and recruitment. UK HealthCare hiring patterns for UK BSN graduates: December 2018, 46 of 94 (49%) and May 2019, 65 of 114 (57%).
   - Enrollment in the RN-BSN track has increased to 147 students.

2. Provide effective academic support for student success
   - Formalize and enhance PRN advising and student success tracking methods. PRN advising was provided by faculty to pre-nursing and nursing students in 2018-

2019. A sophomore, junior and senior level student success tracking system was updated in the Canvas learning platform for faculty review. In fall 2018, undergraduate faculty, along with professional advisors, were assigned to teach in all NUR 101 classes as a team as part of the PRN advising concept.

- The Undergraduate Student Admission and Progression Committee (USAPC) was only the second undergraduate nursing program in the country to pilot a new admission process using Kira Talent for spring 2019. This is a cloud-based holistic admissions assessment platform designed specifically for the University of Kentucky College of Nursing. Accelerated BSN 2019-2020 applicants (n=36) and traditional BSN 2019-2020 applicants (n =322) recorded their interviews asynchronously on the platform. Reviewers (faculty) were randomly assigned interviews for scoring over a several-week period. Analytics included interview scores and ratings by the reviewers on five competencies: verbal and written communication, and professionalism and maturity. The selection process was based on both the interview results and the science and cumulative GPA averages.

- Explored methods for supporting student wellness to promote optimal academic performance. Wellness activities were advertised in the student electronic newsletter, *The Dose,* and on CON monitors during the academic year. A new interprofessional initiative, *hCATS to CPR Camp at Shaker Village,* was funded by the UK Women & Philanthropy Network. These resilience building retreats were offered in fall 2018 and spring 2019 to interprofessional health care students. The last retreat was offered in May 2019. *A Blessing of the Hands* ceremony was added to new student orientation.

3. Promote globalization of curriculum
   - Identified avenues for leadership, growth and support of global opportunities.
   - Leadership: the College of Nursing provided financial support for a faculty member to complete a leadership training with the Consortium of Universities for Global Health. A College of Nursing faculty led the interprofessional global health course to prepare students for Ecuador, and is on the Executive Board for Shoulder to Shoulder Global.
   - Growth: College of Nursing faculty are collaborating with Family Studies/College of Agriculture and Education Abroad to expand opportunities for studying structural and social factors that promote longevity and wellness and effective health systems. College of Nursing faculty were approved for an Education Abroad Program Development fund to complete a site visit in fall 2019 to a *Child Family Health International* partner in Ghana, with the aim of promoting a summer 2020 student experience. As part of the traditional curriculum revision, a global health cognate will be taught to provide a mechanism for students to be informed about global opportunities earlier in their progression. This academic year, 21 undergraduate students participated in the Shoulder to Shoulder Education Abroad experience in Ecuador. Two students are going to Sweden with the Family Studies Partnership.
   - Support: Support for faculty included 20% funding for an undergraduate faculty member to improve opportunities in global health, funding for training and participation in conferences. Strategies to promote early notification of

opportunities and student scholarship possibilities are under development. A "Go Global" Scholarship fund was created for nursing students.

4. <u>Recruit and retain high quality undergraduate faculty</u>
   - Two full-time Clinical Title Series positions were developed for undergraduate faculty appointment with recruitment in progress.
   - Promote high quality teaching through faculty development strategies. The 15th Annual Nursing Faculty Development Workshop, *Emerging Innovations on Nursing Curricula, Building a Culture of Practice Ready Students,* was offered in May 2019. A substantial discount was available to College of Nursing faculty.

# Post-Graduate Certificate, Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) Programs

## I. Overview of the Post-Graduate Certificate Program



The primary objective of this option is to prepare advanced practice registered nurses for national certification eligibility and licensure in a new or additional specialty area of practice through a formal, organized curriculum that focuses on specialty courses in the student's area of interest. Post-Master of Science in Nursing, Post-Doctor of Philosophy in Nursing and Post-Doctor of Nursing Practice individuals are eligible to apply.

The eight available specialties are:
- Adult Gerontology Acute Care Nurse Practitioner
- Adult Gerontology Clinical Nurse Specialist
- Adult Gerontology Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric/Mental Health Nurse Practitioner
- Pediatric Acute Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Executive Nursing Leadership

## II. Overview of the MSN Program

The MSN in Healthcare Systems Leadership program is based on the MSN Essentials and builds on the student's current knowledge and expertise. Graduates who complete this program will have a fuller understanding of the discipline of nursing in order to engage in higher level practice and leadership in a variety of settings and to commit to lifelong learning. The curriculum emphasizes leadership effectiveness in micro and meso organizational/systems/settings,

evidence-based management, quality/safety, information management expertise and strategies to make organizational effectiveness strategies. Graduates will be prepared to:

- Lead change to improve quality outcomes;
- Advance a culture of excellence through lifelong learning;
- Build and lead collaborative inter-professional care teams;
- Navigate and integrate care services across the healthcare system;
- Design innovative nursing practices; and
- Translate evidence into practice (AACN, 2011, The Essentials of Master's Education in Nursing)

| Course Number and Title | What Changed | Why Changes Were Made | Approved By | Approval Date |
|---|---|---|---|---|
| MSN part-time and full-time curriculum, consisting of: | New MSN Part-Time and Full-Time Curriculum | | UK Graduate School<br><br>UK Senate Council<br><br>UK Senate | Oct. 2018<br><br>Nov. 2018<br><br>Dec. 2018 – Jan. 2019 |
| Nur 624* - Theory<br><br>Nur 617* - Technology in HC<br><br>Nur 602* - Research<br><br>Nur 610* - Leadership<br><br>Nur 615* - EBP<br><br>Nur 619* - QI and Safety<br><br>Nur 730/731** - Leading Change seminar/ Leading Change Practicum<br><br>Nur 614* - Finance and Economics<br><br>Nur 736/737* - Relationship Based | The UK CON suspended the Master of Science in Nursing program in 2012 to move the preparation of advanced practice nurses to the DNP (professional clinical doctorate) program as recommended by the American Association of Colleges of Nursing. Within the last few years, the College of Nursing has received multiple requests from the community to again start admitting students in an MSN in Nursing Leadership program.<br><br>Kentucky nursing statistics data from 2013 illustrated that only 18 out of 46 Kentucky Chief Nursing Officers (CNO) had an MSN or higher; and only 20 out of 160 managers had an MSN or higher. The UK Blue Ribbon Committee recommendations included a Master's program in Nursing. Findings from an April 2016 survey done by the UK CON that was sent to Kentucky CNO's and other leaders demonstrated a need to implement an MSN in Nursing Leadership. During a November 2016 CON day of dialogue meeting with varied academic and practice leaders, the recommendation was made by specific attendees to start a Master's program with an | | | |

| Leadership Seminar/ Relationship Based Leadership Practicum<br><br>Nur 660** - MSN Capstone | emphasis on administration/executive leadership.<br><br>To respond to this need for Masters level education for Kentucky leaders (and leaders beyond KY), the CON voted in 2018 to re-instate the Master's program in Nursing Leadership. The plan is to admit up to 10 students in the fall of 2019, with a goal of eventually admitting up to 20 students per year based on market demand and resource availability. | | |

*Courses have been taught in the DNP program and are being adapted for the MSN program.
**New courses

## III. Overview of the DNP Program

The UK College of Nursing DNP Program focuses on development of advanced competencies for complex practice, and research utilization for the improvement of clinical care delivery, patient outcomes and system management. Graduates will be experts in designing, implementing, managing and evaluating health care delivery systems and will be prepared to lead at the highest clinical and executive ranks.

There are two entry points to the DNP Program: (1) Post-Master of Science in Nursing (MSN) entry option for those with an awarded master's degree in nursing who are already prepared in the role of the advanced practice registered nurse (APRN) or MSN prepared nurses desiring a doctoral level leadership program; and (2) Post-Baccalaureate of Science in Nursing (BSN) entry option builds on the BSN degree and prepares individuals for the advanced practice (APN) role. Both options culminate with the DNP degree.

- DNP faculty known nationally and internationally for work in their specialties
- The first DNP program in the U.S.
- Close work with clinical mentors
- Classes that mix online work with on-campus work

The Post-MSN Option can be completed in two years, the Post-BSN Option can be completed in three years of full-time study. Part-time plans are also available.

## IV. Accomplishments

A. **DNP Portfolio Development** – DNP faculty developed a guideline for DNP student portfolios that was published September 2018 in a peer-reviewed journal and is being used as a guide for students completing their portfolios prior to uploading in Digication.
B. **DNP Immersion Model (implemented Fall 2018)** – The first full year of immersion is complete and student and faculty evaluations were performed at the end of each semester. Evaluation data are being used as faculty prepare for immersion course meetings for Fall

2019. A publication is also underway with DNP faculty around preparation and delivery of the first year of immersion delivery method.

C. Six DNP students presented at the CCTS Nursing Scholarship Showcase (two podium and four poster presentations).

D. Four DNP students published an article in collaboration with their advisor or course faculty.

E. Revised NUR 910 DNP Project Proposal course saying that students needed to have completed IRB as well as have work completed on their DNP portfolio.

F. New MSN curriculum approved by UK CON Faculty, Healthcare Colleges Council, Graduate School and University Senate.

G. Eight students have been admitted to start in the MSN program in the Fall of 2019.

H. Received a $100,000 grant from the UK Office of Online Distance Learning to support the initial funding needs of the new MSN program.

## V. Current Strategic Plan Goals (2018-2019)

### A. Strengthen graduate student growth and success

1. Enhance infrastructure and instructional design for online learning
   - Started Immersion Fall 2018. Evaluated students and faculty each semester; work continuing to provide enhanced face-to-face sessions as well as increasing student online engagement.

2. Increase and strengthen recruitment/retention/graduation efforts
   - Continue to revise recruitment efforts, which support gender and minority enrollment in the DNP program. The CON has a new recruitment coordinator who is focusing efforts to enhance these opportunities.
   - Continue outreach efforts for all DNP tracks, Masters and Post-Masters Certificate students to reach rural and underserved areas.
   - Increased usage of Simulation throughout the DNP program to enhance immersion student experiences. Cross track simulations have also been developed and used this past year.

### B. Enhance faculty and student research and scholarly work

1. Increase collaboration in research and scholarship among College of Nursing programs (undergraduate, DNP, PhD) and with other colleges at the University of Kentucky
   - A DNP student and a PhD student worked collaboratively with their advisors to complete both individual but complementary PhD and DNP projects. Both successfully defended/presented, and graduated in May 2019.
   - In conjunction with the Graduate Nursing Activities and Advisory Council (GNAAC), support mentorship program for new doctoral students and research interns.

2. Enhance the infrastructure for research and scholarship: Continue the development of a structured process to connect DNP students with practice partners to produce evidence-based science which can lead to enhanced patient outcomes. These efforts

have been solidified somewhat this year with the addition of Dr. Jean Edward to help develop research opportunities between the College of Nursing and Markey Cancer Center UKHC. We have also begun monthly meetings with Dr. Kathy Isaacs to connect system-based opportunities with DNP student project options.

# Doctor of Philosophy in Nursing (PhD) Program

## I.  Overview of the PhD Program

The overriding goal of the PhD program is to prepare scientists who will conduct clinical research to generate new knowledge, which will improve outcomes at the individual, family, community and national/international level. Our PhD program student learning outcomes support the development of the roles identified in the *Future of Research-Focused Doctorate,* by the American Association of Colleges of Nursing. Thus, our graduates are prepared to be stewards of the discipline, to develop the science, and to prepare the next generation of PhD scholars.
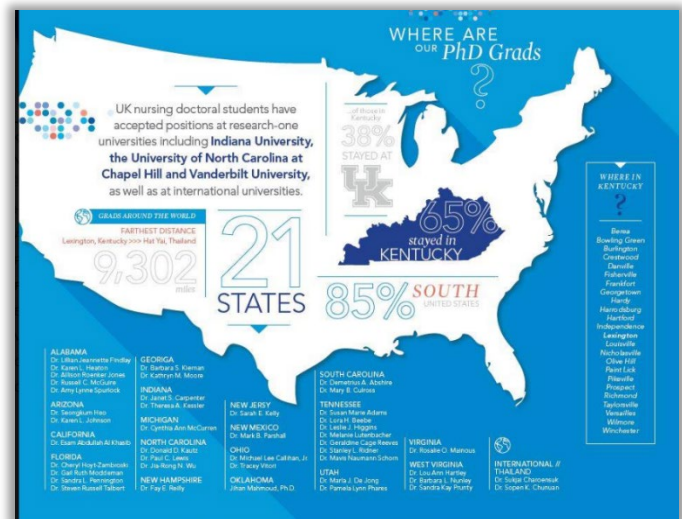


The PhD program at UK was approved and began admission in 1987; the program has produced 144 graduates as of May 2019. At the time of this writing, our current PhD student enrollment is 36 students. We offered admission to seven individuals for the Fall 2019 semester. Of the current residents, 92% are enrolled in full-time course work or dissertation residency.

## II.  Accomplishments

**A.** Completed the first year of the new PhD curriculum that was approved by the University Senate on May 7, 2018, for implementation in Fall 2018.

**B.** Continued the standard use of grading/evaluation rubric for the candidacy and dissertation examinations, ensuring 100% compliance.

**C.** Reviewed all candidacy and dissertation examination rubrics and continued to develop plans for standardization of examinations and evaluations by the committee.

**D.** Continued the research seminar series (the SCORE series), offered twice a month, that highlights the research of faculty in order to provide PhD and other students with ideas for collaboration and dissertation committees.

**E.** Requested and received seven Dean's tuition scholarships for the next academic year. This is a decrease from nine awards in 2017-2019, and 11 in 2015-2017.

**F.** Funded all travel requests made by PhD students for presentation of research.

G. Reviewed student annual review reports; for those unsatisfactory in progress required submission of specific plan for success.
H. Continued announcements of PhD dissertation defense, handouts for defense, email congratulations announcement with description of papers and importance of area.
I. Graduates of our program received seven awards, published six scientific papers, provided 12 scientific presentations and engaged in 10 major leadership activities. The research studies performed by these students all received extramural funding, and two went on to funded post-doctoral fellowships.

III. **Current Strategic Goals (2019-2020)**

A. **Strengthen graduate student growth and success**
 1. Enhance infrastructure and instructional design for online learning: Implement and evaluate the new PhD curriculum, and discuss plans for developing online program.
 2. Increase and strengthen recruitment/retention/graduation efforts
   - Evaluate student progression and support efficient degree completion.
   - Develop recruitment plan to support gender and minority enrollment in PhD program.

B. **Enhance faculty and student research and scholarly work**
 1. Increase collaboration in research and scholarship among College of Nursing programs (undergraduate, DNP, PhD) and with other colleges at the University of Kentucky: In conjunction with the Graduate Nursing Activities and Advisory Council (GNAAC), develop and sustain mentorship program for new doctoral students and research interns.
 2. Enhance the infrastructure for research and scholarship: Develop a structured research support plan for PhD students.

# SECTION 4:  ACADEMIC-PRACTICE PARTNERSHIPS

## I.  Overview of the Academic-Practice Partnerships

In addition to our inherent and primary partnership with UK HealthCare, the College of Nursing has contractual agreements with partners external to the University. During 2018-2019, the College of Nursing continued its established academic-practice partnerships.

## II. Norton Healthcare

### A.  Accomplishments

1.  In November 2018, 24 students from the third BSN-DNP cohort successfully presented their final DNP project defenses. The students graduated with a DNP degree in December. Fifteen graduates were in the Primary Care option, five were in the Adult-Gerontology Acute Care option, and four were in the Executive Nurse Leader option.



**Table 6: Norton Healthcare Student Enrollment**

| UK College of Nursing – Norton Healthcare Partnership DNP Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Start Date | Expected Completion Date | Primary Care / Family | Acute Care | Leadership / POSL* | Leadership / ENL** | Psychiatric Mental Health |
| Cohort One (C1) BSN-DNP | 01/14 | 12/16 | 16 | 4 | | | |
| Cohort Two (C2) BSN-DNP | 01/15 | 12/17 | 11 | 7 | | | |
| Cohort Two (C2) BSN-DNP | 01/15 | 05/18 | | 2 | | | |
| Cohort Three (C3) BSN-DNP | 01/16 | 12/18 | 15 | 5 | 4 | | |
| MSN-DNP ENL (ENL1) Cohort | 08/16 | 05/18 | | | | 7 | |
| Cohort Four (C4) BSN-DNP | 01/17 | 12/19 | 10 | 5 | 6 | | 4 |

*Population Organization Student Leadership
**Executive Nursing Leadership

2. Dr. Patricia B. Howard and co-investigators received UK IRB continuation approval for Protocol 16-0063-P1H, *Doctor of Nursing Practice: Evaluation of an Innovative Academic-Practice Partnership*

3. Dr. Patricia B. Howard and co-investigators received UK IRB continuation approval for Protocol 16-0505-P3K, *Norton: Perceptions of Evidence-Based Practice Among Doctor of Nursing Practice Students and Employees: A Longitudinal Study*

4. Bi-directional Teaching Model:
   - Five Norton Healthcare (NHC) DNP colleagues served as voluntary or clinical UK College of Nursing faculty. Additional administrative support for the partnership was provided by NHC areas such as:
     - Institute for Nursing
     - Workforce Development
     - Information Systems & Data Collection
     - Norton Healthcare Office of Research Administration (NHORA)
   - Eighteen UK College of Nursing DNP faculty, affiliates and clinical instructors served in a variety of roles within the partnership, including: didactic and clinical faculty, advisors, advisory committee members, and option coordinators.

5. Partnership Coordination:
   - Classes continued to be provided at the Norton Learning Center, 9500 Ormsby Station Road, Louisville. This facility includes seven classrooms (including ITV and computer lab), two faculty/administrative offices (including dedicated research area), a conference room and a student lounge.
   - Multiple meetings/events occurred to further develop and support the partnership. Examples include:
     - Executive Planning Committee meetings
     - Operational meetings
     - UK College of Nursing/Norton Healthcare Option Coordinator meetings

B. **Current Strategic Plan Goals (2019-2020)**
   **Strengthen graduate student growth and success:** Strengthen academic clinical partnerships for innovative program growth
   - Provide DNP didactic and clinical coursework and faculty advising at the Norton Learning Center (Louisville) to promote student success.
   - Coordinate resources with Norton Healthcare for successful final DNP project presentations and end of program activities.
   - Prepare Cohort 4 for DNP program completion.
   - Create overall partnership evaluation to summarize outcomes.

III. **Select Medical**
   A. **Accomplishments**
      1. Select Medical (SM) RN-BSN online student enrollment is shown in Table 7. Twenty-one students completed the program and 12 new students began the program during the academic year.

2. The College of Nursing continues the agreement that was initiated summer 2017 with the University to offer the Select Medical partner summer tuition for its students at the resident rate.
3. Select Medical students participate in a graduation capstone course during which they design and implement clinical projects in Select's long-term acute care hospitals that improve patient safety and quality of care, and improve patient outcomes.
4. Two students participated in a faculty supervised remote area medical clinical experience for three days in Hazard, Kentucky, for the population health course.

**Table 7: Select Medical Student Enrollment**

| UK College of Nursing – Select Medical Partnership for RN-BSN Students | | | |
|---|---|---|---|
| | Fall 2018 | Spring 2019 | Summer 2019 |
| Select Medical RN-BSN Students | 41 | 38 | 19 |
| # of States Represented | 17 | 18 | 10 |
| KY Residents (%) | 0% | 0% | 0% |
| # Total Credit Hours | 226 | 223 | 106 |
| # Hours UK College of Nursing | 208 | 214 | 52 |
| # Hours UK Core | 18 | 9 | 54 |

B. **Current Strategic Plan Goals (2019-2020)**
   **Promote academic excellence and growth in the undergraduate program**
   1. Provide effective academic support systems to enhance student success: Maintain 40 – 50 Select Medical RN-BSN student enrollment during fall and summer terms.
   2. Enhance academic success and BSN workforce development: UK College of Nursing continued collaboration with the University for increased UK Core offerings online and support of resident rate for SM students during intersession.

## IV. Eastern State Hospital

### A. Accomplishments

1. Four Eastern State Hospital nurses are enrolled in the RN-BSN online track. Three nurses will graduate with their BSN in August.

2. The Eastern State Hospital cohort has focused their papers and clinical projects in the evidence based practice, population health, and graduation capstone courses on psychiatric nursing topics that are improving patient outcomes at their hospital.



### B. Current Strategic Plan Goals (2019-2020)

**Promote academic experience and growth in the undergraduate program:** Grow the partnership and admit more Eastern State Hospital Nurses to the RN-BSN and LPN-BSN tracks over the next year.

## V. Community and Faculty Practice Engagement

### A. UK College of Nursing Phyllis D. Corbitt Community Health Center



The UK College of Nursing Phyllis D. Corbitt Community Health Center in Wilmore was established to provide service to the City of Wilmore (pop. 6,312) and Jessamine County. Wilmore is less than 20 miles from Lexington, and is home to Asbury University, Asbury Seminary and Wesley Village Retirement Community. The first patients were seen on September 14, 2015. On October 7, 2015, the clinic passed inspection from the Office of Inspector General with no violations as a limited-services clinic. Sharon Lock, PhD, APRN, FNAP, FAANP, serves as the clinic director and Amy DelRe serves as the practice manager. The clinic transitioned to offer full primary care services in July 2018. The clinic offers an opportunity for primary care faculty to practice and also provides a clinical site for primary care nurse practitioner students. Five College of Nursing faculty are currently credentialed as clinic providers through the UK HealthCare Medical Staff

Affairs Office. In 2018-2019, the clinic served as a clinical site for two family nurse practitioner students.

**B. Diagnosis, Wellness and Prevention Clinic (in collaboration with the College of Dentistry)**



The College of Nursing collaborated with the College of Dentistry to begin the Diagnosis, Wellness and Prevention Clinic.  The clinic is housed in the College of Dentistry and began seeing patients in March 2018.  Angie Grubbs, DNP, APRN practices in the clinic, providing preventive health visits and monitoring of chronic illness for patients seen in the Dental Student Clinic. In this interprofessional clinic, Dr. Grubbs works with dental students and precepts family nurse practitioner students.

**C. Beyond Birth**



The Beyond Birth Clinic opened in March 2019 to provide services for postpartum and parenting women with substance use disorder. The program incorporates educational groups, individual counseling, group counseling, peer support and the medical treatment of substance use and mental health disorders.  The College of Nursing collaborates with the UK Department of Psychiatry to provide these services. College of Nursing undergraduate students have had clinical rotations at the clinic.

**D. Current Strategic Plan Goals (2019-2020)**

**Advance community and faculty practice engagement**
- Partner with healthcare systems to meet the clinical requirements of the future

# SECTION 5:  ACADEMIC SUPPORT SERVICES

## I.  Advising Services

The Office of Student Services provides advising services to prospective and current undergraduate students covering a broad range of topics from basic information about courses required to the complex issues of career choices and any other uncertainties that arise with students. The professionalism and support that advisors offer students is an important part of their educational experience. The advising staff is skilled at guiding students through difficulties that arise during the course of their nursing program.



## II. Student Recruitment

### A. Overview of Student Recruitment

Student recruitment for all academic programs is overseen by the Office of Student Affairs. Recruitment occurs at local and national events to promote specific programs of the College. In addition, some events were targeted to enhance the College's visibility with specific student or faculty groups. The UK College of Nursing recruitment representative attended 54 events this year, including first time events for the Health Careers Academy students from three local high schools.

### B. Accomplishments

1. Information Sessions - we conducted seven open sessions this year, which included an ambassador-led tour.  They were open to anyone interested in pursuing a Bachelor of Science in Nursing but were targeted toward high school students. We held three separate open house events that targeted 2nd degree students. The increase in partnering with UK-hosted events resulted in us offering fewer independent information sessions.

2. UK Events - included UK Graduate and Professional Showcase, Admitted Student Days, KY Collegians, Governor's Scholars/School for the Arts (GSP/GSA) events, Come See for Yourself, UK Annual Home Education Appreciation Day (AHEAD), UK Center for Appalachian Research in Environmental Sciences (CARES).

3. College of Nursing Tours - we conducted 15-20 special programs targeted to groups such as Brownies (earning a first aid badge), Parents Weekend guests, Area Health Education Center, Robinson Scholars, Multicultural Health Careers Open House, YMCA Black Achievers and various other school groups.

4. Recruitment Travel - we attended preview nights (with UK Admissions staff) in Lexington, Louisville and Covington. We traveled with our exhibit to the Kentucky Coalition of Nurse Practitioners (KCNPN) (Covington), Southern Nursing Research Society (SNRS), Midwest Nursing Research Society (MNRS), visits to Bluegrass Community and Technical College (for RN-BSN and traditional), UK HealthCare, St. Joseph and Baptist Health (RN-BSN); UK HealthCare Lunch & Learns, Hospital Recruitment events across the state in addition to UK HealthCare education fair, VA Medical Center, and regional hospitals on request. We attended RN-BSN trips out of state as well.

## C. Current Strategic Plan Goals (2019-2020)

1. **Promote academic excellence and growth in the undergraduate program**
   Enhance academic success and BSN workforce development
   - Activities targeted for traditional BSN students will remain the same.
   - Brittany Fiero has taken a strong lead in recruitment across the board. Through campus contacts, she is tapping into resources to aid in the undergraduate student recruitment, particularly for URM. This will continue into next year, as the Health Careers Academy expands and can include Louisville area schools as well.

2. **Strengthen graduate student growth and success**
   Increase and strengthen recruitment/retention/graduation efforts: Recruitment activities for graduate programs will be in conjunction with representation at national meetings representing specialties (*e.g.,* Southern Nursing Research Society, National Organization of Nurse Practitioner Faculties). Decisions on conferences/meetings will be made with consultation from associate deans/program directors to determine participation needs. Britanny Fiero is working with program directors/associate deans to be more strategic in how the College participates in these events.

## III. Instructional Design

### A. Overview of Instructional Design
The instructional design staff assist faculty with the conversion of existing courses and the development of new courses for online instruction. One-on-one consult is provided to faculty new to online instruction or those interested in modifying existing courses. The staff also provide support to all academic programs for the various software used in classroom and online courses as well as student testing.

### B. Accomplishments
1. Teaching-Learning Practices using the ADDIE Model (systematic Analysis, Design, Development, Implementation and Evaluation) to develop and review courses to assure they meet best practices for online instruction.

2. Assisted faculty member obtain a course development grant for NUR 518.

3. In collaboration with the Center for the Enhancement of Leaning and Teaching (CELT), developed a workshop for DNP faculty to move from a hybrid, face-to-face, once a month delivery model to an immersion model (students meet at the beginning and end of each semester). Developed template and distributed it to all DNP courses.

4. Canvas Commons Training Modules
   1. A major update to Examsoft, used by students in the undergraduate program for testing purposes, occurred during summer 2018. A training module on the new program was developed and placed in courses using Canvas Commons.
   2. A major update to Elsevier for HESI exams used by the undergraduate program was implemented during spring 2019. A training module was developed for faculty and students, and distributed to all the undergraduate courses.

5. Provided support for the followin:
   1. College of Nursing Canvas courses (including course renewals). Support provided to faculty in design and administration of Canvas courses.
   2. College of Nursing Echo courses. Echo is used to record in-class meetings and requires editing and posting to Canvas course sites for student use.
   3. DNP faculty and students were trained and supported in Digication, which is used by the DNP Program for student portfolio development.
   4. Instructional Design/Universal Design: Assisted faculty in designing Canvas courses using Universal Design principles.
   5. Examsoft/HESI exam support and setup (125 scheduled exams between 8/1/18 and 5/31/19.) Students with documented accommodations were assisted by the Instructional Design team in downloading the appropriate software on their individual laptops and troubleshooting during administration of the exams.
      - Examsoft/HESI scheduled exams:  57 in Fall 2018; 68 in Spring 2019.
      - Number of students using services of the Disability Resource Center: 55 in Fall 2018; 58 in Spring 2019.
      - Number of DRC-assisted exams: Fall 2018 – 460;  Spring 2019 - 495
   6. Creation and distribution of College of Nursing surveys as requested.

C. **Academic Support Services** including new initiatives (new technology tools, support of testing, Learning Management Systems, troubleshooting and working with relevant College of Nursing standing committees), including support for academic partnerships with Norton Healthcare and Select Medical.

1. Consultation requests submitted through College of Nursing SysAid system by faculty and staff requesting assistance: (average 58 requests/month). Email requests, not using Consysaid, averages 55/month.

2. Assisted faculty with the roll out with training module of the new Examplify student testing software used in the undergraduate program.

3. Provided creation and oversight support for the College of Nursing Canvas Resource sites. Includes 44 courses and sections for Summer 2018; 133 courses and sections for Fall 2018; and 118 courses and sections for Spring 2019.

**D. Professional Development**
  1. Attended University workshops and lectures
     - Echo 360: Active Learning Platform
     - ELI Conference

**E. Participation on Committees**
  1. UK Instructional Design
  2. UK Canvas Admin User Group
  3. UK Community of Practice
  4. CON Information/Communication and Instructional Technology Council
  5. Collaborate with eLearning and the CELT group on campus

**F. Strategic Plan Goals Progress**
  1. **Promote academic excellence and growth in the undergraduate program.**
     - <u>Enhance academic success and BSN workforce development</u>: Increased support for faculty members to obtain course development and revision grants.

  2. **Strengthen graduate student growth and success.**
     - <u>Provide training for graduate faculty to utilize advanced capabilities of Canvas and other software</u>: Provided training for graduate faculty to utilize advanced capabilities of Digication.

**G. Current Strategic Plan Goals (2019-2020)**

  1. **Promote academic excellence and growth in the undergraduate program**
     - <u>Provide effective academic support systems to enhance student success</u>
       - Conduct a Quality Matters course review for several courses in each semester (fall, spring, summer).
       - Increase the use of Echo360ActiveLearningPlatform. Develop one-on-one faculty training webinars.
     - <u>Promote the development of high quality, innovating teaching</u>: Increase the number of courses that have received Instructional Design assessment and support.

**IV. Online Innovation**
The Director of Online Innovation assists with the development of new online courses, Quality Matters reviews of existing online or hybrid courses, and quality improvement in ongoing courses.

**Accomplishments**
  1. Developed a College of Nursing Online Education Handbook to guide faculty in best practices for online teaching and learning.

2. RN-BSN online track more than doubled summer course offerings, and two courses were made available for visiting students outside UK, including nursing students pursuing their degree who can now concurrently take courses toward the BSN.
3. A new, accelerated BSN track curriculum was developed and approved by the University.
4. New track for LPNs to bridge to a BSN online received funding through the Provost's online initiative, and was approved by the University. The first cohort will be admitted in Spring 2020. This will be the first LPN-BSN track in the state of Kentucky and will provide an avenue for licensed practical nurses to bridge more quickly to a BSN and support the BSN workforce development goals.

## V. Writing Support



### A. Overview of Writing Support

This role provides writing and presentation support to College of Nursing graduate students and UK HealthCare nurses. The goal is to demystify the process of writing and teach students better writing and reasoning skills. This is done through one on one consultations, diagnostic assessments, workshops, web resources and faculty development.

### B. Accomplishments
1. NUR 924 (Theory): Co-instructor with Dr. Martha Biddle and Dr. Julie Marfell
   - Provided web content: text and video
   - Provided individual feedback to each student
   - Shared grading responsibilities with co-faculty

2. NUR 915 (Evaluating Evidence for Research and Evidence-Based Practice): The learning Module I designed for this course is still in use.
   - As part of the module, I developed a video for my YouTube channel ("Writing an Integrative Literature Review") and reviewed drafts for students

3. Additional workshops for CON students
   - For PhD Doctoral Seminar
     - "Keys to a Successful Paper"
     - "Improving Critical Thinking"
   - For Norton students in Louisville
     - "Keys to a Successful Paper"
     - "Using Source Material"
     - "Making an Effective Poster Presentation"

4. Online workshops (via YouTube channel):
   - "Writing an Integrative Literature Review"
   - "Research Questions"
   - "Tips for Clear Writing"

5. Offered "Writing Workdays" for graduating students
   - With Dr. Debra Moser, Spring 2019

6. Lunch and Learn workshop for faculty
   - "Using Peer Review Successfully"

7. Service
   - Served on Advancement of Student Scholarly Affairs Council
   - Presented to faculty and students at the RICH Heart Institute writing conferences in July 2019

8. Partnered with Dr. Moser to encourage student scholarship
   - Offered workshops on abstracts and posters to prepare students for the Scholarship Showcase
   - Offered both workshops via Zoom for students who could not attend in person
   - Hosted a writing workday with Dr. Moser to provide one on one feedback on student posters

9. Diagnostic Assessments
   - Assessed all new DNP and PhD students

10. UKHC Writing Support
    - Worked with BSN Residents program, provided feedback on presentations and posters and attended "dry run" rehearsals of presentations on multiple occasions
    - Monthly live online workshops for UK HealthCare nurses
    - One on one consultations with UKHC nurses in need of writing support

**C. Current Strategic Plan Goals (2019-2020)**

1. **Strengthen graduate student growth and success**
   - Increase and strengthen recruitment/retention/graduation efforts
     - Expand YouTube Channel
     - Continue to offer "Writing Workdays" each semester to support graduating students

2. **Enhance faculty and student research and scholarly work**
   - Increase resources to expand all student and faculty research and/or scholarship productivity: Work with Office of Academic Operations to develop one or two new faculty "Lunch and Learns," as the ones I have done in recent years have been well received.

- Enhance the infrastructure for research and scholarship: Brainstorm with Assistant Dean of the PhD Program about ways to encourage students to publish and present. Refine our abstracts/posters workshops to maximize value to students.

## VI. Clinical Simulation and Learning Center
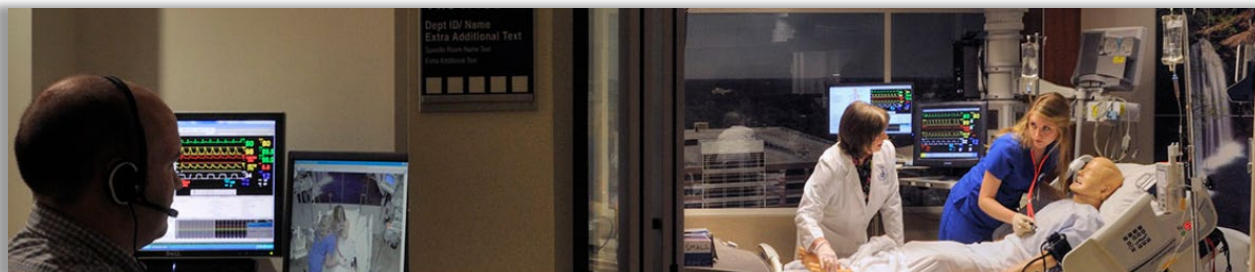


### A. Overview of the Clinical Simulation and Learning Center

The Clinical Simulation and Learning Center provides undergraduate and graduate students, as well as other health professionals in the community, exceptional hands-on bedside practice experience. Students and nursing staff alike are equipped with skills that make for a seamless transition to a clinical care setting.

The Center provides replicas of adult acute care, intensive care and neonatal intensive care hospital rooms including: functional flowmeters, suction units, IV equipment, state of the art hospital beds, patient lifts and vital monitors. Simulations are created for: medical-surgical, pediatrics, psychiatric, obstetric, leadership, high acuity, health assessment and fundamental nursing courses.

### B. Accomplishments
1. The Clinical Simulation and Learning Center has been awarded provisional accreditation through the Society for Simulation in Healthcare. It is currently the only accredited center in the Commonwealth of Kentucky.

2. Hosted simulation conference and the first simulation facilitator training

3. Implemented student center challenge as funded by grant

4. Implemented a quality improvement process using a huddle board

5. Facilitated high fidelity simulation for 657 undergraduate students
   - Each student participated in 2-5 simulated clinical experiences

6. New signage and updates to better showcase the CSLC

7. Continued work with the Kentucky Simulation Alliance
   - Director is the coordinator of the group

- Simulation faculty and staff actively involved through attendance and creation of bylaws

8. Hosted high school students
   - 50 students attended
   - Ran three simulation rooms: Obstetrics, cardio-pulmonary resuscitation (CPR) and Room of Errors
   - Presented on the nursing profession

9. Hosted 2nd year medical students
   - Intubation
   - Central line insertion

10. Hosted five students from Science, Technology, Engineering and Mathematics (STEAM) Academy for semester internship

11. Hosted Chang Gung UST visit

C. **Strategic Plan Goal Progress (2018-2019):**

1. **Promote academic excellence and growth in the undergraduate program**
   - Provide effective academic support systems to enhance student success
     - Worked with undergraduate faculty to revise curriculum including incorporation of experiential learning.
     - Proposed pilot of alternating traditional clinical and simulated clinical for second semester sophomores to enhance clinical reasoning and judgment.
     - CLSC Director, Jennifer Dent, and faculty member Paula Kral became Certified Healthcare Simulation Educators.

2. **Strengthen graduate student growth and success**
   - Enhance infrastructure and instructional design for online learning
     - Submitted Society for Simulation in Healthcare accreditation application.
     - Began a needs assessment for implementing healthcare simulation in the graduate program.

D. **Current Strategic Plan Goals (2019-2020)**

1. **Promote academic excellence and growth in the undergraduate program**
   - Enhance academic success and BSN workforce development
     - Work toward faculty and staff simulation certification.
     - Begin process to apply for full accreditation through the Society for Simulation in Healthcare by collecting two years of data.
     - Implement pilot of alternating traditional clinical and simulated clinical for second semester sophomores to enhance clinical reasoning and judgment.
   - Provide effective academic support systems to enhance student success

- Continue formal simulation facilitator training for both graduate and undergraduate faculty.
- Identify simulation scholarship opportunities.

2. **Strengthen graduate student growth and success**
   - Enhance infrastructure and instructional design for online learning
     - Continue formal simulation facilitator training for both graduate and undergraduate faculty.

3. **Improve diversity and inclusivity across learning and working environments**
   - Retain a more racially and ethnically diverse underrepresented minority student body. Review simulation curriculum to better incorporate diversity and inclusivity.

VII.    **Office of Professional Development**



A.  **Overview of Professional Development**

Effective January 1, 2019, the Office of Continuing Education was renamed to the Office of Professional Development. In 2018-2019, the Office of Professional Development (PD) provided traditional programs and added new educational programs and courses to meet the needs of Kentucky nurses. The office mission, values, goals and outcomes are tied to the College of Nursing Strategic Plan metrics, Commission on Collegiate Nursing Education (CCNE) Essentials, and the policies of accrediting bodies, the American Nurses Credentialing Center (ANCC) and the Kentucky Board of Nursing (KBN). Outcomes are tracked through online evaluations for each course. Goals and outcomes are assessed by an external advisory committee.

B.  **Accomplishments**

1.  Grant in Support of a Continuing Education Program: The Office of Professional Development was awarded an Antimicrobial Stewardship Conference R13HS0263557 Grant in the amount of $49,950.00, awarded by the Agency for Healthcare Research and Quality (AHRQ) on July 1, 2018. Dr. Kristin Ashford is

using the Hillman Innovations in Care Program grant from the Rita and Alex Hillman Foundation to fund the online nursing continuing education modules to expand the Perinatal Assistance and Treatment Home (PATHways) and Beyond Birth programs.

2. <u>New offerings for the 2018-2019 fiscal year</u>
   - The partnership with the Stroke Care Network has grown from monthly one-hour sessions to five-day-long programs across the state.
   - The Dementia Care program partnered with the Alzheimer's Association and UK Elder were 11/30/18.
   - The ECLS/ECMO program partnered with the Gill Heart & Vascular Institute and Continuing Medical and Pharmacy Education (CE Central) 10/19-20/18.
   - Antibiotic Stewardship partnered with KY Public health 12/7-8/18.
   - Antibiotic Stewardship is offering eight online modules beginning June 2019.
   - The Beyond Birth online module start date was April 2019.
   - The Office of Professional Development provided nursing continuing education credit to the following programs:
     - Simulation for Faculty
     - Three Lunch and Learn workshops
     - Spring and fall UK College of Nursing Faculty Retreats
     - Nurse Leadership Lecture series

3. <u>Specialized Education Programming</u>: The following programs included a large number of attendees from a wide variety of disciplines:
   - The AHRQ grant brought many opportunities for new partnerships including KYDPH, CDC and external CE providers to grant continuing education.
   - The ECLS/ECMO conference partnering with Gill Heart & Vascular Institute and the College of Medicine simulation lab offered new opportunities for nurses provided with commercial support.
   - Dementia Care conference, partnering with UK Elder Care and many other agencies, offered a special opportunity for nurses to collaborate with caregivers across different specialties.

4. <u>UK HealthCare and CE Central Partnership</u>: We continue to partner with UK HealthCare and Continuing Medical and Pharmacy Education (CE Central) to provide nursing accreditation for programs including:
   - Barnstable Brown Diabetes Symposium, November 14, 2018
   - Foundations of ECLS: Skills, Training and Hands on Management, October 19-20, 2018
   - The Very Latest in Cardiovascular Medicine and Surgery, April 20, 2019
   - Kentucky Harm Reduction Summit held in Northern Kentucky, April 9, 2019
   - KEEN-CDC program for Collaborative Dementia Care Series – 2019-2020
   - Updated 21 online programs housed on the CE Central website – 2018-2019

5. <u>University of Kentucky Centers and Other External Partnerships</u>: We continue to partner with UK HealthCare, Staff Development, and outside partners to bring continuing nursing education and professional development to a greater number of nurses and nurse educators. Most of our partners have worked with the Office of Professional Development for several years and many have expanded their

programming, which has allowed our office to grow in the number of programs as well. These partners include:

- Kentucky School Nurse Association - Annual Conference
  - Stroke Care Network - Annual Summit, monthly series
    - Added on-board orientations and continued care taken across the state
  - Kentucky Coalition of Nurse Practitioners and Midwives Annual Conference
    - Added one-day programs throughout the year
- Center for Clinical and Translational Sciences Series
- Markey Cancer Affiliate Network
- Department for Public Health State Infection Control
- UK Internal Medicine
- Barnstable Brown Diabetes Center
- Alzheimer's Association
- Sanders Brown Center on Aging
- UK Eldercare
- Kentucky Department of Social Work

6. <u>Online Continuing Education Courses and Courses for College Credit</u>: The Office of Professional Development holds responsibility for two online, independent study graduate courses offered through other universities. Graduate students from universities and colleges around the country have used our Advanced Pharmacology and Advanced Pathophysiology graduate level online courses to complete their institution's program requirements.

**Table 8: Enrollment in graduate level online courses**

| Course | Total Number of Students 2018-2019 |
|--------|------------------------------------|
| Advanced Pharmacology | 11 |
| Advanced Pathophysiology | 10 |

7. <u>State Registered Nurse Aide Program</u>: A third division of the Office of Professional Development is the responsibility for the State Registered Nurse Aide program. This program satisfies the requirements for undergraduate students to enter the nursing program at UK and is also open to the public. (Figure 3).

**Figure 3: State Registered Nurse Aide Program Enrollment**
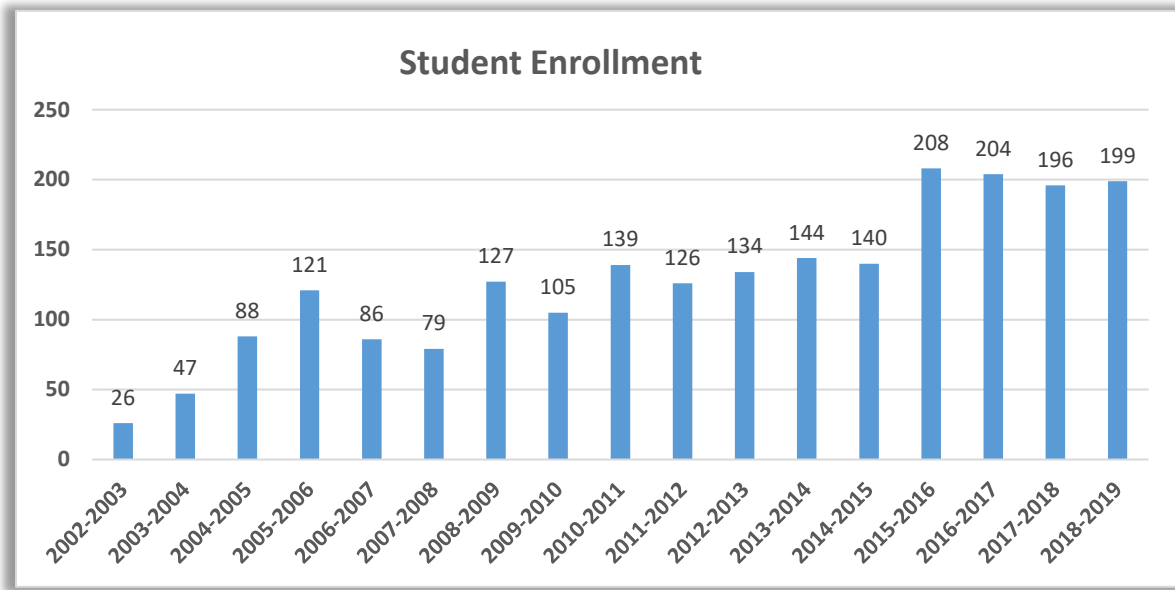


*Estimated number through June 30, 2019 based on registration

**C. Strategic Plan Goals Progress (2018-2019)**

**Advance community and faculty practice engagement**
- Encourage Community Partnerships in Professional Development.
  - The Office of Professional Development continues to provide more than 50% of the total programs jointly with faculty involved in state and community programming.

**Table 9: Office of Continuing Education Offering Growth**

| 2015-2016 Academic Year | 2016-2017 Academic Year | 2017-2018 Academic Year | 2018-2019 Academic Year | 2020 Target |
|---|---|---|---|---|
| 42 in-house offerings | 55 in-house offerings | 68 in-house offerings | 56 in-house offerings | Maintain and/or increase in-house offerings |
| 52 online offerings | 67 online offerings | 87 online offerings | 92 online offerings | Maintain and/or increase the number of distance learning courses |
| 39 faculty-led offerings | 50 faculty-led offerings | 53 faculty-led offerings | 51 faculty-led offerings | Maintain and/or increase faculty participation in College of Nursing PD |

**Table 10: Office of Professional Development Program**

| Provider | Live Programs | | Online Programs | | Total Programs | |
|---|---|---|---|---|---|---|
| | 2017-2018 | 2018-2019 | 2017-2018 | 2018-2019 | 2017-2018 | 2018-2019 |
| Office of Professional Development | 27 | 14 | 33 | 38 | 60 | 52 |
| Jointly Provided | 41 | 42 | 54 | 54 | 95 | 96 |
| Total | 68 | 56 | 87 | 92 | 155 | 148 |

- Partner with healthcare systems for Professional Development
  - Stayed in touch with partners, stakeholders and nurses across Kentucky through professional meetings, emails, reviewing professional journals, and publications as well as social media to meet goal three for this academic year. This goal was "Sustain established partnerships for meeting the continuing education needs of nurses across the state and nation." Some stakeholders from across the state serve on the CE advisory board that meets biennially.
  - Assessed the quality of continuing education courses through outcome surveys and the advisory board. Attendee outcome surveys reveal that some have successfully taken state and accreditation exams. All attendees experienced change in knowledge and some report intent to change practice.

## D. Current Strategic Plan Goals (2019-2020)

**Advance community and faculty practice engagement**
- Partner with healthcare systems to meet the clinical requirements of the future
  - Continue the provision of quality programs to meet the nursing needs of nurses in Kentucky and the region
  - Maintain quality partnerships
- Enhance the status of clinical practice of faculty by promoting and recognizing the development of future nurse clinicians and leaders in healthcare: Complete American Nurses Credentialing Center (ANCC) accreditation renewal application.

## VIII.  WorkLife

### A.  Overview of Work-Life Engagement

The Work-Life Engagement and Student Wellness serves the University of Kentucky College of Nursing by creating and sustaining a healthy learning and working environment to ensure a high level of professionalism, civility, and caring among students, staff and faculty.  The values and normative behaviors include respect, appreciation, integrity and open positive constructive communication.  To that end, the following three focus areas were chosen for our Council's UK@Work Action Plan: working relationships (community and belonging), effective communication and empowerment.  A focus on student wellness was emphasized to promote self-care and resilience to support the strategic goal to promote academic excellence and growth in the student population.

### B.  Accomplishments

1.  Working Relationships (Community and Belonging). Social events were offered throughout the school year to provide opportunities for conversation, collaboration and increased appreciation for our University of Kentucky College of Nursing (UK CON) community (faculty, staff and students). These events included:
    - Appreciative Inquiry (AI) Fall Retreat: Annual UK CON Faculty/Staff Retreat utilized AI activities to approach strategic plan problem-solving
    - Opening CPR (Cultivating Practices for Resilience) minute at faculty organization meetings with AI activities to increase improved communication and focus during meetings
    - Faculty and staff Thanksgiving potluck
    - Faculty, staff, and student end of year grill out

- Faculty and staff journaling lunch and learn

2. Effective Communication. The UK CON community, during the AI Fall Retreat breakout sessions, requested thoughtful and intentional communication related to wellness events, which resulted in the following:
   - Monthly updates of council events through one-minute video clip: Council member records a one-minute video to outline the month's upcoming events. This is in place of a written email.
   - Event sign-up links embedded in monthly emails: To organize and coordinate events, a sign-up link is provided for massage chair and lunch and learn events.

3. Empowerment. The UK CON community was surveyed and the following self-care events were scheduled on a regular basis.
   - Bi-monthly Pet Therapy:  Professional service dogs are provided for a designated period of time for interaction and petting to decrease stress and increase feelings of well-being.
   - Monthly massage chair event in Cultivating Practices for Resiliency (CPR) Room: 20-minute chair massages by professional therapists are provided by UK Integrative Medicine Clinic for a fee of $1.00/minute
   - Monthly KORU classes offered in CPR Room: KORU is a brief, four-week course on Mindful Meditation Practice. Each class is 75 minutes.
   - Monthly Tai Chi classes offered in CPR Room.
   - Pet Therapy provided for student exams.
   - Mindful activities and supplies provided for classroom breaks for students.

4. Student Wellness. A concentrated focus on student wellness was initiated this academic year. Student leaders requested increased planning for student events in the CPR Room such as yoga, fitness, and mediation classes.
   - Chair massages were offered at a reduced rate for students, which were well attended.
   - Supplies were purchased for in-class break activities such as beach balls and styrofoam snowball.  Undergraduate nursing classes are typically scheduled for blocks of 90 minutes, with a 10-minute break.  These activities provided a needed physical activity during class breaks. The intent of the activity was to lighten the potentially heavy anxiety-producing lecture on suicide in one particular class. Students were noted to smile and laugh during this activity, indicating effectiveness.
   - Therapy dogs were scheduled bi-monthly outside the student lounge and were also scheduled before class exams in designated classes.  Coordinators were supported to start exams with a "treat" and a positive affirmation to focus attention.   Council members provided bags of candy for treats and typed a positive affirmation to place in the bag of treats.
   - An end of year grill out was provided for students to celebrate academic success and achievement.
   - A pizza party was provided for the class with the highest HESI score to promote excellence in academic excellence.

**C. Current Work-Life Engagement and Student Wellness Council Plan Goals (2019-2020)**

1. **Working Relationships (Community and Belonging)**
   - Appreciative Inquiry (AI) Fall Retreat
   - Opening CPR minute at faculty organization meetings with AI activities
   - Fall festival potluck
   - End of year grill out
   - Journaling Lunch and Learn

2. **Effective Communication**
   - Monthly updates of Council events through one-minute video clip
   - Communication platform for workplace: Communication Platform "Workplace" by Facebook to address one of the biggest requests from staff at the fall retreat – to reduce email and create more connections for collaborating
   - Work-Life event calendar
   - Resource card for mental health services

3. **Empowerment**
   - Bi-monthly pet therapy
   - Monthly massage chair event in CPR Room
   - Monthly KORU classes offered in CPR Room
   - Monthly Tai Chi classes offered in CPR Room
   - Pet therapy for student exams
   - "On the Table" UK community mental health event

**D. Future Planning**

1. Future planning for student wellness includes continuing with social events and scheduled classes in the CPR room.
2. The Work-Life and Student Wellness Council is committed to collaboration on an "On the Table" mental health event grant to promote mental health awareness. The intent of the program is to foster inclusivity on the UK campus by de-stigmatizing asking for help to maintain one's mental health, including seeking treatment if needed.
3. The Council will create cards/badges with mental health resources contact numbers for students/faculty/staff.
4. A future goal is to obtain support for a massage chair for the CPR Room.

## IX. Accreditation, Assessment and Analytics



### A. Overview of Accreditation, Assessment and Analytics

The operations of the College of Nursing accreditation, assessment, and analytic activities continues. Accomplishments for each are outlined below.

### B. Accomplishments

1. **Accreditation**
   - Annual Reports submitted to Kentucky Board of Nursing (KBN), American Association of Critical Care Nurses (AACN), and Commission on Collegiate Nursing Education (CCNE).
   - Completed the annual CON strategic plan report.
   - Reviewed and provided feedback on the upcoming changes to the CCNE Standards for Accreditation.
   - CCNE Substantive Change Reports were approved for the addition of the Acute Care Pediatric Nurse Practitioner track and the MSN-DNP Executive Nurse Leadership track.
   - The CCNE Continuous Improvement Progress Report was approved.
   - Ongoing work with UK Online to assure compliance with state boards of nursing and higher education boards.
   - Submitted a letter of intent to KBN requesting to increase the BSN enrollment to 300 per year.

2. **Assessment**
   - Develop aggregate College of Nursing TCE reports for the BSN, DNP and PhD programs for use by Senior Administration.
   - Ongoing monitoring of the BSN, DNP and PhD program assessment plan and submission of the annual Student Learning Outcome reports for each program.
   - Ongoing use of the benchmark based on DNP graduate program evaluation survey through Skyfactor/EBI Benchmarks.

- Began use of benchmark data based on BSN graduate program evaluation survey through Skyfactor/EBI Benchmarks.
- Ongoing use of RedCap for the end of program evaluations of the PhD and Post Graduate APRN Certificate programs.
- Developed aggregate End of Program reports for the BSN, DNP and PhD programs for use by faculty and senior administration for program improvement.

3. **Analytics**
   - Ongoing updating of existing Tableau reports for the university and external data
   - Responded to external surveys as needed, such as US News and World Report and the Kentucky Nurses Deans and Directors Committee, etc.
   - Developed reports for faculty related to grants, presentations, committees, etc.

C. **Current Strategic Plan Goals (2019-2020)**
   1. **Promote academic excellence and growth in the undergraduate program**
      - Enhance academic success and BSN workforce development
        - Ongoing monitoring for compliance with both state higher education boards and boards of nursing approvals for offering our online and hybrid programs
      - Provide effective academic support systems to enhance student success
        - Ongoing use of Skyfactor use in the BSN program for program evaluation
        - Ongoing assessment and reporting of program and student learning outcomes as well as other requirements of the University, SACS, KBN and CCNE
        - BSN program assessment plan will be reviewed and revised based on the requirements of the University Office of Institutional Effectiveness
        - Continue to address the need to incorporate the Graduation Composition and Communication Requirement into the curriculum in the RN-BSN track

   2. **Strengthen graduate student growth and success**
      - Increase and strengthen recruitment/retention/graduation efforts
        - Ongoing assessment and reporting of program and student learning outcomes as well as other requirements of the University, SACS, KBN and CCNE.
        - Develop a program assessment plan (based on the newly-developed University guidelines) for the Post Graduate APRN Certificate Program and MSN Program; including a time frame for ongoing monitoring of student achievement which will be submitted to the University Office of Institutional Effectiveness
        - DNP and PhD program assessment plans will be reviewed and revised based on the requirements of the University Office of Institutional Effectiveness.
        - Continue to use RedCap in the PhD and Certificate programs for program evaluation
        - Develop end of program evaluation for the MSN program
      - Enhance infrastructure and instructional design for online learning
        - Ongoing monitoring for compliance with both state higher education boards and boards of nursing approvals for offering our online and hybrid programs.

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