



**INDIANA UNIVERSITY**  
**SCHOOL OF NURSING**

**2012 Reaccreditation by NCA's Higher Learning Commission**

**Summary**

**Based on 2001-2010 Annual Reports**

**January 14, 2011**

## Teaching and Learning

### **Major Accomplishments:**

- ◆ In 2009, *U.S. News and World Report* ranked Indiana University School of Nursing (IUSON) graduate programs as the 15<sup>th</sup> overall, with two programs (clinical nurse specialist, psychiatric/mental health) ranked in the top ten, and the family nurse practice program was ranked 11<sup>th</sup>. (In 2001, IUSON graduate programs were 12<sup>th</sup> overall, with three programs (adult health, 5<sup>th</sup>; psychiatric-mental health, 6<sup>th</sup>; community health, 9<sup>th</sup>) ranked in the top ten. <http://grad-schools.usnews.rankingsandreviews.com/grad>
  
- ◆ IUSON was first designated as a National League for Nursing (NLN) Center of Excellence in 2006-2009 and re-designated for three more years in 2009-2012, based on pedagogical expertise of faculty. <http://www.nln.org/excellence/coe/designees.htm>
  
- ◆ Family nurse, acute care, adult health, and pediatric nurse practitioner graduates have consistently passed certification exams at 80%-100% of those taking the exams for the first time. BSN NCLEX pass rates have ranged from 82-98% over the past decade.
  
- ◆ BSN & MSN educational programs were re-accredited by National League for Nursing Accrediting Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE) in 2000 and in 2010 for another 10 years.
  
- ◆ In 2007, a 30% expansion of the BSN class was made possible through a partnership between Clarian Health (CH) and IUSON and new program fees approved by the IU Board of Trustees for undergraduates in 2007. These both enabled a 10% increase in number of faculty.
  
- ◆ The IUSON at IUPUI has the only PhD in nursing program in the state with a distance accessible option (distance option initiated 2003-04), which consistently documents above average outcomes. (Broome, M. Halstead, J., Pesut, D., Boland, D. & Rawl, S. (2011). Evaluating the outcomes of a distance accessible PhD program. *Journal of Professional Nursing*). Currently, 56 students are in the program with a new cohort of 10 to begin the program in summer 2011. Approximately 70% (46) live in-state and 5% (3) are international students.
  
- ◆ Federal support of graduate education: The Adult Clinical Nurse Specialist Program received ~\$750,000 of funding over three years to develop an on-line version of the program and expand access to nurses throughout the state. In addition, the school received a HRSA grant of ~\$712,000 for three years of funding for Advanced Nursing Education with a focus on psychiatric/mental health...another program that is distance-accessible (2008).
  
- ◆ The new Doctor of Nursing Practice (DNP) program was approved by the Indiana Commission of Higher Education (ICHE) in 2010 and admitted 16 students in its inaugural class in fall 2010.
  
- ◆ The new Indiana University system-wide RN to BSN Consortium was approved by the Commission on Higher Education in June 2010. This consortium provides all online programs for nurses to complete their BSN in 12 months.

***Current Status:***

- ◆The school has the largest BSN program in the state (>800); it's the only school that offers all four (BSN, MSN, PhD, DNP) programs. External forces (Institute of Medicine (IOM), Commission on Collegiate Nursing Education (CCNE)) are calling for major shifts in undergraduate curricula and expansion of nurse practitioner programs and doctoral programs that prepare faculty. This will require additional resources and/or a careful assessment of the appropriate mix and size of programs is appropriate.
- ◆IUSON is continuing to support 11 clinical faculty across the core school with a small stipend for two years and course release each semester, to work on doctoral degrees to enhance the overall excellence of the faculty.
- ◆IUSON is regionally and nationally known as a research intensive, educationally innovative school.
- ◆IUSON will continue to recognize outstanding faculty effort supporting innovation and partnerships that support student excellence (i.e., international, honors program, service-learning, etc).

***Plans for the Next 5 Years:***

- ◆Accreditation of the DNP program is scheduled for February 2012 by the Commission on Collegiate Nursing Education (CCNE).
- ◆Given decreasing resources, and relatively stable faculty numbers, IUSON will need to expand graduate students classes (MSN, DNP and PhD). This will require an assessment of the size of the BSN program.

## **Research, Scholarship, and Creative Activity**

### ***Major Accomplishments:***

- ◆ IUSON ranked 17<sup>th</sup> out of 76 schools of nursing in amount of NIH funding in 2009 (top 20% of all schools of nursing). Earlier rankings included: 2004 (21<sup>st</sup>); 2005 (15<sup>th</sup>); 2006-2008 (8<sup>th</sup>).  
<http://grants1.nih.gov/grants/award/trends/FindOrg.cfm>
- ◆ The school is one of 22 nursing schools in U. S. to have an NIH-funded Institutional Research Training Grant (T-32), and one of two schools with a T-32 grant funded continuously for 20 years. IUSON is the only nursing school in U.S. to have an R-25 Interdisciplinary Research Education Grant from NIH in behavioral oncology.
- ◆ From 2001-2010, the Mary Margaret Walther Program for Cancer Care Research has provided \$6,289,454 to support research and research training in behavioral oncology.
- ◆ IUSON was awarded \$63,868,348 in research funding over the last decade (external awards only and indirects).
- ◆ IUSON established the Center for Research in Nursing Education (CRNE) in 2008 to study effectiveness of various pedagogies in nursing education as well as study of clinical learning processes. A total of \$3,353,422 over 2 years has been obtained by faculty to conduct educational research.
- ◆ An NIH-funded Center for Enhancing Quality of Life in Chronic Illness (CEQL) that was established in 2001 was one of nine research centers funded by the National Institute of Nursing Research (NINR) at National Institutes of Health (NIH). CEQL's overall goal is to advance knowledge related to improving the health-related quality of life in persons with chronic conditions across the life span. The directorship has been endowed and the activities of the CEQL sustained after the federal funding ended. The two \$10,000 pilot grants awarded per year to faculty have resulted in at least 2 R21s and 3 R01s from NIH in the last four years.
- ◆ The creation of four chairs and professorships occurred over the past decade: Emily Holmquist Professorship (2001); Sally Reahard Chair (2002); Edward W. and Sarah Stam Cullipher Chair (2002); McBride Professorship in Mental Health Nursing (2008). Three of four are currently filled.
- ◆ With the receipt of funding from the National Cancer Institute at NIH for both the T-32 (Institutional Training Grant in Health Behavior Research) from NINR and the R-25 (Interdisciplinary Training Grant for Oncology Scientists) and several new NIH grants as well as education-focused research grants, the school has been able to provide pre and post doctoral fellows with exceptional research training in behavioral oncology and health behavior. However, this has resulted in a critical need for more research space beyond what the school can provide.

### ***Current Status:***

- ◆ Recent retirement of productive senior researchers has affected amount of large grants awarded. Much effort has gone into building the next generation of nurse scientists through recruitment of promising post doctoral fellows and already funded researchers at the associate and professorial levels.

◆Three young faculty members are supported as research scientists of the Clinical Translation Science Institute (CTSI) funded by NIH the past 2 years.

***Plans for the Next 5 Years:***

- ◆Concentrate on balancing recruitment efforts to attract more junior researchers.
- ◆Continue to encourage junior faculty with potential as nurse scientists to seek development opportunities.
- ◆Continue to support strong mentoring program for new faculty and faculty research groups that meet monthly.
- ◆Work toward implementing a workload document that supports research intensive faculty.
- ◆Monitor other research intensive schools of nursing start-up offers and provide competitive packages.

## **Best Practices**

### **Major Accomplishments:**

#### ◆Fiscal Practices:

In 2004 with a new dean (Marion E. Broome, PhD, RN, FAAN) beginning, it became clear that caps on tuition for many years, increasing taxes and decreasing state appropriations would result in a negative base budget in the school. In 2007 the dean proposed an increase in clinical fees per credit hour for the undergraduate program, increasing the base budget to allow for expansion of the BSN program by 10% (30 students) and the hire of two additional doctorally prepared faculty.

#### ◆Physical Facilities:

The School's new Web site was up and running in August of 2007. <http://nursing.iupui.edu>. This new website underwent major renovation and is now the front door of our school. It was designed with a user-centered approach to make collection of information easier.

The new 10,000 square foot Resource Center for Innovation in Nursing Education provides optimal space for undergraduate and graduate learning. This space was built with a large unrestricted estate gift from an alumnus (1951). The dean determined that the use of this donation in this way (to build infrastructure to support faculty teaching) could impact the most students and programs over time.

#### ◆Development:

Financial aid for students increased from \$826,262 for the 2004-2005 fiscal year to \$1,660,000 for the 2009-10 fiscal year. Financial aid is defined as scholarships for undergraduate students and scholarships, fee remissions and fellowships for graduate students. This increased financial aid is a result of a combination of new gifts, increased awards and an increased number of applicants. During this same time period the school's two endowed chairs were realized as well as the addition of one, new professorship bringing the school's total professorships to two.

Several new federal programs such as the Faculty Loan Repayment program were secured. A \$2.1M gift from a 1951 alumni provided the renovation of the 10,000 square foot 3<sup>rd</sup> floor Learning Resource Center, now called the Resource Center for Innovation in Clinical Nursing Education, which houses, among other things, a 4 room simulation laboratory and private examination rooms.

#### ◆Information Systems:

IUSON is one of the top schools on campus engaged in delivery of online education. The RN-BSN completion program, all of the core courses in the MSN, the entire Doctor of Nursing Practice (DNP) and the PhD program are all distance accessible. Support is provided by a highly competent and accessible IT department in the school.

#### ◆Infrastructure:

The administrative structure has been decreased over the decade due to financial constraints. The associate deans for Community and International Affairs and Lifelong Learning were not replaced. Their responsibilities were assumed by the dean and executive associate dean.

***Current Status:***

- ◆ Each faculty member was provided a new laptop and docking station in 2010 to provide for more portable technology in the classroom and access to their online courses while at research sites and clinical teaching sites. Faculty is supported to use the newest innovations in simulation technology in the RCINE with undergraduate students and each course integrates at least 2 simulations onto their course each semester.
- ◆ The school currently has a balanced budget. However, there is no additional base available to hire more faculty (other than those posted). Students in the BSN program pay the highest tuition of undergraduates at IU so increasing tuition is not a likely option in the near future. The faculty and administration are examining workload and curricular revisions that could streamline offerings, maintain quality and enhance use of full-time faculty time.

***Plans for the Next 5 Years:***

- ◆ The IUSON building is almost 40 years old. During these four decades, the basement was renovated to accommodate more research space; the 3<sup>rd</sup> floor 10,000 square foot Learning Resources Center was renovated (\$2.1M) into a simulation and clinical education center. This year a \$5 million dollar renovation of the 4<sup>th</sup> floor is underway which will provide state-of-the-art conference rooms and faculty office space.
- ◆ The school has clear plans for engaging many alumni, advisory board members and community partners in the IUPUI campaign model over the next three years to increase student scholarships, endowed chairs and professorships.

## **Campus Climate for Diversity**

### ***Major Accomplishments:***

◆ In 1998, the school developed a diversity statement that has been prominently displayed in the nursing building's lobby since January 2000. "Recognizing the rapidly increasing diversity of America and of higher education, and in support of the mission of Indiana University School of Nursing, faculty and staff are committed to promoting an educational environment that values, respects, and reflects a global view of diversity".

◆ Several programs housed in the school's **Office of Diversity and Enrichment (ODE)**, with a senior staff position devoted to directing activities of this office, are designed to prevent unfavorable outcomes in nursing courses and to promote overall success for all nursing students. While these services are available to all students, IUSON conceived these programs to address the unique needs of underrepresented and/or first-generation college students.

◆ **Career Connections** is a strong component of IUSON's commitment to enhancing diversity in nursing education and practice. This program offers mentorship and support to any underrepresented student who is interested in pursuing graduate education. Undergraduate students are able to meet with role models who are already on the path to graduate training as well as faculty mentors. One direct outcome from this program has been the recruitment and retention of two African-American students into the PhD program from the BSN program over the last two years (BSN-PhD). Several more have been recruited into our MSN programs.

◆ The school established the Davis-Sams Visiting Professorship named in honor of Anne Mitchem-Davis, the first African American graduate of Indiana University School of Nursing (1953) and Dr. Lauranne Sams, the first African-American faculty member hired (1958). Established in 1999 as part of the 85<sup>th</sup> anniversary celebration, the 2-3 day Davis-Sams Distinguished Visiting Professorship provides an opportunity for a distinguished leader in nursing to spend a week consulting with faculty, lecturing to students, engaging with the larger community, and like activities. Over 10 national figures have served as the visiting professor over the past decade.

◆ One of our faculty members, Dan Pesut, became the first man to be elected president of Sigma Theta Tau International (2003-05), which was founded in 1922 at IUSON, and is now the second largest nursing organization in the U.S.

◆ IUSON's goal "to increase minority enrollment by 50%" remains a work in progress. In 2001-02, a pattern of 1-2% increase in minority enrollment was similar to previous years. In 2008-2009, approximately 13.5% of students admitted to the traditional BSN program and 13% of students admitted to the accelerated BSN program identified themselves as Asian, Black/African American, Latino, Native American, or International. Males comprised approximately 12.5% of the traditional BSN admits and 10% of the accelerated BSN program. These figures are consistent with the trend of 8-15% minority enrollment in the past ten years.

### ***Current Status:***

◆ Five of the six pre-doctoral students and one of two post-doctoral fellows funded on the T-32 NIH grant are African-American (5) and Asian (1). The school is hoping to recruit at least four of these students as they finish their programs.

***Plans for the Next 5 Years:***

◆ Develop a partnership with a historically black college/university. Conversations are undergoing with one now-- Wilberforce University in Ohio. This would enable us to build pipeline programs for our accelerated undergraduate BSN and graduate programs.

## ***Civic Engagement***

### ***Major Accomplishments:***

- ◆ In 2002, Shalom Health Care Center was moved to an independent organization so the center can receive federal funding. The Shalom Health Care Center (Shalom) was established in March 1994 by several IUSON faculty to meet the needs of medically underserved residents of Indianapolis.
  
- ◆ Indiana University School of Nursing, in collaboration with the School of Physical Education and Convention and Tourism Management, developed the “Fit for Life” program operating in three Indianapolis public high schools. The program teaches physical education students to serve as personal trainers for participants in after school and adult programming; nursing students serve as health counselors for the population (2003-04). Our students work engage with students in other Indianapolis Public Schools through health fairs, tutoring programs and health screenings.
  
- ◆ In 2006-07 the school continued substantive involvement in several community initiatives such as the MOM project, Institute for Action Research in the Community (IARCH), The Healthy Families Projects. 2006-07. In 2008, the MOM mobile, which provided perinatal services for women in underserved areas, was transferred to the Department of OBGYN at Wishard Hospital. The IU School of Nursing's MOM-mobile was a 35-foot symbol of the school's Maternity Outreach and Mobilization Project--nicknamed the MOM Project. In 2008, the MOM project “Healthy Families Home Visiting Program” was successfully transitioned to new management and is administered by The Villages of Indiana. The Villages is an agency that provides a wide array of children’s services.
  
- ◆ The Institute of Action Research for Community Health (IARCH) is an interdisciplinary group of faculty who is interested in and involved in research in the community. Several projects have been funded over the past 10 years.
  
- ◆ The *Pulse of Indiana Nursing*, an alumni magazine was, has evolved over the last 10 years in that it is published four times per year and is distributed to 4,000 alumni, partners and friends of the school. This publication received the “Outstanding Alumni Publication” award from the IU Alumni Association in May 2010.
  
- ◆ The IUSON/Department of Nursing, Moi University Kenya partnership continues in year three of a three year strategic plan. Our primary focus is to build faculty capacity at Moi. IUSON supported 1 MSN student (Loice Sirawa) in 2007 who graduated in August 2010 and 1 DNP student (Naomi Mutea) who will graduate in 2012. Drs. Marion Broome and Anna McDaniel visited Moi University in July 2009 to teach two graduate nursing courses in health management and informatics.

### ***Current Status:***

- ◆ School of Nursing launched the program “Reducing the Risk” at George Washington Community School (GWCS) in collaboration with the Westside Wellness Center’s Physically Active Residential Communities and Schools (PARCS) program operated by the IUPUI School of Physical Education in 2009. The School of Nursing program centered on health literacy and community based health education. Adult Nurse Practitioner Students mentored undergraduate students in the community health nursing course as they worked with community residents to answer health questions and provide anticipatory guidance. The program has expanded in the fall of 2010 to include Mary Rigg Community Center.

◆ In addition to the program at GWCS, the IUPUI Community Learning Network and Indianapolis Public Schools have been awarded a federal Department of Education Grant to implement a full service community school program at three IPS schools in the Martindale-Brightwood community. Undergraduate community health nursing students will participate in this project by have their clinical nursing experiences at the schools and work with the school based clinics that will be established in the sites.

◆ The IUSON and the School of Physical Education has partnered for programming to improve children's health and to provide student learning opportunities in George Washington Community School. The IUSON has worked with the school system to develop a Wellness Center which opened in Sept. 2008.

***Plans for the next 5 years:***

◆ The school continued substantive involvement in a community initiative with the Department of Nursing at John F. Kennedy Medical Center in Liberia. Our primary focus is to build nursing faculty capacity in Liberia. One of our alumni, Dr. Wvannie Scott-McDonald is CEO at the JFK Medical Center and is partially supporting our involvement. A grant from USAID to build the life sciences at University of Liberia provided partial support as well.

We will continue to build our relationships with the Department of Nursing at Moi University in Eldoret, Kenya, the School of Nursing at Chulalongkorn, Thailand, and Kaohsiung Medical University, College of Nursing in Taiwan.

## ***Collaboration***

### ***Major Accomplishments:***

- ◆ For the past decade, the Clinical Community Advisory Board has met twice a year with the academic leadership of the school. This group represents the key clinical and community agencies the Indiana University School of Nursing partners with to achieve its mission of teaching, research, and service. This provides a forum for exchanging information about new developments at the School of Nursing and within represented agencies, and identifies collaboration opportunities between the school and the larger service community.
  
- ◆ The Fairbanks Foundation awarded \$539,025 to the school to offer a faculty training institute in clinical simulation; the first Institute was held August 2007. 10 faculty from four schools (IUSON, University of Indianapolis, Marion College and Ivy Tech Community College) participated and collaborated to develop and evaluate state-of-the-art clinical simulation scenarios for nursing education. A third one was held in August 2008.
  
- ◆ Faculty and administrators from IUSON, IUSM and Clarian Health continue to expand interdisciplinary education offerings in the Interdisciplinary Simulation Center at Fairbanks Hall.
  
- ◆ Practice, Education, Partnership (PEP) Clinical Model - The PEP model is a modification of the Dedicated Education Unit. Junior and senior level students participate in practicum experiences with an experienced staff nurse who serves as a PEP preceptor. The preceptors attend an orientation workshop and have ongoing mentoring from the PEP faculty member. Student evaluation is collaborative.
  - Experiential Immersion: Students plan, implement, and evaluate the care of a group of patients under the guidance and supervision of the PEP preceptor for an eight or twelve hour shift. This model immerses students in authentic clinical experiences in complex environments that enhance opportunities for psychomotor skill performance, clinical reasoning, and prioritization.
  - Reflective Practice/Narrative Pedagogies: Students engage in online journaling in which they reflect upon their feelings about their clinical experiences in working with their PEP preceptor. They also asked to answer thought provoking questions about clinical issues related to both didactic and practicum course outcomes. Access to the private discussion forum for journaling is limited to the individual student and the faculty member. Clinical issue discussions are open to all students in the clinical group.

### ***Current Status:***

- ◆ Numerous additional research collaborations exist between medical school researchers and faculty from the school of nursing faculty. All NIH-funded studies reflect this tradition of collaboration.
  
- ◆ The Fairbanks Hall simulation center has been a tremendous success in terms of integrating interdisciplinary learning opportunities into the schools of nursing and medicine curricula. These experiences are highly rated by both undergraduate students and faculty.

### ***Plans for the Next 5 Years:***

- ◆ The health professions schools are currently planning a series of interprofessional activities related to course, clinical and community education experiences.

◆The school of nursing has joined a group of health professions schools who support a chapter of the Schweitzer Foundation in which fellows from a variety of health professions schools work together on a community project. The first class will be funded in 2011.