



The Pulse Of Indiana

NURSING

INDIANA UNIVERSITY SCHOOL OF NURSING

1914

Looking
ahead
to the next
one hundred
years

NLN

**Center of Excellence
in Nursing Education**

*Advance the Science of Nursing Education
2012 - 2016*

NLN

**Center of Excellence
in Nursing Education**

*Promote the Pedagogical Expertise of Faculty
2012 - 2017*

2014



Ψ INDIANA UNIVERSITY
SCHOOL OF NURSING

100
Years 1914-2014
A LEGACY OF LEADERSHIP



LETTER FROM THE DEAN

Marion E. Broome, PhD, RN, FAAN



Dear Friends –

The extent and pace of change is incredibly remarkable when you look back over one hundred years. Nursing, as a profession, was in a completely different place in 1914. The majority of nurses were females who could only act with strict instructions from their attending physicians (who were almost always men) and who were required to stand when the doctor entered the room. Fast forward a century to nurses who hold roles as scientists, leaders, and collaborators forming interdisciplinary, technologically-savvy healthcare teams. This isn't, as they say, your grandmother's nursing profession.

It makes one wonder what the next one hundred years will bring. Although no one has a crystal ball, there are a few things we can count on. The first is that the ever-increasing pace of change will always be with us, both in the way we care for our patients, and the environment in which we do our work. Another is the changing role of nurses. More and more are moving into leadership positions across healthcare organizations, opening their own clinics, or adapting their practice to fill the gap left by the increase in patient population and decrease in the number of physicians. Finally, partnerships on all levels – from healthcare teams to academic/practice collaborations to large research teams – are an absolute necessity. We simply can't move forward without strong relationships and dynamic collaborations. Two of the most essential partnerships for the IU School of Nursing are the ones we have with Indiana University Purdue University Indianapolis (IUPUI) and the Indiana University Health System.

IU School of Nursing has begun planning for our next century of growth as has IUPUI. Ten goals give purpose and direction to our mission. They are the same ten goals through which the campus is focusing its vision. Together we are stronger, which means the citizens of Indiana are stronger. You will find this issue of the *Pulse of Indiana Nursing* organized around these ten goals. I hope you will see the great work that has been done and the thoughtful and strategic planning that has gone into our map for the future.

I would like to personally invite each of you to join us for our 100th Anniversary Celebration. It will take place in Indianapolis the weekend of June 20th and 21st, 2014, and has something for everyone – distinguished speakers, a gala, and, perhaps, an appearance by Flo, our beloved statue of Eve. The weekend's details are on page 30. We are in the process of creating a book to commemorate our anniversary. It promises to be a beautiful collection of photos and highlights. Look for it at the 100th Anniversary Celebration weekend. Finally, in celebration of IUSON's outstanding alumni, I am pleased to announce the Top 100 Legacy Leaders. This special recognition will honor 100 outstanding alumni who have made exceptional contributions to nursing through education, clinical practice, leadership, and/or research. Please visit our website to nominate yourself or other alumni. Nominations will close October 15th.

Two things that will remain absolutely constant over the next hundred years are the quality of the nurses we educate and our alumni. Those IU nurses who came before us would surely be proud of the legacy of leadership we continue to uphold. They left us a clear vision, always focused on our students and patients, and together we carefully pass that along to future generations of IU nurses. Thank you for all that you do to carry on the IU School of Nursing legacy. It truly lives in each and every one of our graduates.

TEN STRATEGIC INITIATIVES

FACULTY AND STAFF AT THE IU SCHOOL OF NURSING ENGAGED IN A THOUGHTFUL, MULTI-STEP PROCESS INVOLVING ALL FACULTY AND STAFF TO DEVELOP TEN STRATEGIC INITIATIVES. WITH THE SCHOOL'S MISSION AND VISION AS A STARTING POINT AND GUIDE, OUR IDEAS WERE THEN BROUGHT INTO FOCUS AND ALIGNMENT WITH IUPUI'S STRATEGIC INITIATIVES FOR 2025.

THIS ISSUE OF THE PULSE IS STRUCTURED AROUND THESE TEN STRATEGIC INITIATIVES. EACH ONE INCLUDES A FEW SELECT GOALS TO PROVIDE A SNAPSHOT OF THE ONGOING WORK. THESE GOALS AND THE IDEAS THEY REPRESENT ARE ESPECIALLY POIGNANT AS WE CELEBRATE OUR 100TH ANNIVERSARY. THEY REFLECT THE LEGACY OF LEADERSHIP LEFT TO US BY THOSE WHO CAME BEFORE.

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IU School of Nursing Revises Baccalaureate Curriculum

IU School of Nursing's baccalaureate curriculum has been adapting to current healthcare essentials since its inception in 1914. Research into new practices, evolving patient care needs, requirements, and new technologies constantly reshape the curriculum and have been integrated into existing course structures. Thanks to this constant attention, the IUSON curriculum has remained current; however, the last overarching, structural curriculum change occurred a number of years ago. The time had come for a deeper transformation.

According to Dr. Susan Hendricks, associate dean for undergraduate programs, "Faculty and students alike recognize the benefit of a revision that allows for deep consideration of student needs, developments in healthcare, and opportunity for interprofessional education. We also recognize the value in engaging in the process of revision – drawing us together to deeply communicate about and understand the curriculum and create a plan that is well understood and articulated." In order to achieve positive, significant change in an organization as large as IUSON, the process had to be well-organized and transparent. Faculty members from each of the core campuses (Bloomington, Columbus, and Indianapolis) worked together to develop a vision, revise program outcomes, and craft a curriculum organized with both concepts and competencies. The revision involved the faculty as a whole and was led by Joyce Welch, curriculum chair. A steering committee served to oversee the process and included Beth Applegate, Cindy Bowers, Becky Feather, Deb Harmon, Joyce Krothe, Bev Linde, Lesley Milgrom, Janet Phillips, Beth Sharer, Deb Sipes-Fears, Mila Walker, Joyce Welch, Amy Wonder, and Wendy Zeiher. Cindy Hollingsworth worked with faculty on the electronic Personal Development Portfolio, which will be used throughout the curriculum. Many students, alumni, interprofessional practice partners, and community members also played an important part.

The revisions to the curriculum were formed through careful study and contemplation of data. Program evaluations from current years as well as information gleaned from ten traditional and accelerated student focus groups ensured that the student perspective was present. Key experts in healthcare, interprofessional education, and the nursing profession spoke about future needs, imperatives, and vision. Finally, the most current readings and expert sources were infused into the discussions.

Incorporating the idea that what we teach is as important as how we teach it, the new curriculum is organized into seven broad series of courses. Dr. Hendricks said, "Our intention is that by organizing our courses this way, we fulfill the idea that important concepts and competencies are taught initially early in the curriculum, revisited, and applied in clinical education throughout the curriculum, and when appropriate, synthesized and integrated at a high level of performance in the latter courses in the curriculum."

The new curriculum plan includes a total of 120 credits, which is in compliance with the Indiana State Higher Education Commission. The general education core is composed of 45 credits, with 75 nursing credits in the traditional program. In the accelerated program, students have to meet the general education requirements set by the university and 71 nursing credits in the nursing curriculum taken year-round. A key component of the new accelerated curriculum is the inclusion of two or three master's core courses at the undergraduate level – and at the undergraduate fee structure. For both BSN programs, increased service learning, experiential learning, and interprofessional education will now be part of the curriculum.

The new curriculum will be implemented for the traditional BSN program in the fall of 2013, and the new accelerated track will begin in the spring of 2014. Students who are currently studying at IUSON will continue to follow the classic curriculum, and advisors will work on a case-by-case basis with students who, for a variety of reasons, may need to move from the old curriculum to the new one.

"We have always had an outstanding curriculum at IUSON, and our alumni clearly demonstrate excellence in nursing. We've arrived at this curriculum through a wonderfully collaborative process that included the full range of interactions among students, faculty, interprofessional and practice partners, and patients. The curriculum serves to educate and form an IUSON graduate into an extraordinary nurse primed to be a leader in today's ever-changing healthcare system," said Dr. Hendricks.



BSN honors students participated in the Rapid Fire Research Event.

BSN Honors Program Expands Student Horizons

The honors program at IU School of Nursing has always given BSN students an opportunity to partner with faculty scientists in scholarly work that goes beyond the usual course and program activities. Newly admitted BSN students who have a minimum 3.5 cumulative GPA and a minimum 3.5 cumulative GPA in all courses applied towards the nursing degree are invited to pursue the honors program.

However, some recent changes are making the program more manageable for the students. Dr. Sheri Robb, PhD, MT-BC, coordinator for the BSN honors program, shared that the curriculum has been streamlined and improved, including a reduced number of credit hours. "With just an additional five credits, nursing students gain a wealth of knowledge about nursing research and are well-prepared for professional practice and graduate school." An honors designation demonstrates to potential employers or graduate school admission committees that students sought enriching opportunities and challenges beyond the general curriculum.

"The honors program expanded my horizons beyond the classroom. Nursing is not just about patient care — it's about why we do the things we do. The best part about the program is that you get to choose the area of research in which you're interested and the faculty member with whom you wish to work. My research project is actually being published — how many people can say that they've had their work recognized like that as an undergraduate? It's pretty exciting," said Jacquelyn Burgess, RN, BSN '10, honors graduate, Pediatric Intensive Care Unit, Riley Hospital for Children at Indiana University Health.

In fact, another new component of the honors program quickly connects students with faculty. Students are paired with a faculty mentor through a "Rapid Fire Research Event." Over the course of one hour, students engage with IU School of Nursing faculty in rapid fire interviews to learn about the diverse research they are conducting. This helps students begin to explore and identify their own research interests.

According to Dr. Robb, "We've been calling it the 'Rapid Fire Research Event' and have found it to be even more successful than we anticipated. Interest is sparked and connections between faculty and students are made quickly. Students learn about the wide range of research being conducted by our faculty in a very short period of time. Following this event, students are paired with faculty mentors to work on a research project — so this event helps to launch their research experience in the honors program."

Jacquelyn Burgess felt the honors program made her more versatile. "Employers look for nurses who've done other things, who've been more involved. It was a great experience with just a bit more effort on my part."



Traditional and accelerated students at the January 2013 BSN Induction Ceremony.

IUSON Second Degree Program Refocused to Meet Students' Needs

The second degree BSN option at IU School of Nursing is designed for individuals who have earned a bachelors' degree in another field of study and want to pursue nursing as a career. The 18-20 month program is fast-paced and rigorous and includes a combination of clinical experience and classroom study. Current second degree students, when asked, said they chose the program because they wanted to begin working as quickly as possible. They knew IUSON faculty were excellent, that our clinical partners were outstanding, and that they would be well-prepared to practice nursing.

With the revisions to the BSN curriculum, IUSON faculty have made the program even more attractive. Students now take 6-9 graduate courses at the undergraduate level and the undergraduate tuition rate. "The second degree program now enables you to complete several core MSN courses in the MSN program, facilitating a smooth transition to graduate school," said Dr. Susan Hendricks, associate dean for undergraduate programs. "We have found that most of our second degree students enter the program with the intention of going on to graduate school. This curriculum change acknowledges that goal and gives them some support and a foundation on which to build."

Students are admitted to the program twice per year and attend class year-round. For more information on the second degree program, please visit nursing.iu.edu.

GOALS

- Optimize the number of students who are preparing for entry into a BSN track: accelerated, traditional, and RN-BSN
- Look with fresh vision at the ways we advise, mentor, and move students through the program and into professional practice

The Office of Diversity and Enrichment: Focused on Student Success

The Office of Diversity and Enrichment (ODE) focuses on the recruiting and retention of underrepresented minority students, which includes males, at the IU School of Nursing. The ODE has put several programs and initiatives in place to assist in increasing diversity through scholarship and pipeline programs.

This summer IUSON hosted the third year of the *Breaking the Myths of Nursing* summer camp. The program provides underrepresented minority students in grades 9-12 with a unique hands-on opportunity to learn about the field of nursing from advanced practice nurses, nursing faculty, and current nursing students. The collaborative effort involves IUSON, the Metropolitan Indianapolis-Central Indiana Area Health Education Center (MICI-AHEC), and Eta Chi Chapter of Chi Eta Phi Sorority, Inc.

The *Developing Future Nurse Leaders* mentoring program continues this fall, linking future nursing students with practicing nurses and current nursing students for guidance and support. The students are part of the mentoring program from high school through nursing school and meet with their mentors four times a year.

Finally, this fall Crispus Attucks Medical Magnet High School (CAMMHS) students will have an opportunity to attend a first-year seminar. This non-credit course was created in the fall of 2012 for CAMMHS students taking college courses at IUPUI for dual-credit. It is team-taught by IUSON Office of Diversity and Enrichment, IU School of Medicine, IU School of Dentistry, University College, and Admissions, as well as a teacher from Crispus Attucks Medical Magnet High School. The class meets every Friday to support the students as they are taking prerequisite courses; it introduces them to the world of healthcare, and provides a pipeline for future recruitment efforts for our nursing program. Students reported that it helped with time management, improved their study skills, and prepared them for the subsequent semester.

If you are interested in getting involved in any of the programs or if you have questions, please contact Marsha Baker, Director of Diversity and Enrichment, at (317) 278-2206 or via email at nurseode@iu.edu.



The 2013 *Breaking the Myths of Nursing* group.

Indiana University School of Nursing Awarded Scholarship through Robert Wood Johnson Foundation *New Careers in Nursing* Program

Indiana University School of Nursing (IUSON) has been selected as one of 52 schools to receive grant funding from the prestigious Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing* Program (NCIN). During the 2013 – 2014 academic year, IUSON will receive \$50,000 to support students in the school's second degree accelerated program who are traditionally underrepresented in the field of nursing and are pursuing second careers in the field. NCIN is a program of RWJF and the American Association of Colleges of Nursing (AACN).

"At this time when the nation's need for highly-educated nurses is growing, we are delighted to be able to support nursing students who will bring diverse and valuable perspectives to the field and become capable, culturally-competent nurses," said David Krol, MD, MPH, FAAP, RWJF senior program officer. "NCIN is not only helping these students succeed in school, it is helping prepare the nursing workforce to meet the challenges that lie ahead."

Each NCIN scholar has already earned a bachelor's degree in another field and is making a career change to nursing through an accelerated nursing degree program, which prepares students to pass the licensure exam required for all registered nurses in as little as 18 months once program prerequisites are complete.

At Indiana University School of Nursing, five students will be awarded the NCIN scholarships; two of them in the fall of 2013 and three in the spring of 2014. Since 2008, the NCIN program has distributed 3,117 scholarships to students at 125 unique schools of nursing. This year, funding for 400 scholarships was granted to 52 schools of nursing.

"These students will be leaders in the undergraduate second degree program and on our campus. As a result of the mentoring program detailed in the IUSON proposal, the five students selected for the NCIN scholarships will become leaders in the field and help us all to develop and test new approaches to improving the health of citizens in our country and around the world," said Dean Marion E. Broome.

In addition to a \$10,000 scholarship, NCIN scholars receive other support to help them meet the demands of an accelerated degree program. All NCIN grantee schools offer a leadership program and a mentoring program for their scholars, as well as a pre-entry immersion program to help scholars learn study, test-taking, and other skills that will help them manage the challenges of an accelerated program.

By bringing more nurses into the profession at the baccalaureate and master's degree levels, the NCIN program also helps to address the nation's nurse faculty shortage. This trend is reflected in the NCIN scholars nationwide, as 91 percent of those students who received funding in the first three years of the program indicated a desire to advance their education to the master's and doctoral levels.

IU Health American Assembly for Men in Nursing

Marsha Baker, MS

Since the Indiana Chapter was chartered in 2011, the IU Health American Assembly for Men in Nursing (AAMN) has been spreading the word about men in nursing. They've been active in community engagement, recruitment, and retention of men in nursing at the student level. With new IUSON graduates coming back as professional nurses, they plan to reach out to male nurses for mentoring opportunities and to other IU campuses to increase student membership.

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The IU Health AAMN within the IU School of Nursing has three areas of focus in which they plan their monthly meetings and activities: Education, Awareness, and Service Learning.

Guest speakers provide educational presentations about a variety of topics relevant to nursing. Subjects have included what to expect in nursing school, specialty areas and career choices in nursing, men’s health, stress management, and how to become a military nurse.

In order to create awareness about AAMN, members have done some recruiting at the university level such as posting flyers, speaking to classes, setting up a table in the Campus Center, and speaking to Cub Scouts troops and grade school kids.

The final component, service-learning, provides opportunities for AAMN members to connect with the wider community. Many in the group participated in ‘Movember’ - a moustache-growing charity event held during November each year that raises funds and awareness for men’s health. Other activities included serving lunch at Wheeler Mission Ministries and volunteering at Coburn Place. The latter is an organization that provides a chance to start anew for women and their children who have suffered from domestic violence.

The IU Health AAMN is always recruiting new members – males and females – to spread the word and become advocates for male nurses. For more information about the IU Health American Assembly for Men in Nursing, please contact Marsha Baker at nurseode@iu.edu. For more information about the national AAMN organization, visit <http://www.aamn.org/>.



Members of the American Assembly for Men in Nursing volunteering at Coburn Place.

From L to R, Bryan Lukemeyer, Josh Retz, Angela Grooms, and Phillip Johns.

GOALS

- To bridge the gap between teaching and student learning in order to improve learning outcomes and student success
- Provide students with opportunities to develop leadership skills through enriching experiences with mentors
- Implement teaching strategies that create a diverse and inclusive environment where all students are mentored in a manner that is consistent with the School of Nursing’s core values



Nathan Lohr is focused on helping graduate students secure financial support.

Increasing Financial Support for Doctoral Students

In response to the ever-increasing cost of graduate programs, the IU School of Nursing has stepped up its efforts to identify financial aid packages for graduate students. This January, Nathan Lohr joined the School of Nursing as assistant director of student financial services, solidifying a commitment to increasing funding. This past spring, 16 students were admitted to the PhD program and all but one received financial assistance. In fact, over \$400,000 was awarded to students across all years in the PhD program.

The financial support for these PhD students came from a variety of sources. This past year, private donors provided \$45,000 in fellowship support, and private foundations like the Jonas Center for Nursing Education contributed almost \$40,000. Federal funding from T32 and F31 fellowships and fee remissions added close to \$186,000. A Block Grant through Indiana University provided another \$102,000, and the Federal HRSA Faculty Loan Program added another \$58,000.

Nathan advises current and prospective students. In fact, his “main goal is to discuss a variety of funding options, resolve issues with student accounts, and help students gain a better understanding of what steps they can take to make a doctoral degree as affordable as possible.” Nathan can be reached at nalohr@iu.edu.

Jonas Scholar’s Program Helps IU School of Nursing Graduate Students Reach Professional Goals

Mollie Morrison

At the Indiana University School of Nursing, becoming a nurse is more than learning a profession; it is a continuing drive for excellence in knowledge with a goal of lifelong learning. Nearly one-third of all Indiana nurses are IUSON graduates. That number is impressive; however, it could be much higher if it were not for the industry-wide nursing faculty shortage. One current solution to this problem lies in the Jonas Scholars Program, an opportunity for graduate students to move more quickly down the path to teaching. This scholarship allows two students every two years to accelerate their studies, ultimately leading to placement of faculty at IUSON.

The impact of the Jonas Scholarship has spread across the country since its beginning in New York City, where the Jonas Center for Nursing Excellence was established in 2006. From the start, there were two main areas of focus: “creating a unique grant structure based on the forging of partnerships between schools of nursing and clinical practice settings,” and “convening opinion leaders to develop solutions to long-standing problems challenging the nursing profession,” (www.jonascenter.org).

Students nationwide have reaped the benefits of this program. Two of those students currently attend IU School of Nursing (IUSON): Lisa Scarton, BSN, RN, and Rebecca Elizabeth Guilkey, BA, BSN, RN, CCRN, are the IUSON student recipients of the Jonas Scholar funding for 2012-2014.

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"One of the most challenging issues facing nursing today is the faculty shortage. The Jonas Scholars Program strikes at the heart of the issue by providing nurses with the critical funding that enables them to obtain their PhD and begin teaching and conducting research. Our ability to educate the next generation of nurses to be leaders in an ever-changing healthcare environment is directly dependent upon our faculty. We are so grateful to the Jonas Foundation for realizing the need and stepping forward to partner with us," said Marion E. Broome, dean of the IU School of Nursing.

According to Rebecca Guilkey, first year PhD student, "Earning the Jonas Scholarship has been a blessing. It has allowed me to pursue doctoral education on a full-time basis. I intend to balance my time between teaching and conducting research. The ability to earn my degree in a shorter amount of time will enable me to more quickly become a nursing faculty member, thereby increasing the amount of available faculty to teach nursing students. In addition, completing my PhD at a faster pace will permit me to contribute to the body of nursing knowledge through research more rapidly than might otherwise be possible."

None of these opportunities would be possible without the strength of partnerships. Lee Ann Blue, MSN, executive vice president for Patient Care Services and chief nursing officer at Eskenazi Health, and Susan McRoberts, MSN, vice president and chief nursing officer at Franciscan St. Francis Health have provided both leadership and financial support to these Jonas scholars.

"WE ARE SO PLEASED TO PARTNER WITH IU SCHOOL OF NURSING TO SUPPORT REBECCA GUILKEY. BECKY HAS ALREADY MADE AN IMPACT BY WORKING WITH US ON OUR NURSING STRATEGIC PLAN, SPECIFICALLY ABOUT THE IOM FUTURE OF NURSING REPORT AND NURSE RESIDENCIES. HER RESEARCH HAS SUBSTANTIATED OUR RECOMMENDATION TO CREATE RESIDENCIES FOR NEW NURSES TO EASE THAT ACADEMIC-TO-SERVICE TRANSITION," SAID MCROBERTS.

St. Francis Hospital, part of the Franciscan St. Francis Health system, has opened many doors of opportunity for Guilkey. She was able to achieve her goals, which included fulfilling obligations to the Jonas Center for Nursing Excellence, participating in the Indiana Nursing Action Coalition, and researching residency programs within the hospital.

Barbara Habermann, PhD, RN, FAAN, Guilkey's IUSON faculty mentor, said that the scholar has made excellent progress thus far in her work. "As a Jonas Scholar, Becky is participating in the Indiana Nursing Action Coalition meetings and working with the Franciscan Health System nursing leaders on implementing IOM recommendations."

Lisa Scarton is currently working with Eskenazi Health (formerly Wishard Hospital). "The Jonas Scholarship has afforded me the opportunity to collaborate with many leaders at Eskenazi Health, which has, in turn, allowed me to explore the needs and concerns of family caregivers of persons with Type 2 diabetes across cultures (African American, Caucasian, Native American). My leadership project lays the groundwork to enhance the care of persons with Type 2 diabetes as they transition across healthcare settings. Once such programs are fully developed and tested, they will be implemented to meet the goals of the Indiana Action Coalition and the Institute of Medicine recommendation to expand opportunities for nurses to lead and diffuse collaborative improvement efforts," Scarton said.

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PhD Student
Rebecca Guilkey



PhD Student
Lisa Scarton

Scarton added that she has already achieved some of her initial goals, including receiving \$20,000 in grant funding from the Indiana Minority Health Coalition for minority research of Type 2 diabetes, attending conferences such as the Indiana Organization of Nursing Executives (IONE), and furthering her research on Type 2 diabetes.

Dr. Tamilyn Bakas, Scarton's IUSON faculty mentor, has been very pleased with Scarton's work so far. "I feel very privileged to mentor this outstanding Jonas Scholar, who has already achieved so much through this fellowship," Bakas said.

In addition to these two recipients, current IUSON faculty member Kristina Thomas Dreifuert, PhD, RN, ACNS-BC, CNE, received the Jonas Scholarship in 2010 while studying at Indiana University School of Nursing. Dreifuert credits the Jonas Scholarship as having a tremendous impact on her life as it helped support her dissertation research, which was on developing the debriefing method known as DML, or debriefing for meaningful learning.

"THE JONAS PROGRAM PROVIDED INCREDIBLE EXPOSURE, AND AS A RESULT OF THAT, THIS DEBRIEFING METHOD IS BEING USED BY NURSING SCHOOLS NATIONALLY AND INTERNATIONALLY," DREIFUERST SAID.

The Jonas Center for Nursing Excellence was founded by Barbara and Donald Jonas in 2005, and has enabled thousands of students to pursue PhDs and succeed in research goals. When the couple began the foundation, they were both philanthropists and art collectors. In May 2005, they auctioned off some of their valuable abstract expressionist art pieces and the resulting \$44 million in proceeds gave the Jonases the opportunity to start the Jonas Family Fund. Shortly after, the couple identified the extreme nursing shortage and its impact on healthcare as a problem that they would like to address.

Establishing foundations and helping pave the way for future nurses ensures growth and stability. According to the American Association of Colleges of Nursing's report on 2010-2011 Enrollment and Graduation in Baccalaureate and Graduate Programs in Nursing, U.S. nursing schools "turned away 67,563 qualified applicants from baccalaureate and graduate nursing programs in 2010 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints," (www.jonascenter.org).

Scholarships are critical in advanced education, especially in the nursing and medical fields. They allow students to accelerate their studies, advance more quickly in their careers, and ultimately provide opportunities for universities to flourish and grow with more professors and more students. Without funding like the Jonas Scholarship, shortages in faculty and shortages in the nursing field will only continue to grow.

For more information about scholarship support, please contact Janet McCully, director of development at IUSON, at jmccully@iu.edu.

Partnerships Enrich IUSON Graduate Programs

IU School of Nursing works closely with many clinical partners in order to increase our responsiveness to their needs and identify areas for collaboration. These collaborations are critical; they allow us to better assist our clinical partners in providing healthcare to the community and ensure that IUSON's graduate curriculum continues to reflect the skills and leadership abilities that advanced practice nurses need to be successful.

Two of those partners, Franciscan St. Francis Health and Eskenazi Health, have supported some of their nursing staff to dedicate a percentage of their time to teach in the master's program. Most of these nurses serve as clinical preceptors, instructing IUSON's advanced practice nurses as they work side-by-side.

Psychiatric Mental Health Master's Program Moves from Clinical Nurse Specialist to Nurse Practitioner

Changes in the way advanced practice nursing programs are credentialed have led to changes in the Psychiatric Mental Health Master's program. Two major initiatives are driving the transformation. First, the APRN Consensus Model Governing Regulation of Advanced Practice Registered Nurses becomes effective January 1, 2015. Second, an American Psychiatric Nursing Association (APNA) and International Society of Psychiatric-Mental Health Nurses (ISPN) Task Force implemented a Consensus Model that calls for having only one title for the psychiatric advanced practice registered nurse across the lifespan. This streamlining aims to increase access to mental health care and clear up confusion often associated with advanced practice nursing roles. **So where does that leave Indiana's workforce of psych mental health nurses who currently hold a CNS?**

In response to the change, IU School of Nursing has created a post-master's program that will prepare Adult/Gero and Child/Adolescent Psychiatric Mental Health CNSs to transition to the psychiatric mental health nurse practitioner lifespan. The transition courses were initiated in Summer 2012, and since that time, a number of employers and insurers in Indiana have begun requiring that their current psychiatric mental health CNSs transition their titles to psychiatric mental health NP lifespan. Most nurses can make the transition to NP from CNS by taking a course (J692, Lifespan Clinical Management) with 150 clinical hours in the age group that wasn't covered in the original degree population. Earlier graduates may need to take advanced pathophysiology, pharmacology, and/or physical assessment. In addition, competencies in the population consistent with the original degree will have to be validated.

If you are interested in the post-master's psychiatric mental health nurse practitioner lifespan program, please contact Sara Horton-Deutsch at shortond@iu.edu.

GOALS

- Evaluate and align MSN program curricula with latest AACN Master's Essentials and projections about care provider knowledge and competencies needed for practice in the rapidly evolving healthcare environment
- For all graduate programs, reduce time to completion of programs by students through examination of curricular overlap and delivery methods, efficient use of faculty resources, use of databases for student progression, tracking, and program planning
- Establish clear but nimble structures to respond to academic and clinical partnerships with potential for program enhancements and student learning

▶ Expanding our Commitment to Community Engagement

IUSON Students Reach Out to Improve Community Health on Indianapolis' Westside

"Reducing the Risk" is a program 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. Nursing students work interprofessionally with the physical education students to support youth and adult participants at the GWCS Wellness Center.

The program is centered on health coaching, health literacy, and community-based health education. Adult nurse practitioner students and adult CNS students serve as service learning assistants and mentor undergraduate students in the community health nursing course as they work with GWCS students, staff, and community residents to answer health questions and provide anticipatory guidance.

IUSON and Martindale Brightwood Alliance Offers Opportunities for Nursing Students

Lisa Wagnes, MSN, RN



Marlie Mathis helps kindergartners understand the best way to brush their teeth.

The IUPUI Community Learning Network and Indianapolis Public Schools full-service community school grant, funded by the Department of Education through 2013, has been implemented with programming at three IPS schools in the Martindale Brightwood neighborhoods. IU School of Nursing undergraduate community health nursing students participate in this project by providing health education programs in the school settings, and by working with the school-based clinics established in Schools #51 and #56.

BSN student Marlie Mathis worked with the school nurse at IPS #51 for seven clinical days during the Fall 2012 semester. Marlie worked with the nurse to assess children, provide instruction to children with chronic health problems, organize medications and supplies, and learn about navigating various social and economic issues facing the student population. She developed a short dental health teaching session about toothbrushing, flossing, and regular dentist visits. The session was presented to four kindergarten classes.

GOALS

- Infuse civic engagement across IUSON's curriculum
- Explore inter-professional education opportunities within civic engagement initiatives

► Strengthening Internationalization Efforts

IU School of Nursing: The Office for Global Affairs

Bringing the global experience to nursing students through worldwide knowledge and practice

In addition to accompanying nursing students or Dean Broome to international destinations, Dr. Mary Beth Riner is the associate dean for Global Affairs. In partnership with the Office of Diversity, she and her team motivate IU School of Nursing (IUSON) students to think and practice globally in four key areas: engaging with the worldwide community; research and scholarship; hosting international speakers; and serving the global nursing community.

Student Engagement with Global Community

Study abroad courses, bi-national exchanges, and international service learning programs help students develop a sense of global leadership. Graduates develop intercultural competency by working with people in other countries, increasing understanding of varied approaches to organizing nursing care, and developing knowledge of specific health conditions impacting global populations. In the past three years, 16 students participated in a cross-cultural comparison course at Peking University and Sun Yat-Sen University in China and two others joined programs in Australia and Costa Rica. Upcoming programs are focused on Moi University in Kenya, JFK Medical Center in Liberia, Sun Yat-Sen University, and a health economics program in India.

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Dean Marion Broome visits Sun Yat-Sen University and hospital in China.



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Global Research & Scholarship

In partnership with the Center for Research and Scholarship, the Office of Global Affairs develops international nursing research and scholarship programs congruent with the School of Nursing's existing portfolios. The Global Nursing Research Initiative Program (GRIP) enables all levels of students and faculty mentors to conduct research studies through bi-national partnerships.

Nursing students are able to gain knowledge through direct international involvement. For example, five BSN Honors students are involved with the Global Perspective Study for all BSN students, and in September two DNP students will be conducting a Cost Assessment of the *Parenting a Parent* program at the JFK Medical Center. Visiting PhD students from Thailand frequently come to work on their dissertations at IUSON, and two Liberian students are currently at IUSON in the MSN in nursing education program.

Going Global Speaker Series

This speaker series brings current events in global health and nursing to IUSON, showcasing nursing faculty/student involvement and highlighting campus/university initiatives in global health. The Beverly C. Flynn Nursing in the Global Community Lecture is a key part of the speaker series. Students have ample opportunities to share experiences, as well. BSN students discussed highlights of their study abroad experiences from 2012, and Liberian students spoke about midwifery and malaria. Other speakers included a visiting Chinese physician who discussed traditional Chinese medicine and information about nursing care in Thailand from a visiting PhD Thai student. In 2013-14, speakers will include faculty conducting research with international faculty partners, IU alumni engaged in global health nursing, and a study abroad fair.

Service to the Global Health Community

Strategic international partnerships provide opportunities for faculty to use their individual and collective expertise to contribute to advancing nursing education and research globally. IUSON is working to develop a BS in Midwifery program at the University of Liberia. Other IU Schools, including the Kelley School of Business, School of Informatics, and the School of Philanthropy have also joined in the effort to advance global learning.

Life at IU School of Nursing Impacts Liberian Nursing Education Students

Sarah Hamilton

Cynthia Kokro Bondoe and Ada Brown-Wraynee have traveled a great distance to study at the IU School of Nursing (IUSON). For them, home is Liberia where they taught in the midwifery and nursing program at the Tubman National Institute of Medical Arts (TNIMA) – a paramedical and nursing school. In addition to teaching, Ada acted as director of the nursing school and Cynthia led the midwifery program. They are now pursuing their Master's in Nursing Education with an emphasis on midwifery and are set to graduate in December 2013.

IUSON alumna Wvannie Scott-McDonald, PhD '99, RN, the General Administrator of the John F. Kennedy Medical Center (JFKMC) in Liberia, supervised both women and asked them to continue their nursing education. Ada and Cynthia are participating in a special program, sponsored by a USAID grant through the collaboration of IUSON, University of Liberia (UL), the Ministry of Health and Social Welfare, JFKMC, and TNIMA, to develop an articulation program between UL, JFKMC, and TNIMA to offer a Bachelor's of Science in Midwifery. This will be the first publicly-available bachelor's program in Liberia, and, upon graduation, Ada and Cynthia will play a major role in leading the new program.

When asked what it was like transitioning to life at an American university, Ada laughed and said, "It was hard, but it was also good. There were a lot of good experiences we had and a lot of challenges we encountered." Language was one of those challenges. Although English is spoken in Liberia, it is different than the English spoken in America. As a result, both women found that understanding Americans, who tend to speak very quickly, could be difficult at times.

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Technology presented another challenge. According to Cynthia, computers have only recently come to Liberia, so it took her some time to learn how to use these technologies. Also, being so far away from their families and experiencing occasional feelings of loneliness made their path more arduous. Cynthia said that she is now able to catch every word in daily conversations and, grinning proudly, declared, “I can say that I am a master of the computer,” which caused both women to burst into laughter. The students also emphasized how much the support and encouragement they received from IUSON staff and faculty helped them make the transition to their new life.

While at IUSON, Cynthia and Ada attended conferences and programs, including the National League for Nursing Education Summit 2012, Helping Babies Breathe, the Neonatal Resuscitation Program, and other clinical simulation conferences. They also wrote and presented various reports and further honed their nursing education skills.

When she returns to Liberia, Cynthia plans to implement all of the new knowledge and pedagogies she has learned at IUSON in order to help colleagues and students elevate TNIMA from a three-year nursing and midwifery diploma program to a bachelor’s-level institute.



MSN students Cynthia Kokro Bondoe and Ada Brown-Wraynee

Ada intends to focus on new ways to work with faculty and students in order to ensure that the students stay on track and meet TNIMA standards. She was very impressed by how IUSON implements its policies, saying that faculty are very “straight-forward with that,” so students know what is required of them. Ada intends to implement rules and standards at her home institution with the hope of improving teaching and learning processes.

ADA CREDITS THE SCHOOL OF NURSING FOR TRULY FOLLOWING ITS CORE VALUES: RESPECT, RESPONSIBILITY, TRUST, AND DIALOGUE. CYNTHIA SMILED AND ADDED, “IU IS ACTUALLY A SCHOOL THAT EMPOWERS INDIVIDUALS. IU MAKES YOU ABLE TO DEPEND ON YOURSELF. YOU ARE IMPACTED, AND YOU IMPACT OTHER LIVES. THAT’S HOW I SEE IU.”

GOALS

- Establish learning outcomes for knowledge, attitudes, and skills for use in providing every undergraduate student significant exposure to international, comparative, and/or local immigrant content as part of their program
- Develop and deepen international research engagement
- Engage in global service through strategic partnerships that promote nursing education

Goals

- **Organize and implement scholar teams**
One of the keys to successful scholarly pursuits is teamwork and collaboration among scientists at all levels of experience. Interdisciplinary teams of faculty, each contributing specific expertise to a project, are essential for successful publication and grant funding. Assisting faculty with formation of a scholar team around an identified idea, along with expert consultation on launching the project, will facilitate faculty in meeting their scholarship role.
- **Expand awareness of the number and diversity of sources of funding aligned with the scholar teams**
Funding is becoming scarce and more competitive. Successful funding now often requires submissions of scholarly applications outside the traditional federal mechanisms. As with any endeavor, having a good reputation and track record of pilot research is beneficial, in terms of both submitting an application and for being sought out to address a particular need identified by an agency. Further, submitting applications that are in line with agency or foundation priorities also increases the likelihood of success. Improving national recognition of IUSON faculty strengths and expertise, as well as increasing faculty awareness of the range of funding sources and opportunities, will help to increase funded studies within IUSON.
- **Align resources, structures, and processes of the School of Nursing with the scholar teams**
- **Foster deeper collaborations and develop a shared research agenda between IUSON and IU Health statewide, as well as other IUSON clinical partners, such as Eskenazi Health and Community Hospital**
IU Health and our other clinical partners are essential to our mission to improve healthcare and outcomes for patients and their families.

Currently six faculty consultants work with research contacts in six IU Health and Columbus Reginal Hospitals to implement evidence-based practices and conduct nursing studies to impact patient care.

Key accomplishments

- Received \$4,472,138 in external funding during the 2013 fiscal year
- Entered its 21st year of funding for our National T32 pre- and postdoctoral training grant in behavioral nursing
- Three predoctoral students received independent training grants from the National Institute of Nursing Research
- Entered its 8th year for the NIH R25 training grant, recruiting interdisciplinary fellows from nursing, medicine, psychology, and public health

New Legislation Ensures Patient Treatment Preferences

Beginning July 1, patients with serious illness have a new tool available to help ensure their treatment preferences are honored in the last months of life.

H.B. 1182 establishes a process for a new tool called the POST (Physician Orders for Scope of Treatment) form that will be used to convey patients' wishes for treatment. The POST, which is being developed by the Indiana State Department of Health, documents patient treatment preferences in the form of standardized medical orders that are easily understood by healthcare providers.

The POST form will transfer with the patient throughout the healthcare system to ensure treatment preferences are followed across care settings. "The new POST program is designed for patients with advanced chronic progressive disease, frailty, or terminal conditions," said Dr. Susan Hickman, an IU School of Nursing faculty member who has been conducting translational research on the POST model for over a decade. Her research indicates that the POST form is more effective than traditional approaches at ensuring that patient treatment preferences are honored. Dr. Hickman is the co-chair of the Indiana Patient Preferences Coalition, which worked together to create the Indiana POST program.

The interdisciplinary statewide coalition is composed of community stakeholders representing law, medicine, nursing, and ethics.



IU School of Nursing & Franciscan St. Francis Health: Partners in Simulation

The IU School of Nursing is continuing its partnership with Franciscan St. Francis Health in simulation. St. Francis has donated a half-time faculty member to provide instruction during simulations in the Jean Johnson Schaefer Resource Center for Innovation in Clinical Nursing Education. Over the past year, the St. Francis faculty member participated in 37 simulation events, impacting 1,218 students in our undergraduate program. In a time when the nursing profession as a whole is experiencing a faculty shortage, partnerships like these make a tremendous difference.

Updated Distance Education Classrooms

With the tremendous growth of videoconferencing technologies for distance courses, the School of Nursing needed to update and expand the technology in its existing distance education classrooms. Over the past year, one of the classrooms was updated to the new Polycom Eagle Eye Director telepresence system. The new system utilizes facial recognition and sonar technology to locate speakers in a classroom, and automatically provides a close-up of the individual speaking. During the past year, the School of Nursing has also partnered with UITS to outfit an additional room in the nursing building with the same technology. This additional classroom will be available for use with classes in Fall of 2013. These upgrades will enable us to offer state of the art instruction that engages students across the state and nation, making a quality IU nursing education accessible to more nurses.

New Bedside Computers Connect with an Electronic Health Record System

The complexity of clinical information systems within the hospital continues to increase. In order to better prepare students for real-world practice, the School of Nursing needed to better reflect that technology. During the past year, IU Health has partnered with IUSON to provide access to their clinical information system, called “Cerner” for all students in IUSON’s undergraduate programs. By using Cerner in the lab, students will be able to document their clinical assessments and treatments in a real clinical information system and will be better prepared for the electronic healthcare environment upon graduation.

Distance Education – Connecting Learners to Expertise with Ease and Flexibility

Cindy Hollingsworth

Today’s distance education has come a long way since its beginnings as correspondence courses in the 1700s. In the mid-1900s, radio and then television offerings were broadcast, but any interactivity between instructors and learners still relied on the written text and the postal system. This took considerable time for the student to complete his or her assignments and then mail them to instructors—often as much as two weeks for a complete cycle. During the intervening gap, as instructors graded materials and provided feedback, the student could continue independently while awaiting the response, hoping not to be moving with misguided understanding through one or more concepts, until the feedback was received.

In the mid-1990s, although the Internet began to allow more interactive distance learning, the cost of truly interactive technologies was prohibitive for most learners. Enter the turn of the century when rapid advances in technology placed costs within reach of most learners, and distance education experienced a tremendous upsurge. The annual collaborative survey by The Sloan Consortium and the Babson Survey Research Group (2013) found that over 6.7 million higher education students took at least one distance course in 2011—that’s an increase of 570,000 over the previous year!

Today, the courses offered by the Indiana University School of Nursing use several distance education modalities, including Cisco’s Movi and Adobe’s Connect. Students can participate with co-learners across high-speed broadband network connections, both seeing and hearing their colleagues in real time for just under \$100 – the cost of a Webcam and headset with microphone. Our distance accessible programs include the DNP, PhD, RN-BSN, MSN (clinical nurse specialist, nursing education, and psych mental health NP) as well as some individual courses in the BSN program.

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As a mother who has a part-time job and two small children – and as a student who lives an hour away from IU campus – Brittany stated that “if it wasn’t for Movi” she would have never been able to achieve her degree, calling it “just one example of how technology... allowed [her] to attend graduate school.” Being able to respond and interact in real time deepens discussion and, therefore, learning. It also increases collegiality and often forms the foundations of lifelong relationships that seldom, if ever, occur in other forms of distance education.

In addition to technology that allows connectivity, IU has created enterprise-wide license agreements with many software vendors such as Microsoft, SPSS, and Adobe. In the past, those affiliated with IU could download these applications and install them; however, that software is now available “through the cloud.” IUAnyWare allows learners to log in using their university credentials and run applications without the necessity of installation via a standard Web browser. In one statistics course, students using personal laptops were able to access SPSS and perform data analysis in a non-computer classroom, greatly increasing the opportunities for project work.

Distance education allows students more time for learning – they don’t need to adjust personal and work schedules to sit in a classroom at a given time, and they don’t have to deal with lengthy commutes to come to campus. This flexibility dramatically increases the options for students to access the education they need to move ahead in their careers.

Instructional Technology Council. (2013). 2012 Distance Education Survey Results. Retrieved from <http://itcnetwork.org>

The Sloan Consortium & the Babson Survey Research Group. (2013). Changing course: Ten years of tracking online education in the United States. Retrieved from <http://sloanconsortium.org>



Dr. Barbara Habermann and PhD students in the distance course, Theoretical Perspectives of Nursing Science. The students on-screen tuned in from as far away as Canada!

GOALS

- Increase technology and information literacy of faculty, staff, and students; showcasing and sharing faculty innovations using technology in teaching will help achieve this goal
- Align IUSON with the University to leverage available resources whenever possible.
Some key strategies include:
 - Assist in the establishment of standards adopted by IU Online
 - Explore and adopt secure testing strategies for online instruction
 - Collaborate with university classroom technologies to increase lecture capture capabilities for use with larger groups of lectures outside the school
 - Continue to work with University Information Technology Services (UITS) to improve network infrastructure that supports faculty teaching and research activities
- Increase interactivity and learner engagement in online courses and modules.
Some key strategies include:
 - Develop and implement non-device specific instruction materials
 - Implement realistic strategies to address student access challenges

IU School of Nursing Faculty Earn Doctoral Degrees

In 2006 Dean Marion Broome encouraged all clinical faculty to work on expanding their knowledge and skills through doctoral studies. In the ensuing years, 26 faculty have enrolled in doctoral programs around the country, both Doctor of Nursing Practice (DNP) and PhD programs. Universities our faculty have attended include University of Nevada, Las Vegas, Rush University, Purdue University, Case Western Reserve, University of Kansas, University of Southern Indiana, and Indiana University. While in doctoral study, 26 faculty were provided with some financial support as well as course release time. This considerable financial investment was viewed as imperative to the future of the school.

In 2008 24% of the clinical track faculty were doctorally prepared. In 2013 75% are either doctorally prepared or are enrolled in a program. Deborah DeMeester recently completed her PhD from the University of Nevada at Las Vegas. For DeMeester, the most rewarding part about completing her PhD while teaching was the unwavering support. “I was surrounded by role models. The ongoing encouragement and support I received from the IUSON administration and my IUSON colleagues was wonderful. Many people (faculty and staff) in this building made a difference in my life in ways that may seem small, but actually had a lasting impact. Even a brief elevator or hallway conversation about my studies made me feel energized.”

These faculty bring back new knowledge, skills, expertise, and metrics to enrich our curriculum and inspire students. According to Evelyn Stephenson, “The most rewarding thing I’m finding while teaching and going to school is the new information I have to share with my students.” Stephenson is working on her DNP at the University of Southern Indiana.



Deborah DeMeester

Evelyn Stephenson

GOALS

- Design a specific plan to provide development opportunities for clinical faculty scholarship
- Design a specific plan to provide leadership development for faculty members in administrative positions
- Design a specific plan for a senior staff leadership series for “managing up”



IUSON faculty and staff prepare for the school's 100th anniversary celebration.

DOCTORAL STUDIES

The following faculty have completed doctoral studies:

IUPUI

Carol Clark – DNP, Indiana University
 Deborah DeMeester - PhD, University of Nevada, Las Vegas
 Rebecca Bartlett Ellis – PhD, Indiana University
 Cheryl Erler – DNP, Purdue University
 Cathy Fulton – DNP, Indiana University
 Meg Moorman – PhD, University of Nevada, Las Vegas
 Sharon Stoten – DNP, Purdue University
 Rhonda Schwindt – DNP, Case Western Reserve
 Rachel Waltz – DNP, Purdue University
 Judith Young – DNP, Purdue University

The following faculty are in the midst of doctoral studies:

IUPUI

Beth Applegate – EdD, Walden University
 Evelyn Stephenson – DNP, University of Southern Indiana
 Debra Sipes-Fears – DNP, University of Southern Indiana
 Mila Walker – EdD, Walden University
 Shirley Woolf – EdD, Walden University
 Wendy Zeiher – PhD, University of Nevada, Las Vegas

Bloomington

Kim Decker – PhD, Indiana University
 Sharon Gates – PhD, Indiana University
 Deb Harmon – PhD Curricular Studies, Indiana University
 Pat Watts – DNP, University of Southern Indiana

Columbus

Marsha Hughes-Gay – PhD, Indiana University
 Bethany Murray – PhD, Indiana University
 Kristen Needler – PhD, Indiana University
 Kathy Auberry – DNP, Indiana University
 Angela Opsahl – DNP, Indiana University
 Deborah Judge – DNP, University of Southern Indiana

▶ Promoting a Healthy Campus Climate



Andi Hauser, co-host of WISH TV's Indy Style morning show, was the honorary chair of the 2012 IU School of Nursing Spotlight on Nursing Run/Walk team. Shown here at the starting line with fellow racers, Andi joined other participants in supporting nursing scholarships. Be a part of our 2013 team! Save the date for this year's walk being held on Saturday, October 12. Information will be posted at alumni.iupui.edu.

Creating a Healthy Work Environment at IUSON

Nikki Benbow and Angie Collier, Staff Council Co-Presidents, and Faculty Council President Cynthia Dobbs came together to determine goals and strategies for a healthier work environment at the IU School of Nursing. Their work builds upon the 2012 initiatives put in place by the IUSON staff council.

The goal behind the group's efforts is to improve the physical, intellectual, mental/emotional, social, occupational/civility, financial, environmental, and spiritual well-being of IUSON faculty and staff on a holistic level. For every dollar invested in worksite wellness, there is a return of more than \$4.00 in reduced healthcare costs, higher engagement, improved productivity, and lower absenteeism. —Weldon, 2011 *Harvard Business Review*

Moving forward, plans include greater communication and more awareness of the topics and issues concerning wellness in a workplace environment. The IUSON Staff Council Wellness Committee is already in place and has begun laying the groundwork upon which faculty and staff can continue to build.

IUSON Staff Wellness Committee Focuses on Improved Health

Sharon Dendler

The School of Nursing is committed to incorporating a healthier lifestyle for both faculty and staff. In June of 2012, the newly formed IUSON Wellness Committee distributed a short survey to determine wellness needs throughout the school.

One of their first initiatives was an e-newsletter focused on wellness topics. The inaugural issue, released in September of 2012, contained links to IU Health programs, nature activities, and information about upcoming community events. Five issues of the newsletter were distributed throughout the academic year, including a special holiday edition with healthful recipes and stress reduction tips. Other newsletter topics included ideas on how to be “green,” keeping New Year’s resolutions, free health-related smart phone apps, and exercise ideas.

The Wellness Committee invited Patty Hollingsworth, IUPUI Director of Health Engagement, to speak at a staff council meeting about health initiatives on IUPUI’s campus. She discussed her role in developing programs and services that create and maintain a culture of healthy lifestyle engagement.

Other initiatives include offering fruit, vegetables, and salads whenever food is brought into the school for meetings. In addition, the school consistently participates in events such as the Race for the Cure, Amyotrophic Lateral Sclerosis (ALS) Walk, Spotlight on Nursing, and the IUPUI Regatta.

With more and more emphasis on healthcare and its rising costs, the Wellness Committee hopes to create a healthier environment within the School of Nursing in keeping with the IUPUI campus wellness goals.

Debbie Grew is the Wellness Committee Chair. Committee members are Teresa Abney, Sara Bourff, Connie Krier, Tammy Leone, Helen McKuras, and Susan Ottinger.

GOALS

- Increase awareness of available resources
- Increase participation in programming
- Reduce absenteeism
- Improve well-being of faculty and staff
- Engage students in providing wellness
- Measure outcomes



Carole Kacius



David Lohrmann



Gaylen Kelton



Steve Scott



Judith Halstead



James Hall



Laura Romito



Mary Ellen Gusic



Neil Pence

The New Indiana University Center for Interprofessional Health Education & Practice

The Center's Formation

The deans of Indiana University's health profession schools have long understood the need for interdisciplinary collaboration in practice. They are all members of the University Clinical Affairs Council (UCA), which spans the IUPUI and Bloomington campuses and includes eight deans from the schools of dentistry, nursing, medicine, rehabilitation sciences, optometry, public health (from the Bloomington and IUPUI campuses), and social work. The UCA has been working together the last two years to better guide curriculum development and educational policies in order to enable more robust, interprofessional education for health professions students. Their long-standing partnership positions IU to emerge as a national leader in interdisciplinary education. Last year, the group challenged an interdisciplinary team of the associate deans from the eight schools, led by IU School of Nursing's Judith Halstead, to solidify their intent with a vision for interprofessional education at Indiana University.

According to Dr. Halstead, "Creating a collaborative practice environment is a huge component of what we want to accomplish. It's no longer enough to focus on interprofessional education and bringing our students together to learn in the same space. We need to move things forward into how students can practice together in a collaborative environment."

Eight IU schools and Purdue University came together to create the concept for the Indiana University Center for Interprofessional Health Education and Practice. Along with Dr. Halstead, Dr. Laura Romito from the School of Dentistry, Dr. Carole Kacius, from the Fairbanks School of Public Health (IUPUI), Dr. David Lohrmann from the School of Public Health (Bloomington), Dr. Gaylen Kelton from the School of Health and Rehabilitation Sciences, Dr. Mary Ellen Gusic from the School of Medicine, Dr. Neil Pence from the School of Optometry, Dr. James Hall from the School of Social Work, and Dr. Steve Scott from the Purdue University College of Pharmacy created a mission and vision. Their mission is to implement, support, and evaluate interprofessional health education and practice programs at Indiana University in order to translate the outcomes of interprofessional health education into collaborative practice models. IUPUI was instrumental in providing the initial funding to support and develop the center.

Vision and Goals

Indiana University is strongly committed to interprofessional healthcare education that prepares learners to partner in providing high-quality, team-based care to optimize health.

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To begin to achieve that vision, the Center has identified five goals:

1. To be a national leader in interprofessional health education and practice; to emerge as an influential presence in developing and analyzing environments and policies that support the implementation of interprofessional health education and practice within the University, with a goal of removing any barriers that may exist. The Center will also seek to influence state and national policies in support of interprofessional health education and practice.
2. Increase the interprofessional health education and practice opportunities available to students at Indiana University and in the community; integrating these opportunities throughout the curricula.
3. To support and develop faculty interest in and efforts towards interprofessional health education and practice.
4. Develop and implement a robust system of evaluation for all interprofessional health education and practice programs at Indiana University; utilizing evaluation information to continuously refine and improve programs.
5. To add to the scientific knowledge base on the benefits and best practices of interprofessional health education and practice.

The coming months will be an exciting time for the Indiana University Center for Interprofessional Health Education & Practice as these plans become a reality. Please look for updates as things unfold.

IU School of Nursing and IU Health Nursing Recognized for Innovative Learning Partnership

Sarah Hamilton

Indiana University School of Nursing (IUSON) and Indiana University Health (IUH) Department of Nursing have been selected as recipients of the Practice/Academe Innovative Collaboration Award from the Nursing Honor Society, Sigma Theta Tau International (STTI) for their joint effort to form the Indiana University Nurse Learning Partnership. The award will be given at STTI's 42nd Biennial Convention in Indianapolis, Indiana, in November, 2013.



Current members of the IUNLP are: (standing, L to R) Sue Lasiter, Jennifer Dunscomb, Sue Hendricks, Lucia Wocial, Jennifer Sweeney, Julie Meek; (seated, L to R) Mary Sitterding, Linda Everett, Marion Broome, and Linda Chase. Not pictured: Patricia Ebright, Janet Fulton, and Jennifer Harley

The Indiana University Nurse Learning Partnership (IUNLP) began in 2007 as a means to create a more formal, collegial environment for collaborative opportunities between the IU School of Nursing and IU Health. The IUNLP blends the concepts of excellence in nursing education and practice, and the group's mission is to demonstrate how crucial nursing is to maintaining and improving the health of the community at large. The five components that comprise the IUNLP's model for improving community health are exemplary nursing practice, knowledge generation/translation/application, transformative learning experiences, transformational leadership, and resources.

The partnership has already accomplished a great deal, including research presentations at national meetings, articles in nursing journals, IUSON-IUH shared faculty and practitioner appointments for teaching, research appointments, and financial support for research.

IUSON Dean Marion E. Broome said, "Receiving this award from Sigma is such a great honor for both of our organizations. I am proud of this accomplishment because I believe the processes and outcomes of this partnership will create an environment of excellence for nurses, allowing them to practice to the full scope of their education and to use their knowledge and skills to improve patient care."

In the future, the group plans to continue fostering student-staff partnerships with IUH to study and improve nurse-sensitive patient outcomes for the hospital; complete a population health management demonstration project with BSN students in the new "Promoting Healthy Populations" course; and to build on the Medical Home model of clinical education to help future graduates develop exemplary professionalism, judgment, and other skills in order to transition seamlessly into their work roles.

Woltman Family's Generosity Improves End-of-Life and Palliative Care Communication

Mr. Richard Woltman, BS Business, General Management '52, and his family know all too well how difficult it is to make key decisions in the last days and weeks of a loved one's life. With the passing of his wife, Kaye, Mr. Woltman realized that some care providers weren't completely prepared to have conversations about end-of-life issues and he and his family didn't know what to ask. "Kaye had wonderfully compassionate care but we all felt a real deficit in information when it came to making some critical decisions. It was obviously the most difficult part of our journey in caring for Kaye, and I think the team caring for her just wasn't equipped to deal with all of our questions," said Mr. Woltman.

In memory of Kaye Woltman, the Woltman family established a three-part initiative to help educate families and caregivers, and create a greater focus on end-of-life and palliative issues in IU School of Nursing's graduate nursing curriculum. *The Kaye Woltman Endowed Visiting Lectureship in Health Communication* through the IU School of Nursing is an annual lectureship that will allow trainees, clinicians, community providers, faculty, and students direct access to nationally-recognized experts focusing specifically on the critical issues of communication across the lifespan. Speakers will address topics such as ethical challenges healthcare providers face about palliative and end-of-life care or best practices when initiating difficult conversations with patients and their families. The lectureship will exist in perpetuity.

The second component has the most far-reaching implications. *The Woltman Family Communication Program* will provide training to healthcare providers to implement evidence-based practices that improve patient and family satisfaction in end-of-life care. The communication initiative will advance and translate the existing science of communication research into practice, and is centered on the care of patients who are experiencing a life-limiting illness in any clinical setting, hospitals, hospice, ambulatory clinics, and long-term care facilities. The program also intends to improve communication between the patient and their loved ones, a key component of the project, since many families, no matter their backgrounds, don't have the skills necessary for these types of conversations without some guidance.

The IU Health System, with over 80 locations and 18 hospitals, will serve as the clinical partner for the Woltman Communications Program. Lucia D. Wocial, PhD, RN, adjunct assistant professor at IUSON, nurse ethicist for IU Health, and program leader for the Fairbanks Center for Medical Ethics Program in Nursing Ethics, and Dean Marion Broome, IU School of Nursing, will provide leadership and direction for the project.

THIS PROGRAM WILL HELP MAKE SURE PATIENTS AND THEIR FAMILIES ARE GUIDED BY HEALTHCARE TEAMS THROUGH THE DIFFICULT PALLIATIVE AND END-OF-LIFE CARE CONVERSATIONS.

The Program is designed first to foster expert communication skills for teams of healthcare professionals who will then return to their institutions with new knowledge and skills to employ in the care of their patients. They will also act as agents of change to improve overall communication within their home institutions. Five teams of three individuals will identify goals for their institutions, participate in the training program, and receive mentoring and support from coaches who will meet with them on a regular basis during project implementation. After six months, teams will return for focused training in advance care planning strategies. According to Dr. Wocial, "the thing that sets it apart is that we will use an innovative program developed by Professor Katie Watson at the Feinberg School of Medicine, Northwestern University to help participants more fully develop their communication skills rather than providing them information and sending them back to practice. With this training, a healthcare team will be able to collaborate to determine who can best lead these types of critical conversations. In one situation it may be the physician; in another it might be the nurse. Each member of the team will be equipped to have the discussion and to support each other in the process – and it's all focused on the needs of the patient and the family."

The third component of the initiative is the *Richard and Kaye Woltman Endowed Fellowship in Health Communication*. This fellowship will allow an IUSON graduate student with an interest in palliative and end-of-life care to play an active role in the development of the communication project. The fellowship will exist in perpetuity, continuing to enable graduate students to focus their studies on communication during end-of-life/palliative care.

"This is a remarkably generous gift from the Woltman family. It will enable us to develop and implement best-practices models for enhanced communication among patients, families, and providers, which is crucial to optimal decision-making and high-quality end-of-life care. This program is a unique opportunity to make a dramatic difference in the lives of patients and their families," said Dean Marion Broome.

"We are so pleased to be able to make this dream a reality," said Mr. Woltman. "This program will help make sure patients and their families are guided by healthcare teams through the difficult palliative and end-of-life care conversations. My family wanted to do something positive in memory of Kaye, something that would help others who may find themselves in similar situations."

The Woltman Family



Indiana University School of Nursing Celebrating Centennial Anniversary

THE YEAR 2014 MARKS INDIANA UNIVERSITY SCHOOL OF NURSING'S 100TH ANNIVERSARY AND PLANS ARE UNDERWAY TO MAKE IT GRAND! MARK YOUR CALENDARS FOR JUNE 20TH AND 21ST, 2014. THE WEEKEND CELEBRATION WILL RECOGNIZE THE ACHIEVEMENTS OF THE PAST 100 YEARS AND THOSE WHO HAVE MADE IT POSSIBLE, AS WELL AS OFFICIALLY LAUNCH US INTO THE NEXT CENTURY.

PLEASE JOIN US! WE WILL ONLY TURN 100 ONCE IN OUR LIFETIMES, AND YOU ARE AN IMPORTANT PART OF THE INCREDIBLE LEGACY THAT IS THE INDIANA UNIVERSITY SCHOOL OF NURSING!



100th Anniversary Celebration Weekend

Friday, June 20th, 2014
100th Anniversary Distinguished Lectureship Conference
Indianapolis Marriott Downtown

Saturday, June 21st, 2014
Alumni Reunion
Indianapolis Marriott Downtown

Saturday evening
Centennial Gala
Scottish Rite Cathedral

SCHEDULE

FRIDAY, JUNE 20TH, 2014

100th Anniversary Distinguished Lectureship Conference / Indianapolis Marriott Downtown

For 100 years, Indiana University School of Nursing has pushed the boundaries of education and research and has nurtured the pursuit of excellence in all areas through innovation and partnerships. The Distinguished Lectureship Series contributes to this vision by bringing thought-provoking and engaging icons to the IUSON 100th Anniversary Celebration weekend. This day-long series of lectures will provide a unique look into the future of nursing in the areas of diversity, global affairs, practice, research, and education.

8:00am-8:45am	Registration
8:45am-9:00am	Welcome, Dean Marion Broome
9:00am-10:15am	Angela Barron McBride, PhD, RN, FAAN Davis-Sams Visiting Professorship focusing on diversity The professorship was established by the IUSON Class of 1953.
10:30am-11:45am	Mi Ja Kim, PhD, RN, FAAN Beverly Flynn Global Lectureship
12:00pm-2:00pm	Linda Burnes Bolton, DrPH, RN, FAAN Sonna Ehrlich Merk Distinguished Lectureship Luncheon focusing on practice
2:15pm-3:30pm	Marita Titler, PhD, RN, FAAN Emily Holmquist Doctoral Research Forum
3:45pm-5:00pm	Beverly Malone, PhD, RN, FAAN Diane Billings Lectureship in Teaching Excellence
5:30pm-7:00pm	Reception

SATURDAY, JUNE 21ST, 2014

Alumni Reunion / Indianapolis Marriott Downtown

9:00am-10:00am	Registration
10:00am-12:30pm	<ul style="list-style-type: none">• IUSON Alumni Reunion and Top 100 Alumni Legacy Leaders Brunch• IUSON History presented by Patricia D’Antonio, PhD, RN, FAAN• Classes and Cohorts
1:00pm	Tours <ul style="list-style-type: none">• Ball Residence• Ball Gardens• IUPUI Campus• Current IUSON Building

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GALA

Saturday Evening
Centennial Gala
Indianapolis Scottish Rite Cathedral

- Reception
- Dinner
- Dancing

Centennial Anniversary, Continued

Commemorative Pictorial History Book

We are creating a 100th Anniversary pictorial history book to commemorate the past 100 years. It will take you on a journey that began in 1914 as the Indiana Training School for Nurses with a focus on our legacy of leadership in areas of innovation, advocacy, and partnerships over the past century.

While we have many resources for photographs and artifacts at IUSON, we need your pictures and memorabilia to make the book complete. Please send us your memories and don't worry – we will return them to you. Please include your return address along with your items, and they will be sent safely back to you after the 100th Anniversary Celebration. Our address is 1111 Middle Drive, NU 105, Indianapolis, IN 46202.

The book will be available to purchase at the 100th Anniversary Weekend!

Top 100 Alumni Legacy Leaders

Nominate yourself and others to be named an "IUSON Top 100 Legacy Leader" – a prestigious group of our top alumni. Please visit our website and choose the link, "Nominate an IUSON Top 100 Legacy Leader." All nominations must be submitted electronically and are due by October 15th, 2013. Those selected will be informed in January 2014 and honored during our celebration weekend.

How You Can Help

Update Your Information

What's the best way for us to contact you? Go to nursing.iu.edu, choose the link "Update Your Information" on the left panel, and complete the form!

Share Your Story

Help bring IUSON memories to life by telling us about your experiences! Go to nursing.iu.edu, choose the link "Share Your Story" on left panel, and review the various options that you have to share your memories with us.

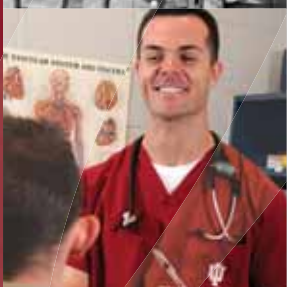
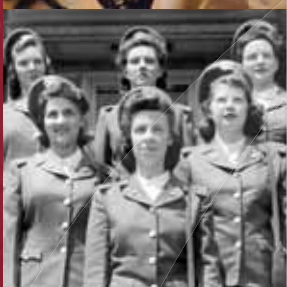
Volunteer

Assist in the process as we continue planning for our celebration in 2014! More information regarding each committee is available on the website. Help us get the word out by communicating with your classmates about all that they can do to participate in the festivities.

Promote

Support IUSON's 100th Anniversary Celebration by wearing your IU School of Nursing apparel and telling everyone you know that we are celebrating a grand occasion.

Please contact Jessi Hupp, Special Events Assistant, 100th Anniversary Celebration, to volunteer or with any questions/comments at jesshupp@iu.edu or 317-278-1182. Keep up with all the 100th Anniversary news at nursing.iu.edu/alumni.



A Legacy of Philanthropy: A Foundation for Success

Thanks to the generosity of our alumni, community partners, friends, faculty, and staff, the IU School of Nursing has continually raised the bar for teaching, research, and community outreach. As we approach the School's 100th anniversary, it's the perfect time for you to become a part of the next century of leadership by making a gift.

As always, you choose where to direct your contribution. You may want to create your own family legacy scholarship, a class gift, or another fund in honor of yourself, family members, a beloved faculty member, or your classmates.

All gifts to the School qualify you for our giving societies:

- Alumni Club – A gift in the amount of the year you graduated. For example, the class of 2012 would be \$20.12.
- 100th Anniversary Club – A gift of \$100
- Friends of IUSON – A gift of \$250
- Director's Club – A gift of \$500
- Dean's Council – A gift of \$1,000
- 2014 Legacy Society – A gift of \$2,014
- Florence Nightingale Society – A gift of \$5,000
- Ethel P. Clarke Legacy Society – Establish a planned gift.

A list of accounts may be found by going to nursing.iu.edu/alumni. Please remember that gifts may be spread out into pledge payments made over time. To learn more please contact Janet McCully at 317-274-4293 or jmccully@iu.edu.



The IU School of Nursing Center for Professional Development and Lifelong Learning: Meeting Your Professional Development and Continuing Education Needs

Lisa Wagnes, MSN



In keeping with the Institute of Medicine recommendation to ensure that nurses engage in lifelong learning, the IU School of Nursing Center for Professional Development and Lifelong Learning (CPDLL) strives to meet the professional development and continuing education needs of nurses in Indiana and beyond through innovative and accessible face-to-face and online programs. CPDLL, formerly the Office for Lifelong Learning, builds upon a long history of successful offerings that have helped nurse educators, staff educators, critical care nurses, preceptors, researchers, and many others to meet their personal and professional development needs.

Growth and Expansion

CPDLL is developing a strategic plan to create relevant, focused programs; broaden our reach; expand offerings; and foster partnerships and collaborations within the IU community and throughout the state of Indiana. Assistant Dean Lisa Wagnes, MSN, and the department staff will be meeting with faculty and organizations in the upcoming year to identify and fill needed

professional development gaps in the nursing community.

Virtual Connections

Flexibility, expert faculty, and networking with like-minded nurses from around the country are hallmarks of our online courses, which continue to grow, change, and expand in response to participant needs and feedback. This fall, the Center will be offering a new two-week online course, *Teaching with Social Media in the Health Professions*, to provide educators with the tools to integrate social media in teaching and foster continued connections with students.

Spend a Day (or Four) with Us

Those seeking face-to-face opportunities for learning and networking continue to fill our regularly offered conferences throughout the year, such as the *Research Coordinator Education Program* and the *Nurse Aide Program Director and Instructor Training*. The *Simulation Immersion and Mastery (SIM) Institute*, a four-day intensive that occurs each August in the School of Nursing Learning Resource Center, provides hands-on skill building and training to educators who develop, implement, and evaluate simulation scenarios in a facilitated team environment. In addition, we offer other hot topic conferences and workshops during the year, such as *Impacts of Accountable Care*, *Hermeneutics Institutes*, *Grounded Theory Intensive*, and *Certified Nurse Educator Review* conferences, held in May and June of 2013.

Alumni Benefits and Support

The alumni of the IU School of Nursing play a pivotal role in the Center's success and growth. As an alumnus, you are entitled to a 10% discount for our online courses. Please contact our staff for more information prior to registration.

Your ideas, engagement, and participation in courses and course development are encouraged and welcomed. Please join our mailing list, serve on planning committees, and communicate identified needs in your nursing community to continue your connection with Indiana University School of Nursing!

As Sheryl Sandberg describes in her new book *Lean In*, careers can be jungle gyms, not just ladders. Let the Center for Professional Development and Lifelong Learning help you on your journey as you move up, over, and around in your nursing career.

Connect with Us

Visit <http://cenurse.iu.edu> for current and upcoming offerings and to sign up for our mailing list!

Email inquiries to cenurse@iu.edu.



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CALENDAR

SEPTEMBER 21, 2013

5th Annual IUPUI Regatta, 8am - 5pm
www.iupui.edu/~soar/regatta/

OCTOBER 12, 2013

Spotlight on Nursing Run/Walk

NOVEMBER, 2013

Alumni celebration event at Sigma Theta Tau 42nd
 Biennial Convention

NOVEMBER 2, 2013

IU Bloomington Homecoming Game
www.alumni.iu.edu/homecoming
 Nursing Alumni gathering at Nicks on Kirkwood 11/1, 7pm

JUNE 20 & 21, 2014

100th Anniversary Celebration Weekend
 Visit nursing.iu.edu for details



Alumni, friends, faculty, and students gathered at the Marriott on the Magnificent Mile in Chicago on February 8 at a reception held in conjunction with the annual Midwest Nursing Research Society meeting. Shown here, left to right, are Assistant Professor Diane Von Ah, Assistant Professor Sharron Crowder, PhD'12, and Professor Janet Carpenter, Sally Reahard, Chair, Director, Center for Enhancing Quality of Life in Chronic Illness.

Hosted by faculty emerita Su Moore and Melinda Swenson, alumni, students, and friends from the Adult Nurse Practitioner and Family Nurse Practitioner programs gathered on November 1, 2012, for a networking and career development reception. Shown in this photo, left to right, are Barb De Rose, BSN'78, MSN'06, Melinda Swenson, and Lora Fathauer, MSN'96, DNP'12.

Ann Eskew, BSN'78, MSN'82, poses with her husband and Indiana University Trustee, Dr. Phil Eskew, MD '70, along with Stefan Davis, Executive Associate Director of the IU Alumni Association, and Mary Tempel, MSN'97, at the 2013 IUAA Winter College held in San Diego, CA.