

Section 07-- Teaching

Introduction

Teaching is my declared area of excellence. Over the past 12 years, I have pursued this area passionately and diligently. As a new faculty member in 2001, I realized that deep, engaged and contextualized learning was necessary for student understanding and recognized the need for teaching excellence as the conduit for facilitating student success. I have strived to accomplish this by attaining expertise in teaching and learning pedagogies, as well as by developing evidence through research in nursing education. I have integrated my teaching and scholarship in the areas of best practices in teaching and learning, including development and testing of new models for didactic and clinical education, evaluating innovative pedagogical approaches such as simulation, and uncovering how students and faculty interact in clinical settings to achieve learning through a sustained program of research. I have changed the landscape of learning for students at IUSON and beyond by directly mentoring others to integrate evidence-based teaching and learning strategies in their courses and indirectly through dissemination of my work. While in rank, my work has been widely disseminated through 15 published manuscripts (and two additional accepted), five book chapters, and more than 50 presentations in local, regional, national, and international forums.

My excellence in teaching has been recognized consistently since 2005, when I received the Sigma Theta Tau Excellence in Teaching Award and was first awarded the IU Trustees Teaching Award (I have since received it three more times, in 2008, 2010, and 2013). In 2008, I was inducted into the highly regarded Faculty Colloquium on Excellence in Teaching (FACET) and received the Karen Cobb Creative Teaching Award for recognition of integration of active learning strategies and high impact practices in my courses. During 2010, I was inducted as a fellow into the esteemed National League for Nursing Academy of Nursing Education (ANEF). The Academy fosters excellence in nursing education by recognizing and capitalizing on the wisdom of outstanding individuals within and outside the profession who have contributed to nursing education in sustained and significant ways. Fellows provide visionary leadership in nursing education and in the Academy, and support the vision of the National League for Nursing (NLN). In 2010, I also received the Dean's Award for Partnerships for creating collaborative learning environments between academe and the community.

The following year I was recognized by my peers when I received the Rose M. Mays Excellence in Teaching Diversity Award. This award is given annually to a full-time nursing faculty member to pursue scholarly interests in teaching focused on reducing and eliminating health inequities for racial and ethnic minorities. In 2013, I received the prestigious Alvin S. Bynum Mentor Award from IU, and the Rebecca T. Markel Excellence in Mentoring Award from Sigma Theta Tau International Alpha Chapter. Both of these mentoring awards recognize my development of leadership skills in nurses, promotion of professional growth, and advancement and success of nursing through sustained mentoring over time. This year, I also received the Advancement of the Science Award from the Midwest Nursing Research Society - Nursing Education Research Committee. The award recognizes the contributions of a member who has advanced science in the area of nursing education through research, theory, and/or evidence-based practices.

Although these awards and accomplishments reflect teaching excellence, and I am honored to have received them, the most important recognition of my work comes from my students. My course evaluations have consistently been strong, even while major changes/revisions have been made to the course or to the major track. Peer evaluations conducted by expert teachers from within and outside the IU system have documented the creativity of my approach and my use of evidence-based, learner-centered approaches that respond to individual learning styles and facilitate students' abilities to reflect on their learning, think critically, communicate effectively, and apply knowledge.

These efforts reflect the central tenets of my teaching philosophy. Arguably, the most important challenge we face as educators is helping our very diverse student body reap the full benefits of higher education. These benefits - development of intellectual capacity, ethical and civic preparation, and personal growth and development - are core elements of an excellent education. Excellent education can only be accomplished using evidence-based pedagogical approaches in the design of teaching/learning strategies, courses, and curricula. As a teacher, I am guided by IU's Principles of Graduate and Professional Learning (PGPLs), the Principles of Undergraduate Learning (PULs), and the Research, International, Service Learning, and Experiential Learning (RISE) initiative in the design of my courses. I incorporate high-impact educational practices to attend to diverse learning styles and prepare graduates that are critical thinkers and life-long learners.

Advancing the science of nursing education requires the discipline to build a robust literature and conduct ongoing investigations into the complex phenomena of teaching and learning. My work as a researcher in nursing education is focused on discovering the forms of learning that serve students best. Excellence in teaching is a continually changing target that must be constantly aimed at to achieve. It requires a commitment to life-long learning and growth as a teacher, scholar, and scientist. This is what fuels my passion - learning is what teaching is all about.

University Criteria

7-1 Evidence of the quality of teaching and advising as evaluated by peers

The most strenuous review of my teaching occurred in 2008 as part of the selection process for FACET. The review process is highly competitive and only those faculty who demonstrate ongoing dedication to excellence in teaching, support of student learning, assistance to colleagues, commitment to continued growth through reflection, willingness to advocate for the importance of teaching and learning, advancement of the craft of teaching, and commitment to continued involvement in teaching activities are selected. My dossier was reviewed at the campus level by six faculty members prior to a state-wide review of approximately 12 faculty members. The reviewers were all considered expert teachers and came from a variety of disciplines. Since being selected, I have served as a member on the campus-level selection committee and on the statewide steering committee. I currently hold the position of FACET Campus Liaison and am responsible for the selection of new members, serve as a peer reviewer for faculty in the IUSON and in other disciplines, and regularly present at FACET-sponsored events.

Since 2001, my teaching has been formally peer reviewed seven times by expert teachers internal and external to IUSON and by content experts in research. Within the IUSON, Dr. Sara Horton-Deutsch (Professor and FACET member) reviewed my teaching in both H365 Nursing Research and R590 Nursing Study for content, clarity, and integration of best practices. Dr. Melinda Swenson (Professor and FACET member) reviewed R590 Nursing Study for integration of best practices. Two nationally recognized expert researchers reviewed H365 Nursing Research three times over four years (Dr. Anna McDaniel twice and Dr. Tamilyn Bakas once), focusing on content, and most recently, Dr. Leslie Ashburn-Nardo from the School of Psychology (Associate Professor and FACET member) reviewed this course for active learning and evidence-based teaching strategies. Additionally, outside of the school, Dr. Mary Moller (Professor at Yale University) reviewed the graduate Psychiatric/Mental Health Nursing program, which includes three courses I teach: R590 Nursing Study, P671 Advanced Clinical Practice in Psychiatric/Mental Health Nursing I, and P672 Advanced Clinical Practice in Psychiatric/Mental Health Nursing II.

Collectively, reviewers recognize my passion for teaching and continued drive toward improvement through innovative strategies. They note my energy, joy, and genuine interest in teaching, my response to feedback, and my integration of evidence-based, high-impact practices to facilitate student learning. For example, in 2011 feedback from student evaluations of the R590 Nursing Study course indicated that I needed to increase my mastery of current trends in practice and improve the clarity of my assignments. Based on this, I immersed myself in clinical practice by spending time with advanced practice nurses (APNs) in their clinical settings, which enabled me to update course content. I increased my contact with the APNs who precept our graduate students and became very involved with the Indiana chapter of the American Psychiatric Nurses Association, attending the monthly meetings to participate in discussions on practice topics and to network with APNs in our state. I also became more involved in our international specialty group, the International Society for Psychiatric-Mental Health Nurses (ISPN), serving as the editor of the ISPN newsletter, *Connections*. This latter activity helps me to stay abreast of national and international issues related to our specialty. To improve clarity, I revised assignments and directions to include more detail and I “checked in” more frequently with the students to assess their understanding of activities or assignments. I also improved the timeliness, frequency and constructive nature of my feedback as students worked on their projects.

In 2012, I asked Dr. Horton-Deutsch to examine the R590 Nursing Study course over time. I wanted to ensure the content was relevant and I had successfully integrated the Principles of Graduate and Professional Learning (PGPLs). In her review completed in 2103, she noted that “it is clear that you have increased your mastery of the content” and that for clarity, “improvement was readily noticeable and students were able to initiate and complete the various activities you designed for the class. Furthermore, you have built in additional mechanisms for formative feedback and the students have responded positively to this form of active faculty engagement.”

In a 2013 review of the undergraduate H365 Nursing Research course, Dr. Ashburn-Nardo suggested assigning a research proposal as an alternative to an exam as another high-impact educational practice. During spring 2013, I revised the course design to incorporate this feedback. In fall 2013, I will have small student groups develop a proposal based on a clinical

concern they encountered during their practicum experiences. Utilizing this approach gives me an additional and different method to assess their learning as well as facilitate teamwork and communication, both necessary skills for quality healthcare providers.

These reviews, as well as numerous and continuing professional development workshops, reflect that I seek feedback and new ideas to improve my teaching and courses and how I effectively use evidence-based approaches to pedagogy and inquiry. Copies of selected peer reviews can be found in Appendix A.

Finally, based on peer recognition of my excellence in teaching, I am frequently asked to provide mentorship to new faculty in the IUSON and for faculty teaching new courses or revising courses to integrate more evidence-based pedagogies. I have mentored Dr. Ukamaka Oruche since she was hired in 2011. I am currently mentoring a new DNP faculty member, Dr. Rhonda Schwindt, as she makes the transition to teaching at the graduate level. Additionally, I have completed five peer reviews of teaching for peers both within and outside the IUSON.

7-2 Evidence of quality of teaching, advising, or mentoring as evaluated by students

As the end-users, students' evaluations of my teaching are most important. I use this information to identify changes I need to make in my teaching and in the course structure to meet their needs. I also recognize, however, this information is limited due to the low response rate. Therefore, I seek formative feedback using the “muddiest points” strategy at the end of most class sessions and through midterm evaluations. I use these interim and formative indices to enact change that will benefit current students during the semester. I use end-of-semester student evaluations, as well as peer evaluations, to enact change for future course iterations and future students.

I have taught H365 Nursing Research for undergraduate students almost every semester since coming to IU in 2001. The following table documents the overall improvement in student ratings in this course over the past few years. I chose H365 Nursing Research to illustrate both improvement and excellence because it is a course most students do not like and do not see the value of at the beginning of the semester.

Student Evaluations of Instructor: H365 Nursing Research* – Quantitative Data

Term	F06	F07	S08	SU08	SU09	S11
Enrollment (completed evaluations)	35(20)	45(6)	50(6)	35(8)	36(15)	53(19)
My professor provides opportunities for questions and discussion that challenge me to think	4.60	4.33	4.5	4.5	4.87	4.89
My professor uses various methods and activities that involve me in learning	4.55	4.17	4.5	4.75	4.60	4.74
My professor provides feedback that is helpful to my learning	4.30	4.17	4.33	4.63	4.53	4.53
My professor holds students to high academic standards	4.60	4.0	4.17	4.86	4.80	4.68

My professor encourages respect for each others' ideas, opinions, and beliefs	4.55	4.67	4.67	4.88	4.92	4.84
Mean Score	4.52	4.27	4.43	4.72	4.80	4.74
Standard Deviation	.70	0.94	0.54	0.51	0.43	0.0

* IUSON does not provide normative data on student evaluations of faculty.

Student evaluations of my teaching in other courses, including the honor's colloquium (H498), graduate research (R590), and graduate didactic/practicum (P672), also speak to my effectiveness as a teacher.

Student Evaluations of Instructor: Other Courses* -- Quantitative Ratings

Term /Course Enrollment/completed evaluations	F09 / H498 9(4)	F11 /R590 8(5)	S12 /P672 14(12)
My professor provides opportunities for questions and discussion that challenge me to think	5.0	4.80	4.75
My professor uses various methods and activities that involve me in learning	5.0	4.80	4.67
My professor provides feedback that is helpful to my learning	5.0	4.20	4.83
My professor holds students to high academic standards	5.0	5.0	4.83
My professor encourages respect for each others' ideas, opinions, and beliefs	5.0	4.80	4.83
Mean score/Standard Deviation	5.0/0	4.72/0.61	4.78/0.42

* IUSON does not provide normative data on student evaluations of faculty.

These evaluations provide evidence that students are generally satisfied with my pedagogical approaches to teaching, including my creativity and diverse strategies to engage them in learning. Quantitatively, my strengths appear to be in the areas of “provides opportunities for questions and discussion that challenge me to think,” “uses various methods and activities that involve me in learning,” and “encourages respect for each others' ideas, opinions, and beliefs.” The lowest average rating across all courses was in holding students to high academic standards. I continually work to improve this area.

Qualitative comments

Overall, the open-ended comments students made on evaluations are commensurate with the quantitative data. Comments reflect an appreciation of my respect for them, “I enjoyed the level of respect that she gave to me. I think this changed the dynamic of the class compared to the ones that I've had in the past. Instead of acting like bratty little kids, we rose up to her level of respect and I noticed a huge change in how we spoke and were spoken to by classmates” and “openness to new ideas and understanding that we're all at different levels of learning- listens to everyone's opinion.” They often commented on my abilities to listen and incorporate feedback and challenge them to think critically. “She is excellent with communication! She facilitates a group discussion with great skill. I've been impressed with how she can weave in each person's ideas -

even very opinionated, bold statements. I also like how she challenges us to think about things in new ways.” Students also commented that I am “really good at clearing up any confusion we may have about the material,” “makes the material easier and fun to understand,” and “she makes us think above what is the obvious. She makes us want to make a difference in the world.”

Perhaps most importantly, students recognize my efforts to use evidence-based, student-centered, active learning approaches, commenting on how I use “varied training methodologies, is reasonable in her expectations of students, truly cares about our learning experience and is an exceptional educator and communicator” and use “interactive guides to help teach tough concepts.” Specific comments related to using team-based learning (TBL) include, “use of TBL was a very interesting way to learn the course content. I felt that it provided the maximum opportunity to interact with other students and learn from one another; it also kept each of us accountable for completing the required readings, as we had to report to our fellow classmates,” and “I like that she does not lecture. She lets us do group work and fills in on the things we struggle with. This is very helpful because I do not get as bored and I still feel like I am learning everything.”

Not all student comments were positive; however, they provided invaluable feedback on how to improve my teaching and course design. For example, comments heard early in my career when teaching the undergraduate research course were that students believed they did not need to understand research to be a good nurse and that the course needed to have “more application to the nursing world. “I think it’s great we’re learning how to read and find articles; but it would be better to know scenarios where it would be appropriate to involve research in clinical practice. Do staff nurses use this, if so how do we integrate this information?” To address these issues, I designed the first day of class to include a panel of nurses from a local hospital. The nurses share how integral evidence-based practice is to their role and present research projects they have initiated on their units to improve the quality and safety of patient care. The students engage in dialogue with the nurses and appear to be more invested and interested in the course content during the semester as indicated by their comments, “at the beginning of the class [instructor] made sure that her students knew why research will be an important part of being a nurse” and “she genuinely wants her students to be able to use the material learned in this class and apply it to our practice. I probably will not fully appreciate this course until I am practicing and need to research an evidence based article.” A second strategy I used was to consult with faculty teaching in concurrent courses (pediatrics and medical/surgical) to determine the content where students were having trouble. I incorporated research articles on these topics into the course so that students could more clearly make the link between practice and research. The added benefit was that difficult concepts were reinforced in two separate courses using different pedagogical approaches.

As noted in my course evaluations above, an additional area where students recommended improvement was feedback. This is particularly challenging with large class sizes and in online courses. I have employed several approaches with great success. First, in the graduate courses, I designed the online forums using learning groups and specific topics rather than asking one broad question. Students are asked to substantively respond to one another within their groups (typically six to eight students) at least two times throughout the week. Employing a “depth rather than breadth” approach has resulted in more intentional interaction among students and

myself, and has improved critical thinking and deeper exploration of ideas. Second, also in the graduate courses I teach that are writing-intensive, I designed “multiple iteration” submissions of papers. Students are encouraged to generate and revise their work repeatedly until their end product is one of quality. In this way, I am able to provide frequent and formative feedback and truly facilitate their learning. I have also integrated peer feedback so students strengthen their skills in giving and receiving constructive comments. The nature of feedback and evaluation is an issue I continue to explore as I strive to maximize student learning. Ideally, feedback and evaluation come from a 360⁰ perspective in which students and faculty share the responsibility for growth and learning.

7-3 Evidence of effective teaching through scholarly dissemination of knowledge about teaching, especially in peer-reviewed media

I have a consistently strong record of disseminating my scholarship to foster excellence in teaching and research in nursing education. In rank, I have published 15 manuscripts for publication in refereed journals (12) and non-refereed journals (3). I have two additional manuscripts accepted in refereed journals. I have also written five book chapters and edited two international educational resource modules developed by graduate psychiatric mental health nursing students at IUSON for use with undergraduate nursing students at Moi University in Kenya. I served as co-editor of a special issue of the *Archives of Psychiatric Nursing* that focused on Quality and Safety Education for Nurses in the specialty of psychiatric/mental health nursing. My work has been cited 56 times (Google Scholar Citations) in journals ranked by ISI and non-ranked journals, including citations outside the discipline. Additionally, I have made more than 50 presentations locally, regionally, nationally, and internationally related to teaching (CV pp. 12-15).

Teaching/Research - Refereed (* in-rank, ¹ mentored)

1. *McKinnon, T.H., & **McNelis, A.M.** (accepted Mar., 2013). International programs in U.S. schools of nursing: Driving forces, obstacles, and opportunities. *Nursing Education Perspectives*.
2. *Wheeler, C.A., & **McNelis, A.M.** (accepted Dec., 2012). Nursing student perceptions of a community-based home visit experienced by a role-play simulation. *Nursing Education Perspectives*.
3. *Horton-Deutsch, S., **McNelis, A.M.**, & O’Haver Day, P. (2012). Balancing technology with face-to-face interaction: Navigating the path to psychiatric nursing education at a distance. *Journal of the American Psychiatric Nurses Association*, 18(3), 193-196.
4. *Horton-Deutsch, S., **McNelis, A.M.**, & O’Haver Day, P. (2012). Developing a Reflection-Centered Curriculum for Graduate Psychiatric Nursing Education. *Archives of Psychiatric Nursing*, 26(5), 341-349.

5. ***McNel**is, A., & Horton-Deutsch, S. (2012). Taking charge of our future: Curricular approaches to improve quality and safety in psychiatric nursing practice and health care. *Archives of Psychiatric Nursing*, 26(5), 339-340.
6. *Broome, M.E., Ironside, P.M., & **McNel**is, A.M., (2012). Research in Nursing Education: State of the Science. *Journal of Nursing Education*, 51(9), 521-524.
7. *^f Fluharty, L., Hayes, A.S., Milgrom, L., Malarney, K., Smith, D., Reklau, M.A., Jeffries, P.R., & **McNel**is, A.M. (2012). A Multi-Site, Multi-Academic Track Evaluation of End-of-life Simulation for Nursing Education. *Clinical Simulation in Nursing*, 8(4), e135-e143.
8. ***McNel**is, A.M., Horton-Deutsch, S., & Friesth, B.M. (2012). Improving Quality and Safety in Graduate Education using an Electronic Student Tracking System. *Archives of Psychiatric Nursing*, 26(5), 358-363.
9. *^f **McNel**is, A.M., Fonacier, T., McDonald, J., & Ironside, P.M. (2011). Headlines from the NLN: Optimizing prelicensure students' learning in clinical settings: Addressing the lack of clinical sites. *Nursing Education Perspectives*, 32(1), 64-65.
10. *^f **McNel**is, A.M., Wellman, D.S., Krothe, J.S., Hrisomalos, D.D., McElveen, J. L., & South, R.J. (2010). Revision and Evaluation of the Indiana University School of Nursing Baccalaureate Admission Process. *Journal of Professional Nursing*, 26(3), 188-195.
11. *Ironside, P.M., & **McNel**is, A.M. (2010). Headlines from the NLN: Clinical education in prelicensure nursing programs: Findings from a national survey. *Nursing Education Perspectives*, 31(4), 264-265.
12. ***McNel**is, A.M. (2009). Practice Education Partnership (PEP): an innovative model for clinical education. 8th Annual International Nursing Simulation/Learning Resource Centers Conference, [*Clinical Simulation in Nursing*](#), May-Jun; 5(3): Supplement: e146-7.
13. ***McNel**is, A.M., & Horton-Deutsch, S. (2008). Access and Creativity in Psychiatric Nursing Education at a Distance. *Journal of the American Psychiatric Nurses Association*, 14(4), 319-321.
14. *Jeffries, P.J., **McNel**is, A.M., & Wheeler, C.A. (2008). Simulation as a vehicle for enhancing collaborative practice models. *Critical Care Nursing Clinics of North America*, 20(4), 471-480.

Teaching- Non-Refereed

1. *Ironside, P.M., & **McNel**is, A.M. (2010). *Clinical Education in Prelicensure Nursing Programs: Results from a National Survey*. New York: National League for Nursing.

2. *Research of Innovative Clinical Education Model Shows Promise for Improving Student Learning. *Research Enterprise*. IUPUI- Indiana University-Purdue University Indianapolis, June 22, 2009.
3. *Armed with Knowledge: Advance Education Helps Nursing Professionals Influence Change (written by Deb Wesensky in collaboration with **A. McNelis** and S. Horton-Deutsch). *Indianapolis Woman*. July, 2009. p.11.

Book Chapters

1. *O'Haver-Day, P., & **McNelis, A.M.** (2012). The Mindful Educator. In G. Sherwood & S. Horton-Deutsch (Eds.), *Reflective Practice: Transforming Education and Improving Outcomes* (63-77). Indianapolis: Sigma Theta Tau International.
2. *McKinnon, T.H., & **McNelis, A.M.** (2011). International service-learning in United States schools of nursing. In T. McKinnon & J. Fitzpatrick (Eds.), *Global service-learning in nursing* (131-144). New York, NY: National League for Nursing.
3. ***McNelis, A.M.**, Jeffries, P.R., Hensel, D.E., & Anderson, M. (2009). Simulation: Integral to Clinical Education. In N. Ard & T.M. Valiga (Eds.), *Clinical nursing education: Current reflections* (145-164). New York, NY: National League for Nursing.
4. ***McNelis, A.M.**, & Ironside, P.M. (2009). National Survey on Clinical Education in Prelicensure Nursing Education Programs. In N. Ard & T.M. Valiga (Eds.), *Clinical nursing education: Current reflections* (pp. 25-38). New York: National League for Nursing.
5. *Jeffries, P.R., & **McNelis, A.M.** (2009). Evaluation. In W. Nehring & F. Lashley (Eds.), *High-Fidelity Patient Simulation in Nursing Education* (405-424). Sudbury, MA, Jones and Bartlett Publishers.

International Educational Resource Modules Edited

1. *[†] Mental illness: Reduce stigma and promote empowerment. (2010). (DeLambo, Hill). Moi University, **Editor, McNelis, A.M.**
2. *[†] Identification and Intervention of substance use disorders: A culturally sensitive approach. (2010). (Palmer, Schroeder). Moi University, **Editor, McNelis, A.M.**

Video Materials

1. *Adolescent Dating Violence: Integrating Research Findings into Therapeutic Approaches to Treatment. (2010). (Draucker, C., **McNelis, A.M.**, & Horton-Deutsch, S.). <http://cm.nursing.iupui.edu/video/presentations/ClaireDraucker.aspx>

7-4 Evidence that courses taught contribute to the overall student learning outcomes specified by the unit and evidence that students have met or exceeded course or curricular learning objectives

At the undergraduate level, data from the IUSON Office of Evaluation indicate that, since 2007, between 91% and 100% of students successfully completed the BSN track. The major learning outcome of this professional program is successful completion of the National Council Licensure Examination for Registered Nurses (NCLEX-RN). During the same time period, our graduates have successfully passed the NCLEX, with pass rates ranging from 87% to 96% on the first attempt. These pass rates have consistently been at or above national norms. During time in rank, I taught over 900 students in at least one nursing course and mentored 25 undergraduate honors students.

Additional evidence of learning outcomes can be seen in the number of graduates who obtain nursing positions upon graduation. Although exact numbers are not available, the IUSON has a strong history of job placement. Moreover, many of our graduates, particularly our honors students, are admitted to master's and doctoral programs at IU and throughout the country.

For the graduate psychiatric/mental health nursing track, data document that 95% of students admitted have successfully completed the track, and of those, 100% have secured advanced nursing practice positions. For this major, not all graduates seek certification to be board certified as a nurse practitioner (previously the certification was for the clinical nurse specialist designation). Although the office of evaluation does not collect data on certification, personal communication with graduates indicates that most of them do take and successfully pass the certification exam of the American Nurses Credentialing Center, our national credentialing body.

An additional outcome indicative of student learning is the growth of our graduate psychiatric/mental health nursing major. Since 2007 the major has more than doubled in size and has transitioned from courses being taught on a two-year cycle to an annual cycle. Prior to 2008, an average of six students graduated each year. Fifteen students graduated in 2011, 13 in 2012, and 22 in 2013. With our current enrollment we will continue to graduate at least 15 students per year through 2015. Furthermore, the number of students from underrepresented minority groups has increased from 10 to 33%. Graduates are working in hospitals, community mental health centers, private practices, and universities.

Finally, further evidence of positive learning outcomes is the continued academic progression of graduates. Four graduates of our psychiatric/mental health nursing track are currently enrolled in an IUSON doctoral program. In addition, two recent graduates had their scholarly projects accepted for presentations at the American Psychiatric Nurses Association, and one presented her work at the International Society of Psychiatric Mental Health Nurses annual conference.

7-5 Evidence of undergraduate or graduate research and effective mentor relationships with students leading to documented learning outcomes

I have served as a mentor in some capacity since the day I was hired in 2001. I have a sustained commitment to student development and improving the educational experience for students at

IUPUI. I am closely involved in mentoring students, predominantly at the undergraduate level. At the university level, I actually began my mentoring journey in 2000 while completing my doctoral dissertation, working with a student in the Summer Research Opportunity Program (SROP). I continue to interface with that program to the present day, serving as a mentor upon request. From 2006-2011, I was a research mentor for the Campus Diversity Scholars Program, working with minority students interested in healthcare careers. During that time, I worked with three students who presented their research projects at the Center for Research and Learning Summer Symposium.

At the school level, I am a very active mentor for our undergraduate nursing students. My greatest efforts have been with students in our Honors Program. From 2005-2012, I worked tirelessly with 25 students (this is a 3-year commitment to each honors student). As a part of the Honors Program, students take additional hours of study related to nursing research, and I work with each student to develop and carry out an independent research project. This work has resulted in nine presentations and six publications. Up until the 2009-2010 academic year, this effort was not included in our workload calculation. Thus, I mentored honors students without compensation because of my commitment to the ongoing preparation of the next generation of nurse leaders and scientists.

I combined my skills as a mentor and researcher to secure a Multidisciplinary Undergraduate Research Institute grant from IUPUI to involve nine of my honors students and one additional nursing student in a summer research intensive. The students worked in teams to develop research questions, conduct analyses, interpret findings, and write manuscripts. Findings of their three scholarly research projects were published on the Indiana State Nurses Association website and included: *Five High Risk Practice Areas for Nurses Enrolled in ISNAP* (Beaman, Foughty, Schmalz,); *Identifying High and Low Risk Practice Areas and Drugs of Choice of Chemically Dependent Nurses* (Furstenberg, Cheong, Brill); and *Substance Abuse among Nurses* (Godfrey, Harmon, Roberts, Spurgeon). These reports are available at the Indiana State Nurses Association website: <http://indiananurses.org/isnapsite/links.php>.

For several years I was both the director and an active participant in the IUSON mentoring program for all undergraduate students. The program was developed to connect students with IUSON faculty outside the classroom and improve retention. Faculty mentors met with students monthly during the academic year and provided support and guidance as needed. I also serve as a mentor for students who are referred to our Self Tracking and Assessing to Succeed (STATS). STATS provides support for students who are having academic and/or personal difficulties. Again, these activities are focused on retention and student success.

At the graduate level, I mentored students (Johnston, Parrish) who had a peer-reviewed presentation accepted at the American Psychiatric Nurses Association. I also worked closely with four students to develop evidence-based online teaching modules that were peer-reviewed and edited for psychiatric faculty to use with undergraduate nursing students at Moi University in two areas: reducing stigma and empowering those with mental illness (Hill, Delambo), and identifying and intervening with individuals with substance use disorders in a culturally sensitive manner (Palmer, Schroeder).

7-6 Evidence of the nature and quality of course and curriculum development and implementation to enhance the quality, effectiveness and efficiency of teaching

I was co-investigator on a Health Resources and Services Administration (HRSA) grant (2008-2011) to address the Bureau of Health Professions' National Goal of improving access to and quality of health care through appropriate recruitment and education of health professionals. Project outcomes achieved include: (a) doubled the number and increased the diversity of enrolled graduate students; (b) transformed the psychiatric/mental health graduate nursing program into a flexible and innovative distance-accessible program; and (c) enhanced the cultural competency and sensitivity of faculty and students and utilized state-of-the-art technologies, a reflection-centered framework, and innovative pedagogical approaches to improve student learning. More specifically, the following paragraphs provide a summary of the project objectives and outcomes.

Objective 1: Identify, recruit, select, enroll, and graduate 12 qualified students per year, and increase the number of students from diverse (racial, ethnic, gender, and geographic) backgrounds who are prepared to address the mental health needs of rural and underserved populations each year (In Year 1: 2 of the 12 students will be minorities; Year 2: 3 of the 12 students; and Year 3: 4 of the 12 students). (BHP Goals 1, 2; HP 2010)

Outcome 1: Course rotation was expanded from every other year to every year to provide schedule flexibility for students. This, along with an expansion of our recruitment efforts, resulted in an enrollment that more than doubled over the course of the project. Prior to funding, from 2005-2008, we averaged six graduates per year. In 2011, 15 students graduated, in 2012, 13 students graduated, and in 2013, 22 students graduated. With our current enrollment we will continue to graduate at least 15 students per year through 2015. In addition, the number of students from underrepresented groups has increased from 10% to 32%.

Objective 2: Develop, implement, and evaluate a new distance-accessible program for students pursuing advanced practice psychiatric/mental health nursing education that results in increased numbers of advanced practice nurses in rural and underserved populations. (BHP Goals 1, 2, 3, 4; HP 2010)

Outcome 2: Faculty have continuously developed, implemented, evaluated, and revised the graduate psychiatric mental health nursing program over the course of funding. Details of these curricular innovations have resulted in eight publications and 12 presentations listed below.

Publications

1. **McNelis, A.M., & Horton-Deutsch, S.** (2012). Taking charge of our future: Curricular approaches to improve quality and safety in psychiatric nursing practice and health care. *Archives of Psychiatric Nursing*, 26(5), 339-340.
2. **McNelis, A.M., Horton-Deutsch, S., & Friesth, B.M.** (2012). Improving Quality and Safety in Graduate Education using an Electronic Student Tracking System. *Archives of Psychiatric Nursing*, 26(5), 358-363.

3. Horton-Deutsch, S., **McNelis, A.M.**, & O'Haver Day, P. (2012). Balancing technology with face-to-face interaction: Navigating the path to psychiatric nursing education at a distance. *Journal of the American Psychiatric Nurses Association*, 18(3), 193-196.
4. Horton-Deutsch, S., **McNelis, A.M.**, & O'Haver Day, P. (2012). Developing a Reflection-Centered Curriculum for Graduate Psychiatric Nursing Education. *Archives of Psychiatric Nursing*, 26(5), 341-349.
5. O'Haver-Day, P., & **McNelis, A.M.** (2012). The Mindful Educator. In G. Sherwood & S. Horton-Deutsch (Eds.), *Reflective Practice: Transforming Education and Improving Outcomes* (63-77). Indianapolis: Sigma Theta Tau International.
6. Horton-Deutsch, S., **McNelis, A.M.**, & O'Haver Day, P. (2011). Enhancing Mutual Accountability to Promote Quality, Safety, and Nurses' Recovery from Substance Use Disorders. *Archives of Psychiatric Nursing*, 25(6), 445-455.
7. **McNelis, A.M.**, & Horton-Deutsch, S. (2008). Access and Creativity in Psychiatric Nursing Education at a Distance. *Journal of the American Psychiatric Nurses Association*, 14(4), 319-321.
8. Armed with Knowledge: Advanced Education Helps Nursing Professionals Influence Change (written by Deb Wesensky in collaboration with **A. McNelis** and S. Horton-Deutsch). *Indianapolis Woman*, July, 2009. p.11.

Presentations

1. **McNelis, A.M.**, & Horton-Deutsch, S. The assessment of a clinical preceptor course for psychiatric nursing programs. Program Review & Assessment Committee, Indianapolis, IN, April 2010.
2. **McNelis, A.M.**, & Horton-Deutsch, S. Quality and safety in nursing education: Informatics explicated. National League for Nursing Education Summit, Orlando, FL, Sept., 2011.
3. **McNelis, A.M.**, & Horton-Deutsch, S. Improving quality and safety in graduate education using Typhon. Quality and Safety Education for Nurses National Forum, Milwaukee, WI, June 2011.
4. Horton-Deutsch, S., Lay, K., & **McNelis, A.M.** An Interprofessional Approach to Education. 23rd Annual FACET, Indianapolis, IN, May 21, 2011.
5. Johnston, L., Parrish, T., Horton-Deutsch, S., & **McNelis, A.M.** (2010, October). A Case Exemplar of Nursing Consultation Promoting the Evolution of Graduate Education. American Psychiatric Nurses Association 24th Annual Conference, Louisville, KY.

6. Horton-Deutsch, S., **McNelis, A.M.**, & O'Haver Day, P. (2010, July). Toward a Reflective Centered Curriculum for Graduate Psychiatric Nursing Education. 16th Annual International Reflective Practice Conference, Brighton, England.
7. Horton-Deutsch, S., **McNelis, A.M.**, & O'Haver-Day, P. A Reflective-Centered Curriculum for Promoting Cultural Competency in Psychiatric Nursing. 2010 International Society of Psychiatric-Mental Health Nurses Annual Conference, St. Louis, MO. April 17, 2010.
8. Ashburn-Nardo, L., Morris, K.A., **McNelis, A.M.**, & Horton-Deutsch, S. Multicultural Teaching and Learning Institute. Classroom Dynamics: Infusing Diversity into Teaching. Multicultural Teaching and Learning Institute, Indiana University-Purdue University Indianapolis, February 11, 2010.
9. Horton-Deutsch, S., **McNelis, A.M.** & O'Haver Day, P. (2009, November). Innovative Teaching Strategies and Community Partnerships that Build and Sustain Graduate Nursing Education. Sigma Theta Tau International, Indianapolis, IN.
10. Horton-Deutsch, S., **McNelis, A.M.**, & O'Haver-Day, P. Finding a Balance: Negotiated and Tailored Distance Accessible Graduate Education. Sigma Theta Tau International Biennial Convention, Indianapolis, IN, October 31, 2009.
11. **McNelis, A.M.**, Horton-Deutsch, S., & O'Haver-Day, P. Evaluation of the Process of Developing Cultural Competence in Faculty in a Psychiatric Mental Health Nursing Program. 2009 International Society of Psychiatric-Mental Health Nurses Annual Conference. April 2, 2009.
12. Horton-Deutsch, S., & **McNelis, A.M.** Keynote address: Embracing New Pedagogical Strategies and the use of Technology in Advanced Practice Psychiatric/Mental Health Nursing Education. 2008 International Society of Psychiatric-Mental Health Nurses Annual Conference. April 8-12, 2008.

Objective 3: Develop, implement, and evaluate strategies that enhance the cultural competency and sensitivity of advanced practice psychiatric mental health nurses. (BHPPr Goal 2; HP 2010)

Outcome 3: One of the primary aims of the HRSA grant was for students and faculty to increase self-awareness and understanding of the importance of culture for providing quality health care by integrating cultural learning experiences throughout the program. These efforts were initially based on the work of Campinha-Bacote et al. (2006) with HRSA's Centers for Excellence program on Transforming the Face of Health Professions through Cultural and Linguistic Competence Education. Faculty and students learned about cultural theories, frameworks, and assessments. Students completed cultural assessments in their clinical practicum experiences and explored issues related to culture through online forum discussions (McNelis & Horton-Deutsch, 2008). Though the materials we used offered students a structure and framework to guide their clinical encounters and knowledge development related to diversity, we did not get at core issues students encountered. We determined that in order for students to know how to respond to stereotypical or discriminatory comments, we needed to listen to their experiences, and develop

strategies for talking about and dismantling stigma and racism in health care and educational settings. This required developing a space and means to carry out crucial conversations and a commitment to changing both the health care and nursing education environment. As recipients of the 2011 Rose Mays Excellence in Teaching Diversity Award, my colleague, Dr. Horton-Deutsch, and I examined the structural and relational changes needed to create a truly inclusive and safe learning environment. Curricular changes focused on reflective assignments were integrated and are currently being evaluated.

Additional evidence of curriculum development and implementation was the work I co-led to transform our clinical nurse specialist program to a nurse practitioner program. This work necessitated consultation and collaboration with national experts and organizations, significant curricular changes, and flexible delivery of the program during the transition period. These efforts have been rewarded as IUSON has become the national model for transitioning programs. Moreover, our enrollment, graduation rates, and certification completion are high, and students are successfully securing clinical and education positions in mental health centers, hospitals, private practices, and schools of nursing throughout Indiana and in surrounding states. These indices provide evidence that students are well prepared for their roles as advanced practice psychiatric nurses and that the quality of our program and graduates is recognized by employers throughout the state. IUSON is positively influencing mental health care in Indiana and across the nation.

7-7 The number of student graduate committees the candidate has served on or chaired and the evidence of the quality of results

While in rank, I serve(d) on eight PhD student committees at IUSON (Robinson, Burris, Dreifuerst, Schmidt, Beaty, White, Turpin, Holtz) and one Doctorate of Nursing Practice (DNP) committee at Case Western University (Schwindt). I have chaired (or am chairing) three of these committees. Three of these students graduated and assumed faculty positions in schools of nursing. I continue to collaborate with two of the graduates: I am currently co-principal investigator on a Robert Wood Johnson Grant with Dr. Dreifuerst, and co-authoring a publication with Dr. Schwindt.

7-8 Local, regional, national, or international teaching, advising or mentoring awards

In recognition of my excellence in teaching, I received the IU Trustees Teaching Award four times (2005, 2008, 2010, and 2013). The IU Board of Trustees established this award to recognize outstanding teaching and to emphasize that student learning is a priority for the university. This award signifies the confidence my fellow faculty have in my abilities as a nurse educator. I also received the Sigma Theta Tau International Alpha Chapter Excellence in Teaching Award (2005) and the Karen Cobb Creative Teaching Award (2008). I was inducted into FACET (2008). FACET furthers the teaching mission of IU by helping faculty explore new teaching methods, advancing the scholarship of teaching and learning, and connecting faculty with each other to form a university-wide network for teaching excellence.

During 2010, I was inducted as a Fellow into the National League for Nursing Academy of Nursing Education (ANEF). This academy is one of the most prestigious in nursing and Fellows

are competitively selected for their substantial and enduring contributions to the field. I actively contribute as a Fellow, providing support for NLN members at conferences and serving on committees. That same year, my colleague, Dr. Sara Horton-Deutsch, and I received the Dean's Award for Partnerships based on our work with Ernest Klein, Director of the Indiana State Nurses Association. As part of that partnership, we included both undergraduate honors students and graduate psychiatric nursing students to examine a database of over 500 cases of nurses receiving drug and/or alcohol treatment through the Indiana State Nurse Assistance Program (ISNAP). The following year I was recognized by my peers through an award related to excellence in teaching diversity (Rose Mays Award, 2011).

In 2013, I received two awards related to mentoring: the Alvin S. Bynum Mentor Award from IU, a highly competitive award that is given to outstanding academic mentors who have demonstrated long-standing and unusual commitment to the learning process, and the Rebecca T. Markel Excellence in Mentoring Award from Sigma Theta Tau International Alpha Chapter. Also in 2013, I received the Advancement of the Science Award from the Midwest Nursing Research Society - Nursing Education Research Committee. This award recognized my contributions through my work to advance the science of nursing education.

7-9 Teaching or advising grants

Since 2006, I maintained consistent internal and external funding for projects related to improving educational outcomes. These grants focused on: increasing the number of graduate psychiatric mental health students and improving their learning environment; exploring and developing models to improve clinical education in undergraduate nursing programs; providing faculty development to improve student learning; improving the admission process to increase student retention and diversity; and exploring and developing programs to increase the number of faculty in schools of nursing nationally. This funding totals \$3,692,932 and is impressive because funding for research in nursing education has been severely limited in the past decade.

Dates	Title/Role	Granting Agency	Amount
2013-2014	Interprofessional Education for Health Care Professionals Working with Rural and Underserved Populations/PI	IU School of Nursing Diane And Richard Billings' Scholarship Award	\$4500
2012-2015	Advanced Nursing Education (ANE) Program/Evaluator	Health Resources & Services Administration	\$1,043,940
2012-2014	Guiding Initiative for Doctoral Education Program (GUIDE)/ Co-PI	Maryland Higher Education Commission Nurse Support Program	\$199,065
2012-2014	Exploring the State of Doctoral Education: Implications for the Nursing Faculty Shortage/ Co-PI	Robert Wood Johnson	\$300,000
2011-2012	Examining Preceptor-Student Interactions in Clinical Settings: A Pilot Study/ Co-PI	IUPUI Program Review & Assessment Committee Grant	\$2,420

2010-2013	A Multi-Site, Mixed Method Examination of Student and Faculty Experiences and Interactions in Clinical Practice/ Co-I	National Council of State Boards of Nursing	\$277,846
2010-2011	Examining Faculty-Student Interactions in Clinical Settings: A Pilot Study/ PI	IU School of Nursing Center for Research and Scholarship Research Investment Funds	\$7,910
2009-2010	Understanding Nursing Student Clinical Education Experience/ Co-PI	IU School of Nursing Center for Research in Nursing Education Award	\$9,950
2009-2010	Conditions that Enhance and Hinder Student Guided Reflection During Simulations/ Co-PI	IU School of Nursing Center for Research and Scholarship Research Investment Funds	\$7,660
2008-2009	National Survey on Clinical Education in Nursing/ Co-PI	National League for Nursing	\$69,082
2008-2010	Building Partnerships & Skills For Innovative Clinical Nursing Education/ PI	National League for Nursing	\$11,000
2008-2009	Predictors of Nursing Success/ PI	IUPUI University College Faculty Fellowship Award	\$5,000
2008-2009	Assessment of the Indiana University School of Nursing Baccalaureate Admissions Process/ PI	IU School of Nursing Diane and Richard Billing's Scholarship Award	\$2,500
2008-2011	APN Distance-Accessible Mental Health Programs/ Co-PI	Health Resources & Services Administration	\$712,114
2007-2008	Assessment of the Indiana University School of Nursing Baccalaureate Admissions Process/ PI	Sigma Theta Tau International, Alpha Chapter	\$3,840
2007-2010	Establishing a School Of Nursing Learning Consortium to Promote Faculty Development in Simulation Technology/ Evaluator	Fairbanks Foundation	\$1,008,705
2007	Faculty Summer Teaching Fellowship: Jump Start to E-Learning Environment	IUPUI Office of Professional Development	\$5,000
2006-2007	Development of ePortfolio for the Psychiatric Mental Health Projects/ PI	Sigma Theta Tau International, Alpha Chapter	\$2,400
2006-2007	The Assessment of Teaching Strategies Based on Reflective Learning In the Graduate Psychiatric Nursing Programs/ Co-PI	IU School of Nursing, Ethel Clarke Fellowship	\$10,000
2006-2007	Preparing Advanced Practice Psychiatric Mental Health Nurses Through Online Education to Reach the Underserved/ PI	SBC Fellows Grant	\$7,500

2006-2007	The Assessment of a Clinical Preceptor course for Psychiatric Nursing Programs/ Co-PI	IUPUI Program Review & Assessment Committee Grant	\$2,500
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I also recently submitted a proposal to the Substance Abuse and Mental Health Services Administration. The proposed training program, *Advancing Multidisciplinary Education for Screening Brief Intervention and Referral to Treatment (SBIRT)*, is interprofessional and includes IU's Schools of Nursing, Social Work, and Medicine. The purpose of the project is to integrate SBIRT into Indiana's healthcare and allied healthcare education systems in order to improve the health of the large number of adolescents and adults at risk for one or more substance use disorders. This project reflects my growing expertise and leadership in interprofessional education.

The above cited projects were completed in collaboration with other psychiatric nursing faculty, nursing education faculty, and/or social work faculty at IU, as well as nursing faculty at other institutions in the U.S. My work spans across nursing specialty groups and disciplines, and has affected the landscape of education at the national level. Outcomes of these projects include 17 published and/or accepted manuscripts (CV pp. 25-26), and more than 50 presentations (CV pp. 12-15).

7-10 Leadership roles in professional associations in organizing conferences, in presenting papers at conferences related to teaching, advising or mentoring, and in advancing other aspects of teaching

Leadership Positions (while in rank)

Inclusive Dates	Organization/Role
2013 - 2015	Midwest Nursing Research Society Conference Planning Committee , Mount Laurel, NJ/ Committee Member
2013 - Present	National League for Nursing, New York, NY/ Ambassador to Indiana University School of Nursing
2012 - Present	Faculty Colloquium on Excellence in Teaching (FACET), State of Indiana/ IUPUI/IUPUC Campus Liaison
2012 - Present	International Society of Psychiatric Mental Health Nurses, Madison, WI/ Newsletter Editor of <i>Connections</i>
2012 - 2013	National League for Nursing, Strategic Action Committee, New York, NY/ Committee Member
2011 - 2014	Nursing Education Research Advisory Council (NERAC) of the NLN, New York, NY/ Elected Member
2011 - Present	Interprofessional Education and Practice Subcommittee, State of Indiana/ Committee Member
2010 - 2015	Sigma Theta Tau International Grant Committee, Indianapolis, IN/ Proposal Reviewer
2009	Beth-El College of Nursing and Health Sciences, University of Colorado at Colorado Springs/ Tenure Reviewer

2008 - 2009	Program Review and Assessment Committee, Indianapolis, IN/ Committee Member
2007 - 2010	Fairbanks Steering Committee, Indianapolis, IN/ Committee Member
2006 - 2008	Assertive Community Treatment (ACT) Program, State of Indiana/ Nursing Consultant
2005 - 2008	American Epilepsy Society: Nursing Special Interest Group, West Hartford, CT/ Co-Chair
2002 - 2006	Sigma Theta Tau International, Alpha Chapter Grant Committee, Indianapolis, IN/ Proposal Reviewer
2002 - 2003	Sigma Theta Tau International, Alpha Chapter Grant Committee, Indianapolis, IN/ Co-Chair

In addition to these leadership activities, while in rank I have also been actively involved with planning conferences and institutes locally and regionally.

Conference/Institute Planning Activities (in rank)

- Midwest Nursing Research Society Conference Planning Committee for annual conferences , 2013-2015
- E.C. Moore Symposium Annual conference: IUPUI Center of Teaching and Learning, 2010-2012
- Indiana University/Methodist Hospital/Sigma Theta Tau Annual Patient Care Research Conference, Co-Chair, 2005-2007

Presentations related to teaching:

While in rank I have given the following presentations:

- International: 7 papers, workshops, or other sessions
- National: 19 papers, workshops, or other sessions
- Regional/ local: 25 papers, workshops or other sessions

Thus, while in rank I have given more than 50 papers, workshops, or plenary sessions. Specific outcomes of this work (as demonstrated through publications) are presented in Section 6, Criterion 3, and on my CV (pp. 12-15). Audiences vary by the type of presentation. For example, attendees at plenary sessions for the International Society of Psychiatric Mental Health Nurses average around 50, whereas audiences at the National League for Nursing average around 200, and at the Emerging Technologies in Nursing Education around 500. The types of presentations also vary. Common topics most recently include how faculty can transform nursing education and curricula using best practices in teaching and learning such as new models of clinical education and reflective practice.

At the university level, my leadership positions related to FACET have tremendous impact on advancing the mission of teaching. Since my induction, I have been involved in many aspects, including service on the selection committee. From 2009 to 2012, I assisted with the preparation of 24 successful faculty applications for FACET. I also served on the steering committee since

2009, contributing to the mission and vision of the organization. Based on recognition of my contributions, I was appointed as the Campus Liaison for IUPUI and IUPUC in 2012. In this role, I promote faculty excellence in teaching across disciplines and the university. In fall 2012, I hosted a dossier preparation workshop attended by six faculty members. Five of the six faculty submitted dossiers for review, and the three forwarded from the campus committee for statewide review were accepted. These three faculty members were inducted into FACET in May 2013.

7-11 Information on teaching load of the candidate

I typically teach two courses per semester during the traditional academic year due to the level of grant funding I have maintained (25 – 100%). Since 2007, due to the high demand for courses, I also frequently teach during summer sessions. I developed one new course (P652: Substance Use and Co-Occurring Disorders) outside my calculated teaching load. I continuously and substantially revise my courses each semester based on student and peer evaluations and new professional information. I co-led the effort to revise our entire psychiatric-mental health nursing track as a part of HRSA funding, and then later as we transitioned the major from a clinical nurse specialist to a nurse practitioner program. I give guest lectures in both undergraduate and graduate courses at IUSON. This workload is consistent within my department and the IUSON. Class sizes in regularly scheduled undergraduate courses range from 17 to 61 students and in graduate courses from 4 to 30 students. In addition, I served on nine doctoral committees (three as chair) while in rank and mentored 25 undergraduate honors students.

Course Identifier/Title	Format/ Contact hours	Term/ Year	No. Students
UNDERGRADUATE			
H365 Introduction to Nursing Research	Didactic/3	S12	46
H365 Introduction to Nursing Research	Didactic/3	F11	61
H365 Introduction to Nursing Research	Didactic/3	S11	54
H365 Introduction to Nursing Research	Didactic/3	F09	55
H365 Introduction to Nursing Research	Didactic/3	SU09	38
H365 Introduction to Nursing Research	Didactic/3	S09	24
H365 Introduction to Nursing Research	Didactic/3	SU08	35
H365 Introduction to Nursing Research	Didactic/3	S08	45
H365 Introduction to Nursing Research	Didactic/3	S08	28
H365 Introduction to Nursing Research	Didactic/3	F07	44
H365 Introduction to Nursing Research	Didactic/3	S07	44
H365 Introduction to Nursing Research	Didactic/3	F06	35
H365 Introduction to Nursing Research	Didactic/3	F06	22
H365 Introduction to Nursing Research	Didactic/3	S06	47
H365 Introduction to Nursing Research	Didactic/3	S06	17
H365 Introduction to Nursing Research	Didactic/3	F05	30
H365 Introduction to Nursing Research	Didactic/3	S05	23
B231 Communication for Health Care Professionals	Didactic/3	F04	28
H365 Introduction to Nursing Research	Didactic/3	F04	28

H365 Introduction to Nursing Research	Didactic/3	S04	35
B231 Communication for Health Care Professionals	Didactic/3	F03	28
H365 Introduction to Nursing Research	Didactic/3	F03	38
B231 Communication for Health Care Professionals	Didactic/3	S03	29
H365 Introduction to Nursing Research	Didactic/3	S03	38
H365 Introduction to Nursing Research	Didactic/3	F02	46
H365 Introduction to Nursing Research	Didactic/3	S02	27
UNDERGRADUATE HONORS			
H498 Honors Colloquium	Didactic/3	F11	2
H498 Honors Research Colloquium	Didactic/3	F10	6
H498 Honors Colloquium	Didactic/3	SU10	3
H399 Honors Research Internship	Didactic/3	S10	8
H498 Honors Colloquium	Didactic/3	S10	9
H498 Honors Colloquium	Didactic/3	F09	10
H498 Honors Colloquium	Didactic/3	S09	11
H498 Honors Colloquium	Didactic/3	F08	12
H498 Honors Colloquium	Didactic/3	S08	16
H498 Honors Colloquium	Didactic/3	F07	3
GRADUATE			
R590 Nursing Study	Didactic/3	SU13	5
P671 Advanced Clinical Practice in Psychiatric Mental Health I	Didactic/1 Clinical/2	F12	22
R590 Nursing Study	Didactic/3	F12	12
P672 Advanced Clinical Practice in Psychiatric Mental Health II	Didactic/1 Clinical/2	S12	14
R590 Nursing Study	Didactic/3	F11	7
P671 Advanced Clinical Practice in Psychiatric Mental Health I	Didactic/1 Clinical/2	F11	12
P672 Advanced Clinical Practice in Psychiatric Mental Health II	Didactic/1 Clinical/2	S11	4
R590 Nursing Study	Didactic/3	F10	6
R590 Nursing Study	Didactic/3	S10	1
P672 Advanced Clinical Practice in Psychiatric Mental Health II	Didactic/1 Clinical/2	S10	16
R590 Nursing Study	Didactic/3	F09	12
R590 Nursing Study	Didactic/3	S08	3
R590 Nursing Study	Didactic/3	F07	10
N502 Nursing Theories	Didactic/3	SU07	30
N502 Nursing Theories	Didactic/3	S07	25
N502 Nursing Theories	Didactic/3	F06	25
R590 Nursing Study	Didactic/3	S06	1
R590 Nursing Study	Didactic/3	F05	5
R590 Nursing Study	Didactic/3	S04	11
J595 Independent Master's Studies	Didactic/3	S02	3
R590 Nursing Study	Didactic/3	S02	9

7-12 Using technology, distributed education, problem-based learning, community-based learning, international videoconferencing, or other new techniques and tools to enhance student learning.

Teaching in both the undergraduate and graduate programs at IUSON affords me a perspective on what and how students learn over time. Moreover, I am able to utilize teaching and learning techniques and tools at the undergraduate level to plant the seeds that prepare students for future graduate coursework. For example, I was one of the first faculty members at IUSON to use online strategies in the undergraduate curriculum. I wanted students to be comfortable and confident with this pedagogy to facilitate their future success in graduate school. I also introduced team-based learning (TBL) into our school as a method to prepare students for the collaborative learning environments they would encounter in practice and in their graduate programs.

As a faculty member teaching in the graduate psychiatric mental health nurse practitioner program, I provided leadership for significant revision of the program. As part of the funding received in 2008 from HRSA, we increased the number, diversity, and distribution of advanced practice psychiatric mental health nurses in rural and underserved regions of Indiana by making advanced education available through the development of a distance-accessible program. Using a videoconferencing system, students were able to “learn where they live” and attend classes from any of the eight IU campuses. Initiatives developed in prior funding, such as the use of e-Portfolio and an online preceptor training module, were integrated as part of the revision and improved the learning environment for students. Such efforts resulted in more than doubling the enrollment in our program.

My efforts to integrate technology were driven by the Institute of Medicine (2010) report on the future of nursing, the Quality and Safety Education for Nurses (2007) initiative, and the Technology Informatics Guiding Education Reform (2009) movement. These reports called for increased information technology and informatics in nursing, with practice supported by systems that are carefully designed to produce care that is patient-centered, safe, effective, timely, efficient, and equitable. The National League for Nursing and the American Academy of Colleges of Nursing both called for skills in analyses and synthesis of information as the means for providing and improving safe, quality care.

In response to these national and international forces, I co-led integration of an electronic student tracking system into our graduate program to communicate, manage knowledge, mitigate error, support clinical decision-making, and evaluate learning. Typhon Group's Nurse Practitioner Student Tracking (NPST™) System functions as a comprehensive collection of each student's patient, family, and group encounters, and it logs clinical activities such as supervision, continuing education, and research. Typhon increases students' skills related to informatics competencies, and simplifies data collection related to patient encounters. Faculty and students have instant online access to enter data and view tallies and charts of cumulative clinical experiences. Students who gain this experience while in their educational programs are prepared to use information technology within the health care systems where they practice.

Three published manuscripts document the use of technology in graduate education:

1. **McNelis, A., M., & Horton-Deutsch, S.** (2012). Taking charge of our future: Curricular approaches to improve quality and safety in psychiatric nursing practice and health care. *Archives of Psychiatric Nursing*, 26(5), 339-340.
2. Horton-Deutsch, S., **McNelis, A.M.**, & O'Haver Day, P. (2012). Balancing technology with face-to-face interaction: Navigating the path to psychiatric nursing education at a distance. *Journal of the American Psychiatric Nurses Association*, 18(3), 193-196.
3. **McNelis, A.M.**, Horton-Deutsch, S., & Friesth, B.M. (2012). Improving Quality and Safety in Graduate Education using an Electronic Student Tracking System. *Archives of Psychiatric Nursing*, 26(5), 358-363.

In the fall of 2011, IUSON began piloting MOVI, a videoconference system that allows distance students to attend courses from their personal work or home computers. Our graduate psychiatric mental health nurse practitioner faculty and students were invited to be part of this pilot and responded positively. As a result, students are no longer required to attend face-to-face classes on campus. This technological innovation has been well received by students, most of whom work full-time and value the time saving this creates. In my new role as Assistant Chair of the department, I am committed to increasing the use of this and other technologies at both the undergraduate and graduate level as a way to improve learning environments for all students. Additionally, beginning in July 2013, I am participating in a two-week online course to learn more about ways to use social media tools in courses, and I will be one of a small group of faculty involved in a pilot project focused on teaching with social media.

7-13 Interdisciplinary work

A key message from the Robert Wood Johnson Foundation Initiative on the Future of Nursing at the Institute of Medicine (IOM) was that nurses should be full partners with physicians and other health care professionals (HCPs) in redesigning health care in the U.S. (2008). Moreover, the IOM's 2003 report, *Health Professions Education: A Bridge to Quality*, posited that all health professionals should be educated as members of an interdisciplinary team. Research shows that health care delivered by teams of nurses, physicians, and other HCPs working together improves quality, patient outcomes, patient satisfaction, efficiency, and job satisfaction through new knowledge and skills, communication, interaction, and collaboration (Campion-Smith et al., 2011; Dacey et al., 2010; Hammick et al., 2007; Reeves et al., 2008). The need for collaboration is acutely evident in the area of mental health. Mental illness comprises the greatest burden of illness worldwide because mental health is fundamental to overall health, productivity, and longevity (National Rural Health Association, 1999). However, there is lack of access to mental health services nationally.

Because the lack of access to mental health services is so dangerous, efforts to improve efficiency/effectiveness through understanding and maximizing the strengths and scope of practice each HCP brings to the environment is critical to improving efficiency of care delivered. Interprofessional teams in which roles and accountabilities are clearly delineated are able to reduce overlap, openly communicate, and make shared decisions. Building these teams,

however, can only come about through intentional and directed educational interactions among members. Thus, my recent work, including my sabbatical in spring 2013, focused on the development, implementation, and evaluation of an interprofessional educational (IPE) course for nursing and social work graduate students on substance use and co-occurring disorders. The course includes both didactic content and a community-based therapeutic intervention. The course addresses prevention, intervention, and treatments of these disorders with diverse populations across the lifespan through active participation and course projects, and students engage in interprofessional learning activities that involve collaboration and evaluation of the professional practice roles within treatment settings.

The course, developed and delivered collaboratively by nursing and social work faculty, has been taught three times with an enrollment of approximately 30 students per semester. Pairs of nursing and social work students have collaboratively completed their clinical practicum hours together in community mental health clinics. These “new” healthcare workers will have the knowledge, skills, and attitudes that reflect the strengths of interprofessional teamwork and collaboration to improve quality and safety in patient care. Funding received in 2013 (Billings award) will evaluate the didactic and clinical outcomes of this pedagogical approach.

Findings from this project have the potential to facilitate the development of an IPE framework for other programs in nursing and other professions attempting to collaborate, develop curricula, and cultivate partnerships across disciplines and institutions. Expansion of IPE is a major initiative for the psychiatric mental health nurse practitioner faculty during academic year 2013-2014.

Thus far, one presentation has resulted from this work:

McNelis, A.M., Horton-Deutsch, S., & Lay, K. (2011). An interprofessional approach to education. 23rd Annual Faculty Colloquium for Excellence in Teaching Annual Retreat (FACET), French Lick, IN.

7-14 Retention

I teach across all three tracks at IUSON – bachelor, master and doctoral – and so am in a unique position to understand and appreciate the importance of retention. I engage in several efforts to promote retention, particularly for minority and at-risk students at the undergraduate level. Since time in rank, I have served as a mentor for students in the Summer Research Opportunity Program (SROP). SROP is designed to encourage outstanding underrepresented students to pursue graduate study and ultimately academic careers in biomedical research. I have also served as a mentor for students in the Undergraduate Research Opportunity Program (UROP). Students in UROP spend 75% of their time working directly with a mentor on a research project, and 25% of their time attending professional development sessions. Additionally, I have been involved in the Louis Stokes Alliances for Minority Participation (LSAMP) Program funded by the National Science Foundation. LSAMP is designed to broaden the participation of underrepresented minority students in Science, Technology, Engineering, and Mathematics disciplines.

While serving as a mentor early in my academic career, I realized many outstanding minority students did not gain admission to IUSON, and we had very little diversity among our student body. This realization resulted in my critical examination of our admission process and criteria.

As chair of a task force, I led a two-year effort to use research evidence to revise the process and criteria. I received two grants to evaluate the revision (Sigma Theta Tau International, Alpha Chapter [2007] and a Billings Scholarship Award [2008]). The revisions resulted in increased minority (including males) admissions. Findings were disseminated via publication and presentation:

McNelis, A.M., Wellman, D.S., Krothe, J.S., Hrisomalos, D.D., McElveen, J. L., & South, R.J. (2010). Revision and Evaluation of the Indiana University School of Nursing Baccalaureate Admission Process. *Journal of Professional Nursing*, 26(3), 188-195.

Assessment of the Indiana University School of Nursing Baccalaureate admissions process. **A.M. McNelis, J. Krothe, D. Wellman, D. Hrisomalos.** American Association of Colleges of Nursing Baccalaureate Education Conference, New Orleans, LA, Dec., 2007.

Additionally, as part of this effort, I connected with faculty across campus whose expertise was diversity, including Dr. Ronda Henry Anthony. Over time, we collaborated on efforts to increase minority enrollment in the IUSON, and most recently I joined Dr. Anthony on the Advisory Board of the Olaniyan Scholars Program. This program promotes the development of undergraduate research and professional experience through African American and African Diaspora Studies. The program is open to students of all academic majors, races, nationalities, and backgrounds; however, preference is given to students underrepresented in higher education. During our collaboration, two Olaniyan Scholars have been admitted to IUSON.

As a final aspect of admissions, it was imperative to identify characteristics of students who would be successfully admitted. With more than 700 students per year declaring pre-nursing as their major, and an admission of only about 200 students per year in the traditional BSN program, students who were not admitted often felt discouraged and left the university. In response to this concern, I applied for and was awarded a University College Faculty Fellowship (2008) to examine predictors of student admission to IUSON. Working with freshman SROP student Jasmine Woods (who would later be admitted and graduate from IUSON), we discovered that cumulative GPA was associated with nursing (prerequisite courses) and science GPA, as well as higher interview and service scores (which at the time were significant admission criteria), making it one of the best predictors of admission. Findings from the study assisted advisors to appropriately counsel and direct students who were unlikely to achieve admission toward other academic pursuits.

Several smaller, but nonetheless important, efforts I engage in to improve retention include serving on the IUPUI Athletics Committee as a way to support student athletes, and serving as a faculty member on IUSON's Self Tracking and Assessing to Succeed (STATS) program. STATS offers tools to assist students in self-tracking, assessment, measurement of success and need for improvement, as well as a case management and success coaching program.

At the graduate level in the psychiatric mental health nursing track, student retention has not been a problem. As documented in sections 7-6 and 7-11, student enrollment has increased substantially over the past five years. This increase is expected to continue. The Patient Protection and Affordable Care Act signed into law in 2010, and the unmet mental health needs

of citizens of our state and nation, combine to create a “perfect storm” of lack of service providers to deliver care. As a result, practicing psychiatric nurses are returning to graduate school and advanced practice nurses from other specialties are returning to school to learn how to treat co-occurring mental health disorders.

Professional retention is more of a problem for our discipline. It is well known that nurses struggle to balance their self-care needs with the demands of the workplace. They find it difficult to make time for restorative practices to manage stress and consequently “burn out” and leave the profession. In the classroom and in my interactions with students and my peers in practice, I try to emphasize the importance of, and model, mindfulness-based stress reduction and other forms of self-care. I advocate for self-care behaviors such as health screenings, physical activity, proper nutrition, healthy interpersonal relationships, and spiritual growth for both themselves and their patients.