



2020-2021

Academic Programs & Partnerships Annual Report

Academics, Academic Support Services, Partnerships



UNIVERSITY OF KENTUCKY

COLLEGE OF NURSING

**Academic Programs and Partnerships Annual Report
Academic Year 2020-2021
(July 1, 2020 – June 30, 2021)**

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Associate Deans

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Dr. Sheila Melander (MSN and DNP)

Dr. Tom Kelly (PhD)

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

Jesse Stallsworth, Curriculum Development Director

Dr. Lee Anne Walmsley, Chair of Work-Life and Student Mental Health Wellness

Dr. Jessica Wilson, Director of Office of Professional Development, and Chair of
Instructional Design and Innovation

TABLE OF CONTENTS

SECTION 1: EXECUTIVE SUMMARY	5
SECTION 2: STUDENT SUCCESS	7
Student Honors and Awards, Fall (F) 2020 and Spring (S) 2021	7
Student Funding	8
Completed Research/Scholarly Endeavors/Clinical Projects	9
Program-Specific Outcomes and Benchmarks	18
Bachelor of Science in Nursing Licensure Exam Results.....	18
DNP Certification Results.....	18
Enrollment Data	18
Total Admission Applications, Admissions and Enrollments	18
Undergraduate Student Progression and Success	19
Graduate Student Progression and Success	20
SECTION 3: ACADEMIC PROGRAMS.....	21
Undergraduate Program: Traditional, RN-BSN, Second Degree Option, MedVet Option	21
Overview of the Undergraduate Program.....	21
BSN Program Accomplishments	21
Current Strategic Plan Goals (2020-2025).....	23
Post-Graduate Certificate, Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) Programs	27
Overview of the Post-Graduate Certificate Program	27
Overview of the MSN Program.....	27
Overview of the DNP Program.....	28
Accomplishments	28
Current Strategic Plan Goals (2020-2021).....	29
Doctor of Philosophy (PhD) Program.....	33
Overview of the PhD Program	33
Accomplishments	33
Current Strategic Goals (2020-2021)	34
SECTION 4: ACADEMIC-PRACTICE PARTNERSHIP.....	37
Overview of the Academic-Practice Partnerships.....	37
Select Medical.....	37

Eastern State Hospital	38
UK College of Nursing – University Center of Southern Kentucky (UCSK).....	38
Community and Faculty Practice Engagement	39
SECTION 5: ACADEMIC SUPPORT SERVICES	41
Advising Services	41
Student Recruitment	41
Instructional Design.....	43
Online Innovation	45
Writing Support	46
Clinical Simulation and Learning Center	48
Office of Professional Development.....	51
Work-Life and Student Mental Health Wellness.....	55
Accreditation, Assessment and Analytics.....	58

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 2020-2021 academic year.

Mission: The mission of the University 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:

- 160 faculty (65 full-time, 95 part-time)
- 105 staff (59 full-time, 46 part-time)

College Points of Pride:



- First Doctor of Nursing Practice program in the country
- First PhD in Nursing program in Kentucky
- First nurse researcher to be awarded Patient-Centered Outcomes Research Institute (PCORI) grant in the country

- NCLEX first-time pass rate is 97% over the past ten years, 100% NCLEX first-time pass rate for class of May 2020
- More than 3/4 of graduating BSN classes have job offers prior to graduation
- Ranked 4th: DNP program among public universities; ranked 9th among all universities by U.S. News and World Report
- Ranked 16th: Nursing research by the National Institutes of Health (NIH) funding among all public nursing schools
- NLN Center of Excellence

SECTION 2: STUDENT SUCCESS

Dean's List Spring 2021



Hannah Abukwaik	Brianna Brewer	Elisabeth Deppe	Holly Gotchie	Hayley Ice	Audrey Legarreta	Abigail Nash	Jessica Rampenthal	Abigail Shearer	Grace Tucker
Ashley Adams	Courtney Brooks	Ashley Digiulio	Ilsa Grabenbauer	Karli Jackson	Olivia Leonard	Rachel Neumayer	Kara Rasheed	Jamie Sheeler	Addison Utterback
Katelyn Agdanowski	Kobe Brown	Gillian Dillman	Morgan Graves	Emory Jackson	Eden Lewis	Meredith Newman	Chad Ray	Zaina Shewekah	Anna Vernon
Kaylee Alvarez	Anna Bruce	Taylor Dorsey	Madeline Greer	Claire Jacob	Kailey Lewis	Olivia Nichols	Kerri Raymer	Shelby Sipes	Hannah Vice
Grace Anderson	Janae Bryant	Natalie Dressman	Kinsey Haddix	Kylie Jacobs	Alicia Lichacz	Abigail Noel	Erin Reidy	Morgan Sjogren	Katherine Villota
Gabrielle Arland	Abigail Bryll	Kimberly DuEst	Claire-Marie Hall	Madison Jacoby	Kaitlyn Lockhart	Anne Nombe	Tresslyn Rice	Margarite Sledge	Caroline Waddell
Payton Arnold	Alyssa Bulford	Stacie Eddings	Christine Hallock	Emma Jakupovic	Mitchell Long	Mary Norris	Morgan Richardson	Hannah Sledzik	Mary Ward
Olivia Arnold	Kaitlyn Buranosky	Taya Edwards	Elizabeth Hamilton	Seth John	Cassidy Lowe	Marguerite Nosek	Tate Rigby	Victoria Slocum	Shelby Ward
Madeline Aumiller	Kylie Bums	Samantha Ellis	Faith Hamilton	Michele Johnson	Hanna Lurtz	Ange Nsilulu	Reagan Ritchie	Charles Smith	Reagan Watkins
Rachel Ausec	Savannah Burns	Alexandra Epley	Samantha Hanlon	Lauren Johnson	Kelsey Lyszkowski	Lexy Oatts	Emma Ritter	Jenna Smith	Julia Way
Harrison Avera	Jordan Burwick	Isabella Erickson	Elizabeth Hardy	Caslen Johnson	Millie Malek	Gabrielle O'Connor	Diana Roberts	Abigail Snyder	Lydia Wertz
Mackenzie Bagby	Mackenzie Carlin	Jillian Harp	Jillian Harp	Kendall Jones	Kaitlyn Maricle	Ebosetale Henrietha Oziegbe	Ayslinn Roberts	Loren Spalding	Kaylee Wessling
Brooklyn Ballard	Shannon Chable	Sofia Evjen	Kyley Hartke	Emily Jordan	Nicole Martin	Emily Papez	Gabriela Roberts	Cassandra Sparks	Grace West
Samantha Barclay	Olivia Chalenko	Madison Faulkner	Nicole Hayden	Katelyn Kalany	Katherine Mason	Stanley Parker	Eleanor Robertson	Jenna Sparks	Meghan West
Charissa Barlow	Caleb Chambers	Kelsey Faust	Katherine Hazelbaker	Ju Eun Kang	Lilly Masterson	Kayla Parker	Alexis Rodgers	Regan Spoltman	Alexandra Wharton
Natalie Barnhart	Cameryn Chaney	Catherine Fell	Caroline Head	Madeline Karalus	Jennifer McCreese	Emma Parks	Payton Rodgers	Kasey Sprague	Jennifer Whiteman
Katelyn Bayless	Darbi Clark	Haylee Ferenchik	Lindsay Heckman	Lily Kasey	Hannah McCoy	Jordan Parks	Katelynn Rodriguez	Kourtney Stack	Bailey Willis
Taylor Bell	Riane Clark	Jacob Fields	Courtney Hedges	Grace Katz	Caroline McCullough	Emma Parrott	Kamryn Rogers	Hailey Stewart	Keri Wilmot
Ashleigh Benson	Meghan Clark	Sierra Fish	Kaylee Hicks	Adara Kazior	Allen McFarland	Olivia Pate	Meredith Ruddell	Morgan Stinnett	Kathleen Wilson
Emilee Bentler	John Clements	Sarah Fitzer	Kylie Higgins	Mayar Khazbak	Alyssa McKinney	Janki Patel	Alexis Russell	Claire Stockwell	Lindsey Winarski
Meghan Berry	Maria Conder	Kaylee Fitzgerald	Laurel Hinze	Taylor King	Justin McKnight	Nidhiben Patel	Margaret Samuel	Sarah Stokes	Faith Wise
Brooke Billiter	Kaeli Coppa	Sydney Florence	Nora Hladik	Jenna King	Casey McLaughlin	Elizabeth Patten	Nina Sanchez	Inga Suceska	Camille Wittke
Callaghan Bishop	Maeve Costello	Kayla Floriani	Paige Hoagland	Alexandra Kingsbury	Emily McSween	Haley Patterson	Isabelle Sanchez	Kiara Lyn Suero	Zachary Wolfe
Daniel Blackhurst	Elyse Coyner	Jarrod Franchino	Sara Hodges	Emma Klees	Niobe Melendez	Briana Pederson	Fumika Satoh	Margaret Sullivan	Raegan Wolski
Tyler Bluvol	Katie Craft	LeAndra Frederick	Ann Hodges	Peyton Kline	Nia Merritt	Taylor Peercy	Meghan Satterly	Laurel Summers	Madison Wondra
Haylee Boehm	Kathryn Craig	Madison Freels	Michaela Holewinski	Kylee Knight	Mia Montalvo	Ariana Penney	Laura Savola	McKenzie Tack	Brennan Woosley
Rachel Bomar	Allison Cravens	Emma Galdau	Victoria Holt	Katherine Knight	Mariah Montgomery	Elizabeth Patten	Sadie Schade	Madison Tapolci	Madison Yohn
Madeline Bowers	Patrick Crossland	Cody Gates	Amy Horton	Alexis Kozak	Taylor Moon	Cora Pickles	Brendan Scheler	Shaelee Tate	Rebecca York
Hannah Bowman	Emma Dahl	Allison Germain	Hanna Hotz	Carly Kruer	Amanda Moore	Ojaswi Piya	Allison Scherer	Madeline Taylor	Mackenzie Young
Noel Bowyer	Ivy Dantic	Olivia Gibbons	May Howard	Kellie Kuhlman	Lauren Moore	Lauren Platou	Jenna Schmahl	Shelby Thorn	Fiona Young
Alexandra Boyle	Ethan Davis	Sarah Goddard	Taylor Hubert	Sarah Lanham	Kaitlyn Moore	Mary Plymale	Ashton Schneider	Natalie Timperman	Lindsey Yowan
Lindsey Bravard	Bryanna Decicco	Katherine Goetz	Tanner Hughes	Rachael Lappin	Lexi Morris	Natalie Pope	Madelyn Schutte	Mayson Tranter	Allison Zembrodt
Kylee Brenner	Jessie DeHaan	Haylee Gold	Haley Hundley	Hannah Latham	Rachel Mowri	Alexandria Morrisard	Alyssa Shanklin	Sarah Troutman	Emily Zepeda
Lisa Breton	Nela Delija	Regina Gong	Melissa Hunley	Emily Latz	Rachel Mowri	Shannon Powell	Allison Sharpnack	Kacey Troutt	
Emily Brewer	Kayla DeNeve	Tyler Gonzalez	Jessica Hunley	Grace Lawler	Katrina Moylan	Madison Powers	Carmelinda Shear	Angela Tseng	

Achievements of Distinction

During the 2020-2021 academic year, 325 students earned degrees. Four students were awarded a Doctor of Philosophy in Nursing (PhD) degree, 28 students were awarded a Doctor of Nursing Practice (DNP) degree, 293 students were awarded a Bachelor of Science in Nursing (BSN) degree and nine students were awarded Post-Graduate Certificates.

Student Honors and Awards, Fall (F) 2020 and Spring (S) 2021

Graduate Student Awards:

Carolyn A. Williams PhD Award – Chin-Yen Lin
 PhD Alumni Award – Martha Monroe
 Stanhope/Sebastian DNP Award – Holly Chitwood
 DNP Alumni Award – DeAnna Hamilton

Undergraduate Student Awards:

Florence Nightingale Award – Juliet Medley (F), Julia Dragoo (S)

Baptist Health Nursing Leadership Award – Nic Alford (F), Colin Goodfellow (S)
UKHC Excellence in Nursing Care Award – Allie Law (F), Hannah Wourms (S)
Delta Psi Award – Amy Nielsen (F), Lily Silverstein (S)
Taylor Ann Davis Award – Menji Kim (F), Lindsey Osbourne (S)
Omicron Delta Kappa Award – Lily Silverstein (Spring only)

Sigma Theta Tau International, Delta Psi Chapter Inductees:

The 44th Chapter of Sigma Theta Tau International annual induction ceremony was held virtually on May 2, 2021. The ceremony honored the 47 2021 inductees and seven 2020 inductees (there was no ceremony in 2020 because of the COVID-19 pandemic).

Student Funding

PhD:

Scholarships - 8 available - \$23,600 total awarded to 7 recipients
Research Assistant positions (nursing students)* - 5 FTE available - \$67,155 in stipends and \$65,290 in tuition scholarship awarded
Research Assistant positions (non-nursing students)* - 6 FTE available - \$54,932 in stipends and \$65,290 in tuition scholarship awarded
College of Nursing Graduate School PhD Fellowship* - \$38,000 awarded
OHEN training grant* - 1 new student - \$12,660 stipend awarded

DNP:

Scholarships - 14 available - \$34,622 awarded to 17 recipients
Teaching Assistant* positions – 5 FTE - \$50,000 in stipends and \$60,090 in tuition benefits.

**Positions also include tuition and health insurance benefit.*

Undergraduate:

Forty-four awards, covering 168 students were awarded from multiple funding sources, totaling \$262,625.

Completed Research/Scholarly Endeavors/Clinical Projects



PhD Student Dissertations Defended:

Bourne, Kim: Risk Factors for Workplace Sexual Harassment in Female Truck Drivers. Committee Chair: Terry Lennie, PhD, RN, FAHA, FAAN

Lin, Chin Yen: Responses to Symptoms Among Patients with Heart Failure. Committee Chair: Debra Moser, PhD, RN, FAHA, FAAN

Lindsay, Rana: It Matters Who You Live With. The Relationship of Living Arrangements to Medication Adherence in Patients with Heart Failure. Committee Chair: Terry Lennie, PhD, RN, FAHA, FAAN

Riddle, Kim Bourne: Risk Factors for Workplace Sexual Harassment in Female Truck Drivers. Committee Chair: Debra Moser, PhD, RN, FAHA, FAAN

PhD Student Presentations:

Abu Farsakh, Bassema (April 2021). The impact of Assertive Community Treatment services on substance use outcomes. Poster presentation at Nursing Research Papers Day, Lexington, KY

Almogheer, Zainab (April 2021). Mental health help-seeking barriers among college students: a systematic review. Poster presentation at Nursing Research Papers Day, Lexington, KY

Almogheer, Z., Okoli, C. (April 2021). Examining barriers to seeking mental health services among college students: a systematic review. Poster presentation at 15th Annual UK Center for Clinical and Translational Science Conference, Lexington, KY

Alturki, Rawan (April 2021). Effects of communication on anxiety in end-of-life patients with heart failure. Poster presentation at Nursing Research Papers Day, Lexington, KY

Cha, Geunyeong (April 2021). Effects of yoga on health outcomes in post-cardiac patients: a systematic review. Poster presentation at Nursing Research Papers Day, Lexington, KY

Derringer, Julie (April 2021). Stress reduction education among farm and rural population: a systematic review. Poster presentation at Nursing Research Papers Day, Lexington, KY

Hawes, Natalie (April 2021). Dietary intake measurement for children using FFQs: a systematic review. Poster presentation at Nursing Research Papers Day, Lexington, KY

Lay, Dillon (April 2021). Perceived risk of COVID-19 and subsequent change in tobacco use due to COVID-19. Poster presentation at Nursing Research Papers Day, Lexington, KY

Kappi, Amani (April 2021). Parental barriers in seeking mental health services for ADHD in children. Podium presentation at Nursing Research Papers Day, Lexington, KY

Ray, Robin (April 2021). Psychometric properties of the IFPS II Breastfeeding and Employment Scale. Poster presentation at Nursing Research Papers Day, Lexington, KY

King, S., Biddle, M.J. (April 2021). Don't Just Check the Box, Check Your Athlete's Heart: Adding a 12-Lead ECG to Pre-Participation Screening to Identify High Risk of Sudden Cardiac Arrest in Male High School Athletes. Nursing Research Conference, Washington, DC

Kappi, Amani (March 2021). Psychometric properties of the social skills rating system-teacher version among children with ADHD. Podium presentation at the 2021 International Annual Conference on Psychiatric Mental Health-Virtual Conference.

Abufarsakh, B., Okoli, C. (2021, March). Factors to consider while approaching depressed individuals who use tobacco and have experienced childhood adversities: a systematic review. Poster presentation at Virtual Substance Use Research Event

(SURE 2021). University of Kentucky Office of the Vice President for Research, Lexington, KY

Kappi, Amani (February 2021). School connectedness mediated the relationship between social function and depressive symptoms in teens with attention deficit hyperactivity disorder. Poster presentation at 35th Annual SNRS Conference. Virtual Conference.

Madujibeya, I., Chung, M.L., Lennie, T.A., Mudd-Martin, G., Miller, J., Moser, D.K. (February 2021) Sedentary lifestyle and physical health status explain the relationship between years of residence in Appalachian counties and risk for cardiovascular diseases. Poster presentation at Sigma Theta Tau International's 32nd International Nursing Research Congress, Singapore, Asia

Koonmen, L.A., Mudd-Martin, G., Lennie, T.A., Ickes, M., Moser, D.B. (February 2021). Effects of a Cardiovascular Risk Reduction Intervention on Diabetes Risk. Podium presentation at Southern Nursing Research Society Virtual Conference.

Alosais, O. and Okoli, C.T.C. (February 2021). The mediational effect of sleep quality on the relationship between secondary traumatic stress and burnout among nurses. Podium and Poster presentation at the 35th Annual Southern Nursing Research Society Conference, Virtual Conference

Key, K.V., Estus, S., Lennie, T.A., Linares, A.M., & Mudd-Martin, G. (November 2020). Experiences of ethnic discrimination and COMT Val158Met polymorphism are associated with depressive symptoms in Hispanic adults at risk for cardiovascular disease. Paper presentation at the American Heart Association Scientific Sessions, Dallas, TX

Alreshidi, S, Key, K.V., & Mudd-Martin, G. (November 2020). Family support for physical activity predicts engagement in leisure time physical activity among Hispanic adults at risk for cardiovascular disease or type 2 diabetes. Presentation at the American Heart Association Scientific Sessions, Dallas, TX

Lin, C-Y, Hammash, M., Mudd-Martin, G., Biddle, M. & Moser, D.K. (November 2020). Older and younger patients' perceptions, evaluations, and responses to worsening heart failure symptoms. Poster presentation at the American Heart Association Scientific Sessions, Philadelphia, PA

Abu-Farsakh, B., *Al-Mrayat, Y., Okoli, C.T.C. (October 2020). Tobacco treatment success: four-year outcomes of a nurse-led tobacco treatment service in a tobacco free state-psychiatric setting. 34th American Psychiatric Nurses Association Conference, Lake Buena Vista, FL

Okoli, C.T.C., **Abu-Farsakh, B.**, Otachi, J., Robertson, H. (October 2020). The behavioral health quit and win (BH Q&W) contest: promoting tobacco cessation in a

community-based mental illness recovery program. 34th American Psychiatric Nurses Association Conference, Lake Buena Vista, FL

Koonmen, L.A., Chung, M.L., Key, K.V., Mudd-Martin, G. (September 2020). Qualitative description of geographic and family dietary norm influence on patient-caregiver dyad dietary patterns. Podium presentation at Appalachian Translational Research Summit Virtual Conference.

Lin, C.Y., Hammash, M., Mudd-Martin, G., Biddle, M.J., & Moser, D.K. (November 2020). Older and younger patients' perceptions, evaluations, and responses to worsening heart failure symptoms. Podium presentation at American Heart Association Scientific Sessions, A Virtual Conference.

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

Heo, S., Moser, D.K., Lennie, T.A., Kim, J., Turrise, S., Troyan, P.J., **Kang, J.**, & Jones, H.J. (2021). Self-care strategies and interventions needed in patients with heart failure: From patient perspectives – a qualitative study. *European Journal of Cardiovascular Nursing*, <https://doi.org/10.1039/eurjcn/zvaa033>.

Lin, C.Y., Draycup, K., Pelter, M.M., Biddle, M.J. & Moser, D.K. (2021). Association of Psychological Distress with Reasons for Delay in Seeking Medical Care in Rural Patients with Worsening Heart Failure Symptoms. *Journal of Rural Health*, DOI: 10.1111/jrh.12573.

Lin, C.Y., Hammash, M., Miller, J.L., Schrader, M., Mudd-Martin, G., Biddle, M.J., & Moser, D.K. (2021). Delay in seeking medical care for worsening heart failure symptoms: Predictors and association with cardiac events. *European Journal of Cardiovascular Nursing*. Advance online publication. DOI: 10.1093/eurjcn/zvaa032.

Stanifer, S.R., Rayens, M.K., Wiggins, A., & Hahn, E.J. (2021). Social determinants of health, environmental exposures and home radon testing. *Western Journal of Nursing Research*. DOI: 10.1177/01939459211009561. Published product from PhD dissertation.

Okoli, C.T.C., **Abufarsakh, B.**, Otachi, J. (2021). Quit and win contests in community-dwelling mental and behavioral health populations: A systematic review and pilot feasibility findings. *Public Health Nursing*. 38 (3), 517-527. doi: 10.1111/phn.12865

Lin, C.Y., Hammash, M., Mudd-Martin, G., Biddle, M.J., Dignan, M., & Moser, D.K. (in press). Older and younger patients' perceptions, evaluations, and responses to worsening heart failure symptoms. *Heart & Lung*.

Kappi, A., (accepted 2021). Parental Barriers in Seeking Mental Health Services for Attention Deficit hyperactivity disorder in children: Systematic review. *Journal of Attention Disorders*, 108705472086909

Clements, L., Frazier, S.K., Moser, D.K., Lennie, T.A. & Chung, M.L. (2020). The mediator effects of depressive symptoms on the relationship between family functioning and quality of life in caregivers of patients with heart failure. *Heart & Lung*, 49(6), 737-744.

Ray, R. (2020). Analysis of Pregnancy Anti-discrimination policy in Kentucky: Application of Kingdon's Multiple Streams Framework. *Policy, Politics, and Nursing Practice*, 219(4), 244-253.

Stanifer, S.R., Rayens, M.K., Wiggins, A., Gross, D. & Hahn, E.J. (2020). Home radon testing in rural Appalachia. *Journal of Rural Health*.
<https://doi.org/10.1111/jrh.12552>. Published product from PhD dissertation.

Vitori, T.K., Frazier, S.K., Biddle, M.J., Mudd-Martin, G., Pelter, M.M., Dracup, K., Moser, D.K. (2020). Hostility predicts mortality but not recurrent acute coronary syndrome. *European Journal of Cardiovascular Nursing*. DOI: 10.1177/1474515120950913

PhD Student Published Abstracts

Kang, J., Moser, D.K., Biddle, M.J., Lennie, T.A. (2020). Pro-inflammatory diet independently predicts event-free survival in patients with heart failure. (2020). *Circulation*, 142:A15644

Koonmen, L. & Hieronymus, L. (2020). Diabetes awareness: know your family's risk for type 2 diabetes. *Diabetes Self-Management*, 37(3), 32-33.

Key, K.V., Estus, S., Lennie, T.A., Linares, A.M., & Mudd-Martin, G. (2020). Experiences of ethnic discrimination and COMT Val158Met polymorphism are associated with depressive symptoms in Hispanic adults at risk for cardiovascular disease. *Circulation*, 142, Suppl 3, Abstract 13770

Alreshidi, S., **Key, K.V.**, & Mudd-Martin, G. (2020). Family support for physical activity predicts engagement in leisure time physical activity among Hispanic adults at risk for cardiovascular disease or type 2 diabetes. *Circulation*, 142, Suppl 3, Abstract 16455

Chin-Yen L., Hammash, M., Mudd-Martin, G., Biddle, M.J. & Moser, D.K. (2020). Older and Younger Patients' Perceptions, Evaluations, and Responses to Worsening Heart Failure Symptoms. *Circulation*, 142, Suppl 3, Abstract 15709

DNP Student Projects Defended:

Adkins, Havilah: Identification of Infant Feeding Practices in Eastern Kentucky and Southern West Virginia that Correlate with High Weight-for-Length. Committee Chair: Leslie Scott, PhD, PPCNP-BC, MLDE, CDCES

Arena, Cori: Improving Human Papillomavirus Vaccination Rates among Kentucky Adolescents. Committee Chair: Karen Stefaniak, PhD, RN

Caicedo, Jessica: A Multi-Faceted Intervention to Reduce Low-Value Care in the MICU. Committee Chair: Martha Biddle, PhD, APRN, CCNS, FAHA

Caldwell, Joshua: Evaluation of a Spontaneous Breathing Trial Extubation Protocol on Patient Outcomes. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Charles, Rebecca: The Effect of an Acuity Adaptable Unit on Efficiency in Non-Critical Trauma Patients. Committee Chair: Karen Butler, DNP, MSN, RN, FAAN

Chitwood, Holly: The Evaluation of an Amino Acid-Oral Rehydration Solution to Reduce Chemotherapy Related Diarrhea and Improve Quality of Life in Solid Tumor Cancer Patients. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Collins, Taylor: The Impact of a Change in Leadership. Committee Chair: Karen Butler, DNP, MSN, RN, FAAN

Corsentino, Emily: Home Point of Care INR Testing in Left Ventricular Assist Device Patients: A Clinical Evaluation. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCC, FAANP, FAAN

Croley, Rachel: S.A.F.F.E.R. Airway Management: Evaluating the Effectiveness of Checklist Implementation on Reducing Peri-Intubation Complications in an Air Medical Transport Service. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Gall, Roxanne: Positive Reflective Journaling as a Tool for Managing Stress and Promoting a Healthy Work Environment in Nursing Academia. Committee Chair: Karen Stefaniak, PhD, RN

Hall, Ashley: Evaluating the Effect of an Electronic Health Record Patient Portal on the Management of Hypertension. Committee Chair: Sharon Lock, PhD, APRN-BC, FNAP, FAANP, FAAN

Hamilton, DeAnna: Evaluating the Effectiveness of Emergency Department Throughout Based on Provider Type in a Critical Access Hospital. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCC, FAANP, FAAN

Johnson, Brooklyn: The Effect of a Child Passenger Safety Educational Intervention on UK Pediatric Residents' Self-Reported Knowledge, Beliefs and Anticipatory Guidance Behaviors. Committee Chair: Morgan Chojnacki, DNP, APRN, CPNP-PC

Keough, Alexandra: Care Coordination of the Geriatric Traumatic Fracture Patient: A Multimodal Approach to Pain Management. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCC, FAANP, FAAN

Kroger, Emma: End-of-Life Nursing Education Consortium (ELNEC) to Improve the Gap in Palliative Education. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

King, Shannon: Don't Just Check the Box: Check Your Athlete's Heart: Adding a 12-lead ECG to Pre-Participation Screening to Identify High Risk of SCA in Athletes. Committee Chair: Martha Biddle, PhD, APRN, CCNS, FAHA

McCarty, Chelsea: Improving Multidisciplinary Adherence to a Daily Goals Checklist in the ICU: A Quality Improvement Initiative. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCC, FAANP, FAAN

Moori Shir Mohammai, Assal: Sustainability of a DNP QI Project on BMI Screening and Weight Management Documentation in Primary Care. Committee Chair: Julianne Ossege, PhD, FNP-BC, FNAP, FAANP

More, Nidhi: An Educational Intervention to Promote Medical Orders for Scope of Treatment (MOST) Forms through Knowledge of Advance Directives and Palliative Care. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCC, FAANP, FAAN

Motto, Lauren: Improving Assessment, Documentation and Ordering of Diabetic Retinopathy Screenings in a Primary Care Clinic. Committee Chair: Elizabeth Tovar, PhD, RN, FNP-C

Polito, Dolores: Population Assessment to Determine Eligibility for Birth Center Care at the University of Kentucky Midwife Clinic. Committee Chair: Julie Marfell, DNP, APRN, FNP-BC, FAANP

Reynolds, Allison: Anxiety Screening in Children & Adolescents with Type 1 Diabetes Using the GAD-7 Tool. Committee Chair: Leslie Scott, PhD, PPCNP-BC, MLDE, CDCES

Roberts, Shelby: The Impact of Identifying and Addressing the Social Needs of Patients with Type 2 Diabetes Mellitus in a Primary Care Setting. Committee Chair: Julianne Ossege, PhD, FNP-BC, FNAP, FAANP

Smith, Nicole: Device Related Concerns Pertaining to Primary Caregivers of LVAD Patients. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

Wiesner, Alexandra: Evaluating the Use of Telehealth to Manage Hypertension in the Primary Care Setting. Committee Chair: Elizabeth Tovar, PhD, RN, FNP-C

Wilhelm, Katherine: Relationship between Preoperative Frailty and Postoperative Outcomes after LVAD Implantation. Committee Chair: Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC

DNP Student Presentations:

Adkins, Havilah (April 2021). Identification of feeding practices that correlate with high weight-for-length. Poster presentation at Nursing Research Papers Day, Lexington, KY

Roher, Brittany (April 2021). Tobacco cessation sensation. Poster presentation at Nursing Research Papers Day, Lexington, KY

Roberts, Shelby (April 2021). Social needs & type 2 Diabetes Mellitus. Poster presentation at Nursing Research Papers Day, Lexington, KY

Polito, Dolores (Oct. 2020). Paving the way for birth centers in Kentucky. Poster presentation at Birth Institute 2020, American Association of Birth Centers, San Diego, CA

DNP Student Publications:

Chitwood, Holly (2021). Clinical Moment: How does an oncology nurse increase moral resilience during a pandemic? *Clinical Journal of Oncology Nursing*, 24(5), 591.

Gall, Roxanne (2021). Disorders of the eye, ear, nose and throat, in Fuller V. and McCauley, P. (Eds.). *Adult-Gerontology Acute Care Nurse Practitioner Evidence-Based Standards of Practice*. New York: Springer Publishing.

Polito, Dolores (2021). Voice of the expert; Certified nurse midwife, in Hart. C. and Bell, P. *Advancing Nursing Practice*. Wolters Kluwer.

Okoli, C.T.C., **Brouwer, K.R.**, & Walmsley, L.A. (In press). Using the Health Belief Model to examine adherence to preventive measures during COVID-19 among nursing students: A cross-sectional analysis, *Nurse Education Perspectives*

Brouwer, K., Walmsley, L.A., Parrish, E., McCubbin, A., Welsh, D., Braido, C., Okoli, C.T.C (In press). Examining the associations between self-care practices and psychological distress among nursing students during the COVID-19 pandemic. *Nurse Education Today*

Undergraduate Student Presentations:

Bowman, Hannah (April 2021). COVID-19 attitudes and social influences among black and rural churches in Kentucky. Poster presentation at Nursing Research Papers Day, Lexington, KY

Nelson, N. & Nidhiben, P. (April 2021). Promoting safe infant sleep practice in Ecuador: preliminary findings. Poster presentation at Nursing Research Papers Day, Lexington, KY

Parker, Stanley (April 2021). Factors increasing burnout in nurses during COVID-19. Poster presentation at Nursing Research Papers Day, Lexington, KY

Silverstein, Lily (April 2021). Trauma nurses' knowledge and perception of HRQOL in clinical care. Poster presentation at Nursing Research Papers Day, Lexington, KY

Wheeler, Emma (April 2021). Maternal depression at child age 1 and behaviors and social functioning at age 9. Poster presentation at Nursing Research Papers Day, Lexington, KY

Wheeler, Emma (March 2021). Maternal depression at child age 1 and behaviors and social functioning at age 9. Poster presentation at Midwest Nursing Research Society Virtual Conference

Wheeler, Emma (November 2020). Maternal depression at child age 1 and behaviors and social functioning at age 9. Poster presentation at Nursing Research Day, Lexington, KY

Undergraduate Student Publications:

Silverstein, L., Higgins, J.T., & Henderson, S. (2021). Health-related quality of life after polytrauma: A systematic review. *Journal of Trauma Nursing*, 28(2):107-118.

Higgins, J.T., Casey, S., Taylor, E., **Wilson, R.**, & Halcomb, P. (2020). Comparing the Braden and Jackson/Cubbin Pressure Injury Risk scales in trauma-surgery ICU patients. *Critical Care Nurse*, 40(6):52-61.

Program-Specific Outcomes and Benchmarks

Bachelor of Science in Nursing Licensure Exam Results



There were 201 graduates eligible to take the National Council Licensure Examination (NCLEX) this year.

- Fall 2020: Of the 87 graduates eligible, 64 have taken the exam, and 60 were successful.

DNP Certification Results

There were 41 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 2020 Certification
Adult Gerontology Acute Care	24	10
Family	10	3
Pediatric Acute Care	0	0
Pediatric Primary Care	3	
Psychiatric-Mental Health	4	1

Enrollment Data

Total Admission Applications, Admissions and Enrollments

Table 2: BSN, MSN, DNP, Post-Graduate Certificate and PhD Enrollments

Program	BSN	MSN	DNP	Post-Grad Certificate	PhD
Applications	446	10	51	10	10
Met Criteria	351	10	33	9	8
Offered Admission	288	10	33	8	7
Offered Provisional Admission	0	8	40	8	5
New Enrollments	283	8	40	8	5
Total Enrollments	1,218	22	161	14	27

Undergraduate Student Progression and Success

The 2020 University baseline for first-year retention was 82.7%, and the target was 90%. Table 3 reflects the College of Nursing first-to-second year retention rates for the past five years.

CCNE requires 70% or higher program completion rate. First-to-second year student retention consistently being above 80% contributes the College's program completion rates meeting or exceeding CCNE's target.

Table 3: 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	
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	
2021-2022		Fall 2020	81.0%		263	
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
2021-2022	Fall 2020	77.8	80%	229	88.2%	34

Table 4: BSN On-Time Graduation Rates

Measurement Academic Year	Graduation Rate (3 Years/6 semesters)	Number of Students
2016-2017	80%	221
2017-2018	89%	254
2018-2019	92%	200
2019-2020	92%	170
2020-2021	93%	179

BSN Graduates' Employment

- Among the 102 fall 2020 graduates, 15 (14.7%) reported nursing employment at graduation.
- Among the 146 spring 2021 graduates, 37 (25%) reported nursing employment at graduation.

Graduate Student Progression and Success

Table 5: Graduate Student Retention

	2020-21 2nd-Year Retention (2019-20 Entrants Retained One Year From Matriculation)		2020-21 3rd-Year Retention (2018-19 Entrants Retained Two Years From Matriculation)	
	Entering Students	Percent Retained in Program	Entering Students	Percent Retained in Program
PhD Students	4	50%	6	100%
DNP Students	39	85%	37	92%
MSN Students	9	78%	0	0
Total	52	71%	43	91%

Retention is 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:

Based on College data, the average time to degree for full-time students in the BSN-DNP program was 3.1 years. There were no full-time students completing the MSN-DNP option or the MSN program. The average time to degree for students in the PhD program was 5.3 years. As indicated in Table 6, seven-year graduation rates for students who entered the program in 2014-15 was 100% for PhD and 82% for DNP.

Table 6: Graduation Rates

Program	2013-14 Entering Students	7-year Graduation Rate
PhD	2	100%
DNP	54	82%
MSN	0	0

Average time to degree of graduates attending full-time for 2020-2021:

- PhD – 5.3 years
- DNP – 3.1 years (BSN-DNP)
- DNP – no full-time graduates (MSN-DNP)
- MSN – no full-time graduates

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 other field or licensed practical nurses (LPNs) can enroll in the ABSN track. The LPN option of the ABSN track 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

a. Across Tracks

- A Council for Practice Readiness was formed, and a chair appointed. The purpose of this Council is to promote the skills of clinical reasoning, judgment, and communication across the curriculum in all pre-licensure BSN tracks. Initiatives for the academic year included the development of a clinical evaluation tool for use across the curriculum.
- A Council for Student Success was formed, and a chair appointed. The purpose of this Council is to serve as a resource, liaison and advocate to facilitate student success in a diverse population of students. Initiatives for the academic year included planning meetings within blocks and from block to block to share best practices and policies and beginning a digital online learning platform for the new curriculum.

- The Chair of Undergraduate Enrichment and Student Scholarship, a new spring 2021 position, was appointed to provide leadership to promote enrichment opportunities and facilitate student scholarship in all BSN tracks.
- Student success strategies focused on enhancing student learning by the provision of clinical judgment instruction during seminars and specific course activities.
- Twenty-five May 2021 graduates were inducted into a nursing honor society, Sigma Theta Tau International, Delta Psi chapter.
- Undergraduate students completed UK's Graduation Composition and Communication Requirements (GCCR).
- Fifteen students, including four RN-to-BSN students, 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.
- First Aid Fridays (FAF), an open lab for student remediation and skills practice, was utilized by 332 students in fall 2020 and 209 students in spring 2021. Faculty moved from walk-in access to a sign-up process to meet COVID-19 restrictions, which they believed resulted in a decreased rate of student use from fall to spring. Surveys revealed that 98% of students using FAF in the fall and 100% in the spring would recommend the resource to their peers.
- Several faculty members engaged in instruction to strengthen online teaching, including gaining certification in the assessment program – Quality Matters.

b. Traditional BSN Track

- Simulation curriculum fully implemented with instruction in each clinical course.
- Students engaged in Interprofessional Education (iCATS) (n=183), Leadership Legacy (n=1) and the Dean's Interprofessional Honors Colloquium (n=12). Practice interns worked with UK HealthCare Tumor Boards and collaborated with clinicians to produce an interprofessional eating disorder project.
- Undergraduate students (n=76) participated in the Honors in Nursing program. 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 explore their purpose, develop intellectually and lead with integrity.
- Eight-week block courses for the new traditional curriculum began in fall 2020. With a focused, student-centered approach to instruction, some students will be able to complete the curriculum in 3.5 years.
- Cognate courses for guided electives in the new curriculum were approved by the University with subject areas of wellness, equity and nursing care for critically ill patients, women and children.
- In 2021, a health equity internship was developed. This internship includes a global and rural health track as mechanisms to engage learners earlier in their studies for participation in global and rural health initiatives. In line with the AACN goals of advancing diversity, inclusion and equity in academic nursing, this enrichment internship would serve all three AACN objectives.

- Student enrichment opportunities included Research (n=14), Practice (n=20), Education (n=12), and Health Equity (n=10) internships.
 - The Student Nurse Academic Practicum was expanded to include fall (n=19) and spring (n=17) enrollments. Collaboration between the College of Nursing and UK HealthCare provides students with an employment opportunity while practicing the RN role in this academic course.
- c. Accelerated BSN Track
- A new curriculum for the track was approved by the University in spring 2021, with classwork to begin in fall 2021. The length of the track will change to four semesters instead of five, and students will attend classes year-round.
 - The Accelerated BSN track admitted Cohort 3 in fall 2020. Cohorts 1 and 2 (including LPNs) are projected to graduate in May 2021 and December 2021, respectively.
 - Cohorts 1 and 3 learn through face-to-face instruction. These cohorts include students who have earned a baccalaureate degree in another field and veteran medics. Cohort 2 is an online group of students that also includes LPNs.
 - A generous grant from the Helene Fuld Trust continues to provide scholarship support for students enrolled in the ABSN track. There are 23 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.
 - Students engaged in one simulated learning experience per block.
- d. RN-BSN Track
- Courses in the new RN-to-BSN curriculum were offered in fall 2020. Graduation Composition and Communication Requirements (GCCR) were integrated throughout several courses to promote student success. Electives centered on addition, rural health, geriatrics and healthcare topics in the U.S.
 - Partnerships continued with UKHC, University Center of Southern KY in Somerset, and Select Medical to promote student recruitment into this track.
 - A mechanism for students enrolled in associate degree nursing programs to attend UK as visiting students and enroll in RN-BSN courses concurrently was continued through the academic year.
 - Three major, core RN-BSN courses and one elective are being offered in summer 2021.

Current Strategic Plan Goals (2020-2025)

1. Promote undergraduate success: Enhance undergraduate student academic excellence and well-being through innovative curricular delivery models that cross the continuum of care to promote a nursing workforce of competent providers.
 - a. Strategic Objective: Create and maintain innovative programming to meet the needs of the community of interest/constituents.

b. Strategic Objective: Integrate meaningful student-centered curricular experiences with evidence-based pedagogical approaches.

- Metrics

- Diverse Clinical Opportunities

- International: A CON faculty member co-led three interprofessional, online global health courses to continue engagement in this work when students could not travel. Scholarship activities included faculty acceptance for a global health education presentation at an international conference, The Consortium of Universities of Global Health (online). Two students presented posters at a local conference from a global health research study in Ecuador.

During the challenging time for international engagement due to the pandemic, students and faculty continued to collaborate with Family Studies/College of Agriculture and Education Abroad faculty to expand opportunities for studying structural and social factors that promote longevity and wellness and effective health systems. Plans are underway for a 2022 global opportunity in Greece.

Pending approval from Education Abroad, eight nursing students and one faculty member will engage in global health service delivery in August 2021.

Support for faculty included 30% funding for an undergraduate faculty member to improve opportunities and engagement in global health and funding for training and conference participation. 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.

- State: Traditional students in their senior clinical practicum course, NUR 413 – Synthesis of Clinical Knowledge for Nursing Practice, completed clinical rotations in primary care clinics throughout eastern Kentucky. A HRSA grant provided a stipend and housing to students electing to complete their clinical rotations in rural Kentucky.
- Local: In public health courses, several new community clinical sites that improve opportunities to learn in diverse and inclusive environments and advocate for marginalized populations, as well as one to support nurses during the pandemic, were added to the curriculum: Kentucky Youth Law Project, Black Soil, Heart 2 Heart, and Transform Health.

In addition to weekly clinicals, students were provided optional clinical opportunities in pre-licensure, medical-surgical courses:

1. Skills-intensive clinicals in the Emergency Department at UK HealthCare

2. Operating Room Observation at UK Good Samaritan

- Simulated Learning Experiences: Simulated learning experiences are incorporated into clinical courses each semester in the Traditional and ABSN tracks. Structured assignments with debriefing take place in the Clinical Simulation and Learning Center and the experiences augment classroom and clinical instruction.
- Block Scheduling: Block scheduling was implemented in all new Traditional and RN-BSN courses offered in fall 2020. In the Traditional track, some courses in the teach-out phase were full-semester courses. New ABSN block courses will begin in fall 2021.
- Teacher Course Evaluations: The faculty aggregate mean rating for instruction from student evaluations was 4.63 for fall 2020. This meets the metric of 4.0 or greater. The mean rating for courses was 4.36 in fall 2020. The mean rating for courses was 4.3 in spring 2021.
- Mindfulness, Reflective Journaling, Self-Assessment

Traditional students enrolled in NUR 222, Foundations of Health Promotion Principles, write a letter to my future self at the end of lecture on day one. Students are given 10 minutes to write a reflection of their hopes, dreams and feelings related to starting nursing school. The letters are kept until they graduate and delivered to them to open on the day of their nursing school graduation.

Faculty also incorporate self-care into each lecture with music at the beginning of lecture (picked from the students' favorites or classics), word cloud social questions to get students engaged at the beginning of lecture, and the submission of pictures of themselves or their children throughout various childhood developmental stages. The class discusses developmental milestones while viewing the pictures and are given opportunities to talk about themselves.

In the ABSN track, NUR 320, Transition to BSN for the ABSN, included a two-part self-reflection assignment that involved students writing a letter to self, reflecting on their thoughts and feelings associated with beginning an accelerated nursing program. The second submission was a follow-up submission at the end of the block, comparing their perceptions of nursing school before starting the program versus current perceptions.

In NUR 323, Health Assessment and Psychomotor Skills I for ABSN Students, each class begins with a mindfulness/resilience activity for students to explore. The goal is for students to find an activity that they enjoy and that helps them deal with stress and anxiety. YouTube videos

are used to explain why mindfulness meditation is important for university students. In addition, videos are used for guided imagery/superhero posing, and breathing as well as to introduce humor as a stress reliever. Students learn about super foods such as bananas/oranges to help decrease anxiety and how chair yoga can be beneficial following long study sessions.

In NUR 330, Health Assessment and Psychomotor Skills II for ABSN Students, stress reduction strategies such as encouraging dark chocolate, pet therapy, bubbles, and the power of coloring are used. Videos teach students about a Japanese method for hand relaxation, positive affirmations, and the power of hugs to decrease stress/anxiety. Students practice a body scan with relaxation to deal with stress.

c. Strategic Objective: Strengthen workforce readiness and team-based skills.

- Metrics

- Competencies in Skills Lab for Professional Presence, Effective Communication, Resilience, and Ethical Practice. For traditional students enrolled in NUR 225, Foundations of Medical-Surgical Nursing Practice I, and NUR 227, Foundations of Medical-Surgical Nursing Practice II, professionalism, communication skills, resilience and ethical practice are emphasized during Skills Check Off Competency testing. NUR 225 and NUR 227 offer weight weeks of skills lab instruction in which students learn and practice (review) skills and display competency in a contextual case study. During competency testing, each student receives a scenario and must determine, based on scenario cues, which intervention they will perform to promote positive health outcomes and demonstrate the skill and they verbalize what they would expect on re-assessment. As part of competency testing, faculty evaluate student professionalism, communication skills, and whether they are demonstrating safe nursing practice. During the pain management, oxygen delivery and relaxation/range of motion lab, students perform ROM exercises on one another, participate in a Progressive Muscle Relaxation activity, and engage in group guided imagery. Self-care is emphasized during this lab exercise.

For students enrolled in NUR 324, Fundamentals of Adult Nursing Care for the ABSN Track, and NUR 327, Adult Medical-Surgical Nursing I for the ABSN Track, all performance checklists begin with “act and maintain professional manner.” In addition, communication is assessed as the checklist instructs students to “explain procedure and purpose to the patient” and “obtains permission.” Students are debriefed on their communication following assessment of mastery. HIPAA is woven into lab experiences to emphasize ethical practices.

- NCLEX Pass Rates (**Baseline 100%**). The National Council of State Boards of Nursing reported a 98% NCLEX pass rate from April –

September, 2020. In the cohort of 132 students, 130 passed. The NCLEX pass rate from October, 2020 – March, 2021 was 95%, with 82 of the 86 graduates passing. The mean pass rate for this time period was 97%.

- Employment as New Graduates and Student Preparedness. Nineteen students from the fall 2020 cohort and 37 students from the spring 2021 cohort indicated they had a job at the time of graduation.

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 DNP; 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. 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.
- In the 2022 edition of the U.S. News and World Report's "America's Best Graduate Schools," the UK College of Nursing DNP program is ranked ninth overall and fourth among public universities.

Accomplishments

1. Continued to strengthen the academic-practice partnership with UK HealthCare through the establishment of new faculty collaborative appointments, including acute pediatrics, mental health, adult gerontology acute care and family/primary care.
2. Continued immersion activities/simulation through limited campus attendance and online/Zoom delivery in response to COVID-19 restrictions.

3. Revised protocols and processes for DNP final project presentations and conducted 28 DNP final student presentations via Zoom delivery during the Fall 2020 and Spring 2021 semesters in response to COVID-19 restrictions.
4. Continued to refine the process for virtual hooding and conducted the second annual virtual PhD and DNP recognition/award ceremony.
5. Four publications were accepted related to the UKCON and Norton Healthcare academic-practice partnership.
6. Tracked faculty collaboration to publish journal articles related to DNP program innovations: (1) accepted; and (2) currently under review.
7. Finalized and implemented the rubrics for the evaluation of student DNP oral presentation and DNP final manuscript.

Current Strategic Plan Goals (2020-2021)

1. Strengthen graduate student growth and success
 - a. Enhance infrastructure and instructional design for online learning
 - Continued immersion activities in an online format with limited campus simulation during the COVID-19 pandemic.
 - Revised NUR 905 (Doctor of Nursing Practice of Seminar) to increase engagement of students; address resiliency and student well-being, including providing access to wellness resources; introduce various technologies students would use during the program such as, Zoom, FlipGrid, YuJa Media; introduced the DNP Essentials and the DNP portfolio.
 - Within their courses, all faculty increased student outreach through email and Zoom and assured wellness resources within the CON and throughout UK were shared.
 - Professional Development Lecture Series presented by Dean Heath and Dr. Melander during the academic year.
 - Conducted 28 DNP final project presentations fully online using Zoom.
 - 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.
 - Continued using an assessment via a Qualtrics survey for students to report daily health status prior to clinical engagement. The track coordinators monitored students' well-being and compliance per review of the daily surveys.
 - Students continued to engage in telehealth care delivery models in some clinical settings.
 - Associate Dean conducted regular Zoom meetings with MSN/DNP faculty as needed throughout the fall semester due to COVID-19.
 - Developed and initiated media training courses with nationally-known experts.
 - b. Increase and strengthen recruitment/retention/graduation efforts

- Holistic admission criteria for the BSN to DNP and MSN to DNP programs was created by a sub-committee of the MSN/DNP Program Committee and approved by the graduate faculty.
 - Revised recruitment efforts to support gender and minority enrollment in the DNP program.
 - Continued outreach efforts for all DNP tracks, Masters and Post-Masters Certificate students to reach rural and underserved areas.
 - Increased simulation usage 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
- Collaboration with RN-to-BSN undergraduate faculty to do a national study, with three resulting publications and others pending.
 - 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.
 - Jean Edward continued work on a \$399,268 grant from the 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.
 - Jean Edward is the primary investigator on a one-year National Cancer Institute grant: *Cancer Center Support Grant P30 Supplement for Financial Hardship* (\$150,000).
 - Jean Edward is the co-investigator for a one-year grant from the Leukemia Research Foundation, *When Everyone Survives 2020 Research Grant: Identifying and Correcting Factors that Impair Leukemia Survival in the Appalachian Population of Kentucky* (\$50,000).
 - Julie Marfell received an award from the University of Louisville (\$118,181) for her project titled: *Project Firstline Learning Needs Assessment*.
 - Julie Marfell joined the co-investigator efforts of the College of Agriculture colleagues, Dr. Jennifer Hunter and Dr. Tony Pesacore for a three-year, \$7.2MM grant the University of Tennessee received from the U.S. Department of Agriculture as part of their Farm and Ranch Stress Assistance Network.

- 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.
 - Track faculty collaboration to publish journal articles related to DNP program innovations: (1) accepted; and (2) currently under review.
- b. Enhance the infrastructure for research and scholarship
- Held monthly meetings with DNP Associate Dean, Kathy Isaacs and faculty who are involved in practice-based/evidence-based projects with UK HealthCare associates and students (i.e., Dr. Jean Edward with Markey Cancer Center staff and Dr. Andrew Makowski on integration of advanced practice psychiatric nurses into organ transplant teams and maintaining healthy nurse-patient relationships and boundaries in long-term care settings).
 - 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 of APRNs in Kentucky and provide comparisons with other participating states.
 - 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 collaborative research relationships
- Publications
- Fugate, S., **Hampton, D.**, Ashford, K., Welsh, D., & **Marfell, J.** (2020). Effect of Clinical Reasoning Seminars on Medical-Surgical Specialty HESI Examination Scores. *Nurse Educator*. Published ahead of print.
 - Frias, A., **Hampton, D.**, Tharp-Barrie, K., & Thomas, J. In Press. The Impact of an Emotional Intelligence Training Program on Transformational Leadership. *Nursing Management*.
 - Coogan, E. & **Hampton, D.** (2020). How does a new nurse manager orientation program impact competency and empowerment? *Nursing Management*, 51(12), 22-27.
 - Eldridge, C., **Hampton, D.**, & **Marfell, J.** (2020). Communication during crisis: The importance of leadership, messaging, and overcoming barriers. *Nursing Management*, 51(9), 50-53.
 - **Edward, J.**, Thompson, R.,* Wiggins, A. (2020). Health insurance literacy levels of information intermediaries: How prepared are they to address growing health insurance access needs of consumers? *Health Literacy Research and Practice*. In Press

- **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*. <https://doi.org/10.1111/jrh.12485>
- Zhang, Y.* , **Edward, J.**, Leveille, S. (2020). Wisdom teeth, periodontal disease, and C-Reactive protein in US adults. *Public Health*. *In Press*
- Mulready-Schick, J., **Edward, J.** & Sitthisongkram, S.* (2020). Developing Local Evidence about Faculty Written Exam Questions: Asian ESL Nursing Student Perceptions about Linguistic Modification. *Nursing Education Perspectives*. 41(2), 109-111.
- Adegboyega, A.* , Nkwonta, C., **Edward, J.** (2020). Health Insurance Literacy Among International College Students: A Qualitative Analysis. *Journal of International Students*. Online First.

Posters

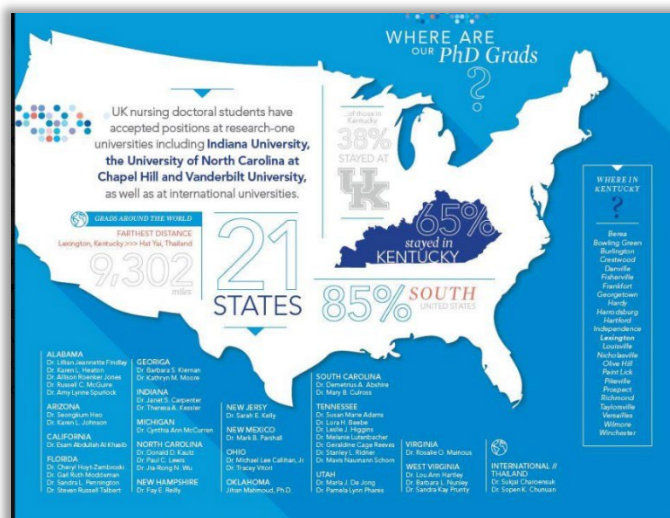
- **Adkins, Havilah.*** (2021, April). *Identification of Feeding Practices That Correlate with High Weight-for-Length*. Poster Presentation. CCTS Research Day. University of Kentucky, Lexington, KY.
- **Chitwood, Holly.*** (2021, April). *The Evaluation of an Amino Acid- Oral Re-hydration Solution (Enterade®) to Improve Quality of Life in Solid Tumor Cancer Patients by Reduction of Chemotherapy Related Diarrhea*. Poster Presentation. CCTS Research Day. University of Kentucky, Lexington, KY.
- **King, Shannon.*** (2020, November). *Don't Just Check the Box, Check Your Athletes Heart: Adding EKG Athlete Pre-Participation Screening*. Oral Presentation. 30th Annual Nursing Research Papers Day, UK Healthcare.
- **King, Shannon.*** (2021, November). *Don't Just Check the Box, Check Your Athletes Heart: Adding EKG Athlete Pre-Participation Screening*. Poster Accepted. Sigma 46th Biennial Convention.
- **Riley, Tabitha.*** (2020, March). *A Modified Screening Tool to Evaluate Risk of Unanticipated Return Visits to the Emergency Department*. Poster Accepted. National Association of Clinical Nurse Specialists.
- **Roberts, Shelby.*** (2021, April). *Social Needs & Type 2 Diabetes Mellitus*. Poster Presentation. CCTS Research Day. University of Kentucky, Lexington, KY.
- **Roher, Brittany.*** (2021, April). *Tobacco Cessation Sensation*. Poster Presentation. CCTS Research Day. University of Kentucky, Lexington, KY.
- **Rose, Anna.*** (2020, December). *Examining Food Security, Choices and Barriers during COVID- 19 in Kentucky*. Co-Author manuscript submitted. *Journal of Hunger and Environmental Nutrition*.
- **Rose, Anna.*** (2021, February). *Frailty in an Elderly Veteran Pre-Surgical Population*. Jonas Scholarship Grant Application.

*=graduate student; **=undergraduate student.

Doctor of Philosophy (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 159 graduates as of May 2021. At the time of this writing, our current PhD student enrollment is 24 students. Five students completed their degree requirements this past academic year. We offered admission to eight individuals for the Fall 2021 semester. Of the current residents, 75% are enrolled in full-time course work or dissertation residency.

Accomplishments

1. Completed the third year of the new PhD curriculum that was approved by the University Senate on May 7, 2018, for implementation in Fall 2018. The curriculum is too new to fully evaluate outcomes, but interim assessments indicate high levels of student satisfaction with the new program.
2. In March 2020, in response to the COVID-19 public health emergency, we converted all ongoing PhD classes to online. We also held all qualifying examinations and dissertation defenses online. For dissertation defenses, we had public defense for the first 30 minutes as usual, with excellent success. Will return to regular instruction in Fall of 2021, but are submitting applications for an online, synchronous program to begin Spring of 2022. Once approved, we will offer both the online and in-person programs.
3. We are close to finalizing a joint PhD program with the Applied Sciences University in Jordan. This project will result in an additional 5-7 PhD students enrolling in the program annually.
4. Using yearly money allotted for PhD student research from Block funds (\$5,000.00), and supplemental funding from the CON Research Office, we funded three PhD student research projects from PhD students who were post-qualifying exam.

5. Held our yearly PhD faculty retreat in August, with greater than 90% attendance by PhD faculty.
6. Continued the standard use of evaluation rubric for the candidacy and dissertation examinations, ensuring 100% compliance.
7. Reviewed all candidacy and dissertation examination rubrics and continued to develop plans for standardization of examination and evaluation by the committee.
8. 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 2021-22 using the online Zoom format because we discovered it resulted in markedly increased attendance.
9. We received \$50,657.89 in Dean's Tuition Scholarships from the University. All funds were used to support tuition for graduate students employed as GRAs on research projects that do not allow tuition payment.
10. Funded all travel requests made by PhD students for virtual presentation of research.
11. Student annual progress reports reviewed; for those unsatisfactory progress were required to submit a specific plan for success.
12. Continued announcements of PhD Dissertation defense, handouts for defense, email congratulations announcement with description of papers and importance of area.
13. Will submit five-year program evaluation in 2021.
14. Continued to support Jonas Scholars.
15. Two cognates were developed by CON faculty for graduate students in the CON and throughout campus.

Current Strategic Goals (2020-2021)

1. Strengthen graduate student growth and success
 - a. Enhance infrastructure and instructional design for online learning
 - Move forward with progress made during COVID-19 crisis to develop a synchronous online program.
 - 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).
 - Plan for 2021-2022 academic spring start for synchronous online offering of PhD program.
 - Continue to work on cognates from CON faculty to increase options for PhD students and to allow for more online offerings of cognates.
 - Signed an agreement with Applied Sciences Private University in Amman Jordan to start a Joint PhD Program.
 - b. Increase and strengthen recruitment/retention/graduation efforts
 - Continue to evaluate student progression and support efficient degree completion.

- 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 three years).
 - Develop a strong recruitment plan that includes increasing minority enrichment in PhD program.
 - 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
- In conjunction with the Graduate Nursing Activities and Advisory Council (GNAAC), develop and sustain mentorship program for new doctoral students and research interns.
 - Discuss adding a collaborative project to the PhD curriculum that helps accomplish the goal of increased collaboration.
 - The Advancement of Student Scholarly Affairs Council (ASSAC) to take responsibility for promoting collaboration among CON programs – make this one of their goals.
 - i. Enhance the infrastructure for research and scholarship: Develop a structured research support plan for each PhD student.
 - ii. Introduce PhD students to the research office and research officers in NUR 773, proposal development course.
 - iii. Develop a minimum standard (support 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.
 - iv. Continued PhD faculty retreats and PhD faculty meetings (now every two months) in order to keep student research and scholarship support in the foreground for faculty advisors.
 - v. 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.

- vi. 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 PARTNERSHIP

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.

Select Medical

Accomplishments

1. Select Medical (SM) RN-BSN online student enrollment is shown in Table 8. Seven students completed the program and 15 new students began the program during the academic year.
2. 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.
3. Select Medical opened the scholarship opportunity to nurses in their rehabilitation hospital division in addition to the critical illness recovery hospital division.



Table 8: Select Medical Student Enrollment

UK College of Nursing – Select Medical Partnership for RN-BSN Students			
	Fall 2020	Spring 2021	Summer 2021
Select Medical RN-BSN Students	33	37	30
# of States Represented	14	16	13
KY Residents (%)	3%	3%	3
# Total Credit Hours	197	249	157
# Hours UK College of Nursing	191	237	108
# Hours UK Core	6	12	43

Current Strategic Plan Goals (2020-2021)

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 for SM out-of-state students.

Eastern State Hospital

Accomplishments

1. One Eastern State Hospital nurse graduated from the RN-BSN track.
2. Continued to recruit additional nurses into the RN-BSN track and LPN-BSN tracks.



Current Strategic Plan Goals (2020-2021)

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

UK College of Nursing – University Center of Southern Kentucky (UCSK)

Accomplishments

1. Solidified a new partnership between the UK College of Nursing and the University Center of Southern Kentucky (UCSK) in Somerset, Kentucky to offer their online RN-BSN bachelor's degree program.

The program provides a track for students who earn an Associate's Degree in nursing from Somerset Community College to continue their education by earning a Bachelor of Science in Nursing from UK without having to leave the Somerset campus.

"We are thrilled to partner with UCSK to offer this innovative, academic nursing program in the Somerset Community," said Janie Heath, Dean and Warwick Professor of Nursing at UK. "The University of Kentucky College of Nursing is proud to extend our footprint in southern Kentucky and be a part of helping local RN's achieve their next goal to advance nursing practice and healthcare delivery through higher education."

Current Strategic Plan Goals (2021-2025)

1. Promote academic experience and growth in the undergraduate program
 - a. Grow the partnership and admit our first SCC Nurses to the RN-BSN track 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 in 2015 to provide service to the City of Wilmore (pop. 6,312), Jessamine County and the surrounding area. Wilmore is less than 20 miles from Lexington, and is home to Asbury University, Asbury Seminary and Wesley Village

Retirement Community.

The clinic began as a limited services clinic and transitioned to offer full primary care services in July 2018. Sharon Lock, PhD, APRN, FNAP, FAANP, FAAN is the clinic director and Amy DelRe serves as the practice manager. The clinic participates in the Vaccine for Children program and is one of only two clinics in Jessamine County to offer the program. Tammy Mickschl is the Patient Relations Assistant and Melissa Johnston, BSN, MSW, RN provides nursing support. In July 2020 the clinic expanded services to offer behavioral health with Lori Fugate, DNP, APRN FNP, WHNP, PMHNP and more comprehensive healthcare for LGBTQ+ patients with Anthony Carney, DNP, APRN, FNP. An upstairs apartment in the clinic building was leased to provide more private behavioral health visits. In fiscal year 2020, the clinic had 1,609 patient encounters. The service mix was commercial insurance (33.7%), Medicaid (43.9%), Medicare (8.7%), UKHMO (9.7%) and self-pay/other (4%).

The College contracts with Kentucky Medical Services Foundation for revenue management and with UK HealthCare Integrated Business Unit for coding and billing services. The clinic offers an opportunity for primary care faculty to practice and also provides a clinical site for primary care nurse practitioner students. Six College of Nursing faculty are currently credentialed as clinic providers through the UK HealthCare Medical Staff Affairs Office. Providers include Lori Fugate, DNP, APRN, FNP, WHNP, PMHNP; Anthony Carney, DNP, APRN, FNP; Julie Marfell, DNP, APRN, FNP; and Sharon Lock, PhD, APRN, FNP. Rebecca Cole, MSN, APRN, FNP and Angela Grubbs, DNP, APRN, FNP provide coverage as needed.

In 2019-2020, the clinic served as a clinical site for four FNP students and two RN-BSN students. Fiscal year 2020 was challenging, given the COVID-19 pandemic. Beginning at the end of March 2020, the clinic began to see patients by telehealth or curbside, which continued for several months. In partnership with UK HealthCare, the clinic provided COVID-19 testing for symptomatic people.

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, FNP 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. In 2020, Dr. Grubbs provided support for online education and skills training for dental students to prepare them for COVID vaccine administration at Kroger Field.

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 October 2020, operations for the Beyond Birth Clinic were assumed by the UK Department of Psychiatry.

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

Recruitment events continued to be offered on virtual platforms in response to the COVID-19 pandemic during the 2020-21 academic year. These efforts included virtual sessions, online advertising, email and social media marketing and phone campaigns to continue outreach.

Because of COVID-19, many national meetings cancelled events or transitioned to virtual platforms where feasible. Some organizations only offered advertising options for vendors this year. Therefore, there was no travel to the usual conferences for graduate recruiting.

For undergraduates, recruitment activities were made virtual where possible. The Office of Enrollment Management implemented virtual events in fall 2020 and transitioned to smaller, in-person events by spring. The University supported and adhered to individual colleges' rules for visitations. Due to safety concerns and adjusting classroom protocols, College of Nursing leadership agreed that it would not be feasible to offer in-person sessions and tours in our College of Nursing building. Instead, we provided prospective students access to a virtual tour that features Dean Heath. The professional video, produced by the University of Kentucky PR team, highlights the major offerings and stats of Traditional BSN program.

For both undergraduate or graduate recruitment, we transitioned to a new registration platform called VisitDays. Through this platform, prospective students could easily register for recruitment sessions, request one-on-one meetings with staff, see a photo of the staff they are meeting with and receive text reminders about their upcoming session.

Accomplishments

1. Conducted six virtual Traditional BSN information sessions that included participation from our CON Student Ambassadors.

2. The recruiter offered a new session called “1:1 Nursing Chats.” These 15-20 minute sessions gave prospective students the opportunity to ask specific questions about the program, application process, scholarships and more. A total of 56 sessions were conducted.
3. Virtual Information Sessions were conducted for all graduate programs. There were three MSN sessions, two PhD sessions, three DNP sessions and four “all graduate program overview” sessions. These sessions featured a presentation by the graduate advisor and program coordinators.
4. The recruiter and RN-BSN advisor participated in UK Healthcare-hosted Virtual Lunch and Learn events. Both staff also continued outreach through emails. The RN-BSN advisor continued to offer transcript reviews for prospective students.
5. Virtual conferences targeting prospective graduate students included: Southern Nursing Research Society, Indiana Nursing Student Association, National Student Nurses Association and the Kentucky Nurses Association.
6. We held two virtual information sessions that targeted ABSN students.
7. UK Enrollment Management sponsored events including four See Blue Open Houses, six Admitted Student Days, three in-person Senior Saturdays at the Student Center, and Merit Weekends.
8. Other notable UK partner events included:
 - a. UK International Center Transfer Information session – spoke to prospective students and external admissions counselors about the nursing program.
 - b. One information session hosted by UK’s Area Health Education Center (AHEC). College of Nursing student ambassadors participated in the student panel at this event.
9. Increased participation and visibility in the UK Mighty Network, a social media platform used to connect with admitted students. The College of Nursing “community” included 65 members, an increase from the pilot year. Weekly posts highlighted the Traditional BSN Program, especially Pre-Nursing tips. One virtual Meet & Greet event was implemented on this platform. Two CON student ambassadors helped the recruiter monitor inquiries throughout the spring semester.
10. Notable Sponsorships:
 - a. In the annual Kentucky Nurses Association (KNA) Conference, our College participated as Anchor-level Sponsors for the first time. We collaborated with the UKHC Nurse Recruitment Office. This level allowed the College included sponsorship of a faculty-led session, sponsorship of a session break, E-binder advertisement, video posted on the new KNA 365 phone app and website, rotating ad in KNA 365 app, brochure posted, and one KNA-sponsored award.
11. New events/recruitment:
 - a. The Recruiter/Scholarship Coordinator, ABSN Coordinator and CON Director of Philanthropy began partnering with the College of Agriculture to recruit prospective students for the new Ag Nursing Scholarship. Handouts were created to advertise the program and admissions process. The ABSN Coordinator led a virtual information session with current UK Dietician students who are eligible.
 - b. A virtual event called “Meet the Nursing Student Ambassadors” was created in response to growing requests from high schools and prospective students

who want to talk with our current BSN students. Three sessions were held and featured a student panel of College of Nursing Ambassadors and Undergraduate Nursing Activities and Advisory Council (UNAAC) representatives.

Strategic Plan Goals Progress (2020-2021)

1. Strengthen graduate student growth and success
 - a. In consultation with appropriate program coordinators, Brittany Fiero coordinated participation in relevant, virtual national meetings. (There was no travel as a result of COVID-19). Representation ranged from ads and sponsorships to open rooms attended by faculty or staff to field questions from prospective applicants.

Instructional Design

Overview of Instructional Design

The Office of Instructional Design offers technical support, curriculum consultation and media support. Support is provided to faculty new to online instruction or those interested in modifying existing courses. The staff also provides professional development to help faculty become proficient with innovative online technologies and software used in the classroom, online courses, and student assessment.

Accomplishments

1. Continue to improve new CON course templates for each program and track to standardize the appearance of courses on Canvas throughout each program and the College.
2. Continue to implement and train faculty on Open Broadcaster Software (OBS) and YuJa Media for recording voiceovers and lectures.
3. Instructional Design Innovation Team (i-Team) was established as the Instructional Design and Innovation Council, an official College committee consisting of representatives from each program, as well as student representatives from each program and is co-chaired by the Chair of Instructional Design and the Director of Curriculum Development and Instructional Design.
4. Hosted lunch and learns on multiple topics, including advanced Zoom features, Google Suite for Education, etc.
5. Provided consultation and continued support to transition classes to fully remote and hybrid models as a result of the COVID-19 pandemic.
6. Created a virtual resource room to support CCNE accreditation success.
7. Updated the Canvas Faculty Training and Playground to include more resources for faculty and instructors.
8. Continued assisting faculty in converting ExamSoft tests to Canvas quizzes in conjunction with Respondus lockdown browser and Monitor.

- a. Exploring the use of Monitor with ExamSoft for online testing.
 - 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.
9. Provide support for the following:
 - a. Canvas courses (including course renewals). Support provided to faculty in design and administration of Canvas courses.
 - b. HESI/Canvas exam support.
 - c. Migrations to New Quizzes
 10. Created a college-specific version of the Quality Matters rubric.
 11. Formed a workforce of APPQMR and QMPR-C certified faculty and staff.
 12. Taught an instructional technology course (NUR 520) for faculty.
 13. Created and distributed of surveys as requested.
 14. Transitioned Professional Development from Moodle to Canvas Catalog.

Professional Development

Attended multiple workshops and lectures, including:

- Canvas Gradebook Training
- Echo360 Training
- Microsoft Teams Open Lab Training
- Multimedia Assignments for Students
- Using Collaborative Mobile Device Application
- Jesse Stallsworth received his Quality Matters Higher Education Peer Reviewer Certification

Participation on Committees

- Instructional Design and Innovation Council
- UK Canvas Admin User Group
- UK Community of Practice
- Liaised with UK CELT, UK Online and Faculty Media Depot
- Liaised with UK Smart Campus Initiative
- Jesse Stallsworth is a member of Staff Council and the Work-Life Committee members

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.

Strategic Plan Goals (2021-2025)

1. Promote Undergraduate Success
 - a. Provide student-centered curricular experiences integrated with technologically infused pedagogy to meet the needs of the community of interest/constituents. Provide effective academic support systems to enhance student success.
 - Conduct unofficial QM reviews for several courses in each semester (all, spring and summer).
 - Continue to promote/increase the use of YuJa Media and Open Broadcaster Software for creating high-quality multimedia for online courses.
 - Develop lunch and learns for faculty professional development.
 - Continue developing innovative solutions for delivering nursing education.
 - Support the ABSN transition to a 16-month curriculum.
 - Support the transition from 16-week to 8-week blocks.
 - Increase the number of courses that have received Instructional Design assessment and support.
2. Promote Graduate Success
 - a. Provide student-centered curricular experiences integrated with technologically infused pedagogy to meet the needs of the community of interest/constituents.
 - Increase the number of courses that have received Instructional Design assessment and support.
 - Support online activities in the DNP immersion model.
 - Support the PhD program in using Canvas for synchronous courses.
 - Conduct unofficial QM reviews for several courses each semester (fall, spring and summer).
 - Continue to promote/increase the use of YuJa Media and Open Broadcaster software for creating high-quality multimedia for online courses.

Online Innovation

Overview of Online Innovation

The Faculty and Staff Chairs of Instructional Design and Innovation assist with the development of new online courses, and the introduction and integration of new technology in courses. The chairs conduct Quality Matters reviews of existing online or

hybrid courses, quality improvement in ongoing courses and lead a council of elected faculty and students to provide input into online courses.

Accomplishments

1. Nine faculty completed the training Applying the Quality Matters rubric.
2. Two faculty and the instructional designer completed the Quality Matters Peer Reviewer training course.
3. The team collaborated with faculty who implemented new teaching strategies with the University iPad initiative.
4. Foundations of Online Teaching course was developed for faculty and graduate students. Four faculty completed the special topics graduate course in the spring.

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, both written and face-to-face (Zoom)
2. Assisted Dr. Lovoria Williams and the PhD committee in designing a standard grading rubric for writing assignments. Attended graduate faculty meeting in spring 2021 and helped Dr. Williams present the rubric.
3. 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.
4. Additional workshops for CON students
 - a. For PhD Doctoral Seminar
 - “Keys to a Successful Paper”
 - Improving Critical Thinking”
 - b. For Norton students in Louisville
 - “Keys to a Successful Paper”
 - “Using Source Material”
 - Making an Effective Poster Presentation”
5. For students preparing to present at a conference

- a. "Making an Effective Poster Presentation"
6. Online workshops (via YouTube channel):
 - a. "Giving Effective Feedback on Student Writing"
 - b. "Tips for Prewriting and Revision"
 - c. "Making an Evidence Table" (two-part tutorial)
7. Set up a twice-monthly meeting with a group of international students to support them in writing critical thinking and English grammar (paused during the COVID-19 pandemic, but plan to resume fall 2021).
8. Service
 - a. Served on Advancement of Student Scholarly Affairs Council
 - b. Judged abstracts for Scholarship Showcase in spring 2021
9. Partnered with Dr. Moser to encourage student scholarship
 - a. Offered Zoom and in-person workshops on posters to prepare students for the Scholarship Showcase
10. Diagnostic Assessments
 - a. Assessed writing skills of all new, DNP, MSN and PhD students
11. 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.
 - d. Hosted a Lunch and Learn workshop with Career Resources Director Sue Strupp.

Strategic Plan Goals (2020-2021)

1. Strengthen graduate student growth and success
 - a. Increase and strengthen recruitment/retention/graduation efforts
 - Continued adding writing resources to YouTube Channel
 - 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:
 - Development of new resources deferred to next year due to campus closure in response to COVID-19.
 - 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 five 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 was awarded full accreditation through the Society for Simulation in Healthcare.
2. Hosted simulation conference virtually August 2020.
3. Continued a quality improvement process via Zoom weekly huddle board meetings.

4. Facilitated high fidelity simulation for 645 undergraduate students fall 2020 and 657 in spring 2021.
 - a. Each student participated in 1-3 simulated clinical experiences
5. Facilitated seven events for the graduate program during immersion
6. Continued work with the Kentucky Simulation Alliance (KSA)
 - a. Director is the inaugural President and a founding member of the KSA
 - b. Simulation Coordinator Senior is a board member
 - c. Simulation faculty and staff actively involved through attendance and creation of bylaws
 - d. Zoom meetings were held during the pandemic
 - e. Instituted new methods of online simulation for undergraduate program
7. Hosted five students from Science, Technology, Engineering and Mathematics (STEAM) Academy for semester internship
8. Faculty and staff were utilized as embedded participants for graduate program simulation
9. Developed five-year strategic plan for the Clinical Simulation and Learning Center. This plan can be found on the College of Nursing website
10. Formed the Simulation Scholarly Work Team
11. Implemented COVID-19 re-opening plan for the CSLC
12. Updated and purchased new equipment. (Mama Birthie, arms, torsos, injection torsos, IV pumps)
13. Initiated online module versus in-person simulation to complete for students who do not sign up or show up in person or were quarantined/isolated
14. Changed the role of the students in simulation from five active roles to three (primary nurse, secondary nurse and documenter)
15. Adopted the SSH Healthcare Simulationist Code of Ethics and the Basic Assumption
16. Purchased new AV system to be installed July 2021
17. All simulation faculty and staff attended the International Meeting on Simulation in Healthcare (IMSH) virtually.

Strategic Plan Goal Progress (2020-2021)

1. Promote undergraduate success. Enhance undergraduate student academic excellence 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.
 - Held the Simulation Faculty Development Workshop August 2020.
 - Granted full accreditation through the Society for Simulation in Healthcare May 2021.
 - The keynote speaker for the August simulation conference topic was psychological safety in simulation.
 - Facilitated high fidelity simulation for 645 undergraduate students fall 2020 and 657 undergraduate students spring 2021. Each student participated in one-to-three simulated clinical experiences.

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
 - Held the Simulation Faculty Development Workshop August 2020.
 - Granted full accreditation through the Society for Simulation in Healthcare May 2021.
 - The keynote speaker for the August simulation conference topic was psychological safety in simulation.
 - Facilitated seven events for the graduate program during immersion.
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.
 - Developed a repository for simulation research activity on the CSLC shares site.
 - Developed the simulation scholarship team.

Current Strategic Plan Goals (2020-2025)

1. Promote undergraduate success.
 - a. Integrate meaningful, student-centered curricular experience with evidence-based pedagogical approaches
 - Work toward faculty and staff simulation certification
 - Implement simulation across the undergraduate program using the simulation products that have been purchased by the students through Elsevier.
 - b. Strengthen workforce readiness and team-based skills.
 - Implement competencies in skills lab for professional presence, effective communication, resilience and ethical practice.
2. Promote graduate success.
 - a. Provide student-centered curricular experiences integrated with technologically-infused pedagogy to meet the needs of the community of interest/constituents
 - Continue formal simulation facilitator training for undergraduate faculty.
 - Implement simulation across the graduate program.
3. Research success.
 - a. Maintain or increase CON scholarly activities
 - Continue the Simulation Scholarship Team

4. Diversity success.
 - a. Foster a culture of inclusivity that demonstrates strategic efforts to bring underrepresented minorities (URM) faculty, staff and student programming together for a shared vision.
 - Host the simulation faculty development conference with the keynote speaker topic of inclusivity and diversity in simulation
 - Implement inclusivity and diversity to the simulation curriculum

Office of Professional Development

Overview of Professional Development

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 (AANC) 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. The COVID pandemic created new challenges for live, in-person continuing education programs but everyone quickly adjusted to online programming with great success.

Accomplishments

1. Accredited by the American Nurses Credentialing Center (ANCC) through March 21, 2024. Annual report was submitted.
2. Conferences: Two live, online streaming full-day conferences. The faculty development conference with abstract presentations has been postponed until August.
3. New Offerings for the 2020-2021 Fiscal Year:
 - a. A stand-alone Faculty Development Simulation Workshop
 - b. Markey Cancer Center Affiliate Network (MCCAN): monthly Ask the Expert series
 - c. MCCAN Pharmacology Conference
 - d. Vascular Access Society of the Americas (VASA) Allied Health Hemodialysis Symposium
 - e. Framing, Messaging and Media three-part series
 - f. PAIN COACH online live-stream
 - g. Kentucky Perinatal Quality Collaborative (KyPQC) Conference
 - h. KY-OPEN Overdose Prevention Education Network weekly series
 - i. MCCAN monthly Spotlight series
 - j. Precision Medicine Conference
 - k. Stroke Care Network (SCN) Continuum of Care series
 - l. SCN Continuous Quality Improvement (CQI) mini series
 - m. SCN SCOPE: Train the Trainer
4. Specialized Education Programming:

- a. The following programs included a large number of attendees from a wide variety of disciplines:
 - Harm Reduction Conference
 - MCCAN Cancer Care Conference
 - KyPQC Fall Conference
 - VASA Hemodialysis Symposium
 - Precision Medicine
 - SCN Annual Summit
- b. The following were new, extensive, online programs for using Remote Access:
 - 2020 Faculty Development Simulation Workshop
 - Harm Reduction Conference
 - VASA Hemodialysis Symposium
 - MCCAN monthly series
 - MCCAN Care Conference
 - KY-OPEN weekly series
 - KyPQC Conference
 - PAIN Coach
 - Diabetes in Kentucky Schools
 - Barnstable Brown Diabetes Center (BBDC) symposium
 - Precision Medicine
5. 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. Kentucky Statewide Treatment and Addiction Resource Training (KYSTART)
 - b. Barnstable Brown Diabetes Symposium
 - c. Allied Health Hemodialysis Symposium
 - d. PAIN COACH
 - e. KyPQC Fall Meeting
 - f. The 5th Annual Precision Medicine
 - g. Updated online programs housed on the CE Central website
6. 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, Six Essential Building Blocks, Continuum of Care, SCOPE: Train the Trainer, Continuous Quality Improvement, and CZI: Mini 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

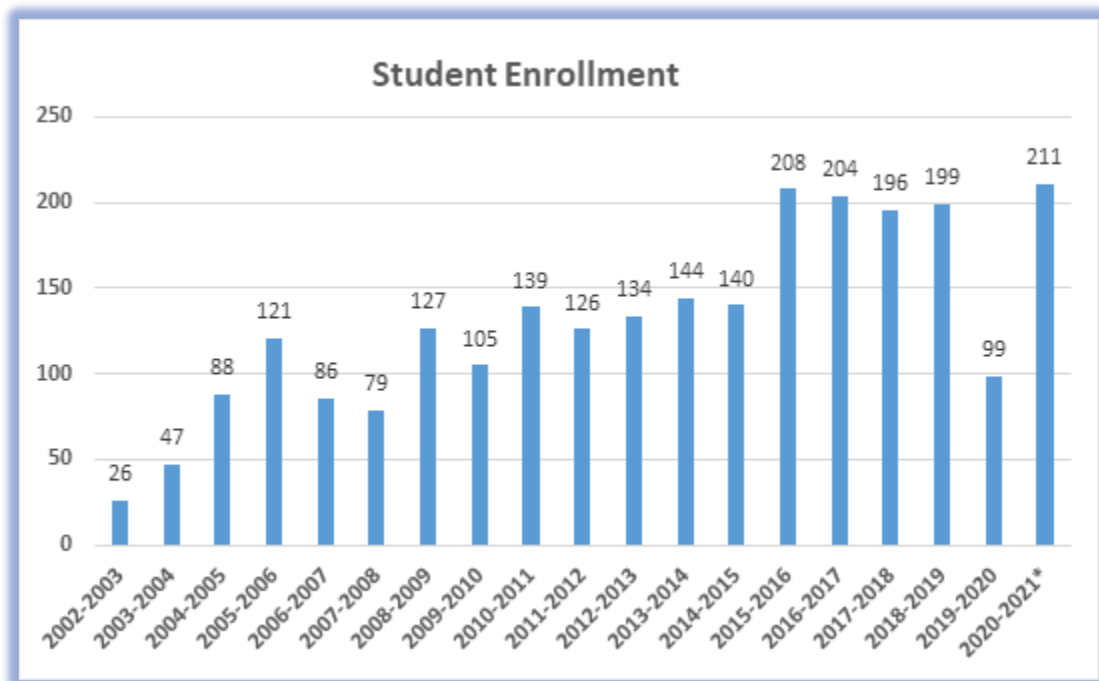
7. Online Continuing Education Courses and Courses for College Credit: The Office of Professional Development is responsible for two online, independent study graduate courses offered through other universities. Graduate students from universities across the country have taken our Advanced Pharmacology 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 9: Enrollment in Graduate Level Online Courses

Course	Total Number of Students 2020-2021
Advanced Pharmacology	15
Advanced Pathophysiology	1

8. 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. (Table 10.) Campus closure due to COVID-19 required rapid conversion of NAT to online.

Table 10: State Registered Nurse Aide Program Enrollment



*Estimated number through June 30, 2021 based on registration

Strategic Plan Goals Progress (2020-2021)

1. Advance community and faculty practice engagement
 - a. 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 adaptation of academic programs to online learning in response to COVID-19.

Table 11: Office of Professional Development Offerings

2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021 Target
55 in-house offerings	68 in-house offerings	56 in-house offerings	56 in-house/remote offerings	96 in-house remote offerings	Maintain and/or increase in-house offerings
67 online offerings	87 online offerings	92 online offerings	94 online offerings	114 online offerings	Maintain and/or increase the number of distance learning courses
50 faculty-led offerings	53 faculty-led offerings	51 faculty-led offerings	39 faculty-led offerings	12 faculty-led offerings	Maintain and/or increase faculty participation in College of Nursing PD

Table 12: Office of Professional Development Program

Provider	Live Programs		Online Programs		Total Programs	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
Office of Professional Development	15	6	32	31	47	37
Jointly Provided	41	90	56	83	97	173
Total	56	96	94	114	144	210

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.

Strategic Plan Goals (2020-2025)

1. Promote Graduate Success
 - a. Provide innovative programming to advanced practice providers to prepare function at their full scope of practice.
 - Provide professional development programming to support the needs of advanced practice providers in Kentucky and beyond.
 - b. Provide innovative programming to nurse leaders to function at their full scope of practice.
 - Collaborate with nurse leaders at partner clinical institutions to determine professional development needs of nurse leaders and provide innovative programming to support their needs.

Work-Life and Student Mental Health Wellness



Overview of Work-Life Engagement

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 that were among the highest improvement scores across the University campus, indicating the 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 2021-2022 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 UK CON community (faculty, staff and students). These events included:
 - a. Fall Retreat: Annual UK CON faculty/staff retreat focused on self-care and mental health.
 - b. Activities offered at monthly faculty organization meetings to increase improved communication and focus during meetings.
 - c. Gift bags for faculty and staff were located in the third floor administrative suite to demonstrate appreciation.
 - d. Handwritten cards were delivered to faculty and staff in the fall to express appreciation and note that collective gatherings were missed. This was a collaborative endeavor, involving Work-Life, Faculty and Staff Councils.
 - e. Student “goodie bags” were located on the sixth floor fall semester, and were regularly checked and filled to support students who were on campus. These bags included activities to support mindful activities, such as puzzles, coloring books and crafts.
 - f. Work-Life members conducted an email campaign in the spring, where we divided all staff and faculty, and each member emailed to check on the person and ask if they needed any support.
 - g. A Step Challenge was conducted during the spring, with prizes given weekly for randomly-drawn participants, and prizes were awarded to the top three winners.
 - h. In spring, we welcomed back students with a table set up in the third floor lobby, with snacks, personal hand sanitizer containers and signage of all programs in the CON to support our students.
 - i. Virtual pet therapy sessions were offered to faculty and staff, where we would meet on Zoom to visit and share our pets from home.
 - j. Throughout the spring semester, there was a table located on the third floor that provided healthy snacks daily and fun activities for our students to enjoy. Activities included bubbles, stickers and journals.
 - k. Work-Life continually provides “Lavender Bags” in the third floor suite for those needing a “little pick me up.” The bags include herbal tea, chocolates and a motivational statement.
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. Wednesday Wellness Wishes were sent out weekly to faculty and staff via email to promote self-care and mental health.

3. Empowerment. The UK CON community was surveyed and the following self-care events were scheduled on a regular basis. Due to COVID-19 restrictions and social distancing mandates, these events were limited.
 - a. Weekly KORU classes offered via Zoom. KORU is a brief, four-week course on Mindful Meditation Practice. Each class is 75 minutes.
 - b. Yoga classes were offered via Zoom in partnership with Integrative Medicine.
4. Student Wellness. A concentrated focus on student wellness was initiated the previous academic year was limited due to COVID-19 restrictions. All courses post a mental health resource tab in Canvas Course shells and self-care and resilience practices were introduced at spring and fall class orientations.
 - a. Self-care seminars were scheduled on Zoom to support students when requested by various student-led groups.

Current Work-Life Engagement and Student Wellness Council Plan Goals (2021-2022)

1. Working Relationships (Community and Belonging)
 - a. Opening CPR minute at faculty organization meetings with AI activities
 - b. Welcome Back to School Ice Cream Social
 - c. Fall Festival Chili Cook-Off, Costume Contest and Costume Parade to the Children's Hospital
 - d. End of year grill out
 - e. Journaling Lunch and Learn
2. Effective Communication
 - a. Monthly updates of Council events through one-minute video clip
 - b. Weekly Wednesday Wellness Wishes for faculty, staff and students
 - 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



American Association
of Colleges of Nursing



taskstream



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), Commission on Collegiate Nursing Education (CCNE) and National League of Nursing (NLN).
 - b. Submitted CCNE self-study for reaccreditation of the BSN and DNP programs and initial accreditation of the MSN and Post-Graduate APRN Certificate programs. Site evaluators reported no compliance concerns with any standard or key element. The final decision rests with the Board of Commissioners, which we should receive in the fall of 2021.

- c. Submitted self-study to the Society for Simulation in Healthcare for accreditation of the Clinical Simulation and Learning Center (CSLC). Site evaluators reported a concern regarding the strategic plan's alignment with the CON strategic plan, which was addressed. The CSLC was granted full accreditation.
 - 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 Teacher Course Evaluations (TCEs) 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 MSN, PhD and Post-Graduate APRN Certificate programs.
 - f. Reported on the BSN, MSN, DNP, Post-Graduate APRN Certificate and PhD programs, including a timeframe for ongoing monitoring of student achievement.
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.

Current Strategic Plan Goals (2020-2021)

1. Promote undergraduate success
- a. Create and maintain innovative programming to meet the needs of the community of interest/constituents
 - Ongoing monitoring of program data for admission, enrollment, retention and graduation of BSN students.
 - b. Strengthen workforce readiness and team-based skills
 - Ongoing use of Skyfactor 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, the Southern Association of Colleges and Schools, the Kentucky Board of Nursing and the Commission on Collegiate Nursing Education.
2. Promote graduate student success
- a. Provide innovative programming to advanced practice providers, nurse leaders, and nurse scientists
 - Ongoing monitoring of program data for admission, enrollment, retention and graduation of MSN, DNP, Post-Graduate Certificate and PhD students.

- 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. Will also explore using Skyfactor for the DNP evaluation.
- 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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