

## CANDIDATE'S STATEMENT

I was awarded promotion with tenure as a balanced case in 2007. Since that time, teaching is my declared area of excellence. I have pursued this area passionately and determinedly. The mission of the Indiana University School of Nursing (IUSON) is to lead knowledge development in nurses and to inspire learning through excellence in teaching. My professional work is devoted to fulfilling this mission through a program of scholarship focused on teaching excellence. I strive to accomplish this: (a) by using my expertise in teaching students aspiring to become nurse practitioners, educators, and/or scholars; (b) through research in nursing education that generates evidence on best practices in teaching and learning; (c) by mentoring new faculty to develop knowledge and skills in teaching and educational research; and (d) by leading national efforts toward transforming nursing education. My teaching and research inform each other, and my service is informed by both.

### **TEACHING**

My teaching philosophy reflects my own core values and those of IU. My approach as a teacher is to empower learners and prepare them to be responsive to complexity, diversity, and change - all particularly important attributes in today's health care environment. I create learning environments in which students can gain knowledge, intellectual skills, and practice abilities, and at the same time I encourage personal and social responsibility, professional growth, self-direction, and sustained engagement in learning. My work is 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 initiative (RISE). My work is enacted using high-impact educational practices (Kuh, 2008).

As an educator, I use a learner-centered approach that encourages students to direct their own learning. I use assessment to deepen learning and establish a culture of safety. I emphasize shared purpose as a means for continuous improvement. In order to continuously improve how students engage with me, each other, course materials, patients, and their environment, I use both long-standing and innovative pedagogies. By using a variety of approaches that respond to individual learning styles and providing multiple, scaffolded encounters with high-impact practices, I help students move their own effortful work to the center where they learn to think critically and broadly, communicate effectively, and apply knowledge.

At the *graduate level*, over the past five years I have taught 67 Psychiatric Mental Health Clinical Nurse Specialist/Nurse Practitioner (PMH CNS/NP) students. Considering that each graduate PMH CNS/NP sees at least one new patient and 20 follow-up patients per day, my graduates provide treatment for approximately 1,407 patients per day. It is imperative that these practitioners are well prepared to deliver care that is scientifically evidence-based, culturally sensitive, and technologically sound. Developing stellar educational environments, guided by the PGPLs, is a major focus and effort of mine. In 2006, the National Alliance for the Mentally Ill, in its analysis of mental health care systems, graded Indiana as a "D" because more than 24 rural counties in the state had no (or an inadequate number of) mental health providers and long waiting lists for community services. Addressing this need, I was co-investigator on a Health Resources and Services Administration (HRSA) grant (2008-2012) that (a) doubled the number and increased the diversity of enrolled graduate students, (b) transformed the program into a flexible and innovative distance-accessible program, and (c) enhanced the cultural competency and sensitivity of faculty and students by utilizing information technology, a reflection-centered framework, and innovative pedagogical approaches to improve student learning. Moreover, I co- led the transformation of our clinical nurse specialist program to a nurse practitioner program in

response to national trends and demands. These efforts have been rewarded as IUSON has become the national model for transitioning programs. IUSON positively influences mental health care in Indiana and across the nation.

Mindful of the profound effect that high impact education practices have on student learning, I have incorporated the concept of learning communities that link courses and students together over time. Students work closely with each other (and with me) to explore real-life practice issues. These collaborative assignments and projects require teamwork and problem-solving, and the courses are writing-intensive and mandate information literacy, quantitative and qualitative reasoning, ethical inquiry, and communication.

At the *undergraduate level* since time in rank, I have taught over 900 students in at least one nursing course and mentored 25 undergraduate honors students. Attentive to creating educational contexts and practices that help students learn, I have diligently worked to integrate the PULs and high impact practices throughout the curriculum. For example, knowing the value of first-year seminars and experiences that bring small groups of students together with faculty on a regular basis, I work with Honors students (this is a 3-year commitment to each student) to develop and carry out an independent research project. These projects have a strong emphasis on critical inquiry, frequent writing, collaborative learning, teamwork, and scholarship. Through seeking and being awarded a Multidisciplinary Undergraduate Research Institute (MURI) grant from IU, I was able to immerse 10 undergraduate students in a summer research intensive. These students learned about research through hands-on experience, and I connected them with graduate psychiatric nursing students in our program and with faculty from the IU School of Social Work, strengthening their skills of teamwork and interprofessional communication. In the classroom, I integrate the practice of collaborative assignments and projects to facilitate skills in teamwork and problem-solving, as well as broadening students' appreciation for others' strengths and ideas. I introduced the strategy of team-based learning (TBL) in my undergraduate research course. TBL engages students with course content as they engage in dialogue and apply knowledge and skills to develop solutions to both contemporary and enduring real-world practice problems. This strategy was so well received by students that I mentored faculty peers to use it in other courses. My leadership in innovation was also responsible for piloting a new clinical model, the Dedicated Education Unit (DEU), at IUSON. The DEU, adapted from work in Australia, is a model for nursing education that maximizes the expertise and partnership of staff nurses and faculty by actively engaging them in the education of students during clinical rotations. I secured grant funding from the National League for Nursing (NLN) to evaluate the model and, when results showed improved student learning outcomes, the model was adopted by the school and integrated into approximately half of our clinical courses.

Student evaluations of my teaching at the graduate level have been excellent over the past 11 years, with average ratings of 4.5 on a 5-point scale. During this same time period, my evaluations at the undergraduate level averaged 4.4. I received seven peer reviews of my teaching, which led to personal and curricular change and innovation. Additionally, I have taken advantage of the resources at IU and attended workshops and conferences to improve my teaching and integrate technology in the learning environment. My excellence in teaching is widely recognized, including such honors as the Alvin S. Bynum Mentor Award from IU (2013), the Rebecca T. Markel Excellence in Mentoring Award from Sigma Theta Tau International Alpha Chapter (2013), the Advancement of the Science Award from the Midwest Nursing Research Society - Nursing Education Research Committee (2013), IU Trustees Teaching Award (2005, 2008, 2010, 2013), fellowship in the NLN Academy of Nursing Education (2010),

selection as a member of the Faculty Colloquium on Excellence in Teaching (FACET, 2008), the Karen Cobb Creative Teaching Award (2008), and the Sigma Theta Tau International Alpha Chapter Excellence in Teaching Award (2005).

My excellence in teaching is further evident in my sustained program of research investigating best practices in teaching and learning. My educational research has been consistently funded (totaling more than \$3.6 million), despite a paucity of funding for research in nursing education, and disseminated widely in publications and at conferences. While in rank, my teaching publications have been cited 56 times in journals ranked by ISI, and frequently in non-ranked journals. I have 17 published or accepted (14 refereed and 3 non-refereed) articles and five book chapters, and I have given more than 50 paper/workshop/symposia presentations at local, regional, national, and international conferences related to nursing education. I am recognized as a leader in teaching and research in nursing education. I consult with other schools of nursing related to nursing education and integration of simulation. I serve as a member of the NLN strategic action committee that shapes the research priorities for nursing education research.

To continue my growth, I participate in a number of professional development activities offered by IU (e.g., events sponsored by the Center for Teaching and Learning and FACET) and by national organizations (e.g., Quality and Safety Education for Nurses [QSEN] and Sigma Theta Tau International). I attend, and usually present, at the NLN Education Summit each year, focusing on nursing education, as well as specialty conferences in psychiatric mental health nursing (International Society of Psychiatric Mental Health Nursing and the American Psychiatric Nurses Association). I also seek out activities and opportunities that renew my passion for teaching such as the Women in Medicine and Science Leadership Conference: The Art of Self-Promotion and the annual E.C Moore Symposium at IUPUI.

## **RESEARCH**

My research is driven by my extremely high regard for teaching excellence. I conduct focused investigations of best practices in teaching and learning, including development and testing of new models for clinical education, evaluating innovative pedagogical approaches such as simulation, and uncovering how students and faculty interact in clinical settings to achieve learning. As a new faculty member in 2001 at IUSON, I began my career as a clinical researcher and was successful investigating factors associated with adaptation and academic achievement in children with epilepsy. Early on, however, I discovered I had a greater interest in teaching and deliberately changed my focus, applying my knowledge and skills to research in nursing education. This change in trajectory has allowed me to integrate my teaching and scholarship in profound and exciting ways. My research in the area of developing and testing new models for education began with studies examining online education for advanced practice psychiatric nurses. At the time, online learning was an innovative, yet risky, approach to teaching nursing. Small funding and studies followed this and provided pilot data for subsequent HRSA funding in 2008 that allowed my colleague and I to transform our program as previously described. During this time, I also immersed in simulation and focused my efforts on how to evaluate student learning and prepare faculty for using this new pedagogy. With funding from the Fairbanks Foundation, a simulation institute was established where faculty, immersed in a week-long intensive workshop, developed nine simulations that increased knowledge and improved skills for learners. Faculty from four nursing schools across the city emerged from the institute as simulation scholars and acted as champions for integrating simulation pedagogy at their respective schools.

As I worked with faculty across the country, they repeatedly shared their frustrations related to facilitating student learning, particularly during clinical experiences. These conversations initiated a research trajectory examining the barriers and challenges faculty members face in optimizing students' clinical learning, strategies used to address these barriers and challenges, the effectiveness of these strategies, and the teaching practices faculty employed most frequently in clinical settings. Survey findings documented that the current and predominant model of clinical education is obsolete and ineffective. The findings substantially influenced the national conversation on clinical education. Furthermore, this work led to three subsequent internally funded studies to examine student and faculty experiences and interaction in clinical settings that pilot-tested a creative design method to generate data. It also led to external funding from the National Council of State Boards of Nursing to conduct a multi-site, mixed-method examination of clinical practice. My recent funded studies aim to develop strategies to address the nursing faculty shortage. This research is critical in developing the next generation of faculty well prepared to maximize student learning.

I continue my clinical research as a mechanism to engage both my graduate and undergraduate students in research. For example, upon developing a partnership with the Indiana State Nurses Association (ISNA) to conduct a secondary evaluation of data collected on nurses recovering from substance use addictions in the Indiana State Nurses Assistance Program (ISNAP), I took the lead on how to best include undergraduate nursing students. With MURI funding, 10 students participated in a summer research intensive. Project outcomes included eight research presentations and three publications in the *ISNA Bulletin*. I also engaged my graduate students to work on the ISNAP project to fulfill their research requirement for our Psychiatric Nursing Program. Our collaborative work resulted in a publication in *Perspectives in Psychiatric Care*, a top-ranked journal. After the first two projects were completed, I received additional funding to continue work in this area, focusing on male nurses in recovery. I mentored two undergraduate honors students who worked on this project and presented their findings at two university research symposia. Three graduate students worked with me on projects to improve care for nurses in recovery.

Thus, since time in rank, I have been Principal Investigator or Co-Principal Investigator on clinical research studies that have received more than \$3 million in funding in addition to the \$3.6 million for educational research. These clinical studies range from small pilot studies to large, national, multi-site, multi-method studies. My research publications have been cited 412 times in journals ranked by ISI. I have disseminated the findings widely in journals and at conferences across the globe (11 publications, 9 abstracts, and 19 presentations).

### **SERVICE**

Service to my department, school, campus, university, and profession merges seamlessly with my teaching and research. Service to my department and school keeps me closely connected with my colleagues, facilitates collaboration in teaching and research, and furthers the mission of IUSON. I have been actively engaged as a contributor at multiple levels of faculty governance, including serving as (a) President of the Nursing Faculty; (b) Chair of the Admission, Progression, and Graduation Committee; (c) Chair of the Department Leadership Council; and (d) a member of the IUPUI Faculty Council. In these leadership roles, I have contributed to improving the academic environment for both faculty and students. For example, as President of the Nursing Faculty, I envisioned, developed, and shepherded the adoption of a new constitution based on a representative governance structure to ease the burden of committee work. Based on my expertise in governance leadership, I was invited to consult with Johns Hopkins University

School of Nursing on revision of their structure and bylaws. I also presented our department governance structure at a national conference.

At the campus level, I am serving in my 6<sup>th</sup> year on the IUPUI institutional review board (IRB), the past three as vice-chair of the committee. This important role facilitates the ongoing research mission of IU, continuously broadens my research expertise in methods and designs, and enables me to be a resource for my colleagues and students in their research endeavors. It also helps me to keep abreast of new knowledge and inquiry, and it led to my service as an inaugural member of the IU-Moi University Joint Ethics Review Committee.

At the university level, my most influential service is on FACET, a community of IU faculty members committed to being, and helping others to be, exceptional teachers. Inducted in 2008, I became involved in the selection committee the following year and am currently the liaison for the IUPUI/IUPUC campuses. My service to FACET informs my teaching and research, and it inspires me to be a more creative and innovative educator.

Nationally, I serve on the NLN Nursing Education Research Advisory Council. We set the 2012-2015 national research funding priorities for the organization and review grant proposals annually. I also served on the NLN strategic action committee that developed the vision statement for the organization. Service in these national forums affects my teaching and research through knowledge of pressing issues. I was recently appointed as the editor for the International Society for Psychiatric Nurses (ISPN) *CONNECTIONS* Newsletter. The purpose of ISPN is to unite and strengthen the presence and the voice of psychiatric-mental health nursing by influencing health care policy to promote equitable, evidence-based, and effective treatment and care for individuals, families, and communities. As editor, I am responsible for content of articles, authoring editorials, and disseminating the newsletter to about 500 consumers three times per year. This newsletter truly connects and informs colleagues across the world on significant practice matters.

My final example of service is at the university, national, and international levels, and integrates the PULs and RISE initiative. Working with colleagues across the globe, we have convened a think tank to work on developing global service learning in schools of nursing. The idea for the committee evolved from an NLN Global Service Learning Workshop with a group of nurse leaders committed to exploring integration of international practica in schools of nursing through research, partnership, and policy change. In addition to this work, the group will respond to ethical issues related to identifying metrics to assess the impact of such programs on communities served. A colleague from California State University and I are leading the group and are presently exploring funding sources for this work.

### **FUTURE DIRECTIONS**

My vision for the future is connected to the vision of IUSON - to lead with excellence in education and research through innovation and partnerships. My future goals include expanding my knowledge and expertise in interprofessional education and strengthening partnerships with colleagues in the health professions. This work encourages development of new clinical models for both undergraduate and graduate education, including new ideas for simulation and for faculty preparation for teaching. I will continue to have a strong sense of responsibility for service to IUSON, to IU, and to my profession. In my new role as Assistant Department Chair for Community & Health Systems beginning August 2013, I expand my provision of leadership in teaching, research, and service for faculty and students. My expertise will help ensure that IUSON faculty and graduates are well positioned to lead change and advance health for all citizens.