



2021-2022

**Academic Programs & Partnerships
Annual Report**

Academics, Academic Support Services, Partnerships



UNIVERSITY OF KENTUCKY

COLLEGE OF NURSING

**Academic Programs and Partnerships Annual Report
Academic Year 2021-2022
(July 1, 2021 – June 30, 2022)**

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SECTION 1: EXECUTIVE SUMMARY

The purpose of this report is to celebrate the academic accomplishments of the faculty, staff and students in the University of Kentucky College of Nursing during the 2021-2022 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 undergraduate success
2. Promote graduate success
3. Research success
4. Diversity success
5. Community outreach and engagement success
6. Work life engagement success

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:

- 195 faculty (68 full-time, 127 part-time)
- 86 staff (53 full-time, 33 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 98% 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 14th: Nursing research by the National Institutes of Health (NIH) funding among all public nursing schools
- Ranked 20th: BSN program among public universities, ranked 23rd among all universities by U.S. News and World Report
- Designated a NLN Center of Excellence

Research

- \$36.2 million in active research and training awards
- Ranked 14th for National Institutes of Health (NIH) funding among all public and private nursing schools
- Research faculty members submit an average of 2.5 grants and seven data-based publications and presentations each year
- Over the past two years, faculty have published 263 data-based manuscripts in referred journals and conducted 307 research-focused presentations at professional conferences
- Through supportive funding efforts from the University of Kentucky Graduate School and Office of the Vice President for Research, the College of Nursing averages 20 research assistant slots and six fellowship slots per year.
- 4 faculty members who are inducted into the Sigma Theta Tau International Researcher Hall of Fame

Practice and Service

- First nurse practitioner-led faculty practice clinic in Wilmore, KY – the Phyllis D. Corbitt Community Health Center offers primary care and psych mental health services to all ages.
- First nurse practitioner faculty & College of Dentistry collaborative practice clinic at UK.
- Thirty faculty members who are practicing in a clinical setting

Faculty Fellows

- 17 faculty members who are Fellows of the American Association of Nursing (FAAN)
- 10 faculty members who are Fellows of the American Association of Nurse Practitioners (FAANP)
- 5 faculty members who are Fellows of the National Academies of Practice (FNAP)
- 2 faculty members who are Fellows in Critical Care Medicine (FCCM)
- 3 faculty members who are Fellows in the American College of Health Executives (FACHE)
- 5 faculty members who are Fellows in the American Heart Association (FAHA)

SECTION 2: STUDENT SUCCESS

Dean's List Spring 2022



Nursing

Hannah R Abukwaik Janessa A Albertson Alaina J Allen Olivia Renee Altman Kaylee T Alvarez Graco E Anderson Mackenzie G Arnold Sarah G Arvin Lauren Grace Arvizu Rachel Nicole Ausec Harrison Tate Avera Olivia Rose Avery Catherine A Bagby Kate M Bale Charissa K Barlow Louis Gaetano Baser Colleen Rose Bassett Daianara NBates Caitlin R Battaglia Corinne D Beagle Shamiya M Beasley Ava Castillo Bechtel Taylor M Bell Olivia Michaela Bell Megan E Bernard Molly E Berthiaume Jessica M Bernessee Brooke P Billiter Callaghan P Bishop Tyler Anne Bluvol Haylee Booth Rachel M Bomar Sofia E Bonilla Madeline E Bowers Noel E Bowyer Alexandra G Boyle William B Brashears	Emily Ann Brewer Brianna N Brewer Kobe D Brown Evy Maureen Brown Ashley Rose Bruce Janae Marie Bryant Abigail K Bryll Maria Theresa Buerkle Alyssa Marie Bulford Jennie Becca Bullock Kaitlyn N Buranosky Savannah June Burns Jordan Ann Burwick Cameron Leigh Carter Shannon N Chabale Charissa K Barlow Louis Gaetano Baser Colleen Rose Bassett Daianara NBates Caitlin R Battaglia Corinne D Beagle Shamiya M Beasley Ava Castillo Bechtel Taylor M Bell Olivia Michaela Bell Megan E Bernard Molly E Berthiaume Jessica M Bernessee Brooke P Billiter Callaghan P Bishop Tyler Anne Bluvol Haylee Booth Rachel M Bomar Sofia E Bonilla Madeline E Bowers Noel E Bowyer Alexandra G Boyle William B Brashears	Ethan Michael Davis Jessie Skye DeHaan Kayla Diana DeNeve Nathan M Dinkens Valeri G Donnellan Alexa Jean Dornoffe Emma Marie Doyle Kevin P Draeger Raleigh Nicole Drozt Caitlin E Dunworth Breanna E Duvall Brooklyn Edgar Isabel A Eigenberger Katherine M Hall Sarah E Hall Faith A Hamilton Ragen M Hampton Ashley V Hampton Yeoun Han Elizabeth Park Hardy Grace Hardy Madison Kalin Hare Emily A Harper Mallori Dawn Harris Kylee Shevella Hartke Christine Haselwander Vivian Marie Haufe Madison Nicole Hawley Hannah Eve Heitzman Taylor J Frank Lindsay Nicole Franks LeAndra R Frederick Madison Grace Freels Jenna C Fugazzi Emma T Galdau Sophia Hope Gapuz Renae Faith Garcia Sydney N Gardner	Olivia F Gibbons Sarah Emily Goddard Katherine Anne Goetz Kaley E Goldsmith Jenna Marie Gottfried Isa Lynn Grabenbauer Grace Vivanna Graff Madison A Greene Meghan A Grimm Kinsey Ann Haddix Anna Jeoung Jessica N Johannsson Kelsey Rose Johnson Lauren A Johnson Caslen Johnson Katelyn Sue Johnson Leah Renee Jordan Ju Eun Kang Lily Katherine Kasey Abbey Leigh Kathman Madison Kalin Hare Emily A Harper Mallori Dawn Harris Kylee Shevella Hartke Christine Haselwander Vivian Marie Haufe Madison Nicole Hawley Hannah Eve Heitzman Taylor J Frank Lindsay Nicole Franks LeAndra R Frederick Madison Grace Freels Jenna C Fugazzi Emma T Galdau Sophia Hope Gapuz Renae Faith Garcia Sydney N Gardner	Margaret Anne Hudson Hannah E Huff Tanner R Hughes Hayley Nicole Ice Maxwell C Inabnit Kari Jackson Emory Ann Jackson Claire Elizabeth Jacob Kylie Suzanne Jacobs Madison A Jacoby Anna Jeoung Jessica N Johannsson Kelsey Rose Johnson Lauren A Johnson Caslen Johnson Katelyn Sue Johnson Leah Renee Jordan Ju Eun Kang Lily Katherine Kasey Abbey Leigh Kathman Madison Kalin Hare Emily A Harper Mallori Dawn Harris Kylee Shevella Hartke Christine Haselwander Vivian Marie Haufe Madison Nicole Hawley Hannah Eve Heitzman Taylor J Frank Lindsay Nicole Franks LeAndra R Frederick Madison Grace Freels Jenna C Fugazzi Emma T Galdau Sophia Hope Gapuz Renae Faith Garcia Sydney N Gardner	Grace Emily Lawler James H Lawrence, IV Olivia Leonard Kayley Marie Lewis Alicia Lichacz Alison E Lindner Corie A Lindsay DaVanna Rae Lockett Kaitlyn Logan Lantry Morgan Lynn Norvell Lauren Notestine Ange Lesamu Nialulu Kristen M Losley Anna Nicole Lynch Katherine E Madill Millie Grace Malek Casey J Mann Kaitlyn B Maricle Katie Lee Marshall Nicole Ann Martin Sabryn A Martis Lauren V Patterson Jessie Pearson Piper E Pearson Stephanie McDowell Allen C McFarland Casey E McLaughlin Emily Grace McSween Nicole Rai Melendez Laura M Melink Alyssa G Mercuro Nia Jalynn Merritt Abigail Ann Pick Addison K Mills Ava Kristine Mivelaz Catherine L Modica Madison Moon Lauren E Moore Catherine A Moore	Lexi Taylor Morris Alexandria Morrisard Eleanor Anne Moscoe Hayleigh Murphy Lily Kathleen Mussler Megan E Napier Abigail J Nash Anne I Nombe Mary Claire Norris Reagan Lynn Norvell Lauren Notestine Ange Lesamu Nialulu Kristen M Losley Anna Nicole Lynch Katherine E Madill Millie Grace Malek Casey J Mann Kaitlyn B Maricle Katie Lee Marshall Nicole Ann Martin Sabryn A Martis Lauren V Patterson Jessie Pearson Piper E Pearson Stephanie McDowell Allen C McFarland Casey E McLaughlin Emily Grace McSween Nicole Rai Melendez Laura M Melink Alyssa G Mercuro Nia Jalynn Merritt Abigail Ann Pick Addison K Mills Ava Kristine Mivelaz Catherine L Modica Madison Moon Lauren E Moore Catherine A Moore	Isabella Mia Reyes Marymichael Reynolds Sophie Danielle Rice Hope C Rickord Tate Elizabeth Rigby Sydney Nicole Risk Aylinn R Roberts Gabriella A Roberts Eleanor G Robertson Emma M Robinson Madelyn E Robinson Mary D Robinson Katelyn A Rodriguez Kamryn Blake Rogers Paige Romanelli Gabriella N Romero Zara A Rosen Amber R Rosenberger Jordan E Parks Lauren E Russell Lauren Priscilla Russo Margaret G Samuel Nina Louise Sanchez Isabelle G Sanchez Meghan Elise Satterly Laurel E Summers Sadie A Schade Allison E Scherer Hannah B Schilling Jenna Nicole Schmahel Brittany K Schneider Keiley Ann Schoellman Darcy C Powers Madison E Powers Mackenzie E Putttee Karyl Ann Quinlan Kara R Rasheed	Allison E Sharpnack Jamie Lee Sheeler Annie Sangeun Shim Neely Brooke Shouita Allison Marie Sills Ellie E Simpson Kelli Elizabeth Singell Krystle Rose Sizemore Morgan Sjogren Katherine Skulborstad Margarte Sledge Emily E Slone Jenna Marie Smith Madeline E Smith Madelyn M Smith Savanna G Smith Madeline Grace Snider Abigail Rose Snyder Russell Ross Jenna Leigh Sparks Jaclyn Stephens Autumn Jade Stewart Hailey Nicole Stewart Jenna Nicole Storn Inga Susanna Laurel E Summers Alyson Maria Swikert McKenzie Alexis Tack Meagan M Taylor Kaitlin G Templeman Sophia I Thoeneman Kierilyn L Thomas Jaelyn Thompson Shelby Nicole Thom Natalie M Timperman Emma Rose Trout Addison Utterback	William H Varney Anna Speck Vernon Isabella Grace Waldrop Hannah K Wampler Shelby Grace Ward Kaitlyn E Warner Myia Munez Weaver Abigail Marie Weining William Joseph Weiss Lydia M Wertz Grace Elizabeth West Meghan A West Alexandra G Wharton Kylie White Karys Laine Whitehead Elaine Audrey Williams Erin Louise Wittenaar Vasiliki Sofia Xenos Anna Yelton Katianna L Youlum Fiona Mary Young Lindsey Rose Youvan
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Achievements of Distinction

During the 2021-2022 academic year, 362 students earned degrees. Seven students were awarded a Doctor of Philosophy in Nursing (PhD) degree, 39 students were awarded a Doctor of Nursing Practice (DNP) degree, 309 students were awarded a Bachelor of Science in Nursing (BSN) degree and seven students were awarded Post-Graduate Certificates.

Student Honors and Awards, Fall (F) 2021 and Spring (S) 2022

Graduate Student Awards:

Carolyn A. Williams PhD Award – JunHee Kang, PhD, MPH, BSN, RN
 Stanhope/Sebastian DNP Award – Jacob A. Heil, DNP, RN, CCRN, CEN, CPEN
 Presidential MSN Award – Ronald L. Duerr, MSN, BSN, RN, CEN

Undergraduate Student Awards:

College of Nursing Alumni Association Florence Nightingale Award – Brennan Woosley (F), Caslen Johnson (S)
 Baptist Healthcare Lexington Nursing Leadership Award – Mia Montalvo (F), Faith Wise (S)
 UKHC Commitment to Nursing Excellence Award – Jarrod Franchino (F), Cat White (S)
 Delta Psi Senior Award – Stanley Parker (F), Rachel Lappin (S)
 Taylor Ann Davis Award – Maggie Nocek (F), Faith Wise (S)

Omicron Delta Kappa Award – Claire-Marie Hall (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 April 24, 2022. The ceremony honored 37 new inductees.

Student Funding

PhD:

Scholarships - 8 available - \$10,000 total awarded to 6 recipients

Research Assistant positions (nursing students)* -7.5 FTE available - \$74,194 in stipends and \$52,888.08 in tuition scholarship awarded

Research Assistant positions (non-nursing students)* - 6 FTE available - \$74,194 in stipends and \$79,404 in tuition scholarship awarded

College of Nursing Graduate School PhD Fellowships* - \$31,000 awarded

OHEN training grant* - 2 new students - \$38,750 stipend awarded

Teaching Assistant positions*: .25 FTE - \$5,000 awarded

DNP:

Scholarships - 13 available - \$34,048 awarded to 13 recipients

Teaching Assistant* positions – 6.5 FTE - \$60,500 in stipends and \$90,910.75 in tuition benefits. (Increase in TA FTE from prior years due to overlap of new BSN curriculum (block schedule) and teaching out old BSN curriculum.)

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

Undergraduate:

Forty-four awards, covering 155 students were awarded from multiple funding sources, totaling \$223,300.

Completed Research/Scholarly Endeavors/Clinical Projects



PhD Student Dissertations Defended:

Alreshidi, Salman: Development and Psychometric Testing of an Instrument to Understand Factors that Predict Intentions Related to Post-Mortem Organ Donation among Saudi Arabian Nurses. Committee Chair: Gia Mudd-Martin, PhD, MPH, RN, FAHA

Kang, JungHee: Diet Quality and Healthy Outcome. Committee Chair: Martha Biddle, PhD, APRN, CCNS, FAHA

Kappi, Amani: Parental Barriers to Seeking Mental Healthcare for Saudi Children at Risk of ADHD. Committee Chair: Ana Maria Linares, DNS, RN, IBCLC

Madujibeya, Ifeanyi: Assessing Patient Engagement with an mHealth Application for Improving Heart Failure-Related Self-Care in Real-World Settings. Committee Chair: Misook Chung, PhD, RN, FAHA, FAAN

Profit, Dawn: Describing and Predicting Preprocedural Anxiety in Patients Scheduled for Advanced Gastrointestinal Endoscopy During the COVID-19 Pandemic. Committee Chair: Debra Moser, PhD, RN, FAHA, FAAN

Robin Ray: Workplace Lactation Support and Breastfeeding Practices in Employed Mothers. Committee Chair: Ellen Hahn, PhD, RN, FAAN

PhD Student Presentations:

Madujibeha, I.N., & Aroh (July 2022). The effects of mHealth-based interventions on heart failure outcomes in the era of Coronavirus-2019. Poster presentation at Sigma's 33rd International Nursing Research Congress, Edinburg, Scotland

Profit, Dawn (May 2022). Describing and predicting preprocedural anxiety in patients scheduled for advanced gastrointestinal endoscopy procedure during the COVID-19 Pandemic. Poster presentation at Society for Gastrointestinal Nurses and Associates Annual Conference, Salt Lake City, UT

Madujibeya, I.N., Moser, D.K., Lennie, T.A., Miller, J. & Chung, M.L. (February 2022). Patients' experiences of using an mHealth App for self-care of heart failure in a real-world setting. Poster and podium presentation at the 36th Annual Southern Nursing Research Society Conference, New Orleans, LA

Profit, Dawn (November 2021). Predictors of complication in patients undergoing bronchoscopy procedure with proceduralist supervised, nurse administered and monitored moderate sedation. Poster presentation at Nursing Research Papers Day, Lexington, KY

Kappi, Amani (October 2021). Parental barriers to seeking mental healthcare for Saudi children at risk of attention deficit hyperactivity disorder. Podium presentation at American Psychiatric Nurses Association Conference, Louisville, KY

DNP Student Projects Defended:

Arnold, Victoria: The Effect of Education on the NIDA Modified Assist (NMASSIST) Tool on Knowledge and Screening for Substance Use Disorder among Clinicians. Committee Chair: Evelyn Parrish, PhD, APRN, PMHNP-BC, FAANP

Bliss, Shelby: Addressing the Inpatient Penicillin Allergy: Implementing a Nurse Driven Allergy Assessment Tool to Enhance Antimicrobial Stewardship. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Bowman, Caroline: The Effect of an Educational Intervention on Attitudes Toward Behavioral Health Patients among Medical Floor Nurses: A Pilot Study. Committee Chair: Evelyn Parrish, PhD, APRN, PMHNP-BC, FAANP

Brouwer, Kent: Caring for Ourselves Before We Care for Others: A Mindfulness-Based Intervention for Acute Care Nursing Staff. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Callihan, Korinne: Activating the Patient: A Nurse Led Coaching Intervention to Engage Health Information Seeking Behaviors Using IDEAL Discharge and Get Well Network. Committee Chair: Karen Stefaniak, PhD, RN

Carmichael, Allie: Effectiveness of a Web-Based Smoking Cessation Training Program for Health Care Professionals. Committee Chair: Evelyn Parrish, PhD, APRN, PMHNP-BC, FAANP

Catlett, Natalie: Social Media Use and Mental Health: An Educational Intervention to Reduce Depression and Anxiety in Adolescents. Committee Chair: Evelyn Parrish, PhD, APRN, PMHNP-BC, FAANP

Chelf, Natalie: Evaluation of a Beverage Educational Intervention for Latino Parents of Infants and Children Ages Nine Months to Five Years. Committee Chair: Morgan Chojnacki, DNP, APRN, CPNP-PC

Clemmons, Jill: Exploring Palliative Care Education Needs and Desires of Advanced Practice Providers in the Critical Care Setting. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Garrett, Morgan: The Use of a Pediatric Palliative and Hospice Education Model to Enhance the Knowledge and Practice of ER Providers. Committee Chair: Misty Ellis, DNP, APRN, CPNP-PC/AC

Gilbert, Penny: Patient Transitions between Acute and Post-Acute Care Organizations: Can Nursing Communication Prevent Readmission? Committee Chair: Karen Stefaniak, PhD, RN

Gillstrap, Ashley: Decreasing Anxiety, Depression and Suicidal Ideation through the Implementation of Education and Screening at Chandler Medical Center. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Griggs, Sherry: Countering Moral Distress in ECMO Nurses with Case Review Debriefings. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Gross, Arden: The Effects of an Educational Module on Perceived Knowledge, Perceived Barriers, and Attitudes Related to Sleep-Promoting Practices among Bedside Nursing Staff within a Medical Intensive Care Unit. Committee Chair: Lacey Buckler, DNP, RN, ACNP-BC, NE-BC, and Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Hahn, Sydney: Evaluating Providers' Knowledge, Attitudes and Intentions Toward Assessing Pregnancy Desires in Women of Childbearing Age. Committee Chair: Julie Ossege, PhD, FNP-BC, FNAP, FAANP

Hamilton, Lyndsey: Improving Pediatric Providers' Intent for Safe Sleep Anticipatory Guidance with an Electronic Educational Intervention. Committee Chair: Morgan Chojnacki, DNP, APRN, CPNP-PC

Heil, Jacob: Tobacco Use Screening and Cessation Counseling in Primary Care. Committee Chair: Julie Ossege, PhD, FNP-BC, FNAP, FAANP

Hughes, Benjamin: The Measurement of the Impact of Well-Being Resources on Moral Distress and Burnout Following the COVID-19 Pandemic in Front-Line Nurse

Leaders. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Hughes, Kathryn: Effectiveness of Substance Use Disorder Education on Knowledge and Attitudes among Entry-Level Obstetric Nurses. Committee Chair: Andrew Makowski, DNP, PMHNP

Kohl, Stephanie: Screening for Severe Mental Illness in a Correctional Setting Using the Brief Jail Mental Health Screening Tool. Committee Chair: Elizabeth Tovar, PhD, RN, FNP-C

McBride, Christie: Evaluating the Use of a Diet Screening Tool for Diabetes and Weight Management in Primary Care. Committee Chair: Julie Ossege, PhD, FNP-BC, FNAP, FAANP

McKinney, Tanna: The Effect of an Educational Intervention on Clinical RN Knowledge and Attitudes toward Shared Governance Program at Eastern State Hospital. Committee Chair: Karen Stefaniak, PhD, RN

Mingua, Casey: A Multifaceted Approach to Improving Sedation Practices in the CVICU. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Mitchell, Taylor: Using the SAMScore Questionnaire to Increase Skin Cancer Risk Screenings at Adult Patient Annual Exams. Committee Chair: Elizabeth Tovar, PhD, RN, FNP-C

Pauley, Andrea: Improving the Healthcare Transition for Adolescents with Asthma: Implementing a Transition Readiness Assessment. Committee Chair: Leslie Scott, PhD, PPCNP-BC, MLDE, CDCES

Peppiatt, Jennifer: The Effects of Cultural Competency Training on Providers Knowledge, Skills and Attitudes Toward the Latino Population. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Pittman-Hardcorn, Brittany: Effects of Tailored Colorectal Cancer Patient Education on Colorectal Cancer Screening Rates in an Urban Kentucky Clinic. Committee Chair: Julie Ossege, PhD, FNP-BC, FNAP, FAANP

Rademaker, Christina: Evaluation of a Process Change on Mammography Screening Rates in a Family and Community Medicine Clinic. Committee Chair: Elizabeth Tovar, PhD, RN, FNP-C

Rein, Destinee: Improving Smoking History Screening and Documentation to Increase Lung Cancer Screenings in Primary Care Clinics. Committee Chair: Elizabeth Tovar, PhD, RN, FNP-C

Rodriguez-Guerrant, Katherine: Increasing Medicare Wellness Visit Participation in a Primary Care Clinic. Committee Chair: Julie Ossege, PhD, FNP-BC, FNAP, FAANP

Rose, Anna: Examining the Impact of a Protein Intervention to Improve Outcomes in Frail Perioperative Candidates: A Feasibility Study. Committee Chair: Martha Biddle, PhD, APRN, CCNS, FAHA

Smith, Elizabeth: Evaluation of Dyad Effectiveness in a Psychiatric Healthcare Facility. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Steely, Megan: The Impact of ICU Telemedicine on Patient Outcomes in the Surgical Critical Care Setting: An Observational Study. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Stoeckinger, Megan: Implementation of Education and Use of a Screening Tool to Assess Palliative Care Needs in the Critical Care Setting. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Swartz, Carson: Increasing Staff Compliance with Routine HCV Screening and Improving Linkage to Care among Patients Testing Hepatitis C Positive in the Emergency Department. Committee Chair: Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN

Thomas, Christina: Huddle Implementation in Perioperative Services. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Wethington, Mary: The Effect of Relational Aggression Training on New Emergency Department Nurses. Committee Chair: Karen Stefaniak, PhD, RN

Woods, Marc: The Effect of a Web-based Training on Suicide Knowledge, Attitudes, and Health Access Behaviors of Behavioral Health Nurses Regarding Suicide Prevention. Committee Chair: Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, CENP

Roher, Brittany: Improving Tobacco Cessation Counseling Documentation in the Primary Care Setting. Committee Chair: Elizabeth Tovar, PhD, RN, FNP-C

DNP Student Presentations:

Woods, M., Alverson, J., **Brouwer, K.,** Jennings, C., Jordan, E., Kelso, L., Parrish, E., Walmsley, L. (February 2022). Nursing in the Time of COVID: University of Kentucky Initiatives. Oral presentation at the Virtual National Cancer Prevention Workshop.

Brouwer, K., Walmsley, L.A., Okoli, C.T.C. (November 2021). Preventative Practices to Improve the Mental Health of Nursing Students during the COVID-19

Pandemic. Poster presentation at Sigma Theta Tau International Honor Society of Nursing Biennial Convention, Indianapolis, IN

Okoli, C.T.C., Otachi, J.K., **Carmichael, A.A.** (October 2021). Supporting Tobacco Treatment Delivery by Mental Healthcare Providers through Simulated Substance Use Treatment Scenario Training. Poster presentation at American Psychiatric Nurses Association Annual Conference, Louisville, KY

Rose, A. (October 2021). Ambulatory Procedure Unit Shift Change. Oral Presentation at Veterans Health Administration Online Conference.

DNP Student Publications:

Martha J. Biddle, JungHee Kang, Julie Derringer, **Anna Rose**, Dawn P. Brewer, Misook Chung, Terry A. Lennie, Gia Mudd-Martin & Timothy A. Woods (2021). Examining Food Security, Choices and Barriers among Community Supported Agriculture Participants during COVID- 19 in Kentucky, Journal of Hunger & Environmental Nutrition

Undergraduate Student Publications:

Elizabeth Salt, Amanda Thaxton Wiggins, G. L. Cooper, K. Benner, B. W. Adkins, Katherine Hazelbacker, & Mary Kay Rayens (2021). A Comparison of Child Abuse and Neglect Encounters Before and After School Closings Due to SARS-Cov-2. Child Abuse Negl.

Elizabeth Salt, Amanda Thaxton Wiggins, J. Cerel, C. M. Hall, M. Ellis, G. L. Cooper, B. W. Adkins, Mary Kay Rayens (2022). Increased rate of suicide ideation and attempts in rural dwellers following the SARS-CoV-2 pandemic. Journal of Rural Health

Program-Specific Outcomes and Benchmarks

Bachelor of Science in Nursing Licensure Exam Results



There were 232 graduates eligible to take the National Council Licensure Examination (NCLEX) this year.

- Fall 2021: Of the 110 graduates eligible, 109 have taken the exam, and 102 were successful.
- Spring 2022: Of the 122 graduates eligible, 97 have taken the exam, and 94 were successful.

DNP Certification Results

There were 25 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	15	15
Family	4	3
Pediatric Primary Care	2	2
Psychiatric-Mental Health	4	3

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	530	10	57	14	9
Met Criteria	314	10	44	10	9
Offered Admission	307	10	44	10	9
New Enrollments	271	7	38	9	6
Total Enrollments	880	21	107	12	21

Undergraduate Student Progression and Success

The 2022 University baseline for first-year retention was 85%, 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
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		
2022-2023		Fall 2021	84.0%	237		
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
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	17.0%	80%	229	88.2%	34
2022-2023	Fall 2021	25.0%	84.0%	190	87.0%	47

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
2021-2022	83%	193

BSN Graduates' Employment

- Among the 110 fall 2021 graduates, 41 (37.2%) reported nursing employment at graduation.
- Among the 122 spring 2022 graduates, 79 (65%) reported nursing employment at graduation.

Graduate Student Progression and Success

Table 5: Graduate Student Retention

	2021-22 2nd-Year Retention (2020-21 Entrants Retained One Year from Matriculation)		2021-22 3rd-Year Retention (2019-20 Entrants Retained Two Years from Matriculation)	
	Entering Students	Percent Retained in Program	Entering Students	Percent Retained in Program
PhD Students	6	100%	4	50%
DNP Students	46	91%	55	84%
MSN Students	8	50%	9	78%
Total	60	85%	68	81%

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 3.0 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 4.25 years. As indicated in Table 6, seven-year graduation rates for students who entered the program in 2015-16 was 75% for PhD and 72% for DNP.

Table 6: Graduation Rates

Program	2015-16 Entering Students	7-year Graduation Rate
PhD	8	75%
DNP	54	72%
MSN	0	0

Average time to degree of graduates attending full-time for 2021-2022:

- PhD – 4.25 years
- DNP – 3.0 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 (ABSBN) 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 ABSBN track. Didactic instruction for the ABSBN 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

- Students were inducted into the Delta Psi Chapter of Sigma Theta Tau International: UK BSN Inductees = 31, 13 May 2022 graduates (11 traditional, two ABSBN), 11 December 2022 graduates (10 traditional, one ABSBN), and seven RN-to-BSN students.
- Undergraduate students completed UK's Graduation Composition and Communication Requirements (GCCR).
- Six students (five Traditional, one RN-to-BSN) participated in a Primary Care Nursing Enrichment program during the academic year. This HRSA-funded program was designed to increase student interest for employment in primary care rural settings following graduation.
- First Aid Fridays (FAF), an open lab for student remediation and skills practice, was utilized by 309 students in fall 2021 and 244 spring 2022. NUR 223 continues to be the largest user of FAF.
- Several faculty members engaged in instruction to strengthen online teaching.

b. Traditional BSN Track

- Simulation curriculum fully implemented with instruction in each clinical course.
- Ten undergraduate nursing students participated in the Dean's Interprofessional Honors Colloquium (DIHC). The focus of DIHC for this past year was exploring the impact of interprofessional care on those with cognitive and/or physical disabilities.
- Interprofessional Collaboration and Teamwork Skills (iCATs) was held virtually in spring 2022, with 238 undergraduate and graduate nursing students.
- A new interprofessional opportunity for nursing students this year included participating in the UK HIV-focused interprofessional program. Three nursing students were selected for this one-year program which included shadowing nurses in the clinical setting, attending seminars, and completing a group project.
- Undergraduate nursing students collaborated with dental students providing health fairs in Lexington schools over several days.
- Twenty undergraduate nursing students went to Ecuador in the spring, working in IP teams in area clinics.
- Honors Students: Sixty-five nursing or pre-nursing students enrolled. Ten Honors in Nursing students graduated from the Lewis Honors College, each completing a thesis. Students' thesis projects covered a vast array of topics including, but not limited to: (1) implicit bias training and evaluation; (2) child abuse assessment training and evaluation; (3) comparisons of suicide before and after SARS-CoV-2; and (4) sexual assault before in rural versus urban areas. Three projects were submitted for publication. All students presented their project findings at local and regional nursing and undergraduate research conferences.
- Internships: The College of Nursing offers four unique internships, which are experiential learning opportunities in which students are immersed in a practice area and conduct a project on a topic of interest. The Health Equity Internship had 24 students enrolled for fall 2021, and 17 enrolled for spring 2022. The Research Internship had 10 students in fall 2021 and six students in spring 2022. The Practice Internship had 18 students in fall 2021 and 19 in spring 2022. The Nursing Education Internship had 14 students in fall 2021 and 15 in spring 2022.
- The Health Equity Internship continues to offer opportunities for undergraduate students to engage in service-learning in communities around Lexington and beyond. Projects target healthcare provider education regarding intersectional demographics and promotion of safe healthcare for LGBTQIA2S+ patients. This program also platformed diverse voices to serve as guest speakers, including talks about microaggressions, the experiences of Indigenous Americans, and sexual health experiences of queer and trans individuals in the community.
- Eight-week block courses for the new traditional curriculum were offered in spring 2022 for the Semester IV curricular plan. The last semester of the five-semester plan will be offered in fall 2022.
- Cognate courses for guided electives in the new curriculum with subject areas of wellness and equity were approved by the University.
- The Student Nurse Academic Practicum was expanded to include fall 2021 (n=21) and spring 2022 (n=27) 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

- The Accelerated BSN track admitted the first cohort into the new, four-semester curriculum in fall 2021. This cohort includes students with a second degree, medic veterans and LPNs, and is projected to graduate in December 2022.
- The last cohort admitted to the five-semester curriculum graduated in spring 2022.
- A generous grant from the Helene Fuld Trust continues to provide scholarship support for students enrolled in the ABSN track. Eleven students received \$28,050 in scholarship support.
- A partnership with the UK College of Agriculture, Food & Environment (CAFÉ) and UK Accelerated BSN (ABSN) track was developed to create a partially-funded, dual degree nutrition and nursing degree. Students accepted into the program will earn a bachelors in both nutrition and nursing in four and one-half years. One student began the program in fall 2021, and one began in spring 2022.
- Success strategies included peer tutors hired specifically for this group of students, clinical reasoning seminars and collaborative exam reviews.
- Military students are supported by designated faculty and a military liaison, who communicate with these students at least once per block. An event especially for the med vets was held at the beginning of the school year, so that all military students from different cohorts could meet and network with each other.
- “Deliberate Practice” (DP) was created and implemented this year. Students attend at least one DP per block to revisit psychomotor and health assessment skills relevant to the specialty course they are taking during that block. These lab experiences are supervised by the lab instructor, as well as peer tutors. As the name implies, practice is “deliberate,” rather than being an open lab without an agenda.
- In addition to weekly clinicals, students in the med surg semester were provided optional clinical opportunities:
 - Skills-intensive clinicals in the Emergency Department;
 - Operating Room observation; and
 - Certified registered nurse anesthetist (CRNA)
- Students were provided one simulated learning experience per block.

d. RN-BSN Track

- The new RN-to-BSN curriculum is fully implemented. Seven-week block courses were implemented into the program for all courses. Graduation Composition and Communication Requirements (GCCR) were integrated throughout several courses to promote student success. Electives centered on addiction, rural health, geriatrics, and healthcare topics in the US.
- Partnerships continued with UKHC, University Center of Southern Kentucky 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 continued through the academic year.

- Four major core RN-BSN courses and two electives are being offered summer 2022.
- Kings Daughters and Sons Foundations of Kentucky awarded a one-year, \$10,000 grant to provide scholarship funding to RN-to-BSN students who are in need.
- Plans are underway to start an RN-to-BSN Student Ambassador program.
- One RN-to-BSN student 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.
- A change was requested for the RN-to-BSN provisional admission policy. The change would allow all students in the GPA range of 2.0 to 2.49 to be admitted provisionally to the RN-to-BSN track.
- The track requested an RN-to-BSN extended application process in order to admit students throughout the year.

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
 - Two global health courses with an embedded travel component with Education Abroad and partners were the primary student opportunities. Three service-learning interprofessional teams were able to travel with our Shoulder to Shoulder global partnership to Ecuador in August 2021, March 2022, and May 2022. Over 80 students completed a two-to-three hour cognate course with a focus on global health ethics, cultural humility, social determinants of health and interprofessional practice and service-learning. Nursing students make up the largest contingency at UK, with 16 undergraduates and two graduate students participating in 2021-2022. The CON supported four faculty for the in-country clinical experience, one of whom is a research intern and is applying for IRB approval to collect baseline data related to women's empowerment and health.
 - The CON continued to collaborate with Family Studies/College of Agriculture faculty to expand opportunities for studying structural and social factors that promote longevity and wellness. Sixteen nursing students completed a three-credit-hour course that counted as a cognate, led by nursing faculty in the spring of 2022, and traveled to Ikaria, Greece in May 2022. Two of these students were also research interns and Chellgren fellows, and were able to secure undergraduate

research funds to study the transformational impact of studying Blue Zones followed by travel and immersion.

- 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; expanding student financial support with undergraduate travel/research funds; and student scholarship generation.
- Diverse Clinical Opportunities: 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. An HRSA grant provided a stipend and housing to students electing to complete their clinical rotations in rural Kentucky.
- Diverse Clinical Opportunities: 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: Black Soil, Heart 2 Heart; Lexington Pride Center; AVOL KY; Transform Health; The Well of Lexington; Journi’s Hope; Voices of Hope; and the CDC Pandemic grant.

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; and
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 the majority of nursing courses for 2021-2022. In the Traditional track some courses in the teach-out phase were full-semester courses.
- 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 are delivered to them to open on graduation day.

- 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 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.
 - A cognate course, NUR 518 – Mindfulness, is a three-credit-hour course that emphasizes wellness and is available as an elective for traditional students.
 - 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. Mental Health Resource phone numbers are posted in the classroom for students to access if needed.
- c. Strategic Objective: Strengthen workforce readiness and team-based skills
- Metrics
 - Team Building Experiences
 - Traditional Track: In NUR 222, Foundations of Health Promotion Principles, students complete three group clinical project presentations throughout the course. This facilitates clear communication, delegation and working as a team. 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 eight 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 reassessment. 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.

- ABSN Track: For students enrolled in NUR 324, Fundamentals of Adult Nursing Care I for the ABSN Track, and NUR 333, Fundamentals of Adult Nursing Care II 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.
- Employment as New Graduates and Student Preparedness. Forty-one students from the fall 2021 cohort and 79 students from the spring 2022 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

- The first DNP Program in the U.S.
- DNP faculty known nationally and internationally for work in their specialties
- 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 2023 edition of the U.S. News and World Report's "America's Best Graduate Schools," the UK College of Nursing DNP program is ranked 20th overall and 12th among public universities.

Accomplishments

1. Four new faculty hires in the DNP program (pediatric acute, adult gerontology acute care, Psych/Mental Health, and Family).
2. 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.
3. Returned students to campus for immersion in December 2021 and spring 2022. Tested an evolving case study with NP students spring immersion one.
4. Revised protocols and processes for DNP final project presentations and conducted three DNP final student presentations via Zoom delivery during fall 2021 and 36 during spring 2022.
5. Returned to an in-person hooding ceremony May 2022.

6. Continued to evaluate the rubrics for the evaluation of student DNP oral presentation and DNP final manuscript.
7. Developed criteria for holistic admissions for both masters and DNP programs.
8. Track faculty collaborated to publish one journal article related to DNP program innovations.
9. Successful completion of Capstone Project and Oral Examination for eight inaugural MSN students with graduation of first class of MSN to DNP Healthcare Systems Leadership students.
10. Creation of new MSN to DNP Non-specialty curriculum plan, offering an option for students to obtain a DNP without having to pursue a second specialty major. The curriculum plan is moving through the University curriculum approval process.
11. Developed a Certificate in Teaching program, which includes three new education courses. The program is moving through the university approval process.
12. Completed Gap Analysis between new AACN Essentials and MSN and DNP core courses to identify gaps for content that is not currently being covered.
13. Surveyed DNP students at the end of the academic year to obtain input about their DNP student experience.
14. In collaboration with instructional designers, created interactive syllabus on Canvas and in the process of evaluating the effectiveness of the syllabus.
15. Updated MSN and DNP CON web pages by adding videos related to each specialty along with videos related to important admission information.

Current Strategic Plan Goals (2021-2022)

1. Strengthen graduate student growth and success
 - a. Enhance infrastructure and instructional design for online learning
 - Held immersion activities in an online format with limited campus simulation during the fall semester but returned students to campus for in-person immersion for the remainder of the academic year.
 - Continued revised method of offering NUR 905 (Doctor of Nursing Practice Seminar) to: (1) increase engagement of students; (2) address resiliency and student well-being, including providing access to wellness resources; (3) introduce various technologies students would use during the program such as Zoom, FlipGrid, YuJa Media; and (4) introduced the DNP Essentials and the DNP portfolio.
 - Within their courses, all faculty continued with increased student outreach through email and Zoom and assured wellness resources within the CON were shared.
 - Fall 2021 faculty panel discussion/presentation with a focus on professional student development done for all DNP students during immersion .
 - Professional Development Lecture Series presentations by Dr. April Kapu (President, AANP) and Dr. Ken White (President, AAN) during April 2022.
 - Students continued to engage in telehealth care delivery models in some clinical settings.
 - b. Increase and strengthen recruitment/retention/graduation efforts

- Holistic admission criteria for the MSN, BSN to DNP and MSN to DNP programs was approved by the MSN/DNP Program Committee and graduate faculty.
 - Continued a focus on resources for retention of under-represented minorities.
 - Continued outreach efforts for all DNP tracks, Masters and Post-Masters Certificate students to reach rural and underserved areas.
 - Continued increased simulation usage throughout the DNP program to enhance immersion student experiences. Developed and implemented cross-track simulations.
 - Completed a contract with Second Chance facility to begin incorporating student telehealth experience.
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
- DNP projects are continuing to be impactful as they are implemented across healthcare systems/organizations. For example, the intervention from one May 2022 student's DNP project has been implemented in over 250 correctional facilities across the United States.
 - Other student DNP projects have been tiered across healthcare systems and have shown great impact.
 - Received a \$5,000 grant from UK Online to use for marketing the MSN program. Worked with Ad Designer to create paper adds and online marketing materials.
 - Jean Edward is the PI on one-year University of Kentucky's UNITE (United in True Racial Equity) & Markey Cancer Center grant for *Racial Disparities in Financial Toxicity, Cost-Related Health Literacy, and HealthCare Transitions among Adolescent and Young Adult (AYA) Cancer Survivors in Kentucky* (\$50,000).
 - Jean Edward is a co-investigator on a two-year Interact for Health grant for *Reducing Tobacco Disparities with Low-income using a Community Health Worker Model* (\$150,000).
- 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:
 1. Dr. Jean Edward - PhD Nurse Researcher at Markey Cancer Center where she helps develop opportunities for clinical inquiry and scholarship. She has led practice inquiries that have increased efforts to develop evidence-based practice in cancer. Dr. Edward has provided mentorship and support for cancer research among professional staff, particularly those seeking graduate degrees while incorporated interdisciplinary collaboration to generate a rich and robust cancer research culture.
 2. Dr. Andrew Makowski - PMHNP at UKHC Team Blue Clinic for one clinic day a week where he serves as a role model, mentor and consultant to

nurses and other healthcare providers in matters related to psych mental health, research, utilization, forming clinical questions, conducting literature reviews, supporting evidenced-based nursing practice and integration at the point of care. Dr. Makowski assists in developing avenues for professional achievement of nursing staff and leaders to include publishing, presentations, certification and advanced education.

3. Dr. Misty Ellis - Pediatric NP AC/PC at UKHC Pediatrics/Kentucky Children's Hospital where she provides oversight, mentorship and evaluation of EBP at UKHC as it related to the Kentucky Children's Hospital. She assumes a complex leadership and consulting role as an expert to mentor nursing staff in the use of evidence to improve professional nursing practice and patient care. Dr. Ellis provides leadership in evidenced based nursing practice related to complex healthcare issues that affect the hospital's mission, health care and policy development.

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

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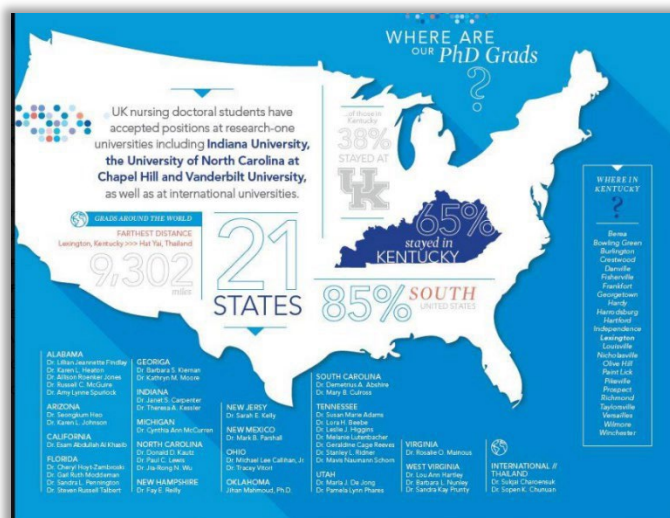
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- *=graduate student; **=undergraduate student.*

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 166 graduates as of May 2022. At the time of this writing, our current PhD student enrollment is 23 students. Seven students completed their degree requirements this past academic year. We offered admission to five individuals for the Fall 2022 semester. Of the current residents, 72% are enrolled in full-time course work or dissertation residency.

Accomplishments

1. We completed the fourth year of the new PhD curriculum that was approved by the University Senate on May 7, 2018, for implementation in Fall 2018. 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. In Spring 2022, all defenses returned to in-person with Zoom for those unable to attend in person. All members of the committee attended in-person. We returned to regular instruction in Fall of 2021, but had submitted applications for an online, synchronous program to begin Fall 04 2022. The program has been approved and we will offer both the online and in-person programs simultaneously starting in Fall 2022.
3. We are working to finalize 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 we funded one PhD student research project (\$5,000.00) from a PhD student who was post-qualifying exam.
5. We held our yearly PhD faculty retreat in January, with greater than 90% attendance by PhD faculty.

6. We continued the standard use of evaluation rubric for the candidacy and dissertation examinations, ensuring 100% compliance.
7. We 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 once a month, that highlights the research of faculty to provide PhD and other students with ideas for collaboration and dissertation committees. Will continue for 2022-23 using the online Zoom format because we discovered it resulted in markedly increased attendance. We will increase the number of these from once per month to twice per month in response to requests for increased content.
9. We received \$54,030 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.
11. Student annual progress reports reviewed. All students made satisfactory progress.
12. Continued announcements to the CON of PhD dissertation defense, handouts for defense, email congratulations announcement with description of papers and importance of area.
13. Submitted five-year program evaluation in 2022 and received excellent reviews from both outside evaluators.

Current Strategic Goals (2020-2022)

1. Strengthen graduate student growth and success
 - a. Enhance infrastructure and instructional design for online learning
 - Begin online synchronous program in Fall 2022.
 - 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).
 - 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 (ASPU) in Amman Jordan to start a Joint PhD Program. The program has been approved by the University of Kentucky, but the Ministry of Education in Jordan still has not approved it. We will continue to work with the Dean at ASPU to assist her in gaining approval.
 - Encourage all faculty writing large extramural grants to include PhD students on their grants so that students will be supported as GRAs with tuition support.
 - b. Increase and strengthen recruitment/retention/graduation efforts
 - Continue to evaluate student progression and support efficient degree completion.
 1. We developed a more rigorous evaluation of each NUR 767 experience so that students are supported to progress each semester toward completion of their dissertation.
 - Develop support mechanisms to increase efficient degree completion
 1. Continue SCORE seminars

2. Made mandatory submission of an abstract part of the dissemination course – NUR 772 so that students have early successes in completing projects that are part of their dissertation
 3. Encourage early publication of manuscripts that are part of the dissertation so that students are always working toward dissertation completion and graduation
 4. Have PhD students and their advisors work closely to develop the proposal for dissertation, along with course faculty, in the proposal writing course – NUR 773
 5. Include closer follow-up by PhD Program Committee of students whose time from qualifying exam to dissertation defense extends longer than three years
- Develop a strong recruitment plan that includes increasing minority enrichment in PhD program.
 - Submit NIH T32, institutional training grant to support 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.
 - Enhance the infrastructure for research and scholarship: Develop a structured research support plan for each PhD student.
 - Introduce PhD students to the research office and research officers in NUR 773, proposal development course.
 - Develop a minimum standard for PhD students that includes submission and acceptance of at least one peer-reviewed paper, one conference presentation, and one research proposal submission.
 - Continued PhD faculty retreats and PhD faculty meetings (now every two months) to keep student research and scholarship support in the foreground for faculty advisors.
 - 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. Nineteen students completed the program and 11 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 2021	Spring 2022	Summer 2022
Select Medical RN-BSN Students	39	30	28
# of States Represented	17	15	13
KY Residents (%)	3%	3%	0%
Out-of-State Residents (%)	97%	97%	100%
# Total Credit Hours	247	195	153
# Hours UK College of Nursing	216	184	87
# Hours UK Core	31	11	66

Current Strategic Plan Goals (2021-2022)

1. Promote undergraduate success:
 - a. Create and maintain innovative programming to meet the needs of the community of interest/constituents: Maintain 40-50 Select Medical RN-BSN student enrollment during fall and summer terms.
 - b. Strengthen workforce readiness and team-based skills: 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. One currently-enrolled Eastern State Hospital nurse is enrolled in the RN-BSN track.
3. Continued to recruit additional nurses into the RN-BSN track and LPN-BSN tracks.



Current Strategic Plan Goals (2021-2022)

1. Promote undergraduate success:
 - 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. Continued a 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 undergraduate success
 - a. Grow the partnership and admit additional SCC Nurses to the RN-BSN track over the next year. One current is currently enrolled.

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 Kristy Piersawl, BSN, 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. The clinic also has a Clinical Laboratory, Improvement Amendments (CLIA) waived certified lab to perform point of care testing for urinalysis, Strep A, pregnancy, glucose, Hemoglobin A1C, Influenza and RSV testing. Other labs are sent to the UK Healthcare lab.

In fiscal year 2021-2022, the clinic had 3,674 patient encounters. The top 10 diagnoses for FY 2021-2022 were General Adult Medical Examination, Anxiety Disorder, Essential Primary Hypertension, Immunizations, Other Long Term (current) Drug Therapy, Routine Child Health Exam, Major Depressive Disorder, Fatigue and Hyperlipidemia. The service mix included 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 and psychiatric 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. Along with UK Healthcare the clinic transitioned to the Epic Electronic Health Record on June 5, 2021.

In 2019-2020, the clinic served as a clinical site for four FNP students and one psychiatric-mental health NP student. Fiscal years 2020-2022 were challenging, given the COVID-19 pandemic. At the beginning of the pandemic, the clinic saw most patients via telehealth. The clinic is now seeing most patients in person but continues to do telehealth and drive through testing for patients with upper respiratory symptoms.

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.

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 were offered both in-person and virtually in response to the COVID-19 pandemic. Virtual efforts included Zoom sessions, online advertising, email and social media marketing.

Because of COVID-19, many national and local meetings remained on virtual platforms, while others returned to in-person conferences. Some organizations only offered advertising options for vendors this year; therefore, there was limited travel to the usual conferences for graduate recruiting.

For undergraduates, recruitment activities were virtual when possible. The Office of Enrollment Management implemented in-person events both in fall 2021 and spring 2022 semesters. The University continued to support and adhere to individual colleges' rules for visitations. Due to decreased COVID-19 cases, College of Nursing leadership agreed that it would be feasible to offer in-person tours in our College of Nursing building. To remain accessible to prospective students who are unable to travel, we continued to offer virtual information sessions and phone conferences with the UK College of Nursing's Student Services Team.

Recruitment efforts greatly increased for the Accelerated Bachelor of Science in Nursing Program (ABSN). Through collaborative efforts, new communication pieces such as video spotlights, articles, flyers and handouts were successfully implemented. The ABSN Coordinator and College's recruiter opened several new prospective student pipelines and attended career fairs to advertise the program. Our ABSN advisor conducted transcript reviews in lieu of the UK Transfer Office to ensure consistent messaging and quick turnaround.

RN-BSN recruitment efforts included visits to community colleges, lunch and learn speaking sessions, phone sessions and email engagement by our RN-BSN advisor.

Accomplishments

1. Held six virtual information sessions that targeted ABSN prospective students.
2. Participated in 23 UK Enrollment Management organized events, such as Admitted Student Days (10), Choose Blue Day (1), Big Blue Open Houses (6), May Day Event (1), High School Counselor Event (1), Preview Night (1), and Merit Weekends (3).
3. Four short, promotional videos were created featuring current ABSN students. The videos were shared on our website, via social media and continue to be shared in email marketing.
4. 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. Over 40 of these sessions were conducted.
5. Virtual Information Sessions were conducted for all graduate programs, including were MSN sessions, PhD in Nursing sessions, DNP sessions and "all graduate

program overview” sessions. These sessions featured a presentation by the graduate advisor and program coordinators.

6. The recruiter and RN-BSN advisor participated in one UK Healthcare-hosted Virtual Lunch and Learn event. Both staff also continued outreach through emails. The RN-BSN advisor continued to offer transcript reviews for prospective students.
7. Conferences targeting prospective graduate students included Southern Nursing Research Society, Indiana Nursing Student Association, Kentucky League of Nurses, KY Coalition of Nurse Practitioners and Midwives and the American Association of Men in Nursing.
8. Other notable UK partner events included:
 - a. Hue in Medicine – provided a tour of the College and hosted a table at the organization’s resource fair to connect with prospective URM students and current pre-nursing students.
 - b. Partnered with the College of Health Sciences to provide outreach to Bryan Station High School students in the new Diversity Healthcare Scholars Program. CON faculty, students and the recruiter hosted a panel and simulation event at the high school.
9. Notable Sponsorships: In the annual Kentucky Nurses Association (KNA) Conference, the CON participated as Anchor-level Sponsors for the second year in a row. We collaborated with the UKHC Nurse Recruitment Office.
10. The Recruiter/Scholarship Coordinator, ABSN Coordinator and CON Director of Philanthropy continued recruitment efforts for the Ag Nursing Scholars Program. We currently have two scholars.
11. Other notable organizations and events where we recruited Traditional and/or ABSN students included the Kentucky HOSA, Transylvania University Career Fair, Ft. Knox Education Fair, and the Kentucky Education Fair for Private Colleges.
12. RN-BSN connected with community colleges in five in-person events.

Strategic Plan Goals Progress (2021-2025)

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

The Office of Instructional Design offers technical support, curriculum consultation and support for college examinations. 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. Based on student and faculty feedback, redesigned the existing Canvas course templates to facilitate ease of use and reduce visual clutter.
2. Introduced Articulate360 course authoring tools to enhance course quality by allowing the creation of interactive and dynamic lessons.
3. Continued to meet with the Instructional Design and Innovation Council to garner feedback on new initiatives.
4. Implemented standardized systems to streamline faculty feedback and instructional design requests. Examples include Qualtrics surveys and Google forms.
5. Hosted professional development sessions for faculty.
6. Created informational videos for incoming students to prepare for in-person exams that use ExamSoft.
7. Updated the Faculty Training and Playground Canvas shell to include more resources for faculty and instructors.
8. Provided support for:
 - a. Canvas courses (including course renewals) by providing support to faculty in design and administration
 - b. HESI/Canvas exams
 - c. Migrations to New Quizzes
9. Created and distributed surveys to gather student feedback as requested by the Dean.
10. Continued to implement and train faculty on Open Broadcaster Software (OBS) and YuJa Media for recording voiceovers and lectures.
11. Created a Microsoft Teams chat for all UK instructional designers to share ideas and ask for help.
12. Assisted DNP students with Digication.
13. Overhauled Digication to better meet the needs of the DNP program.
14. Reduced the cost of the College's Digication contract by \$1,000.

PROFESSIONAL DEVELOPMENT

- 20+ hours of Articulate Storyline 360 training
- ExamSoft training
- Jesse Stallworth attended UK Supervision training
- Jesse Stallworth received his Quality Matters Continuing Professional Education Reviewer Certification (CPER).
- Amanda Trent attended Applying the Quality Matters Rubric training

Participation on Committees

- Instructional Design and Innovation Council
- UK Canvas Admin User Group
- UK Community of Practice
- All UK IDs
- Jesse Stallworth is Staff Council chair; a Work-Life Committee member; and a stakeholder in the meetings for the new Health Education Building

Strategic Plan Goals Progress

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. Provide additional support for undergraduate nursing exams and HESI exams.
 - b. Provide additional support to the Disability Resource Center for nursing students.
 - c. Increased support for the Accelerated BSN program by creating informational materials to assist students with the transition to the nursing program.
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. Increased support of DNP students for ePortfolios in Digication
 - b. Provided training for graduate faculty to utilize advanced capabilities of Canvas, YuJa Media and Zoom.
 - c. Redesigned existing graduate program course template to include more relevant information.

Strategic Plan Goals (2021-2025)

1. Promote Undergraduate Success
 - a. Conduct unofficial QM reviews for several courses in each semester (all, spring and summer).
 - b. Continue to promote/increase the use of YuJa Media and Open Broadcaster Software for creating high-quality multimedia for online courses.
 - c. Develop lunch and learns for faculty professional development.
 - d. Continue developing innovative solutions for delivering nursing education.
 - e. Support the ABSN transition to a 16-month curriculum.
 - f. Support the transition from 16-week to 8-week blocks.
 - g. Increase the number of courses that have received Instructional Design assessment and support.
2. Promote Graduate Success
 - a. Increase the number of courses that have received Instructional Design assessment and support.
 - b. Support online activities in the DNP immersion model.
 - c. Support the PhD program in using Canvas for synchronous courses.
 - d. Conduct unofficial QM reviews for several courses each semester (fall, spring and summer).
 - e. Continue to promote/increase the use of YuJa Media and Open Broadcaster software for creating high-quality multimedia for online courses.

WRITING SUPPORT

The academic writing specialists 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 Drs. Julie Marfell and Julianne Ewen
 - a. Provided web content: text and video
 - b. Provided individual feedback to each student, both written and face-to-face (Zoom)
2. Began taking/editing minutes for DNP Committee and track coordinator meetings once per month.
3. Worked with Drs. Marfell, Hampton, Gray, Tovar and Ossege to develop a strategic plan to better support graduate student writing in core courses.
4. 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, developed a video for my YouTube channel (“Writing an Integrative Literature Review”) and reviewed drafts for students.
5. Additional workshops for CON students
 - a. For PhD Doctoral Seminar
 - “Keys to a Successful Paper”
 - Improving Critical Thinking
6. For students preparing to present at a conference
 - a. “Making an Effective Poster Presentation”
 - b. Writing a Successful Abstract”
7. Online workshops (via YouTube channel):
 - a. “Making Peer Review Work”
 - b. Giving Feedback on Student Writing”
8. Offered two-pronged support to students planning posters for CCTS/Scholarship Showcase/Nursing Research Papers Day (workshops on abstracts and posters, one-on-one support)
9. Served on Advancement of Scholarly Affairs Council
10. 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 regular “dry run” rehearsals of presentations.
 - b. One-on-one consultations with UKHC nurses in need of writing support, especially those writing goal statements for applications to graduate nursing programs.

Strategic Plan Goals (2021-2022)

1. Promote graduate success
 - a. Create and maintain innovative programming to meet the needs of the community of interest/constituents
 - Continue developing writing resources within writing intensive courses
 - Continue to support graduating students with PhD and DNP final project manuscripts
2. Research success

- a. Maintain or increase CON scholarly activities:
 - Offer support for students planning to present posters at CCTS and Nursing Research Papers Day: Poster and abstract workshops, one-on-one support
 - Work with Office of Academic Operations to develop one or two new faculty “Lunch and Learn” workshops
- b. Strengthen resources to advance faculty and student scholarship and funding: Continue to serve on the Advancement of Student Scholarly Affairs Council and look for ways to lend support.

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. Hosted an in-person simulation conference May 2022.
2. Continued a quality improvement process via Zoom weekly huddle board meetings.
3. Facilitated high fidelity simulation for 666 undergraduate students fall 2021 and 657 spring 2022. In the second block of summer 2021, there were three events for the ABSN OB course, with 42 students participating in each event. In the first block of summer 2022, there were two events for the ABSN pediatrics course with 50 students participating in each event.
4. Facilitated five events for the graduate program during fall 2021 immersion and eight events during spring 2022 immersion.
5. Continued work with the Kentucky Simulation Alliance (KSA):
 - a. Director is the 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
6. Faculty and staff were utilized as embedded participants for graduate program simulation.
7. The Simulation Scholarly Work Team met regularly with plans to submit a manuscript summer 2022.

8. Updated and purchased new equipment (Juno manikins, blood pressure simulator, lumbar puncture trainer, arterial line ultrasound trainer, chest tube manikin).
9. Initiated the “Just Ask Card” into undergraduate simulation as a resource for the students to ask questions of the observers when the card is held up.
10. New AV system installed July 2021 and fully operational May 2022.
11. Three simulation faculty attended the International Meeting on Simulation in Healthcare (IMSH).

Strategic Plan Goal Progress (2021-2022)

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.
 - The keynote speaker for the May simulation conference topic was incorporating diversity and inclusivity into simulation curriculum.
 - Facilitated high fidelity simulation for 666 undergraduate students fall 2021 and 657 undergraduate students spring 2022. Each student participated in one-to-four 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
 - The keynote speaker for the May simulation conference topic was incorporating diversity and inclusivity into simulation curriculum.
 - Facilitated five events for the graduate program during fall 2021 immersion and eight during spring 2022 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.
 - Continued 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.
 - Conduct a simulation curriculum needs assessment of the undergraduate program.
 - 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.
 - Collaborate with the CON inclusivity and diversity committee to implement inclusivity and diversity into the simulation curriculum
 - Implement inclusivity and diversity to the simulation curriculum

OFFICE 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 (ANCC) and the Kentucky Board of Nursing (KBN). Outcomes are tracked through online evaluations for each course. Goals and outcomes are assessed by an external advisory committee. 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: Seven live, online streaming, full-day conferences:
 - a. Advanced Pharmacological Update 2022
 - b. Inaugural Matthew Szabunio Symposium on Cardio-Oncology
 - c. Nursing Research Papers Day 2021
 - d. CAPTASA 2022
 - e. KANPNM 2022
 - f. The Latest in Cardiovascular Medicine
 - g. UKCON Faculty Development Workshop 2022
3. New Offerings for the 2021-2022 Fiscal Year:
 - a. Stroke Care Network (SCN) Pediatric Stroke series
 - b. SCN: EMS series
 - c. School Nurses to BARN Camp for Mental Health and Wellness of Kentucky Youth Program

4. Specialized Education Programming:
 - a. The following programs included a large number of attendees from a wide variety of disciplines:
 - CAPTASA Conference
 - Stroke Care Annual Summit
 - Cardio-Oncology Symposium
 - Cardiovascular Medicine Symposium
 - b. The following were new, extensive, online programs for using Remote Access:
 - Cardio-Oncology Symposium
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. Kentucky Opioid Response Effort (KORE)
 - c. Stroke Care Network Summit
 - d. Cardio-Oncology Symposium
 - e. CV Medicine Symposium
 - f. 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. 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, Pediatric Stroke Series, and EMS Series
 - b. Kentucky Coalition of Nurse Practitioners and Midwives Annual Conference
 - c. 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.

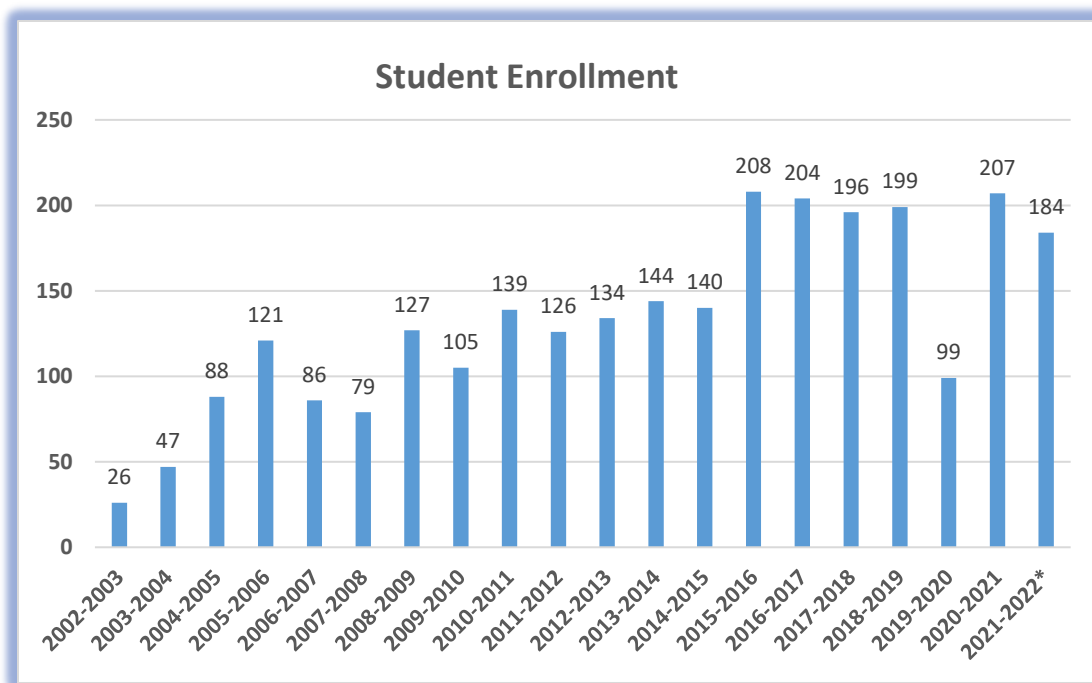
Table 9: Enrollment in Graduate Level Online Courses

Course	Total Number of Students 2020-2022
Advanced Pharmacology	4
Advanced Pathophysiology	2

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.)

Table 10: State Registered Nurse Aide Program Enrollment



*Estimated number through June 30, 2022 based on registration

Strategic Plan Goals Progress (2021-2022)

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

2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022 Target
68 in-house offerings	56 in-house offerings	56 in-house/remote offerings	96 in-house remote offerings	58 in-house remote offerings	Maintain and/or increase in-house offerings
87 online offerings	92 online offerings	94 online offerings	114 online offerings	146 online offerings	Maintain and/or increase the number of distance learning courses
53 faculty-led offerings	51 faculty-led offerings	39 faculty-led offerings	12 faculty-led offerings	27 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	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
Office of Professional Development	6	6	31	35	37	41
Jointly Provided	90	88	83	119	173	207
Total	96	94	114	154	210	198

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



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

1. The 2021 UK@Work Survey results reported in January 2022 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. Recognized as one of the top work-life engagement performers at UK (ranked 2/18), the College of Nursing has exceeded expectations because of the efforts of our Work-Life Council. The 2021 UK@Work results showed a 7% improvement in the Stress, Balance & Workload category score between 2019 and 2021, increasing from the 2019 total percentage favorable score of 65% to the 2021 total favorable percentage score of 72%.

The categories with the highest scores were:

1. Sustainable Engagement – 88% favorable score (up 1% from 2019);
2. Working Relationships – 88% favorable score (up 10% from 2019);
3. Supervision – 87% favorable score (up 6% from 2019)
4. University Culture – 87% favorable score (up 4% from 2019)

The categories that saw the largest improvement from 2019 to 2021 were:

1. Leadership - 11% increase from 2019
2. Working Relationships – 10% increase from 2019
3. Operating Effectively – 8% increase from 2019
4. Empowerment – 8% increase from 2019

Recommendations included continuing with our current strategic plan for 2022-2023 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.

2. 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 CON staff/faculty retreat including reminders to practice self-care and focus on mental health.
 - b. Fall Return to Campus Ice Cream Social
 - c. Halloween costume parade
 - d. Valentine bags to faculty and staff
 - e. Dark Chocolate for Your Health event
 - f. STOP cards for DRC
 - g. UK@Work Survey Completion Celebration Lunch for faculty and staff
 - h. "Welcome" lunch for our new administrators
 - i. Activities offered at monthly faculty organization meetings to increase improved communication and focus during meetings.
 - j. Gift bags for faculty and staff were located in the third floor administrative suite to demonstrate appreciation.
 - k. 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.
 - l. 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.
 - m. Work-Life members conducted an email campaign in the spring, where we divided all staff and faculty, and each a member emailed to check on the person and ask if they needed any support.
 - n. 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.
 - o. Virtual pet therapy sessions were offered to faculty and staff, where we would meet on Zoom to visit and share our pets from home.
 - p. 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.
 - q. 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.
3. Effective Communication. The 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.
4. Empowerment. The 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 Medication Practice. Each class is 75 minutes.
 - b. Yoga classes were offered via Zoom.
 5. Student Wellness. A concentrated focus on student wellness that 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 (2022-2023)

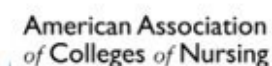
1. Working Relationships (Community and Belonging)
 - a. Opening PAWS at faculty organization meetings with AI activities
 - b. Welcome Back to School Ice Cream Social
 - c. Fall Festival Chili Cook-Off, Costume Contest and Costume Parade to the Children's Hospital
 - d. End of year grill out
 - e. Journaling 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 promote information on mental health resources on UK's website 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



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. CCNE Board of Commissioners reaccredited the BSN and DNP programs for 10 years; the Post-Graduate APRN Certificate program was accredited for 10 years; and the MSN program was accredited for five years.
 - c. Ongoing work with UK Online to assure compliance with state boards of nursing and higher education boards.
 - d. Served as the College liaison for the SACCOG Reaffirmation process.
2. Assessment
 - a. Ongoing monitoring of the College of Nursing Teacher Course Evaluations (TCEs) for accuracy. Will begin the transition to the University AEFS system given approval to do so.
 - b. Ongoing monitoring of the BSN, MSN, DNP, Post-Graduate Certificate and PhD program assessment plan and submission of the annual Student Learning Outcome reports for each program.

- c. Developed the Administrative Assessment Plan based on the CON Strategic Plan.
 - d. Ongoing use of the benchmark data based on BSN graduate program evaluation survey through Skyfactor/EBI Benchmarks.
 - e. Ongoing use of the benchmark data based on DNP graduate program evaluation survey through Skyfactor/EBI Benchmarks.
 - f. Will use Skyfactor/EBI Benchmarks for the MSN end of program evaluation survey.
 - g. Revised the content of the Post-Graduate Certificate end of program evaluation and will use Qualtrics for the evaluation survey.
 - h. PhD end of program evaluation is under review for any needed revisions. Qualtrics will be used for the evaluation survey.
 - i. Reported on the BSN, MSN, DNP, Post-Graduate APRN Certificate and PhD programs, including a timeframe for ongoing monitoring of student achievement.
 - j. Completed and submitted the University required, five-year program review of the BSN, MSN, DNP, Post-Graduate Certificate and PhD programs.
 - k. Developed the College Assessment and Evaluation Committee.
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 (2021-2022)

- 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.
 - Ongoing monitoring for compliance with both state higher education boards and boards of nursing approvals for offering our online and hybrid programs.

envision
engage
empower

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