

2019-2020

Academic Programs & Partnerships Annual Report

Academics, Academic Support Services, Partnerships



UNIVERSITY OF KENTUCKY

COLLEGE OF NURSING

**Academic Programs and Partnerships Annual Report
Academic Year 2019-2020
(July 1, 2019 – June 30, 2020)**

Prepared by

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Assistant Dean and Professor, Office of Academic Operations

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Presented to Dean Janie Heath, Summer 2020

Special Thanks to Annual Report Contributors

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Dr. Jennifer Dent, Director, Clinical Simulation Learning Center

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Whitney Kurtz-Ogilvie, Lecturer and Writing Specialist

Dr. Sharon Lock, Faculty Practice Director and Amy DelRe, Faculty Practice Manager,
Phyllis D. Corbitt Community Health Center Clinic, Wilmore, KY

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 2019-2020 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, 104 part-time)
- 58 full-time staff; 46 part-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

Dean's List Fall 2019



Nursing

Ashley Adams	Isabel Coe	Holly Fessel	Hunter Henderson	Emma-Kate Lewis	Henrietha Ozigbe	Sumaya Shalash	Katherine Villota
Emily Adlington	Loren Collins	Amber Filardi	Emily Hendrick	Cierra Long	Simmy Patel	Temee Shelton	Katarina Von Lehmden
Katelyn Agdanowski	Jenna Cooper	Paige Filmanowicz	Melanie Henne	Juliana Longano	Haley Patterson	Desiree Shelton	Alexandra Walker
Meredith Aker	Kaeli Coppa	Sierra Fish	Grace Hoffman	Katharine Lopez	Lauren Patterson	Zaina Shewekah	Matthew Wallace
Courtney Alexander	Sarah Corley	Kayla Floriani	Janet Hooker	James Lucas	Veronica Paul	Sophia Shultz	Allison Wallace
Jeremy Allen	Claire Cox	Kayla Frame	Katharine Houllhan	Hanna Lurtz	Micah Phan	Lily Silverstein	Caroline Walsh
Natalia Amaral	Katherine Coyle	Callyn Fuller	Taylor Hubert	Kelsey Lyszkowski	Jennifer Pietras	Morgan Simon	Makenzie Ward
Gabrielle Arland	Kathryn Craig	Morgan Gardner	Grace Humphrey	Avery Lytle	Ojaswi Piya	Marshall Sims	Mary Ward
Olivia Arnold	Annamarie Dalmes	Francesca Garnica	Jessica Jimenez	Caitlin Marshall	Lauren Platou	Eliza Smith	Julia Way
Hannah Asbell	Emily Dammeyer	Olivia Gastright	Hannah Jirak	Elaine May	Mary Plymale	Lauren Smith	Hannah Welch
Madison AuBuchon	Sydney Dawson	Emily Genders	Seth John	Jessica McCarthy	Genesis Pope	Katelyn Snider	Claire Went
Elizabeth Bailey	Hope DeBoer	Jody Gibbs	Naomi Johnson	Hannah McCoy	Natalie Porter	Ashley Sobczak	Lily Wenz
Mimi Baker	Madeline Decker	Allison Gilchrist	Madison Johnston	Samantha McGhee	Angela Pritchard	Allison Sparks	Emma Wheeler
Jennifer Baldridge	Anne Dels	Isabel Gollmar	Noah Jones	Hannah McGown	Mikayla Rankin	Hannah St. John	Joanna Whitis
Meghan Baumhardt	Nela Dolja	Keanu Gomez	Kendall Jones	Kaitlyn McKee	Karleigh Rapson	Kaitlyn Starcher	Sydney Willett
Emilee Bentler	Courtney Demma	Collin Goodfellow	Caroline Jordan	Grace McLellan	Rachel Reiser	Morgan Stinnett	Emily Williams
Brittany Beveridge	Emma Doherty	Katelyn Kalany	Katelyn Kalany	Sydney Mencer	Leslie Rose	Sarah Stokes	Katelyn Willis
Emma Bilberry	Patricia Donohoe	Olivia Grass	Grace Katz	Madison Molitor	Corinne Stone	Clara Lyn Suero	Faith Wise
Anna Billhmer	Meghan Donovan	Madeline Greer	Adriana Kelly	Kaitlyn Moore	Anna Ruess	Meredith Sullivan	Bryce With
Charlotte Boulanger	Julia Dragoo	Sarah Gregg	Minji Kim	Hannah Mosier	Emily Salisbury	Laurel Summers	Camille Witzke
Hannah Bowman	Raleigh Drozt	Kristen Gregory	Claire Kinmon	Julia Motzel	Madison Sander	Madison Tapolci	Madison Wondra
Noah Brown	Julia Durso	Mackenna Grack	Peyton Kline	Miranda Mullins	Claire Sass	Shaelee Tate	Hannah Wourms
Ruth Brown	Megan DuVall	Reecie Hairston	Kerrie Kocs	Olivia Myers	Danielle Satler	Sarah Troutman	Kiersten Yaden
Holly Bullock	Melissa Edmiston	Stephen Haley	Sarah Krieger	Amy Nielsen	Sydney Schaulfer	Kacey Trout	Madison Yohn
Caleb Chambers	Samantha Ellis	Claire-Marie Hall	Carly Kruse	Abigail Nisbet	Brendan Scheler	Angela Tseng	Nicholas Yowan
Avery Ciolinski	Carolyn Emerson	Sarah Harpole	Cameron Lacroix	Paige Nordlof	Maria Schilling	Allison Ulrich	Abigail Zetzi
Meghan Clark	Lexi Ennis	Katherine Hazelbaker	Rachael Lappin	Kathryn Notton	Kathryn Schlosser	Carlie Urban	Alexis Zody
Aubrey Claxton	Isabella Erickson	Lindsay Heckman	Jillian Lehman	Chloe Nowka	Kristina Schoeffler	Margaret Vasquez	Julia Zubrow
Rachel Clemons	Connor Faugno	Balee Heisker	Eliza Lenihan	Lindsey Osbourne	Hadley Schumacher		
McKenzie Clodi	Claire Feldthaus	Olivia Helmer	Sarah Levato	Christopher Owens	Alexander Schuster	Bailey Velth	

High-Level Achievements

During the 2019-2020 academic year, 353 students earned degrees. Ten students were awarded a Doctor of Philosophy in Nursing (PhD) degree, 60 students were awarded a Doctor of Nursing Practice (DNP) degree, 268 students were awarded a Bachelor of Science in Nursing (BSN) degree and 15 students were awarded Post-Graduate Certificates.

Student Honors and Awards, Fall (F) 2019 and Spring (S) 2020

Graduate Student Awards

Carolyn A. Williams PhD Award – Stacy Rene Stanifer

PhD Alumni Award – Kaitlin Voigts Key

Stanhope/Sebastian DNP Award – Tamra Michelle Langley

DNP Alumni Award – Corinna Shanice Hughes

Undergraduate Student Awards

Florence Nightingale Award – Orianna Summers (F), Bailey Veith (S)
Central Baptist Leadership Award – Jenna Blandford (F), Madison Aubuchon (S)
UKHC Nursing Excellence Award – Sophie Post (F), Noah Jones (S)
Delta Psi Award – Brandon King (F), Alex Schuster (S)
Taylor Ann Davis Award – Brandon King (F), Jody Gibbs (S)
Omicron Delta Kappa Award – Rogert Dittert (Spring only)

Sigma Theta Tau International, Delta Psi Chapter Inductees

Delta Psi at Large Chapter was not able to conduct an induction ceremony this year. The chapter extended 304 invitations to eligible undergraduate and graduate students from the University of Kentucky, Berea College and Campbellsville University. Of those invited, 37 accepted membership: 19 undergraduate and 14 graduate nursing students from the UK College of Nursing, and 4 students from Berea College. A virtual induction ceremony for these students is tentatively planned for the 2020 Fall Semester.

Student Funding

PhD

Scholarships – 11 available - \$20,000 total awarded to 3 recipients
Research Assistant positions (nursing students)* - 4.5 FTE available - \$45,000 awarded
Research Assistant positions (non-nursing students)* - 4 FTE available - \$40,000 awarded
College of Nursing Graduate School PhD Fellowship* - \$38,000 awarded
Robert Wood Johnson Nursing Scholars* - 2 available - \$91,600 awarded
OHEN training grant* - 2 new students - \$48,000 awarded

DNP

Scholarships - 13 available - \$33,800 awarded
Norton Healthcare Academic Practice Partnership Scholarships – 25 full-tuition BSN-DNP for three years for NHC nurses.
Wellcare Scholarship – 2 totaling \$32,000
Teaching Assistant* positions – 4.0 FTE - \$40,000

*Positions also include tuition and health insurance benefit.

Undergraduate

One hundred seven student scholarships were awarded from multiple funding sources, totaling \$214,100.

Completed Research/Scholarly Endeavors/Clinical Projects



PhD Student Dissertations Defended:

Al-Mrayat, Yazan: Tobacco Use and Nicotine Withdrawal Among Patients with Mental Illness. Committee Chair: Ellen Hahn, PhD, RN, FAAN

Clements, Linda: Caregiver's Influence on Patient's Heart Failure Self-Care. Committee Chair: Debra Moser, PhD, RN, FAHA, FAAN

Falls, Candace: Frailty in Patients with Left Ventricular Assist Devices. Committee Chair: Debra Moser, PhD, RN, FAHA, FAAN

Huggins, Michael: Gay Men and Satisfaction with Health Care Interactions. Committee Chair: Terry Lennie, PhD, RN, FAHA, FAAN

Key, Caitlin Voigts: Associations Between Psychosocial Stressors, Genes & Cardiovascular Disease in At-risk Adults. Committee Chair: Gia Mudd-Martin, PhD, MPH, RN, FAHA

Kuns, Candice Brook: Barriers and Facilitators of Healthcare Use among People who Inject Drugs. Committee Chair: Terry Lennie, PhD, RN, FAHA, FAAN

Stanifer, Stacy: Residential Radon Exposure, Its Contribution to Lung Cancer and Social Determinants of Radon Testing. Committee Chair: Ellen Hahn, PhD, RN, FAAN

PhD Student Research Activity:

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).

PhD Student Presentations:

Al-Mrayat, Y., Okoli, C.T.C., Studts, C., Rayens, M., Hahn, E. (August 2019). The psychometric properties of the Minnesota Nicotine Withdrawal Scale among patients with mental illness. Poster presentation at the National Conference on Tobacco or Health (NCTOH), Minneapolis, MN.

Stanifer, S. R. (October, 2019). Motivational interviewing to influence patient decision making. Podium presentation at Primary Care Association, Lexington, KY.

Voigts, K., Mudd-Martin, G. (November 2019). Ethnic discrimination is associated with depressive symptoms in Hispanic adults at risk for cardiovascular disease. Podium presentation at Scientific Sessions 2019, American Heart Association, Philadelphia, PA.

Alreshidi, S., **Voigts, K.**, Lennie, T.A., Mudd-Martin, G. (November 2019). Family encouragement for a healthy diet predicts diet quality in Hispanic adults at risk for cardiovascular disease. Poster presented at Scientific Sessions 2019, American Heart Association, Philadelphia, PA.

Voigts, K., Moser, D.K., Morford, L.A., Mudd-Martin, G. (November 2019). Inflammatory genotype moderates the association between anxiety and systemic inflammation in adults at risk for cardiovascular disease. Podium presentation at the International Society of Nurses in Genetics Annual World Congress. San Antonio, TX.

Daniels, L., Okoli, C.T.C., **Al-Mrayat, Y.**, Williams, L. (November 2019). Changes in tobacco treatment measures in a state psychiatric hospital in Kentucky: A forty-month trajectory. Poster presentation at the American Public Health Association, Philadelphia, PA.

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

Key, K.V., Adegboyega, A., Bush, H., Aleshire, M.E., Contreras, O.A., Hatcher, J. (2020). #CRCFREE: Using social media to reduce colorectal cancer risk in rural adults, *American Journal of Health Behavior*. In press.

Stanifer, S.R. & Hahn, E.J. (2020). Analysis of radon awareness and disclosure policy in Kentucky: Applying Kingdon's multiple streams framework. *Policy, Politics & Nursing*. In press.

DNP Student Projects Defended:

Bauman, Jennifer: Health-related quality of life and PTSD in Survivors of Extra-Corporeal Membrane Oxygenation (ECMO) Support. Committee Chair: Sheila Melander, PhD, APRN-BC, FCC, FAANP, FAAN

Bowlds, James: The Effect of a Sun Damage Simulation Photography App on the Skin-Protective Behavior Intentions of Women with Children Age 18 or Younger. Committee Chair: Judith Daniels, PhD, FNP, PNP, FNAP

Brown, Sarah: Individualizing Patient Care During Percutaneous Coronary Intervention to Reduce Operator Risk Adjusted Bleeding Rates: A Pre/Post Interventional Study. Committee Chair: Sheila Melander, PhD, APRN-BC, FCC, FAANP, FAAN

Buschmann, Sarah: Engaging Patients to Prevent Harm: Implementation of a Hospital Acquired Pressure Injury Prevention Education Video. Committee Chair: Sheila Melander, PhD, APRN-BC, FCC, FAANP, FAAN

Frede, Carmen: Evaluation of a Concussion Management and Discharge Education Training Module for Emergency Department Nurses. Committee Chair: Jean Edward, PhD, RN, CHPE

Fugate, Stephanie: The Impact of Clinical Reasoning Seminars on Medical-Surgical HESI Exam Scores. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Hoffman Christopher: Multifaceted Interventions to Improve Hand Hygiene Compliance Among Nurses. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ANCP-BC

Hughes, Corinna: Evaluating Providers' Perceptions on Preconception for Women with Substance Use Disorders Using an Online Module. Committee Chair: Julianne Ossege, PhD, FNP-BC, FNAP, FAANP

Hunt, Laura: Effectiveness of a School-Based Asthma Education Program for 8-10-Year-Old Children. Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE

Jamison, Whitney: The Effects of Scheduled Acetaminophen and Methocarbamol Administration on Postoperative Opioid Use and Related Side Effects Among Cardiac Surgery Patients. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ANCP-BC

Karr, Alecia: Neonatal Abstinence Syndrome: Is Targeted Umbilical Cord Drug Screening Effective in Determining Risk of Withdrawal? Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE

Kellum, Brittany: Improving Compliance with the VitalGo Total Lift Bed to Improve Patient Outcomes: A Quality Improvement Study. Committee Chair: Sheila Melander, PhD, APRN-BC, FCCM, FAANP, FAAN and Melissa Czarapata, APRN

Kinney, Elizabeth: College Campus Outreach to Increase Chlamydia Screenings. Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

Langley, Tamra: Treatment of Headache Associated with Subarachnoid Hemorrhage: A Retrospective Electronic Health Record Review. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Makowski, Kristen: Evaluating Colorectal Cancer Screening Rates in an Urban Primary Care Practice. Committee Chair: Karen Stefaniak, RN, PhD

Mikesell-Pierce, Scarlett: Evaluation of Improving First Dose Administration of the HPV Vaccination for Adolescents in a Pediatric Clinic. Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

Riley, Tabitha: A Modified Screening Tool to Evaluate Risk of Unanticipated Return Visits to the Emergency Department. Committee Chair: Martha Biddle, PhD, RN, APRN, CCNS, FAHA

Rogers, Renee: The Effect of a Nursing Knowledge Practice Improvement Project for ICU Acquired Weakness (ICUAW) and Mobility Protocols to Increase Knowledge and Self-Confidence in ICU Nurses. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ANCP-BC

Rust, Katie: Increasing Adherence to a Light Sedation Protocol. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ANCP-BC

Shader, Lindsey: Increasing Medication Compliance in Pediatric Asthma Patients by Implementing a Medication Dosing Chart for Use at Home. Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE

Shewekah, Deena: Nurse Driven Enteral Nutrition Protocol for Mechanically Ventilated Patients. Committee Chair: Martha Biddle, PhD, RN, APRN, CCNS, FAHA

Starks, Cassandra: Screen Time and the Effects on ADHD. Committee Chair: Dianna Inman, DNP, RN, APRN, CPNP, PMHS, PMHNP

Williams, Daniel: Implementing a Multicomponent Intervention to Improve Nursing Knowledge as Delirium and Interprofessional Communication of Delirium in Intensive Care Patients. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ANCP-BC

Austin, Jennifer: The Effect of an Education Plan on Nursing Intervention Compliance with Inpatient Post-Operative Colorectal Surgical Patients Using Enhanced Recover After Surgery (ERAS) Protocols. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Bower, Kathryn: Advance Directives for Older Adults in Primary Care: An Intervention to Promote Screening and Documentation. Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

Bryant, Kristy: Evaluation of Depression Screening by Providers for Adult Patients with Type 2 Diabetes in Primary Care. Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

Caudill, Tabitha: Increasing Smoking History Documentation and Lung Cancer Screening Orders in a Primary Care Clinic. Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

Colligan, Stacy: Evaluation of the Effectiveness of a System Based Nurse Manager Collaborative Council on Work Engagement, Psychological Empowerment Inclusion. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Coogan, Erin: The Effect of Implementation of a Nurse Manager Orientation Program on Nurse Manager Competency and Empowerment. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Cox, Alanna: Provider Adherence to National Heart, Lung and Blood Institutes Guidelines on Screening, Diagnosis and Treatment of Hypercholesterolemia in the Pediatric Population Aged 9-11 Years. Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

Craig, Kelli: The Effect of Provider Education on COPD Screening Rates in the Primary Care Setting. Committee Chair: Elizabeth Tovar, PhD, FNP-C, APRN

Dougherty, April: Change in Falls and Sitter Cost Post Implementation of Remote Centralized Video Monitoring in Hospitalized Adult Patients. Committee Chair: Sheila Melander, PhD, APRN-BC, FCCM, FAANP, FAAN

Edmiston, Jamie: The Effects of Screening Tool of Older Persons' Prescriptions on Inappropriate Prescribing in Elderly Inpatients. Committee Chair: Sheila Melander, PhD, APRN-BC, FCCM, FAANP, FAAN

Frias, Audrey: The Effect of an Emotional Intelligence Training Program on Use of a Transformational Leadership Style Among Nurse Managers. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Graham, Scott: What is the Prevalence of ADHD in Children who were Diagnosed with Neonatal Abstinence Syndrome? A Retrospective Chart Review. Committee Chair: Dianna Inman, DNP, RN, APRN, CPNP, PMHS, PMHNP

Gray-Cunningham, Candice: The Effect of Obstructive Sleep Apnea Screening on Outcomes in Adult Surgical Patients in a Suburban Hospital. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Hollingsworth, Heather: Evaluating the Use of Stopcocks for Lab Collections from Central Venous Access Devices Related to Central Line Associated Blood Stream Infections. Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE

Holloway, Sarah: The Effect of Computed Tomography Perfusion (CTP) Scans on Acute Ischemic Stroke Patients at a Comprehensive Stroke Center. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Inyama, Rachel: Nurse Executive and Middle Management Leadership Competency Assessment within a Multi-Hospital System. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Jobe, Kelsey: Staff Perception of Workplace Violence in the Emergency Department: Implementing Egress Education and Cue Recognition. Committee Chair: Jean Edward, PhD, RN, CHPE

Louden, Lauren: Evaluation of Provider Use of the 2017 ACC/AHA Guidelines for Diagnosis and Management of White Coat Hypertension. Committee Chair: Sharon Lock, PhD, APRN, FNAP, FAANP

Lyons, Amanda: A Survey of Providers and Patients Assessing the Need for and Use of Prevention Practitioners to Combat Obesity in the Primary Care Setting. Committee Chair: Julianne Ossege, PhD, FNP-BC, FNAP, FAANP

Minnis, Courtney: Screening for Alcohol Use, Misuse or Abuse in the Primary Care Setting Using the Audit-C Tool: An Extension Study. Committee Chair: Julianne Ossege, PhD, FNP-BC, FNAP, FAANP

Mtangi, Annette: An Assessment of the Effectiveness of a Safety Strategy Training Program on Knowledge Retention in New Nurses. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Myers, Michael: Development of Unit-Specific Educational Interventions for Inpatient Palliative Care Needs. Committee Chair: Sheila Melander, PhD, APRN-BC, FCCM, FAANP, FAAN

Neidlinger, Amita: The Effects of Compassion Fatigue on Burnout Among Inpatient Psychiatric and Intensive Care Unit Nurses. Committee Chair: Evelyn Parrish, PhD, PMHNP-BC, FAANP

Owens, Alexis: Tobacco Screening Among Adults in Primary Care: Evaluation of the 5A's Framework for Treating Tobacco Dependence. Committee Chair: Julianne Ossege, PhD, FNP-BC, FNAP, FAANP

Perkins, Britney: Incidence and Treatment of Acute Adult Sinusitis in Two Outpatient Primary Care Settings and Provider Challenges in Treating Adult Sinusitis. Committee Chair: Judith Daniels, PhD, FNP, PNP, FNAP

Riley, Tabitha. (March, 2020). A modified screening tool for evaluating risk of 72-hour unanticipated return visits to the ED. Committee Chair: Martha Biddle, PhD, RN, APRN, CCNS, FAHA

Ryan, Nicole: An Evaluation of Pre-existing Psychiatric Diagnosis: Patient Outcomes in an Intensive Care Setting. Committee Chair: Patricia Howard, PhD, RN, NEA-BC, FAAN

Salyer, Amy: The Effects of Post-Discharge Phone Calls on 30-Day Readmission Rates in the Older Adult Population. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Seaton, Marcus: Evaluation of Adolescent Adherence Treatment Following Emergency Department Visit. Committee Chair: Patricia Howard, PhD, RN, NEA-BC, FAAN

Taylor, Erin: Nurse-Led Psychology Intervention is Feasible in Patients with Heart Failure. Committee Chair: Martha Biddle, PhD, RN, APRN, CCNS, FAHA

Thompson, Christina: Evaluating the Feasibility for Outpatient IV Diuretic Therapy for Patients with Decompensated Heart Failure. Committee Chair: Judith Daniels, PhD, FNP, PNP, FNAP

Thornsberry, Farrah: Are Nurses at High Risk for Behavioral Health Problems. Committee Chair: Patricia Howard, PhD, RN, NEA-BC, FAAN

Tolentino, Sherry: Evaluation of Emergency Department Use by Adult Patients with Established Primary Care Provider. Committee Chair: Judith Daniels, PhD, FNP, PNP, FNAP

Webb, Breanne: Parental Knowledge of Car Seat Safety. Committee Chair: Leslie Scott, PhD, APRN, PPCNP-BC, CDE, MLDE

White, Mary: A Risk Reduction Education Intervention for Cardiovascular Risk Factors Among College Students. Committee Chair: Karen Butler, DNP, MSN, RN, FAAN

Wilson, Jr., Francis: Impact of a Change in the Assistant Nurse Manager Model on Satisfaction and Work Engagement. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Young, Christine: Trauma-Informed Care: Assessment in a Pediatric Intensive Care Unit. Committee Chair: Patricia Howard, PhD, RN, NEA-BC, FAAN

DNP Student Presentations:*

Langley, Tamra. (February, 2020). Pneumocephalus and cerebral herniation after cardiac ablation. Society of Critical Care Medicine, Orlando, FL

Langley, Tamra. (September, 2019). Building a pipeline of prepared providers. Vizient CAP2, Las Vegas, NV

Hughes, Corinna. (September, 2019). Addressing the gap in nursing workforce diversity. Kentucky College of Nursing Deans and Directors Meeting, Versailles, KY

Frias, Audrey. (June, 2019). Advancing Med-Surg nursing through strategic initiatives. Kentucky Organization of Nursing Leaders Conference, Louisville, KY

Tolentino, Sherry. (April, 2019). Improving ED throughput with NEDOC process. Professional Nursing Contribution Program Celebration, Louisville, KY.

DNP Student Publications:*

Bauman, Jennifer, Adjunct equipment/devices. *Practice considerations for adult-gerontology acute care nurse practitioners.* (3rd ed.). CA: Barkley & Associates, Inc.

DNP Student Published Abstracts:*

Langley, T., Bacon, D., Boling, B., Rivers, M. (2020). Pneumocephalus and cerebral herniation after cardiac ablation. *Society of Critical Care Medicine*, 2020; 48(1): 363.

Undergraduate Student Presentations:*

Gollmar, I., Feld, H. (April, 2020). What contributes to high adolescent pregnancy rates in Ecuador? A secondary analysis of a qualitative study. A poster presented at the Midwest Nursing Research Society, Chicago, IL

Gollmar, I., Feld, H. (March, 2020). What contributes to high adolescent pregnancy rates in Ecuador? A secondary analysis of a qualitative study. A poster presented at Posters at the Capital, Frankfort, KY

Richardson, K., Higgins, J.T. (November, 2019). What we give them can't touch what they take recreationally: Kentucky registered nurses and pain treatment in substance abuse patients. Podium presentation at 29th Annual Nursing Research Papers Day, Lexington, KY

Gollmar, I., Feld, H. (November, 2019). What contributes to high adolescent pregnancy rates in Ecuador? A secondary analysis of a qualitative study. Podium presentation at Nursing Research Papers Day, University of Kentucky, Lexington, KY

Murray, M., Davidson, J. (November, 2019). Quality Improvement in Family Planning with Women with SUD. Poster presentation at Nursing Research Papers Day, University of Kentucky, Lexington, KY

Richardson, K., Higgins, J.T. (September, 2019). The opioid epidemic and Kentucky registered nurses" (September, 2019). A poster presented at the 15th Annual KONL Leadership Conference, Louisville, KY

Undergraduate Student Publications:*

Higgins, J.T., Casey, S., Taylor, E., **Wilson, R.,** Halcomb, P. (2019). Superiority of the Jackson-Cubbin Pressure Ulcer Risk Scale in critically ill trauma-surgical patients. *Critical Care Nurse*. In press

* Complete information for DNP and undergraduate student scholarship is not currently available. The process for tracking scholarship for these students is under development.

Program-Specific Outcomes and Benchmarks

Bachelor of Science in Nursing Licensure Exam Results



There were 220 graduates eligible to take the National Council Licensure Examination (NCLEX) this year.

- Fall 2019: 104 graduates took the examination. 100% have passed.
- Spring 2020: 116 graduates were eligible to take the examination. 100% have passed.

DNP Certification Results

There were 56 graduates eligible for DNP program certifications (Table 1).

Table 1: Doctor of Nursing Practice Certification Exam Results

DNP Program Track	Number Eligible for Certification	Number Passed 2019 Certification	Percent Passed Who Have Taken
AGACNP	28	10	100%
FNP	16	10	100%
PMHNP	5	5	100%
PNPAC	2	0	N/A
PNPPC	5	3	100%

AGACNP – Adult Gerontology-Acute 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

Total Admission Applications, Enrolled Students and Graduates

BSN Program

- There were 532 applications received for the BSN program: 424 applicants met the admission criteria, 379 were offered admission, and 327 enrolled
- A total 1,323 students were enrolled during the academic year
- A total of 306 degrees were awarded during the academic year: 192 Traditional BSN; 36 2nd degree; and 78 RN-BSN degrees.

Graduate Programs (Figure 1)

DNP Program

- There were 78 applications received for the DNP program: 54 met the admission criteria, 14 additional applicants had a GPA between 3.3-3.0 and were offered provisional admission, a total of 68 were offered admission, and 55 enrolled. A total of 185 students were enrolled during academic year.
- There were 59 degrees awarded

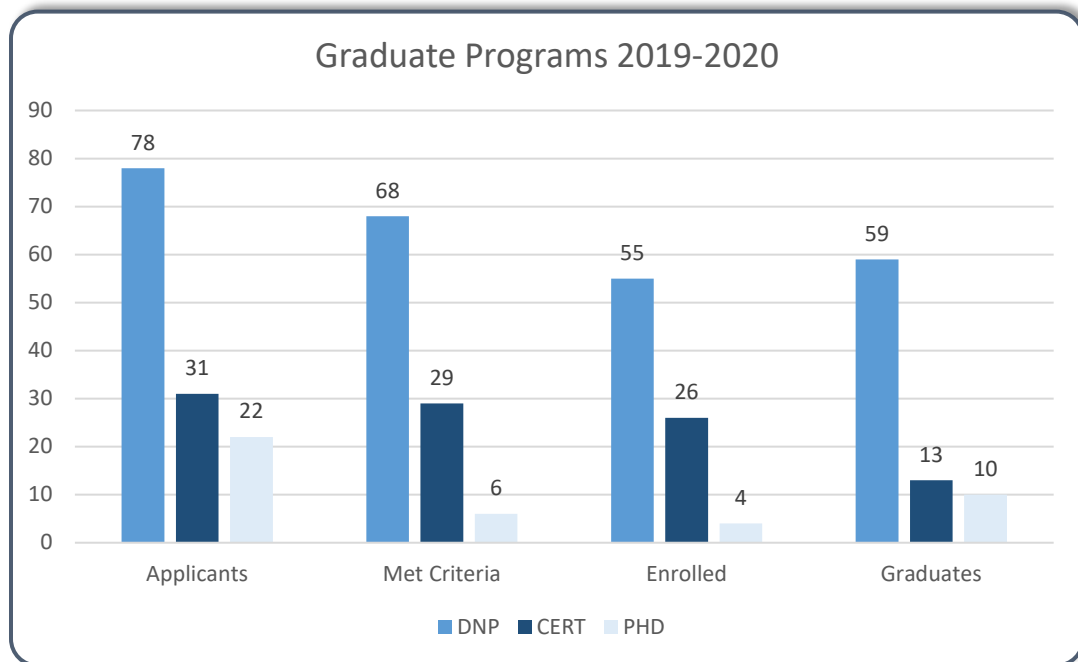
Post-Advanced Practice Registered Nurse (APRN) Graduate Certificates

- There were 31 applications received for the Post-APRN Graduate Certificate program: 29 met the admission criteria, all were offered admission, and 26 enrolled.
- A total 26 students were enrolled during the academic year
- There were 13 certificates awarded

PhD Program

- There were 22 applications received for the PhD program: 6 met the admission criteria, all were offered admission, and 4 enrolled.
- A total of 30 students were enrolled during the academic year.
- There were 10 degrees awarded

Figure 1: Graduate Programs Applications and Admissions



Undergraduate Student Progression and Success

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		
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		
2020-2021	Fall 2019	86.0%		318		
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
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%	88.0%	271	78.4%	37
2020-2021	Fall 2019	7.0%	90.0%	231	83.0%	39

Table 3: BSN On-Time Graduation Rates

Measurement Academic Year	Graduation Rate (3 Years/6 semesters)	Number of Students
Academic Year 16-17	80%	221
Academic Year 17-18	89%	254
Academic Year 18-19	92%	200
Academic Year 19-20	92%	170

BSN Graduates' Employment

- Among the 104 Fall 2019 graduates, 41 (44%) reported nursing employment at graduation.
- Spring 2020 employment data were not available.

Graduate Student Progression and Success

Table 4: Graduate Student Retention

	2019-20 2nd-Year Retention (2018-19 Entrants Retained One Year From Matriculation)		2019-20 3rd-Year Retention (2017-18 Entrants Retained Two Years From Matriculation)	
	Entering Students	Percent Retained in Program	Entering Students	Percent Retained in Program
PhD Students	5	100%	4	100%
DNP Students	40	80%	45	75.55%
Total	45	82%	49	78%

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

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 3.019 years. There were no full-time students completing the MSN-DNP option. The average time to degree for students in the PhD program was 5.375 years. As indicated in Table 5, seven-year graduation rates for students who entered the program in 2013-14 was 66.7% for PhD and 92.86% for DNP.

Table 5: Graduate Student Seven-Year Graduation Rates

Program	2013-14 Entering Students	7-year Graduation Rate
PhD	6	66.7%
DNP	56	92.86%

Average time to degree of graduates attending full-time for 2019-2020:

- PhD – 5.375 years
- DNP – 3.019 years (BSN-DNP)
- DNP – no full-time graduates (MSN-DNP)

Employment (Source: Data Reported in Survey of Students and Faculty, December 2019).

DNP graduates were employed as follows (Fall 2019 data- most recent available):

- Government or community health department: 1
- Hospital nursing service research and/or clinical position: 14
- Ambulatory (non-hospital) research position and/or clinical position: 9

PhD graduates were employed as follows (Fall 2019 data; most recent available):

- Faculty Position: school/college of nursing: 3
- Clinical Nurse Specialist: Hospital: 1

Graduates of certificate programs reporting were employed as follows (2019 most recent available):

- Hospital: clinical position: 4



SECTION 3: ACADEMIC PROGRAMS



envision
engage
empower

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

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 Accelerated BSN (ABSN) tracks. Military veterans who served as medics, those with an earned baccalaureate degree in another field or LPNs can enroll into the ABSN track. The LPN option of the ABSN is completely online. 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.



BSN Program Accomplishments

Traditional, Second Degree Tracks

- Simulation curriculum fully implemented with instruction in each clinical course.
- All students engaged in Interprofessional Education (iCATS) activities with collaborative case studies that included standardized patient interaction. Teams of nursing (n=30) and dental (n=70) students provided education and dental interventions in the hCATS to Appalachia public health initiative.
- Undergraduate students completed UK's Graduation Composition and Communication Requirements (GCCR).
- Undergraduate students (n=64) participated in the Honors in Nursing program, representing an almost doubling of enrollment since last academic year. Honors students complete the rigorous nursing program while simultaneously meeting the expectations of the Honors curriculum. The mission of Honors is to better the Commonwealth of Kentucky and the world by helping students to explore their

purpose, develop intellectually, and lead with integrity. May 2020 was the first graduation of 10 Lewis Honors College – CON students.

- Student success strategies focused on enhancing student learning by the provision of clinical judgment instruction during seminars and specific course activities.
- A traditional BSN curriculum revision was approved by the University of Kentucky in spring 2020 with new courses beginning in fall 2020. Eight-week block courses will provide a focused, student-centered approach to instruction. Depending on semester of admission, some students will be able to complete the curriculum in 3.5 years.
- Student enrichment opportunities included Research (n=23), Practice (n=15 to 17), and Education (n=16) internships.
- Eleven students (one RN-to-BSN) participated in a Primary Care nursing enrichment program during the academic year. This HRSA funded program was designed to increase student interest for employment in primary care rural settings following graduation.
- Two students were selected as UK Chellgren Fellows with an undergraduate faculty member serving as mentor. Fellows engage in activities to enhance scholarship and development of a skill set that would afford admission to top universities and awards as part of their Chellgren Center work.
- An undergraduate student received the Karen Tufts Student Nurse Award from the Bluegrass Chapter of the Kentucky Nurses Association in spring 2020. The student role-modeled caring and compassionate behaviors and provided exemplary service to others. Nominees were nursing students from BSN and associate degree programs from 15 central Kentucky counties.
- The last cohort for the second-degree track will finish their course work in summer 2020. Future students who meet admission standards for this track will be admitted into the ABSN track.

Accelerated BSN Track

- The Accelerated BSN track admitted Cohort 1 in fall 2019, and Cohort 2 in summer 2020. Grant funding from the Provost office supported the development of the online option for LPN admissions into this track. Cohort 2 includes the first group of LPN students. Students who have earned a baccalaureate degree in another field and veteran medics will be admitted into this track along with LPNs.
- The first group of LPN students began course work in summer 2020.
- A generous grant from the Helene Fuld Trust, awarded fall 2019, provided scholarship support for students enrolled in the ABSN track. Disbursements will begin in 2020 for the 22 students receiving this support.
- Success strategies included peer tutors hired specifically for this group of students, clinical reasoning seminars, and support from an undergraduate faculty member who serves as a military liaison.

RN-BSN Track

- Continued partnerships with Eastern State Hospital and Select Medical to promote student recruitment into this track.

- A new partnership was established with Somerset Community College and University Center of Southern Kentucky to promote UK's RN-BSN track for their associate degree graduates. Students can participate in UK's RN-BSN online or in a hybrid format where part of the instruction occurs on campus in Somerset.
- 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. Four students participated in summer 2019.
- RN-BSN faculty continued to pursue certifications to strengthen online teaching.
- Three RN-BSN courses are being offered in summer 2020.
- University approval was obtained for a new curriculum that will be implemented in fall 2020.

Current Strategic Plan Goals (2019-2020)

Promote academic excellence and growth in the undergraduate program

1. Enhance academic success and BSN workforce development

- a. Continued core undergraduate simulation curriculum, including student evaluation utilizing the simulation rubric. Used aggregate data from simulation rubric to inform curricular improvements such as oxygen delivery and med math calculation practices via First Aid Friday (FAF) workshops. Piloted all on-campus clinical in NUR 211. Used video competency testing to assess skill attainment. See the Clinical Simulation and Learning Center section for more details, including FAF attendance data.
- b. Student recruitment efforts for the RN-to-BSN track included use of UK's online marketing system to advertise the track in several social media venues. Recruitment visits took place at community colleges in Louisville and Lawrenceburg, Kentucky. Participated in UKHC's Employee Health Fair to recruit RNs.
- c. Continued the Eastern State Hospital-College of Nursing partnership to support Eastern State Hospital associate degree nurses in the RN-BSN track.
- d. 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 graduate: December 2019, 45 of 104 (43%), and May, 2020, 62 of 116 (53%). Enrollment in the RN-BSN track has increased to 178 students.

2. Provide effective academic support for student success

- a. Undergraduate faculty, along with professional advisors, provided instruction in all NUR 101 classes as a team as part of the PRN advising concept. Concepts included academic success strategies, wellness, and introductions to nursing as a profession.

- b. The Undergraduate Student Admission and Progression Committee (USAPC) continued to use Kira Talent with spring 2020 interviews for Traditional and ABSN track admissions. This is a cloud-based holistic admissions assessment platform designed specifically for the University of Kentucky College of Nursing. Accelerated BSN 2020-2021 (n=92) and Traditional BSN 2020-2021 applicants (n=325) recorded their interviews asynchronously on the platform. All full-time, undergraduate faculty members were invited to serve as reviewers after training and 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, ethics, professionalism and maturity. The selection process for admission was based on both the interview results and the science and cumulative GPA averages.
 - c. Initiatives to enhance student mental health from the hCATS *Bringing Awareness Right Now (BARN)* committee included a 16-week, self-care challenge, completion of student surveys in fall and spring semesters, and a check-in campaign during the COVID-19 crisis. Student survey results guided support strategies such as providing students with information about available resources and faculty contact of students to provide individual and targeted support. The *BARN* initiative received start-up funding from UK'S Women & Philanthropy group and includes partnerships with other UK departments and colleges.
 - d. An undergraduate faculty member served as a liaison for students with a military connection, including those participating in ROTC. Work groups of ROTC and CON faculty met to identify strategies to promote student success. One new initiative from collaborations is to award clinical hour credit in the senior practicum course for summer ROTC hospital rotations.
3. *Promote globalization of curriculum*
- a. Identified avenues for leadership, growth and support of global opportunities.
 - b. Leadership: A CON faculty member co-led the interprofessional global health course to prepare students for Ecuador, and serves on the Executive Board for Shoulder to Shoulder Global. The faculty member also co-led a new summer online course about the Global COVID-19 public health response, to engage learners who were unable to travel. Our global partners remained engaged as students used video interviews to connect with people from 12 countries. A CON faculty member co-led a spring course that prepared participants for travel to Greece as part of an Education Abroad experience. When the trip was cancelled, learning took place locally. Scholarship activities included faculty acceptance for a presentation at an international conference, The Consortium of Universities of Global Health (cancelled), a faculty generated publication regarding study in Ecuador, and local and national student presentations regarding work in Ecuador.
 - c. Growth: Education Abroad/International Center and the CON provided financial support for a faculty member to travel to potential sites for global experiential learning, specifically to Accra, Cape Coast, and Kumasi, Ghana. Faculty renewed a contract with Child Family Health International and completed two site visits. An MOU with Kwame Nkrumah University of Science and Technology to

begin developing student exchanges was created. Collaboration between CON and Family Studies/College of Agriculture and Education Abroad faculty took place to expand opportunities for studying structural and social factors that promote longevity and wellness and effective health systems. Plans are underway for 2021 global opportunities in Costa Rica and Sweden. As part of the traditional curriculum revision, in 2021, a global health cognate will be developed and taught in 2022 to provide a mechanism to engage learners interested in a global concentration. Two students travelled to Kiang Wu Nursing College of Macau for the summer inbound exchange program with a faculty mentor in summer 2019. Additionally, two research interns presented at the Sigma Theta Tau International Research Conference in Calgary, Canada in summer 2019.

- d. Engagement: Actual travel was limited due to the pandemic, but prior to that (in August, 2019), ten undergraduate nursing students participated in the Shoulder to Shoulder Education Abroad experience in Ecuador, 28 nursing students completed the Shoulder to Shoulder global health course, three completed the Greece course, and five are currently enrolled in the Global COVID-19 summer course.
- e. Support: Support for faculty included 30% funding for an undergraduate faculty member to improve opportunities and engagement in global health and funding for training and participation in conference. Strategies to promote greater engagement and support included: earlier notification of opportunities, student financial support with undergraduate travel funds, and student scholarship generation. A "Go Global" scholarship fund was created for nursing students in 2020.

4. *Recruit and retain high quality undergraduate faculty*

- a. Two full-time Clinical Title were hired into Clinical Title Series positions.
- b. Six faculty participated in the pilot of a new CON course designed to develop online teaching expertise.
- c. Sponsored faculty development opportunities included attendance at the NCLEX Regional Workshop in Louisville, Kentucky to gain a better understanding of future NCLEX testing changes and participation in AACN's Baccalaureate Education Conference in Orlando, Florida. Innovations with Kira Talent admissions were presented at the AACN conference.

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

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 six available specialties are:

- Adult Gerontology Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric/Mental Health Nurse Practitioner
- Pediatric Acute Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Executive Nursing Leadership

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)

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

What We Are Known For

- 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. For example, students come to campus twice per semester, near the beginning and end of the semester for up to three days of on-campus course work, meetings, dialogue with faculty and student colleagues, etc.

Accomplishments

1. During 2019-2020, the final cohort of the academic-practice partnership completed their DNP degree requirements bringing the total number of Norton Health Care graduates to 98.
2. Developed five new MSN to DNP tracks that are specialty-focused. These include MSN to DNP:
 - a. Psych/Mental Health
 - b. Family Practice
 - c. Acute Pediatrics
 - d. Primary Pediatrics
 - e. Adult Gerontology Acute Care Nurse Practitioner
3. Strengthened the academic-practice partnership with UK HealthCare through the establishment of new faculty collaborative appointments, including acute pediatrics and mental health.
4. Implemented the recommendation from the CNS needs assessment completed in 2018-2019.

5. Converted Spring 2020 Immersion II activities/simulation to all online/Zoom delivery in response to campus closure due to COVID-19.
6. Developed protocols and processes for DNP final project presentations and conducted 23 DNP final student presentations via Zoom delivery during the Spring 2020 semester in response to campus closure due to COVID-19.
7. Planned and implemented virtual PhD and DNP student hooding and recognition/award ceremony.
8. Three publications were accepted related to the UK CON and Norton Healthcare academic-practice partnership.
9. Established combined work group of DNP and PhD faculty to develop curriculum for a joint degree for DNP-to-PhD, or PhD-to-DNP.

Current Strategic Plan Goals (2019-2020)

1. Strengthen graduate student growth and success
 - a. *Enhance infrastructure and instructional design for online learning*
 - i. Converted spring 2020 immersion to a fully-online format during the COVID-19 pandemic.
 - ii. Conducted 23 DNP project/defense presentations as fully-online events using Zoom.
 - iii. Worked in conjunction with UK HealthCare following closure of campus due to COVID-19 to maintain as many clinical sites as possible, while providing opportunities for competency acquisition and course outcomes.
 - iv. Developed a Qualtrics process for students to follow prior to clinical engagement for COVID-19 symptoms along with a process that the track coordinators could monitor students' well-being and compliance with the process.
 - v. Provided platform for students to engage in telehealth care delivery model.
 - vi. Created new Canvas course home page with connections to additional community resources for the DNP Canvas course site to enhance course continuity and for ease of student accessibility to information.
 - vii. Placed a link to mental health resources on each MSN and DNP canvas course site.
 - viii. Track coordinators conducted bi-weekly Zoom meetings with students during for more than 2 months following closure of campus due to COVID-19.
 - ix. Associate dean conducted weekly Zoom meetings with MSN/DNP faculty for more than 2 months following closure of campus due to COVID-19.
 - b. *Increase and strengthen recruitment/retention/graduation efforts*
 - i. Revised recruitment efforts to support gender and minority enrollment in the DNP program. The CON has a new recruitment coordinator who is focusing efforts to enhance these opportunities.
 - ii. Continued outreach efforts for all DNP tracks, Masters and Post-Masters Certificate students to reach rural and underserved areas.

- iii. Increased usage of simulation throughout the DNP program to enhance immersion student experiences. Developed and implemented cross-track simulations.
2. Enhance faculty and student research and scholarly work
- a. *Increase collaboration in research and scholarship among College of Nursing programs (undergraduate, DNP, PhD) and with other colleges at the University of Kentucky*
 - i. Collaboration with RN-to-BSN undergraduate faculty to do a national study, with three resulting publications and others pending.
 - ii. One DNP faculty's focus has been on compiling nursing workforce data in collaboration with the Kentucky Board of Nursing (KBN) and the Kentucky Nurses Action Coalition (KNAC) to determine the number and distribution of registered nurses and APRN's throughout the Commonwealth.
 - iii. Jean Edward received a \$399,268 grant from Robert Wood Johnson Foundation for her project titled, *Leveraging Medical-Legal Partnerships to Enhance Interdisciplinary, Team-Based Approaches to Facilitate Effective Cost of Care Conversations*. The goal of the grant is to develop and test the impact of FINassist© (Financial & Insurance Navigation Assistance) to enhance cost of care conversations and promote equitable access to financial resources, address unmet social needs and improve patient outcomes.
 - iv. Continued collaborative efforts between UK CON and Norton Healthcare via the DNP Practice Council to disseminate students' project work across the five hospitals to demonstrate the impact of the DNP projects.
 - v. Published an article related to faculty and student perspectives of a graduate online delivery model supported by online immersion.
 - b. *Enhance the infrastructure for research and scholarship:*
 - i. Held monthly meetings with DNP associate dean, faculty involved in evidence based practice joint UK HealthCare positions, and Kathy Isaacs to develop a structured process that connects DNP students with practice partners to produce evidence-based science. Dr. Jean Edward with Markey Cancer Center staff and Dr. Nicole Garritano with UK HealthCare Children's Hospital staff are continuing this work.
 - ii. Collaborated with Kentucky Board of Nursing and the National Council on State Boards of Nursing on a national, APRN study sponsored by NCSBN to look at the expansion of the APRN role due to COVID-19, which was signed and approved by the Governor. The purpose of the study is to evaluate the expanded role in Kentucky, and will also allow comparisons with those states participating across the country.
 - iii. Increased amount of time for scholarship for DNP faculty.
3. Increase student and faculty advancement, recognition and scholarly productivity to support nursing research, academic partnerships, leadership and scholarly practice in the Commonwealth and beyond.

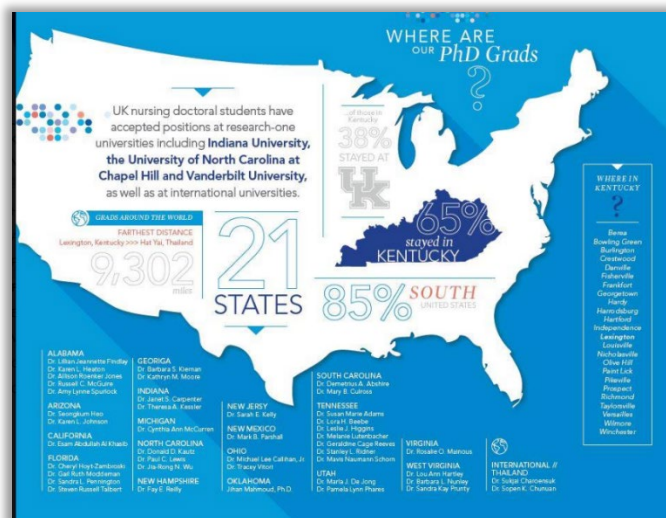
- a. *Create intentional mentoring/learning experiences for collaborate research relationships:*
 - i. **Edward, J.**, Thompson, R.* , Jaramillo, A. (2020). Availability of health insurance literacy resources fails to meet consumer needs in rural, Appalachian communities: Implications for State Medicaid Waivers. *J. Rural Health*. In press.
 - ii. **Edward, J.**, Chitwood, H.* , Christian, A., Valen, M., and Vanderpool, R. “Availability and accessibility of resources to reduce financial toxicity and improve access to cancer care for rural cancer survivors.” Oncology Nursing Society 45th Congress. April 29-May 3, 2020, San Antonio, TX (switched to virtual).
 - iii. **Edward, J.**, Rayens, M.K., Zheng, X** , Vanderpool, R. (2020). “The Association of Health Insurance Literacy and Numeracy with Financial Toxicity among Colorectal Cancer Survivors.” *Journal of Cancer Survivorship*. In review.
 - iv. Flanders, S., **Hampton, D.**, Missi, P., Ipsan, C., Gruebbel, C. (Oct. 2019). “Effectiveness of a staff resilience program in a pediatric intensive care unit.” *Journal of Pediatric Nursing*, 50(1),. 1-4. (Norton MSN-to-DNP student).

*= graduate student; **= undergraduate student.

Doctor of Philosophy in Nursing (PhD) Program

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 154 graduates as of May 2020. At the time of this writing, our current PhD student enrollment is 27 students. Ten students completed their degree requirements this past academic year. We offered admission to 12 individuals for the Fall 2020

semester. Of the current residents, 89% are enrolled in full-time course work or dissertation residency.

Accomplishments

1. Completed the second year of the new PhD curriculum that was approved by the University Senate on May 7, 2018, for implementation in Fall 2018.
2. In March, in response to the COVID-19 public health emergency, converted all ongoing PhD classes to online. Also, held all qualifying examinations and dissertation defenses online. For dissertation defenses, had public defense for the first 30 minutes as usual, with excellent success.
3. Using yearly money allotted for PhD student research, funded 1 post-qualifying examination PhD student for research to complete her dissertation.
4. Held our yearly PhD faculty retreat in August, with greater than 90% attendance by PhD faculty.
5. Continued the standard use of evaluation rubric for the candidacy and dissertation examinations, ensuring 100% compliance.
6. Reviewed all candidacy and dissertation examination rubrics and continued to develop plans for standardization of examinations and evaluation by the committee.
7. 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. Will continue for 20-21 using online format (Zoom) for COVID-19 protection.
8. Requested 13.5 Dean's tuition scholarships. The graduate school changed their awarding method and instead of a specific number received, we received \$50,657.89, which represents a 12.5% reduction in budget.
9. Funded all travel requests made by PhD students for presentation of research.
10. Reviewed student annual review reports; for those unsatisfactory in progress required submission of specific plan for success.
11. Continued announcements of PhD Dissertation defense, handouts for defense, email congratulations announcement with description of papers and importance of area.
12. Ten PhD students completed degree requirements and graduated this academic year.
13. Submitted plan for evaluation of student learning outcomes to the University.
14. Continued to support Jonas Scholar and Robert Wood Johnson Scholars.

Current Strategic Goals (2019-2020)

1. Strengthen graduate student growth and success
 - a. *Enhance infrastructure and instructional design for online learning:*
 - i. Move forward with progress made during COVID-19 crisis to develop a synchronous online program.
 - ii. Encourage all PhD faculty to obtain expertise in delivering online education (e.g., take online education course offered in the CON); attend other online courses; take advantage of online education resources at the University).

- iii. Plan for 2021-2022 academic year start for synchronous online offering of PhD program.
- iv. Continue to work on cognates from CON faculty to increase options for PhD students and to allow for more online offerings of cognates.
- b. *Increase and strengthen recruitment/retention/graduation efforts*
 - i. Continue to evaluate student progression and support efficient degree completion.
 - ii. Develop support mechanisms to increase efficient degree completion (e.g., continue SCORE seminars; work to have full faculty support for mandatory submission of an abstract and publication, which is part of the dissemination course – NUR 772; continue to have PhD students and their advisors work closely to develop the proposal for dissertation, along with course faculty, for the proposal writing course – NUR 773; make stronger follow-up by PhD Program Committee of students whose time from qualifying exam extends longer than 3 years).
 - iii. Develop a strong recruitment plan that includes increasing minority enrollment in PhD program.
 - iv. Obtain NIH funding for a T32, institutional training grant, for 2-4 pre-doctoral fellows per year.

2. Enhance faculty and student research and scholarly work

- a. *Increase collaboration in research and scholarship among College of Nursing programs (undergraduate, DNP, PhD) and with other colleges at the University of Kentucky:*
 - i. In conjunction with the Graduate Nursing Activities and Advisory Council (GNAAC), develop and sustain mentorship program for new doctoral students and research interns.
 - ii. Discuss adding a collaborative project to the PhD curriculum that helps accomplish the goal of increased collaboration.
 - iii. The Advancement of Student Scholarly Affairs Council (ASSAC) to take responsibility for promoting collaboration among CON programs – make this one of their goals.
 - *Enhance the infrastructure for research and scholarship:* Develop a structured research support plan for each PhD student.
 - Introduce PhD students to the research office and research officers in NUR 773, proposal development course.
 - Develop a minimum standard (supported by PhD faculty) for PhD students that includes submission and acceptance of at least one peer-reviewed paper, one conference presentation, and one research proposal submission.
 - Continue PhD faculty retreats and PhD faculty meetings (now every 2 months) in order to keep student research and scholarship support in the foreground for faculty advisors.
 - PhD Program (through the PhD Program Committee and the Assistant Dean for the PhD Program) to offer research and scholarship support in the form of seminars.

- PhD Program continue to offer dissertation research support, and engage in discussions about how to increase the amount of funding available.



SECTION 4: ACADEMIC-PRACTICE PARTNERSHIPS

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 2019-2020, the College of Nursing continued its established academic-practice partnerships.

Norton Healthcare

Accomplishments

1. In November 2019, 24 students from the fourth BSN-DNP cohort successfully presented their final DNP project presentations and graduated in December. Ten graduates were in the Primary Care option, 5 were in the Adult-Gerontology Acute Care option, and 6 were in the Executive Nurse Leadership in Healthcare 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		3
UK College of Nursing – Norton Healthcare Partnership Post-Graduate Certificate Students							
	Start Date	Completion Date	Adult-Gerontology Acute Care		Pediatric Acute Care		
Cohort One	08/14	05/15	17		4		
Cohort Two	08/15	05/16	13		1		

2. Dr. Patricia B. Howard and co-investigators continued work on their study titled *Doctor of Nursing Practice: Evaluation of an innovative academic-practice partnership*.
3. The following journal articles regarding the academic-practice partnership were accepted/published.
 - a. Howard, P.B., Williams, T., El-Mallakh, P., Melander, S., Tarp-Barrie, K., Lock, S., & MacCallum, T. (in press). An innovative teaching model in an academic-practice partnership for a Doctor of Nursing Practice program. *Journal of Professional Nursing*.
 - b. Melander, S., Howard, P.B., Williams, T.E., Tharp-Barrie, K., El-Mallakh, P., & MacCallum, T. (2020). Optimizing impact through the tiered Doctor of Nursing Practice Project Model. *Journal of the American Association of Nurse Practitioners*, 32, 263-268.
 - c. Tharp-Barrie, K., Williams, T.E., Howard, P.B., El-Mallakh, P., & MacCallum, T. (2020). DNP Practice Improvement Initiative: Staff nurse competency evaluation. *Journal of Nursing Administration*, 50, 22-27.
4. During 2019-2020, the final cohort of the academic-practice partnership completed their DNP degree requirements bringing the total number of Norton Health Care graduates to 98.

Norton Healthcare administrative areas, such as the following, provided ongoing support for program completion:

- Institute for Nursing
- Workforce Development
- Information Systems & Data Collection
- Norton Healthcare Research Office

Meetings and events included operational partnership meetings, student consultations with UK CON statistician and writing specialist, DNP student final presentations, and a presentation by the Kentucky Board of Nursing and Office of Inspector General for expectant fall graduates in nurse practitioner roles.

Current Strategic Plan Goals (2019-2020)

1. *Strengthen graduate student growth and success: Increase and strengthen recruitment, retention and graduation efforts*
 - a. Provided synchronous and asynchronous activities as well as simulated learning experiences. Advising and consultation on statistics, writing and portfolio progression were provided by videoconferencing. All (100%) of the graduating students of the fourth cohort passed and completed their degree requirements and were awarded DNP degrees during the fall 2019 UK commencement ceremony. Of the 24 graduates, 18 completed a DNP option for advanced nursing practice certification eligibility. Of those, to date, 16 successfully completed the national certification examination in their specialty area.
2. *Enhance Faculty and Student Research and Scholarly Work: Increase collaboration in research and scholarship among College of Nursing programs (undergraduate, DNP, PhD) and with other colleges at the University of Kentucky*
 - a. The following journal articles were published by DNP faculty and graduates of academic-practice partnership:
 - i. Howard, P.B., Williams, T., El-Mallakh, P., Melander, S., Tharp-Barrie, K., Lock, S., & MacCallum, T. (in press). An innovative teaching model in an academic-practice partnership for a Doctor of Nursing Practice program. *Journal of Professional Nursing*.
 - ii. Melander, S., Howard, P.B., Williams, T.E., Tharp-Barrie, K., El-Mallakh, P., & MacCallum, T. (2020). Optimizing impact through the tiered Doctor of Nursing Practice Project Model. *Journal of the American Association of Nurse Practitioners*, 32(3), 263-268.
 - iii. Tharp-Barrie, K.E., Williams, T.B., Howard, P., El-Mallakh, P., & MacCallum, T. (2020). DNP practice improvement initiative: Staff nurse competency evaluation. *Journal of Nursing Administration*, 50(1), 22-27.
 - iv. Frith, J., Hampton, D., Pendleton, M. Montgomery, V.L., & Isaacs, P. (2020). Impact of kamishibai card process on compliance with the central venous line maintenance bundle. *Journal of Nursing Care Quality*, 35(1), 34-39.

Select Medical



Accomplishments

1. Select Medical (SM) RN-BSN online student enrollment is shown in Table 7. Twenty-one students completed the program and 10 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. Select Medical opened the scholarship opportunity to nurses in their rehabilitation hospital division in addition to the critical illness recovery hospital division.

Table 7: Select Medical Student Enrollment

UK College of Nursing – Select Medical Partnership for RN-BSN Students			
	Fall 2019	Spring 2020	Summer 2020
Select Medical RN-BSN Students	31	39	25
# of States Represented	14	16	13
KY Residents (%)	3%	3%	4%
# Total Credit Hours	165	260	137
# Hours UK College of Nursing	156	236	65
# Hours UK Core	9	24	72

Current Strategic Plan Goals (2019-2020)

1. *Promote academic excellence and growth in the undergraduate program*
 - a. *Provide effective academic support systems to enhance student success:* Maintain 40 – 50 Select Medical RN-BSN student enrollment during fall and summer terms.
 - b. *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.

Eastern State Hospital

Accomplishments

1. Three Eastern State Hospital nurses graduated from the RN-BSN Track.
2. Two additional nurses began the RN-BSN Track and one LPN began the online ABSN track this summer.



Current Strategic Plan Goals (2019-2020)

1. *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.*

Community and Faculty Practice Engagement

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 fiscal year 2019, the clinic had 1,429 patient counters, and 1,416 encounters in the first 10 months of fiscal year 2020. In 2018-2019, the clinic served as a clinical site for two family nurse practitioner students.

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.



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. In fiscal year 2019, the clinic had 1,081 patient encounters, and 2,815 encounters in the first 10 months of fiscal year 2020.



Current Strategic Plan Goals (2020-2025)

1. *Community Outreach and Engagement Success. Advance faculty practice, research and service through local, rural, urban and global health community outreach and engagement*
 - a. College of Nursing clinic in Wilmore is established and can serve as a hub for future faculty practice initiatives for underserved populations.
 - b. Revenue management is in place with Kentucky Medical Services Foundation. UK HealthCare Integrated Business Unit is in place for coding and billing. Wilmore and Beyond Birth Clinics have access to UK HealthCare Electronic Health Record.
 - c. Credentialing process is in place with UK HealthCare Medical Affairs Office.

SECTION 5: ACADEMIC SUPPORT SERVICES

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.



Student Recruitment

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 42 events this year. Recruitment was scheduled to attend more events than the previous year; however, the majority of events were canceled due to campus closure in response to COVID-19. Recruitment efforts were adjusted to offering virtual sessions, online advertising and social media to continue outreach.

Because of COVID-19, much of our recruitment was managed online. National meetings typically occur in spring months and were cancelled so there was no travel to the usual conferences for graduate recruiting.

For undergraduates, activities were made virtual where possible. The Office of Enrollment Management launched an aggressive telephone campaign to increase the yield of fall 2020 freshmen, in addition to emails and virtual events.

Accomplishments

1. Conducted 7 Traditional BSN information sessions this that included an ambassador-led tour. Tours were open to anyone interested in pursuing a Bachelor of Science in Nursing but were targeted toward high school students. Two sessions were canceled in late spring due to campus closure in response to COVID-19. A recording of the session was emailed to those who registered for the canceled events. We held 3 open house events that targeted Second Degree ABSN students.

The increase in UK-hosted events has caused us to offer less independent information sessions.

2. UK Enrollment Management sponsored events included 7 See Blue Open Houses, 7 Admitted Student Days, Merit Weekends, UK Annual Home Education Appreciation Day (AHEAD), and National Association for College Admission Counseling Fair.
3. Other notable UK partner events:
 - a. Family Weekend Tailgate Event – spoke to hundreds of families about the nursing program. Connected mainly with pre-nursing students and followed up with emails the following week.
 - b. The CON Diversity & Inclusivity Ambassadors, alumni, and current students partnered with the UK Center for Academic Resources and Enrichment Services (CARES) to host an informational session for CARES' pre-nursing students.
 - c. CARES Major Talk.
 - d. Two information sessions and tours hosted for UK's Area Health Education Center (AHEC).
4. College of Nursing Tours - we conducted more than 10 special programs targeted to groups including Brownies (earning a first aid badge), Sungshin University visiting students, Parents Weekend guests, Area Health Education Center, Robinson Scholars, Multicultural Health Careers Open House, YMCA Black Achievers and other school groups.
5. Recruitment Travel –attended preview nights with UK Admissions staff in Bowling Green, Corbin, Covington and Louisville. Exhibited at the National Black Nurses Association conference, Kentucky Organization of Nurse Leaders, Kentucky Nurses Association Summit, Southern Kentucky AHEC Expo, Indiana Association of Nursing Students conference, USA Cares Veteran Fair, Kentucky State University Graduate Fair, and Morehead State University Graduate Fair. Attended events at regional hospitals on request: St. Joseph Hospital, UK HealthCare (4), Baptist Health Lexington and Baptist Health Corbin. Six hospital events were canceled or postponed until fall 2020 due to campus closure in response to COVID-19. Both the recruiter and the RN-BSN advisor attended several RN-BSN focused events at community colleges in Kentucky and out of state.
6. New Events/Recruitment:
 - a. Held a PhD Open House that included a panel of faculty and student speakers.
 - b. Joined the UK Mighty Network new social media platform to connect with admitted students who were unable to visit our college due to campus response to COVID-19.

Current Strategic Plan Goals (2019-2020)

1. *Promote academic excellence and growth in the undergraduate program*

- a. *Enhance academic success and BSN workforce development*
 - i. Activities targeted for traditional BSN students will remain the same.
 - ii. Brittany Fiero has taken a strong lead in recruitment tapping into resources to aid in the undergraduate student recruitment, particularly for URM including expansion of the Health Careers Academy to Louisville area schools.
2. *Strengthen graduate student growth and success*
- a. *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. Brittany Fiero is working with program directors/associate deans to be more strategic in how the College participates in these events.

Strategic Plan (2015-2020)

- 1. *Diversity Success*
 - a. Brittany Fiero has taken lead in involving the College of Nursing Diversity & Inclusivity Ambassador Council and the Dean's Diversity & Inclusion Advisory Board in the planning and implementation of recruitment events that target underrepresented prospective students.
 - b. Brittany Fiero has increased and strengthened the diversity of our undergraduate student ambassador group. She will increase efforts to involve alumni in recruitment, especially those who are underrepresented in the field of nursing.
- 2. *Community Outreach*
 - a. Continue to utilize community resources to aid in the undergraduate student recruitment, particularly for URM.
 - b. Resume special events with the Academies of Lexington partnership next year with campus field trips when the University and Commonwealth determine it is safe to resume.
 - c. Collaborate with program directors/associate deans, and the communications director to develop strategy for virtual recruitment events and outreach adjustments in response to COVID-19.

Instructional Design

Overview of Instructional Design

The instructional design staff assists faculty across all academic programs with conversion of existing courses and the development of new courses for online instruction. One-on-one consultation is provided to faculty new to online instruction or those interested in modifying existing courses. The staff also provides workshops and

boot camps to help faculty become proficient with innovative online technologies and software used in classroom, online courses, and student testing.

Accomplishments

1. Created new CON course templates for each program and track to standardize the appearance of courses on Canvas throughout each program and the College.
2. Moved faculty to Open Broadcaster Software and YuJa Media for recording voiceovers and lectures. This replaced Echo360 Personal Capture and Camptasia that were outdated and difficult to use.
3. Suggested further improvements to the DNP immersion model, including training on technology that would actively engage students during immersion sessions (FlipGrid, Zoom, YuJa Media).
4. Developed an Instructional Design Innovation team, consisting of instructional design staff, the Director of Online Innovation, an undergraduate liaison and graduate liaison, who is a DNP faculty member and Apple Distinguished Educator.
5. Provided boot camps and workshops for moving the second half of the spring 2020 semester online in response to campus closure due to COVID-19. Invested over 75 hours training and/or preparing faculty for the transition to fully online education.
6. Co-facilitated a Lunch & Learn on FlipGrid.
7. Provided a webinar to help faculty and staff ensure the security of their Zoom meetings and classes.
8. Created multiple video tutorials on YuJa Media, Zoom, Canvas, etc. to assist faculty in teaching online in response to campus closure due to COVID-19.
9. Assisted the academic advising staff with creating multimedia for advising as well as various course shells for advising purposes.
10. Created a comprehensive website resource for COVID-19 information.
11. Created various Canvas training shells for faculty to test online instructional tools.
12. Created a Google site with tutorials and information on instructional technology.
13. Conversions due to campus closure in response COVID-19.
 - a. Aided faculty in converting Examsoft tests to Canvas quizzes in conjunction with Respondus lockdown browser and Monitor.
 - b. Created method to provide students with HESI testing and monitoring via Zoom.
 - c. Created video quizzes using YuJa Media that allow instructors to verify engagement.

14. Provided support for the following:
- a. College of Nursing Canvas courses (including course renewals). Support provided to faculty in design and administration of Canvas courses.
 - b. Support and training on YuJa, Open Broadcaster Software, and Zoom
 - c. 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.
 - d. DNP faculty and students were trained and supported in Digication, which is used by the DNP Program for student portfolio development.
 - e. Examsoft/HESI exam support and setup (135 scheduled exams between 8/1/19 and 5/31/20.) 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.
 - i. Examsoft/HESI scheduled exams: 71 in Fall 2019; 64 in Spring 2020.
 - ii. Number of students using services of the Disability Resource Center: 48 in Fall 2018; 40 in Spring 2019.
 - f. Creation and distribution of College of Nursing surveys as requested.

Academic Support Services including new initiatives (modern 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 averaged 59/month, representing an 8% over 2018-2019 excluding the numerous requests related to moving courses online.
2. Created and oversaw support for Canvas Resource sites, including a COVID-19 resource site. Provided instructional design support for 98 courses for Fall 2019; 105 courses for Spring 2020; and 29 courses for Summer 2020.

Professional Development

Attended multiple workshops and lectures

- Canvas Gradebook Training
- Teaching with the G (Google) Suite
- How to Assess Students Online
- Creating Meaningful Assessments
- Course Organization for Student Learning
- Student Engagement and Creating Community Online
- Creating Multimedia Assignments with the iPad
- Using Collaborative Mobile Device Applications
- Jesse Stallworth received FlipGrid certification

Participation on Committees

- UK Instructional Design Innovation Team

- CON ID I-Team
- UK Canvas Admin User Group
- UK Community of Practice
- CON Information/Communication and Instructional Technology Council
- Liaised with UK CELT, UK Online and Faculty Media Depot
- Liaised with UK Smart Campus Initiative

Strategic Plan Goals Progress

1. *Promote academic excellence and growth in the undergraduate program: Enhance academic success and BSN workforce development.*
 - a. Increased support for faculty members to obtain course development and grant revisions.
 - b. Provided support for the new LPN-BSN program.
 - c. Created innovative multimedia quizzes for checking student engagement with course content.
2. *Strengthen graduate student growth and success: Provide training for graduate faculty to utilize advanced capabilities of Canvas and other software:*
 - a. Provided training for graduate faculty to utilize advanced capabilities of Canvas, YuJa Media, and Zoom.
 - b. Provided new course templates and navigation tab structure to enhance student success in graduate courses.
 - c. Provided easier access to resources that will help students learn and navigate courses.

Current Strategic Plan Goals (2019-2020)

1. *Promote academic excellence and growth in the undergraduate program*
 - a. *Provide effective academic support systems to enhance student success*
 - i. Conduct periodic course reviews for several courses in each semester (fall, spring, summer).
 - ii. Increase the use of YuJa Media and Open Broadcaster Software for creating high-quality multimedia for online courses.
 - iii. Develop lunch and learns for faculty for spring, summer and fall 2020.
2. *Promote the development of high quality, innovating teaching:* Increase the number of courses that have received Instructional Design assessment and support.

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.

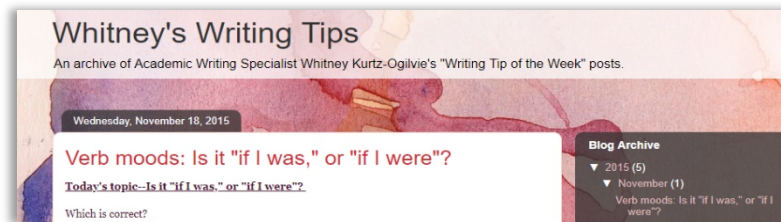
Accomplishments

1. An online innovation team of 2 faculty and 2 instructional designers was launched to support faculty to design high quality, online courses for students. The team offered

education to faculty on new technology such as open broadcast system and Yuja recording as well as Flipgrid for video discussion assignments. The team supported all faculty to quickly transition to online instruction to finish out the academic year during the pandemic.

2. The team collaborated with faculty who implemented new teaching strategies with the University iPad initiative.
3. Foundations of Online Teaching course was developed for faculty, providing certification for online teaching through continuing education. Six faculty piloted the course and provided valuable feedback.

Writing Support



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.

Accomplishments

1. NUR 924 (Theory): Co-instructor with Dr. Martha Biddle and Dr. Julie Marfell
 - a. Provided web content: text and video
 - b. Provided individual feedback to each student
2. NUR 915 (Evaluating Evidence for Research and Evidence-Based Practice): The learning Module I designed for this course is still in use.
 - a. 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
 - a. For PhD Doctoral Seminar
 - a. "Keys to a Successful Paper"
 - b. "Improving Critical Thinking"
 - b. For Norton students in Louisville
 - i. "Keys to a Successful Paper"
 - ii. "Using Source Material"
 - iii. "Making an Effective Poster Presentation"
4. For students preparing to present at a conference:

- a. "Making an Effective Poster Presentation"
- 5. Online workshops (via YouTube channel):
 - a. "Making an Evidence Table" (2-part tutorial)
- 6. Set up a twice-monthly meeting with a group of international students to support them in writing, critical thinking and English grammar (this is ongoing)
- 7. Service
 - a. Served on Advancement of Student Scholarly Affairs Council
 - b. Presented to faculty and students at the RICH Heart Institute writing conferences in July/August 2019
- 8. Partnered with Dr. Moser to encourage student scholarship
 - a. Offered Zoom and in-person workshops on posters to prepare students for the Scholarship Showcase
- 9. Diagnostic Assessments
 - a. Assessed writing skills of all new DNP, MSN and PhD students
- 10. UKHC Writing Support
 - a. Worked with BSN Residency program, provided feedback on presentations and posters and attended "dry run" rehearsals of presentations on multiple occasions
 - b. Provided monthly live online workshops for UK HealthCare nurses
 - c. One on one consultations with UKHC nurses in need of writing support

Current Strategic Plan Goals (2020-2021)

- 1. *Strengthen graduate student growth and success*
 - a. *Increase and strengthen recruitment/retention/graduation efforts*
 - i. Continue adding writing resources to YouTube Channel
 - ii. Continue to offer "Writing Workdays" each semester to graduate students
- 2. *Enhance faculty and student research and scholarly work*
 - a. *Increase resources to expand all student and faculty research and/or scholarship productivity:*
 - i. Development of new resources deferred to next year due to campus closure in response to COVID-19.
 - ii. Work with Office of Academic Operations to develop one or two new faculty "Lunch and Learn" workshops, as the ones conducted in previous years have been well received.
 - b. *Enhance the infrastructure for research and scholarship:* Continue to serve on the Advancement of Student Scholarly Affairs Council and look for ways to lend support.

Clinical Simulation and Learning Center



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. There are 5 outpatient exam rooms utilized for simulation and competency assessment. Simulations are created for: medical-surgical, pediatrics, psychiatric, obstetric, leadership, high acuity, health assessment and fundamental nursing courses as well as clinical tracks in the graduate program.

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, including a specific simulation facilitator workshop for then NUR 211 clinical instructors.
3. Continued a quality improvement process via weekly huddle board meetings.
4. Facilitated high fidelity simulation for 784 undergraduate students
 - a. Each student participated in 2-5 simulated clinical experiences
5. Facilitate events for the graduate program courses NUR 923, 930, 941, 942, 944, 950, 955, 961, 966 and 968
6. Continued work with the Kentucky Simulation Alliance (KSA)
 - a. Director is the inaugural President and a founding member of the KSA
 - b. Simulation faculty and staff actively involved through attendance and creation of bylaws

7. Hosted high school students
 - a. Ran three simulation rooms: Obstetrics, cardio-pulmonary resuscitation (CPR) and Room of Errors
 - b. Presented on the nursing profession
8. Hosted five students from Science, Technology, Engineering and Mathematics (STEAM) Academy for semester internship
9. Hosted the premed fraternity
 - a. Ran 3 simulation rooms: Obstetrics, cardio-pulmonary resuscitation (CPR) and Room of Errors
 - b. Presented on the nursing profession
10. Hosted tours of the CSLC during Health Simulation Week
11. Developed, designed and implemented online simulation for undergraduate program following closure of in-person education.
12. Presented best practice and useful resources for implementing online simulation to faculty.
13. Utilized faculty and staff as embedded participants for graduate program OSCE.

Strategic Plan Goal Progress (2019-2020):

1. *Promote academic excellence and growth in the undergraduate program*
 - a. *Enhance academic success and BSN workforce development*
 - i. Stephanie Kehler became a certified healthcare simulation educator.
 - ii. Will submit application for full accreditation through the Society for Simulation in Healthcare in December 2020.
 - iii. Piloted on campus clinical for the NUR 211 Fundamentals undergraduate course (only able to implement 1 on campus clinical as University transitioned to online education format for Spring semester).
 - b. *Provide effective academic support systems to enhance student success*
 - i. Continued annual simulation facilitator training.
 - ii. Stephanie Kehler working toward applying for grant related to simulation for mental health.
2. *Strengthen graduate student growth and success*
 - a. *Enhance infrastructure and instructional design for online learning*
 - i. Continued annual simulation facilitator training.
3. *Improve diversity and inclusivity across learning and working environments*
 - a. *Retain a more racially and ethnically diverse underrepresented minority student body.* Simulation curriculum continues to evolve to incorporate diversity and inclusivity.

Current Strategic Plan Goals (2020-2021)

1. *Promote undergraduate success. Enhance undergraduate student academic success and well-being through innovative curricular delivery models that cross the continuum of care to promote a nursing workforce of competent providers.*
 - a. Integrate meaningful, student-centered curricular experiences with evidence-based pedagogical approaches
 - i. Professional development for faculty and staff engaged in simulation.
 - ii. Establish full accreditation through the Society for Simulation in Healthcare.
 - iii. Ensure psychological safety of participants
 - iv. Implement simulation across the undergraduate program
 - b. Strengthen workforce readiness and team-based skills
 - i. Implement simulation across the undergraduate program with a focus on teamwork and practice readiness.

2. *Promote graduate success. Enhance graduate student academic excellence through innovative curriculum that is technologically infused, collaborative and interprofessional to advance student development and expand diversification of student research and practice.*
 - a. Provide student-centered curricular experiences integrated with technologically-infused pedagogy to meet the needs of the community of interest/constituents
 - i. Professional development for faculty and staff engaged in simulation.
 - ii. Establish full accreditation through the Society for Simulation in Healthcare.
 - iii. Ensure psychological safety of participants.
 - iv. Implement simulation across the graduate program.

3. *Research success. Increase student and faculty advancement, recognition and scholarly productivity to support nursing research, academic partnerships, leadership and scholarly practice in the Commonwealth and beyond.*
 - a. Maintain or increase CON scholarly activities
 - i. Develop a repository of simulation research activity in the CON
 - ii. Support simulation scholarly activity

Office of Professional Development



Overview of Professional Development

Effective January 1, 2019, the Office of Continuing Education was renamed to the Office of Professional Development. In 2019-2020, 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.

Accomplishments

1. *Accreditation Renewal:* The American Nurses Credentialing Center (ANCC) accreditation renewal was accomplished and now accredited 9/23/19-3/21/24.
2. *Conferences:* Three live, face-to-face, full-day conferences were converted to online, remote access conferences in response to campus closure due to COVID-19. The faculty development conference with abstract presentations has been postponed until August. The Nurse Aid series of courses has been converted to online offerings.
3. *Continuing Education Support of Grant Programs:* The Office of Professional Development provided the final report for the grant awarded by the Agency for Healthcare Research and Quality (AHRQ) on August 1, 2019. Provided support to Dr. Kristin Ashford for her Hillman Innovations in Care Program grant from the Rita and Alex Hillman Foundation to provide online nursing continuing education modules to expand the Perinatal Assistance and Treatment Home (PATHways) and Beyond Birth programs. Provided support to Dr. Sharon Lock -- HRSA-18-012 Nurse Education, Practice, Quality and Retention (NEPQR)-Registered Nurses in Primary Care (RNPC) Training Program for online training.

4. *New offerings for the 2019-2020 fiscal year*
 - a. Tackling the Opioid Epidemic – Owensboro, Pikeville and online
 - b. Keen-CDC Alzheimer webinars for nursing homes
 - c. Kentucky State Trauma Association two-day conference
 - d. Clinical Applications of the Principles in Treatment of Addictions and Substance Abuse (CAPTASA) two-day state conference
 - e. Foundations of Online Teaching for the College of Nursing
 - f. Gerontological Nursing webinar full-day conference
 - g. The Nurse Executive webinar two-day, online course
 - h. Progressive Care webinar two-day, online course
 - i. Registered Nurses in Primary Care – three online webinars

5. *Specialized Education Programming:*
 - a. The following programs included a large number of attendees from a wide variety of disciplines:
 - i. Tackling the Opioid Epidemic – Owensboro, Pikeville and online
 - ii. Kentucky State Trauma Association two-day conference
 - iii. CAPTASA (Clinical Applications of the Principles in Treatment of Addictions and Substance Abuse) two-day state conference
 - b. The following were new, extensive online programs for using Remote Access:
 - i. Gerontological Nursing webinar full-day conference
 - ii. The Nurse Executive webinar two-day, online course
 - iii. Progressive Care webinar two-day, online course
 - iv. Registered Nurses in Primary Care – three online webinars

6. *UK HealthCare and CE Central Partnership:* We continue to partner with UK HealthCare and Continuing Medical and Pharmacy Education (CE Central) to provide nursing accreditation for programs including:
 - a. Tackling the Opioid Epidemic – Owensboro, Pikeville and online
 - b. Kentucky State Trauma Association two-day conference
 - c. Barnstable Brown Diabetes Symposium
 - d. ECLS conference
 - e. The 4th Annual Precision Medicine
 - f. Updated 55 online programs housed on the CE Central website

7. *University of Kentucky Centers and Other External Partnerships:* Continued our ongoing partnerships with UK HealthCare Nursing Staff Development and outside agencies to bring continuing nursing education and professional development content to a greater number of nurses and nurse educators. Many have expanded their programming, which has allowed our office to increase the number of programs offered. These partners include:
 - a. Kentucky School Nurse Association - Annual Conference
 - b. Stroke Care Network - Annual Summit, monthly series
 - c. Kentucky Coalition of Nurse Practitioners and Midwives Annual Conference
 - d. Department for Public Health

- e. UK Internal Medicine
- f. Barnstable Brown Diabetes Center
- g. Sanders Brown Center on Aging

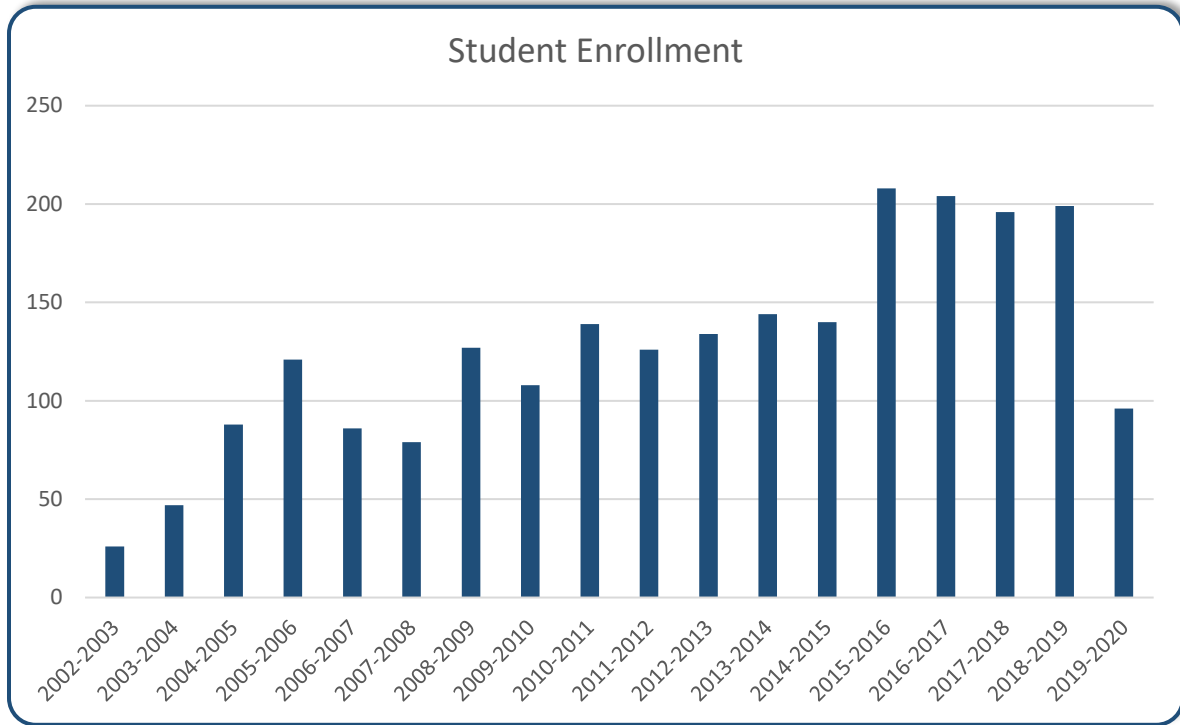
8. *Online Continuing Education Courses and Courses for College Credit:* The Office of Professional Development is responsible for two online, independent study graduate courses offered through other universities. Graduate students from universities across the country have taken our Advanced Pharmacology and Advanced Pathophysiology graduate level online courses to complete their institution's program requirements. The free CE courses like Human Trafficking and grant PATHways and Beyond Birth courses have been popular.

Table 8: Enrollment in graduate level online courses

Course	Total Number of Students 2019-2020
Advanced Pharmacology	5
Advanced Pathophysiology	4

9. *State Registered Nurse Aide Program:* The Office of Professional Development directs and coordinates the State Nurse Aid Training (NAT) program. This program satisfies the requirements for undergraduate students to enter the nursing program at UK and is also open to the public. (Figure 2.) Campus closure due to COVID-19 required rapid conversion of NAT to online. A course developed by the publishing company of the book used for the course that meets Kentucky CHFS Medicaid requirements was substituted. Skill training sessions offered by the company and the UK CON simulation lab were added. The campus closure in spring resulted in a reduction of 103 students from the previous year.

Figure 2: State Registered Nurse Aide Program Enrollment



*Estimated number through June 30, 2020 based on registration

Strategic Plan Goals Progress (2019-2020)

1. *Advance community and faculty practice engagement*
 1. *Encourage Community Partnerships in Professional Development:* UK CON faculty typically lead approximately 50% of the CE courses offered. This was not possible this year due to their need to focus on converting academic program course to online in response to campus closure this spring.

Table 9: Office of Professional Development Offering Growth

2015-2016 Academic Year	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020 Target
42 in-house offerings	55 in-house offerings	68 in-house offerings	56 in-house offerings	56 in-house/remote offerings	Maintain and/or increase in-house offerings
52 online offerings	67 online offerings	87 online offerings	92 online offerings	94 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	39 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	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Office of Professional Development	14	15	38	32	52	47
Jointly Provided	42	41	54	56	96	97
Total	56	56	92	94	148	144

2. Partner with healthcare systems for Professional Development

- a. Maintained relationships with partners, stakeholders and nurses across Kentucky through professional meetings, emails, reviewing professional journals, and publications as well as social media to meet Goal 3: “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 Professional Development Advisory Board that meets biennially.
- b. Assessed the quality of continuing education courses through outcome surveys and the advisory board. New this year was a survey of one program offered remotely for a full day. The results were positive, with 90% of the attendees reporting this is an effective venue and they would attend other courses provided using this remote venue.

Current Strategic Plan Goals (2019-2020)

1. *Advance community and faculty practice engagement*
 - a. *Partner with healthcare systems to meet the clinical requirements of the future*
 - i. Continue the provision of quality programs to meet the nursing needs of nurses in Kentucky and the region
 - ii. Maintain quality partnerships
2. *Enhance the status of clinical practice of faculty by promoting and recognizing the development of future nurse clinicians and leaders in healthcare*

Work-Life



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.

Accomplishments

The UK@Work Survey results reported in January 2020, indicated that UK CON had double-digit improvements in multiple categories and were some of the highest improvement scores on the University campus, indicating that strategies put in place by the Work-Life Council had significantly contributed to the increased scores. Recommendations included continuing with our current strategic plan for 2020-2021 with the additional focus on Stress/Balance/Workload. The COVID-19 pandemic presented unexpected challenges and opportunities for the Work-Life Council to support

faculty, staff and students through remote Zoom meetings and events to sustain a healthy learning and working environment.

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:
 - a. Appreciative Inquiry (AI) Fall Retreat: Annual UK CON Faculty/Staff Retreat utilized AI activities to approach strategic plan problem-solving
 - b. Opening CPR (Cultivating Practices for Resilience) minute at faculty organization meetings with AI activities to increase improved communication and focus during meetings
 - c. Faculty and staff Welcome Back to School Ice-Cream Social
 - d. Faculty and staff Chili Cook-Off and Fall Costume Competition
 - e. Distribution of Valentine Cards to faculty and staff on campus and at remote sites and cookies and lemonade in common gathering areas
 - f. Faculty and staff Zoom “social hours” weekly with themes such as pets, dream vacations, and happy hour
 - g. Faculty and staff Zoom “massage self-care” sessions provided by Integrative Medicine staff
 - h. Faculty and staff “Zoom” journaling lunch and learn
2. *Effective Communication*. The UK CON community gave ongoing feedback to the Council, thanking them for thoughtful and intentional communication related to wellness events and requested continuing with the following:
 - a. 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.
 - b. 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.
 - a. 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.
 - b. 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. These continued in the form of Zoom online self-care practices after the campus went to online teaching.
 - c. A massage chair was purchased and is available for use for faculty and staff now. A sign-up sheet allows for recording usage of the chair. The chair is located behind a newly purchased divider to ensure privacy.
 - d. Yoga equipment has been purchased including mats, blankets, props, cushions, and lavender infused eye masks. Equipment is discretely organized behind a

- new room divider to enhance the meditative quality of the space for relaxation for faculty, staff and students.
- e. Monthly KORU classes offered in CPR Room: KORU is a brief, four-week course on Mindful Meditation Practice. Each class is 75 minutes.
 - f. Monthly Tai Chi classes offered in CPR Room.
 - g. Pet Therapy provided for student exams.
 - h. 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.
- a. A newly purchased chair massager was available for student use. A sign-in sheet indicated a high level of usage by students.
 - b. An affirmation board was provided in the student lounge and regularly supplied with affirmation notes that students could take with them. An electronic affirmation board was available during the COVID-19 pandemic.
 - c. Snacks were provided for graduate students in the graduate lounge during DNP immersion and PhD students were also invited and notified of dates/times.
 - d. 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.
 - e. 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.
 - f. A “Care-Campaign Check-In” Initiative to enhance student mental health from the hCATS *Bringing Awareness Right Now (BARN)* committee included a 16-week self-care challenge, completion of student surveys in fall and spring semesters, and a check-in campaign during the COVID-19 crisis. Student survey results guided support strategies such as providing students with information about available resources and faculty contact of students to provide individual and targeted support.
 - g. Weekly Check-Ins were scheduled on Zoom to support BSN students during the COVID-19 crisis.
 - h. Weekly self-care seminars were scheduled on Zoom to support graduate students as they transitioned to online learning during the COVID-19 crisis.

Current Work-Life Engagement and Student Wellness Council Plan Goals (2020-2021)

1. *Working Relationships (Community and Belonging)*
 - a. Appreciative Inquiry (AI) and Suicide Prevention: Question, Persuade, Refer (QPR) Training - Fall Retreat
 - b. Opening CPR minute at faculty organization meetings with AI activities
 - c. Welcome Back to School Ice Cream Social
 - d. Fall Festival Chili Cook-Off, Costume Contest and Costume Parade to the Children's Hospital
 - e. End of year grill out
 - f. Journaling Lunch and Learn
2. *Effective Communication*
 - a. Monthly updates of Council events through one-minute video clip
 - b. 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
 - c. Work-Life event calendar
 - d. Resource card for mental health services
3. *Empowerment*
 - a. Bi-monthly pet therapy
 - b. Monthly massage chair event in CPR Room
 - c. Monthly KORU classes offered in CPR Room
 - d. Monthly Tai Chi classes offered in CPR Room
 - e. Pet therapy for student exams
 - f. Journaling Lunch and Learn
4. *Stress/Balance/Workload*
 - a. Continue to advance Work-Life programs with more focused attention to priority areas identified by faculty and staff
 - b. Conduct focus groups to better understand root causes of stress during the workday

Future Planning

1. Future planning for student wellness includes continuing with social events and scheduled classes in the CPR room.
2. The Council will create cards/badges with mental health resources contact numbers for students/faculty/staff.
3. The Council will continue to survey faculty, staff and students for continued improvements related to working relationships, effective communication, empowerment and work-life stress/balance.

Accreditation, Assessment and Analytics



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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.

Accomplishments

1. *Accreditation*

- a. Annual Reports submitted to Kentucky Board of Nursing (KBN), American Association of Critical Care Nurses (AACN), and Commission on Collegiate Nursing Education (CCNE).
- b. Reviewed and provided feedback on the upcoming changes to the CCNE Standards for Accreditation of Nurse Practitioner Programs.
- c. Submitted CCNE Substantive Change Reports for curricular changes in the BSN program, the addition of the MSN program, and closing of the CNS and Adult Gerontology Nurse Practitioner tracks in the DNP program, and the Post-Graduate APRN Certificate program.
- d. Ongoing work with UK Online to assure compliance with state boards of nursing and higher education boards.

2. *Assessment*

- a. Ongoing monitoring of the College of Nursing TCE's for accuracy.
- b. Ongoing monitoring of the BSN, DNP and PhD program assessment plan and submission of the annual Student Learning Outcome reports for each program.
- c. Ongoing use of the benchmark based on DNP graduate program evaluation survey through Skyfactor/EBI Benchmarks.
- d. Ongoing use of the benchmark based on BSN graduate program evaluation survey through Skyfactor/EBI Benchmarks.
- e. Ongoing use of RedCap for the end of program evaluations of the PhD and Post-Graduate APRN Certificate programs.

- f. Developed RedCap survey for end of program reports for the MSN program.
- g. Assisted in the development of program assessment plans (based on the newly-developed University guidelines) for the MSN, DNP, Post-Graduate APRN Certificate and PhD programs, including a timeframe for ongoing monitoring of student achievement, which will be submitted to the University Office of Institutional Effectiveness (BSN program assessment is in process).

3. *Analytics*

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

Current Strategic Plan Goals (2019-2020)

1. *Promote academic excellence and growth in the undergraduate program*

a. *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

b. *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
- 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*

a. *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.
- Continue to use RedCap in the PhD and Certificate programs for program evaluation
- Use the RedCap survey for end of program evaluation for the MSN program

b. *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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