QUALITY IMPROVEMENT
FOCUS ON SYSTEMS ADDS VALUE TO NURSING EDUCATION

FACING THE FUTURE
NURSING’S IMPACT IN THE QUEST TO IMPROVE LATE-LIFE QUALITY

TRANSDISCIPLINARY COLLABORATIONS
BUILDING ON STRENGTHS
WELCOME!

Quality improvement is an important theme across all care delivery settings. At Purdue, we are preparing nurses who are ready to address the critical quality improvements in our healthcare system. Faculty and students are embracing LEAN principles in a variety of quality improvement learning initiatives. These projects are embedded throughout our programs and are conducted in collaboration with a number of our practice partners.

AARP estimates that over the next 14 years, 8,000 baby boomers will turn 65 each day! Our society and healthcare system are challenged to help this generation age successfully. Purdue Nursing faculty in collaboration with transdisciplinary partners are evaluating innovative initiatives with this purpose in mind. Quality improvement strategies being studied range from person-centered care and improvements in dementia care, to incentivizing the quality improvement process and payment for performance.

This spring, Purdue Nursing participated with partners from the University of Minnesota and the Minnesota Department of Human Services in an AHRQ-sponsored invitational meeting to bring together stakeholders from across the country to discuss Long Term Care Value-Based Purchasing.

In addition, we are celebrating a number of “firsts” this year for Purdue Nursing:

• First graduating class from our newly revised undergraduate curriculum.
• First year of matching Senior Leadership course student teams with practice partners for quality improvement projects.
• First year of the Practice Education Learning Environment partnership with IU Health Arnett where junior students partner with staff members as preceptors for their clinical experiences.
• First year of our Cooperative Education Program where students spend the equivalent of three semesters in practice settings during their undergraduate program.
• Addition of a Family Nurse Practitioner program starting in Fall 2015, brings us to three Primary Care Specialty programs.
• Launch of a fully online DNP program in collaboration with the Purdue Nursing programs at Calumet and Fort Wayne.
• Proposal for a PhD program in Nursing being reviewed by the Purdue Graduate Council; target start date is Fall 2016.

I hope you share my excitement about the successes and opportunities for the future of Purdue Nursing!

We are excited to be graduating the next generation of nurses who are well prepared for practice, and also ready to address the critical quality improvement issues in our healthcare delivery system.
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The healthcare system is undergoing rapid cycle CHANGE. QUALITY IMPROVEMENT and SAFETY OUTCOMES are becoming the cornerstones in determining how and where care will be delivered, as well as reimbursement. SYSTEMS thinking is an essential core competency for today’s professional nurse.

Purdue’s School of Nursing has leveraged the University’s internationally recognized expertise in ENGINEERING and other disciplines to implement quality improvement concepts throughout the nursing curriculum. Graduates have the skills to identify, design, lead, and participate in INITIATIVES that will improve healthcare delivery.
The focus on quality improvement in nursing education at Purdue began with the launch of the Doctor of Nursing Practice (DNP) program in 2005 and its emphasis on systems engineering to improve healthcare and patient outcomes.

And who better to implement engineering ideas than an engineer?

Since joining the faculty in 2010, Sara McComb has been instrumental in translating Purdue’s expertise in systems engineering to focus on issues in healthcare. She is an Industrial Engineer with a joint appointment to the Schools of Nursing and the College of Engineering.

“Quality improvement is important in healthcare as a means to lower costs and improve outcomes,” she says.

“Nurses often talk about having to work around problems. That’s great, nurses should be able to work around problems. But we can advance the quality of healthcare when nurses think, ‘How can this system be improved so that there’s no longer a problem that needs to be worked around?’”

Adapting Engineering Tools to Healthcare

McComb teaches students how engineering tools apply to healthcare systems, considering techniques such as process mapping, bottleneck analysis, queuing, LEAN engineering, simulation, optimization, dealing with uncertainty, “what if” analysis, quality control, and performance monitoring techniques.

“In this area of study, DNP students learn the processes and language of how to collect and interpret the data and advocate for change,” McComb says. Through hands-on problem-solving exercises, they interpret systems and analyze results and develop solutions that simplify processes and remove barriers.

Projects span the breadth and depth of situations nurses encounter such as improving efficiency of a hospital discharge process, defining problems with appointment scheduling, or evaluating a nurse’s daily process to address efficiency and productivity expectations.

The expertise and focus on quality improvement at the graduate level has permeated the undergraduate curriculum as well.

The freshmen who began in the revised baccalaureate curriculum in 2011 have experienced quality improvement activities since their sophomore year. Now in their senior year, students design quality improvement projects, in collaboration with practice partners, which require them to define, measure, analyze, and implement improvements that address specific patient, community or population needs.

“It is very exciting to see the students embrace their role in making system improvements with their practice partners,” says Jane Kirkpatrick, Head of the School and member of the Senior Leadership teaching team.

“These experiences will have a tremendous impact on their future practice as nurses. Perhaps most important, beyond the results of any particular project, is the culture change that takes place when nurses understand how to use a team-based approach to improve quality. This foundation is a critical skill to create sustainable change in healthcare.”

What Are LEAN Six Sigma Principles?

1. Identify value from the customer’s perspective
2. Identify and eliminate waste
3. Create flow without interruptions
4. Pull value into the process
5. Pursue perfection

One LEAN tool being used by Purdue Nursing students is called an “A3.” This methodology provides a framework for innovating, planning, problem-solving, and building foundational structures. An “A3” contains a problem, analysis, corrective action, and action plan. Each senior team completes an “A3” and presents a poster and oral summary of the work to faculty and the practice partner that will be implementing the changes.
Undergraduate Projects Use Quality Improvement Principles

“Systems thinking is no longer something “nice” to know but rather a “need” to know for nurses,” says Pamela Karagory, who helped design and lead the implementation of quality improvement into the undergraduate curriculum. “Employers today want BSN graduates with a fundamental understanding of systems, quality, and safety.”

The early and regular introduction of quality improvement principles and systems thinking helps students recognize that systems, quality care, and safety are all interconnected, Karagory says.

“We are teaching students to see problems through a new lens. We are preparing them to be more adept at translating their observations of problems into effective improvement efforts.”

This innovative approach in nursing education steps outside the traditional and prescriptive approach to nursing curriculum.

In Spring 2014 the faculty teaching team of the Senior Leadership course piloted a new quality improvement learning experience using a case study approach and projects associated with individual senior Capstone experiences.

After the pilot, in true quality improvement style, the teaching team asked the students what would make for a richer experience. Students recommended having a more comprehensive systems approach that was team-based. Now the projects involve students working as teams with healthcare organizations.

In collaboration with their practice partners, student teams identify, analyze, and solve system defects, gaps, waste, and problems using project management and leadership principles. Some sample projects have included:

- Criteria for a computer-based patient portal from two perspectives, patient and provider, for a nurse-managed clinic.
- Cultural sensitivity training module for the OB unit and a community education activity for a new critical access hospital at the Navajo nation at Kayenta, Arizona.
- Plan for prevention of falls on a specific nursing unit, especially focused on getting out of chairs, at a hospital.

“The students are developing communication, leadership, and team-building skills that redefine the role of professional nurses,” Karagory says. “These skills are what the healthcare system needs to provide high-quality, cost effective, and safe patient care.”

Pamela Karagory is interested in innovations in quality improvement, patient safety and healthcare systems, in academic and healthcare industry partnerships, and in digital badges and their impact on student motivation.

Her passion for this work has earned her the University’s 2015 Exceptional Early Career Award, which recognizes outstanding undergraduate teaching among Purdue’s early career faculty.

Through support, encouragement, and belief in students’ abilities, she sets the learning curve and expectations high for their quality improvement/health care systems experience.

“These young women and men are the future of my profession,” she says. I take the responsibility to role model excellence seriously. I believe the commitment I have to their success, translates to a commitment to excellence and passion in their professional development.”

Employers Appreciate Skills

“Knowing about issues like clinical governance and the mission and values/culture of hospitals has seriously allowed me to understand the conversation so far. I can say with complete confidence that is what got me the job over the three other applicants in the last interview.”

Shannon Maloney (BSN’14)
Lurie Children’s Hospital, Chicago

“I was extremely impressed when the candidate I interviewed today showcased her quality improvement project. Thank you for making my job much easier to hire and train exceptional nurses! Your passion for and commitment to excellence has far reaching effects.”

Angela Scott (BSN’91)
Manager, Family Care Unit, St. Vincent Women’s Hospital, Indianapolis
When the emphasis on adding quality improvement to the curriculum began, faculty realized that early and regular exposure to the principles, tools, and strategies were essential. But if you don’t know it, you can’t teach it, and many nursing faculty had not received formal training in quality improvement techniques. So they decided to learn. Ten have completed a Yellow-belt LEAN training program including Pam Aaltonen, Jan Davis, Karen Foli, Elaine Hannigan, Pam Karagory, Kristin Kirby, Kit Schafer, Vicki Simpson, Lisa Tabor, and Becky Walters.

This certified faculty group continues to collaborate and integrate quality improvement activities across the curriculum. By using homogenous tools and approaches, student quality improvement and system thinking knowledge and skills are built exponentially from sophomore to senior levels.

“From the beginning we had tremendous buy-in from the faculty,” says Jane Kirkpatrick, head of the School of Nursing. “They observed what is happening in healthcare, considered what students needed to know in order to practice in this environment, and undertook the work necessary to get there.”

The certification process consisted of intensive training by Purdue’s Healthcare Advisors Group. Especially relevant was the opportunity for faculty to acquire quality improvement knowledge in a way that promoted a sense of community, mutual respect, advocacy, shared commitment, and professional achievement.

Dissemination of project findings has been swift and robust on a local, state, and national level—so far, eight presentations and/or publications.

**Digital Badges Help Recognize Competency**

**How do you know how much a new nurse knows?**

When Pam Karagory hired nurses in the healthcare industry, she often wished for better ways to assess new graduates’ knowledge, skills, and attitudes.

Digital badges provide an innovative tool to showcase student knowledge, skills, and competencies. “In the national and global educational environment, digital badges are evolving into the new skills currency,” she says.

Students build their own digital badge portfolios that demonstrate developments in nursing skills, professionalism, and socialization into the nursing field.

The first badge created for Purdue Nursing documented students’ ability to improve the safety and quality of patient care through completing the Institute of Healthcare Improvement safety and quality improvement modules. After each of the modules, students earn a certificate as proof of achievement. They earn a badge upon completion of all four modules.

Prof. Kristen Kirby says having student buy-in was critical to the success of the project, so the instructors engaged them from the outset.

Megan Nowaczyk says her proudest academic moment occurred after her team presented its final project to a community school board, when she learned the school would implement the recommended healthcare solutions. Her badge contains evidence of the work she put into the project.

“Having more opportunities to show employers all the different skills we’ve acquired is a huge benefit,” Nowaczyk says. “Badges are something new and innovative, so anything that helps us stand out from the crowd will motivate my classmates and me.”

**The LEAN Team: 10 Faculty Earn Yellow Belts**

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**Faculty Lean Yellow Belt Certification**


**Quality Improvement**


**Digital Badge**


Collaborative Program Makes DNP Study More Accessible Statewide

The Purdue West Lafayette School of Nursing, Purdue Calumet College of Nursing, and Indiana University Purdue University, Ft. Wayne Department of Nursing faculty have partnered to bring the Purdue DNP to students across the state via an on-line collaborative model.

In 2004, the American Association of Colleges of Nursing released a position statement directing the academic preparation for advanced nursing practice to move from the master’s level to the doctorate level. The Purdue University School of Nursing on the West Lafayette campus was among the first to answer and has offered the Doctor of Nursing Practice (DNP) degree since 2005.

Since then, the healthcare environment has evolved and demand has grown for an efficient, accessible, and cost-effective path to the DNP. In response, the nursing programs at three Purdue campuses are collaborating to offer a post-masters DNP.

The program will increase learning opportunities by tapping into the expertise of faculty on three campuses and use faculty time efficiently by sharing teaching responsibilities across campuses.

Students have both full- and part-time options to complete the program in two or three years.

The collaborative DNP program is accepting applications for the inaugural cohort in Fall 2015. Students can choose from a number of concentrations. The choice of concentration determines the campus where the student enrolls and from which the degree is ultimately awarded.

The collaborative DNP concentrations include:
• Transitions & Quality Improvement (West Lafayette)
• Translation Science (Calumet)
• Transformational Leadership (Ft. Wayne)

West Lafayette will continue to offer its campus-based DNP with concentrations in Direct Practice/Systems Management and Public Health/Homeland Security.

For information visit www.nursing.purdue.edu.

Pediatric Students Host Child Wellness Day

The 2014 annual Child Wellness Day was held for the first time in the new Lyles-Porter Hall and hosted 60 children of graduate students. All of the Pediatric Nurse Practitioner and undergraduate pediatric students participated. Students from Pharmacy, Speech and Audiology, and Nutrition Science also provided services.

Children received physical exams, immunizations, hemoglobin and lead screening, well child health education, child safety education, hearing screen, nutrition screen, and speech/language screenings.

Community partners included the Tippecanoe Health Department and WIC. Purdue Graduate Student Government provided financial support and Purdue Village Community Center helped with marketing and providing transportation to the event.

New Assistant Head Handling Outreach

Stacie Hitt has joined the School as Assistant Head for Outreach and Assessment. Her responsibilities include coordination of the Collaborative DNP program.

Hitt has served in a number of faculty and leadership roles at the Universities of Wisconsin, Hawaii, and Texas and the University of Pittsburgh where she earned her PhD.

From 1986 to 1993, she taught pediatric nursing in the Purdue School of Nursing. In addition to her faculty roles, Hitt has managed global clinical trials for the biotechnology industry and served in a number of academic research roles.
The School of Nursing has responded to the need for more nurses prepared at the graduate level

Advanced nursing education available at Purdue West Lafayette includes the Doctor of Nursing Practice (DNP), recognized for excellence in systems. Three primary care master’s concentrations are Pediatric Nurse Practitioner, Adult Geriatric Nurse Practitioner, and the newly approved Family Nurse Practitioner track, which will be directed by Rosann Griggs.

The proposal for a PhD in Nursing is currently with the Graduate Council for review. Target start date is Fall 2016.

Award-winning faculty teach online, hybrid, and traditional formats, as well as weekend and summer intensive on-campus sessions. Part-time study as well as traineeships for full-time nurse practitioner students and teaching assistantships are available.

Students can also work with partners from Regenstrief Center for Healthcare Engineering, the Center on Aging and the Life Course, the Military Family Research Institute, two nurse-managed rural health clinics, and the Purdue Homeland Security Institute.

Ashley Brooks has joined the School as Graduate Program Coordinator.

In this role, she will be the first point of contact for students interested in the graduate programs. She will also document graduate student progress.

Health policy is core content in both the MS and DNP programs. Each year, students attended the American Association of Colleges of Nursing Student Healthcare Policy Summit in Washington, D.C.

Award-Winning Faculty Lead Graduate Programs

Faculty leading graduate programs recognized for excellence on state and national levels

Karen S. Yehle has been named Director of the Purdue Nursing Graduate Programs.

She received the National Excellence and Innovation in Teaching Award from the American Association of Colleges of Nursing and has also been named a Purdue Teaching for Tomorrow Fellow for 2014-2015.

Jennifer A. Coddington serves as the director of the Pediatric Nurse Practitioner Program and the Director of the Doctor of Nursing Practice Program. She was honored by the American Association of Nurse Practitioners as Nurse Practitioner for Indiana in 2014.

Nancy Edwards is the director for the Adult/Gerontology Nurse Practitioner program.

She was selected as the 2014 Indianapolis Star Salute to Nurses: Nurse Educator.

Karen Foli is Director of PhD Program Development. She won the 2015 Murphy Award, the University’s highest undergraduate teaching honor (story on page 22).
At the heart of TRANSDISCIPLINARY research at Purdue are innovations to improve QUALITY OF LIFE for individuals living alone and those who are developing DEMENTIA. New approaches to QUALITY IMPROVEMENT in LONG-TERM CARE FACILITIES are poised to change POLICY and impact PAYMENT as well.
Rewarding Positive Institutional Change

Researcher examining institutional policies and their effects on people in long-term facilities

GREG ARLING, the new Katherine Birck Professor of Nursing at Purdue and researcher of healthcare quality assessment and policy, has spent years examining institutional policies and their effects on people living in long-term care facilities.

“Everybody has an idea of what quality means, but how do you measure it in a meaningful way?” Arling asks. “You can measure it at the resident level—did a fall occur or not, or did the resident get a pressure sore. That’s the outcome. Then you have to look at what caused it and whether it was avoidable or not.”

Arling’s work with Kathleen Abrahamson, assistant professor of nursing, and colleagues at the University of Minnesota examines the impact of a unique approach to quality improvement that has been implemented in Minnesota.

Instead of mandating quality changes, Minnesota asked providers to submit proposals of what they would want to do to improve care.

Performance-based Incentive Payment Program

The program—PIPP, for Performance-based Incentive Payment Program—funded quality improvement projects that staff at nursing homes developed themselves. The thinking was that local solutions would foster innovation and increase motivation because the providers would define, develop and control the quality-improvement process.

The study of the Minnesota PIPP program found that participating facilities exhibited significantly greater gains in quality in all measures than did nonparticipating facilities (Health Affairs, 2013).

They noted gains in areas targeted by projects such as rates of falls and other accidents; depression; incontinence; various infections; pressure sores; weight loss; as well measures of overall quality. Even more encouraging, the researchers found that facilities that gained in quality also maintained their quality advantage after their projects ended.

One quality improvement example shared by Arling addressed the call from the Office of the Inspector General (OIG) of the U.S. Department of Health and Human Services to decrease the “high use of atypical antipsychotic medications for off-label indications among nursing home residents.”

According to the 2011 report, 83 percent of atypical antipsychotic drug claims were for elderly nursing home residents who had not been diagnosed with a condition for which the Federal Drug Administration approves antipsychotic medications.

One of the nursing care facilities participating in the PIPP program set a goal to reduce antipsychotic drug use by 20 percent. In the first year, the home reduced antipsychotic drug use by 97 percent, and witnessed what is called “awakenings.” Residents of the nursing home who had been silent for months or years began talking and interacting again after being taken off the antipsychotics. They awakened.

Post-study interviews with staff and administration at facilities participating in PIPP speak to the buy-in that happens when staff members were asked to suggest their own problem-solving strategies rather than have them dictated by an outside agency.

“Project leaders and nursing home staff reported that PIPP project participation resulted in more attention to evidence-based practices,” the report says. Participation also resulted in “more collection and analysis of data, focus on system-level change, improved teamwork and communication, and better relationships among management, staff, residents, and family members.”

Arling, Abrahamson, and their colleagues have noted that PIPP, which is unique to Minnesota, could be successful in other states.

Push for Pay-For-Performance

The PIPP program was one of many efforts nationally to implement Pay-for-Performance (P4P) strategies as a means to reward quality while containing public and private nursing care costs.

Arling likens the logic behind P4P to that of a consumer purchase decision. “When you buy a TV, you pay more for one that performs better,” he says. “If you can measure quality at the organizational level, you can score facilities and adjust the payment for care according to that score. We ought to be paying more for facilities with better care, and we should be paying less for facilities doing worse.”

In a report published in The Gerontologist, Arling and two other researchers examined the state of P4P programs by conducting surveys in six states using these programs. The researchers cited a broad range of performance measures from staffing level and satisfaction to findings from the regulatory system and surveys of residents, consumers, and employees, among many others. Based on the scores facilities achieved, they received financial rewards in the form of increased per diem rate or percentage bonus relative to their score.

Continued on next page
Based on their findings, Arling and his colleagues recommended that states undertaking P4P programs for nursing care involve key stakeholders at all stages of the program’s design and implementation.

“Performance measures should be comprehensive, valid and reliable, risk-adjusted where appropriate, and communicated clearly to providers and consumers. Finally, the P4P system should be transparent and continuously evaluated,” the report said.

In the spring of 2015, Arling, Abrahamson, and their colleagues at the University of Minnesota and the Minnesota Department of Human Services hosted an AHRQ-sponsored national invitational conference on Long-Term Care Value-Based Purchasing to bring together interested stakeholders.

This meeting represented a unique opportunity for state policy makers from across the country to interact with leading researchers, as well as learn from each other. Presentations and discussions highlighted the difficulties in measuring quality, the need for additional research to determine if current programs are effective and/or require modification to reach goals, and the need for communication between states to learn from the innovations of others.

Investigating organizational structures to discover innovative methods of empowering nursing staff and improving resident quality of life is a prime goal of Abrahamson’s research.

Currently, Abrahamson is the Principal Investigator of a project evaluating a person-centered model of care within an Indianapolis skilled-nursing center.

The model, implemented by Dr. Arif Nazir from the Indiana University School of Medicine, places the resident in the position of “CEO” of the care team. Care planning meetings are moved from a conference room to the residents’ bedside and take place at a time selected by the resident. Each member of the care team (nursing assistant, dietary manager, social worker, nurse, physician, rehab therapist, and activities) is present and reports to the resident in understandable language how they have progressed in meeting resident-selected and directed goals.

“In the traditional model, everything centers around the doctor or the nurse’s directions and priorities. Dr. Nazir and his team have made the resident the ‘star’.”

Abrahamson’s work is to capture outcomes of this innovative person-centered care model, and determine if the model and findings can be replicated in other post-acute skilled nursing settings.

Dr. Abrahamson and Dr. Nazir lead a monthly council of nursing home administrators, directors of nursing, residents, family members, and consumer advocates to gather input from those most deeply affected by the challenges within the current long-term care system in order to promote person-centered nursing home quality. Both investigators find that information gathered from discussions with all stakeholders creates more meaningful research questions.

Although nursing homes have been the main setting for Abrahamson’s research, she has expanded beyond the institutional setting to examine home and community-based quality improvement. In collaboration with Dr. Arling and investigators from the University of Minnesota, she is evaluating a pay-for-performance program that targets home and community care providers. This work compliments her work with Dr. Arling on the federally-funded evaluation of the Minnesota Return to Community Initiative, which seeks to transition nursing home residents back to community settings.

Another project in collaboration with Dr. Tetyana Shippee (University of Minnesota), is evaluating the effectiveness of an evidence-based tool designed to help elders determine the setting where they want to spend their last years.

Continued from previous page

KATHY ABRAHAMSON has drawn heavily on her clinical experiences in long-term care skilled nursing settings to inform her research agenda.

“While working in nursing homes, I often felt that the gaps in care quality were not because of a lack of individual skill or compassion, but were the result of a systems problems,” says Abrahamson, who examined the impact of staff/family member conflict on nursing home staff burnout for her dissertation.

Abrahamson notes that nursing homes have traditionally been bureaucratic institutions, with hierarchical divisions of labor, clearly defined role boundaries, tight regulations, and a resistance to change.

Continued on next page
Better Living
Without Pharmaceuticals

Interventions allow elders to interact with their environment, increase socialization, and decrease symptoms of depression

NANCY EDWARDS, director of Purdue University’s Adult Gerontology Nurse Practitioner program, is concerned about unintended and/or unknown side effects of drugs used to treat diseases, symptoms, or simply to curb undesirable behaviors. Edwards focuses on nonpharmacologic ways to increase quality of life for people with various forms of dementia, including Alzheimer’s disease (AD).

Aquariums help curb weight loss

Research has shown that weight loss, which is typical in people with AD, is a predictor of mortality, and that weight gain significantly slows the progress of the disease.

Edwards collaborated with Alan Beck, the Dorothy N. McAllister Professor of Animal Ecology in the College of Veterinary Medicine and director of Purdue’s Center for the Human-Animal Bond, on a study of animal-assisted therapy and nutrition in AD.

Published in the Western Journal of Nursing Research, the study found that the addition of aquariums in dining areas of nursing facilities significantly increased how much AD patients ate and gained weight. During the six-week study, 87 percent of 62 individuals ate more while exposed to an aquarium than without it. “The aquariums proved to be a natural way to maintain or increase weight and decrease disruptive behavior—walking away from the dinner table and agitation,” Edwards says. “They have a calming effect.”

Non-pharmacologic therapies for dementia

Edwards is now focusing on designing nonpharmacologic therapies for people with different forms of dementia. Each has different causes, symptoms and manifestations.

“Dementia is not just dementia,” Edwards says. “We need to individualize care based on what kind of dementia it is.”

Depending on the cause of dementia, the patient may exhibit different behaviors. She recently co-authored a report on frontotemporal dementia (FTD), which accounts for 20 percent of dementia cases that begin before age 65, and is characterized by socially inappropriate behavior and language deficits, among other lesser symptoms.

Because there is no cure for FTD, current treatment focus is on managing the patient’s behavioral symptoms. Education and support are needed for family members and caregivers because the changes in individuals with FTD can be emotionally distressing.

“We need to address how to treat families and caregivers, as well as patients,” Edwards says before underscoring her ongoing priority of managing patients who have dementia without excessive use of medications, especially antipsychotics.

Robotic dogs increase socialization

Edwards has also explored ways to increase morale and general life satisfaction for elders in independent living environments. She examined how a robotic dog influenced morale and symptoms of depression.

The small metal dog was equipped with an electronic chip that enabled it to “learn” behaviors, recognize and react to voices, and when petted on the head it would repeat the behavior that preceded the petting.

When surveyed, the elderly study participants said they liked to “talk with, hold and pet” the robotic dog and show it to others. When asked if they felt better when they had the electronic dog with them when they were alone in their rooms, all the study participants said “yes.”

“The dog increased their socialization,” Edwards says. This kind of intervention allows elders to interact with their environment, increases socialization, and decreases symptoms of depression.

Consumers of long-term care frequently have multiple care options, yet little preparation or background for making these complex decisions. This tool may empower patients and their families to make optimal choices.

“It is quite possible that nursing homes and long-term care in general will change significantly in the next decade,” Abrahamson says.

“Research examining community settings and transition from institutions will provide evidence to guide policy-makers as they navigate the emerging growth in chronic illness and need for long-term care services.”
Innovations in healthcare delivery systems are best achieved through teamwork. The School of Nursing is working to prepare graduates for this reality through transdisciplinary clinical and research work and interprofessional collaborations.

“Bringing disciplines together can improve healthcare delivery,” says Jane Kirkpatrick, head of the School of Nursing. “By working together, we can create something larger than any individual.”

Purdue offers many opportunities for impressive partnerships. Collaborations exist between the School of Nursing and Engineering, Veterinary Medicine, Communications, Computer Science, Psychological Sciences, Health and Kinesiology, Sociology, and Pharmacy, as well as the Regenstrief Center for Healthcare Engineering, the Center for Aging and Life Course, and Extension Education/Services.

The new Lyles-Porter Hall is creating even more collaborative learning and research opportunities.
New Building Brings Health & Human Sciences Clinics Together

The Nursing Center for Family Health (NCFH) has relocated to Lyles-Porter Hall, a new interdisciplinary building that houses many of the College of Health and Human Sciences (HHS) research, training, and patient services.

The practice clinics of Nursing, Speech Language Hearing Sciences, Psychology, IU Medicine, Health and Kinesiology, Nutrition Science, and Psychological Science are gathered under one roof.

“The college envisions the facility will be key to training students and expanding research opportunities, as well as improving wellness programs and clinics offered to the community,” says HHS Dean Christine Ladisch.

“Students learn to work together as a team on the same patient across disciplines,” says NCFH director Chris Rearick. “They begin to see what the other professions do and how they interact with patients and what connection that has to their nursing practice.”

The Nursing clinic space is adjacent to the clinic space of the Lafayette campus of the Indiana University School of Medicine. The proximity of the clinics has already led to interprofessional activities with students and faculty.

Designated days at the Nursing Center for Family Health also include hearing screenings by Speech Language Hearing Sciences and fitness assessments by Health and Kinesiology.

The current focus at NCFH is on health screenings and health promotion for Purdue retirees, and building a data repository of elders for current and future collaborative research.

Other interprofessional collaborations underway at NCFH include working with a researcher in Parkinson’s disease. “We are doing mini-screenings, swallow and hearing screenings and walk and balance assessments on the patients,” Rearick says. “We also do assessments on the caregivers, to stress the importance of health for caregivers as well as patients.”

Clients include Purdue employees, retirees, graduate students, and staff, as well as community organizations like First Steps, Vocational Rehab, and Greater Lafayette Special Services.

The center is also utilized by student groups for service projects and grants. This semester nursing students are performing screenings in conjunction with “Seeds of Hope,” a homeless outreach program.

Senior nursing students at the Nursing Center for Family Health provide screenings including a health history with blood pressure and cholesterol check. Graduate nursing students perform full body skin cancer screening, immunization reviews, and referrals.

The physical proximity of practice spaces in Lyles-Porter Hall provides an ideal environment for interactions with other professions. The building houses the Nursing Center for Family Health as well as an Audiology Clinic, Speech-Language Clinic, Ismail Fitness Center, Nutritional Training and Research Center, Psychology Treatment and Research Clinics, and the Indiana University Medical School simulation suite.

The Nursing Center for Family Health (NCFH) has relocated to Lyles-Porter Hall, a new interdisciplinary building that houses many of the College of Health and Human Sciences (HHS) research, training, and patient services.

The practice clinics of Nursing, Speech Language Hearing Sciences, Psychology, IU Medicine, Health and Kinesiology, Nutrition Science, and Psychological Science are gathered under one roof.

“The college envisions the facility will be key to training students and expanding research opportunities, as well as improving wellness programs and clinics offered to the community,” says HHS Dean Christine Ladisch.

“Students learn to work together as a team on the same patient across disciplines,” says NCFH director Chris Rearick. “They begin to see what the other professions do and how they interact with patients and what connection that has to their nursing practice.”

The Nursing clinic space is adjacent to the clinic space of the Lafayette campus of the Indiana University School of Medicine. The proximity of the clinics has already led to interprofessional activities with students and faculty.

Designated days at the Nursing Center for Family Health also include hearing screenings by Speech Language Hearing Sciences and fitness assessments by Health and Kinesiology.

The current focus at NCFH is on health screenings and health promotion for Purdue retirees, and building a data repository of elders for current and future collaborative research.

Other interprofessional collaborations underway at NCFH include working with a researcher in Parkinson’s disease. “We are doing mini-screenings, swallow and hearing screenings and walk and balance assessments on the patients,” Rearick says. “We also do assessments on the caregivers, to stress the importance of health for caregivers as well as patients.”

Clients include Purdue employees, retirees, graduate students, and staff, as well as community organizations like First Steps, Vocational Rehab, and Greater Lafayette Special Services.

The center is also utilized by student groups for service projects and grants. This semester nursing students are performing screenings in conjunction with “Seeds of Hope,” a homeless outreach program.

Senior nursing students at the Nursing Center for Family Health provide screenings including a health history with blood pressure and cholesterol check. Graduate nursing students perform full body skin cancer screening, immunization reviews, and referrals.

The physical proximity of practice spaces in Lyles-Porter Hall provides an ideal environment for interactions with other professions. The building houses the Nursing Center for Family Health as well as an Audiology Clinic, Speech-Language Clinic, Ismail Fitness Center, Nutritional Training and Research Center, Psychology Treatment and Research Clinics, and the Indiana University Medical School simulation suite.
Johnson Hall Remodel Doubles Simulation Space

A major remodel of the Center for Nursing Education and Simulation (CNES) will more than double simulation capabilities, provide state-of-the-art video and audio capture capabilities, and expand collaborative workspace for students.

This major renovation is the culmination of much work over several years championed by Associate Head Pam Aaltonen and CNES director Susan Fisher, as well as members of the Instructional Support Committee. The renovations were funded by a special grant from the University and represent the largest infusion of university funds that the School of Nursing has ever received.

“The commitment to these renovations is particularly significant in light of the recent study on simulation by the National Council of State Boards of Nursing which shows that up to 50% of clinical can be replaced with well-designed simulation activities,” Aaltonen says.

The remodeling work is expected to be completed by the beginning of the 2015 Fall semester. Watch for construction updates on the School’s social media during the summer months.

Johnson Hall was constructed in 1977 specifically for the School of Nursing, and paid for by a federal grant secured by Helen R. Johnson, first head of the School. Over the years various areas have undergone renovations to accommodate new technologies and to maintain a current aesthetic comparable to real-world work environments.
Extension and Nursing Partnership Builds Healthy Communities

From campus research to community resources, a partnership between Purdue Extension and the Purdue School of Nursing is promoting health and wellness, and improving quality of life, statewide.

Purdue Extension began 100 years ago to increase farm productivity in Indiana’s 92 counties. But today’s Extension has a broader scope that extends the expertise of faculty in the College of Health and Human Sciences in areas of food, family, money, and now health and wellness. The goal is to translate current research from HHS units into educational programs to encourage best practices.

Stephanie Woodcox, Extension Health and Wellness Specialist, is the School of Nursing link to Extension. Woodcox’s role is to provide leadership and support to the health and wellness educators across the state and increase the use of faculty research in Extension education and engagement activities.

With help from local agencies, Extension educators annually serve over 770,000 individuals and families — from urban centers to rural communities. By tapping into this powerful network of outreach, the School of Nursing is already forging collaborations to meet Hoosiers’ evolving health needs.

Translating Faculty Expertise Into Useful Community Solutions

Karen Foli is Primary Investigator on a $139,000 grant from the USDA’s National Institute of Food and Agriculture Enhancing Kinship Families’ Health in Rural Counties through Extension Education. She is partnering with Extension educators in three rural counties to deliver a trauma-informed parenting class curriculum for kinship parents (grandparents, relatives, or close family members who may be raising a child). Dr. Foli’s goal is to ultimately inform best practices for kinship parents as they create a safe place for children.

Another example of faculty research is Azza Ahmed’s study. She is the PI on $74,000 AgSEED grant, Sleep and Obesity During Pregnancy: Impacts on Breastfeeding Success Among Indiana’s Rural Mothers. This study is testing an innovative hypothesis to reveal the relation between sleep disruption during pregnancy and delayed lactation that will provide important information to Extension educators.

Providing Valuable Professional Development Opportunities For HHS Extension Educators

Susan DeCrane, Janet Thorlton, and Karen Foli shared their expertise in educational sessions during the state Extension Home and Family Conference. Dr. Thorlton also provided a webinar on consumption and effects of energy drinks for Extension educators.

Karen Yehle is lending her expertise to the team of Extension educators working to develop a new signature program Be Heart Smart. Fourteen Extension HHS educators completed Touchpoints training led by nursing faculty this past year. Launched by T. Barry Brazelton, this training emphasizes the predictable changes that occur prior to a child’s surge in growth and development, and provides anticipatory guidance structure for parents.

Publications for Purdue Extension’s online Education generated by nursing faculty include:

Foli, K. J. (2014). Kinship care: A new kind of family. Purdue University Extension

Richards, E. (2014). Walking for exercise. Purdue University Extension

Beneficial Learning Experiences For Students

Nursing students supported by nursing faculty Sandi Kuebler, Kit Schafer and staff member Susan Fisher have taught, reviewed, and updated nearly 100 lessons of a health curriculum for 10- to 19-year-olds in 4-H community clubs statewide. (Indiana’s 4-H Youth Development is also part of Purdue Extension.) Carmen Jones’ senior nursing students in public health worked with the Extension educators to implement the Dining with Diabetes program in Carroll County.

Improving health is a priority. Thanks to collaborative opportunities like the one created by Purdue Extension and the School of Nursing, expertise and outreach are joining forces to create a healthier Indiana.

If you have questions or would like to connect with the Health and Wellness Specialist, contact Stephanie Woodcox at swoodcox@purdue.edu or visit http://www.purdue.edu/hhs/extension/
The Purdue School of Nursing North Central Nursing Clinics (NCNC) have been certified as Level 2 Patient-Centered Medical Homes by the National Committee for Quality Assurance. They are the first nurse-managed clinics in Indiana to be so recognized.

A patient-centered medical home is a model for transforming the organization and delivery of primary care. It emphasizes care coordination and communication to transform care into “what patients want it to be.”

Medical homes can lead to higher quality and lower costs, and can improve patients’ and providers’ experience by standardizing processes and creating efficiencies that keep the patient front and center.

To achieve certification the clinics focused on understanding patients’ experience from the time they made an appointment through treatment and referral.

Applying performance improvement methodologies to the process helped the clinic staff assess their current state, map out processes for improvement, and implement practical solutions.

Implementing Practical Solutions

- As part of putting the patient at the center of the care cycle, the clinics expanded office hours from 7 am to 7 pm.
- Staff also focused on getting feedback from the specialists to whom they referred patients and making sure patients actually went to these appointments.
- To improve communication, many of the providers and staff are bilingual.

The clinics were helped in their quest for certification by consultation with Purdue Healthcare Advisors, whose work is to help clients improve healthcare quality, safety and efficiency by applying the principles of engineering, management, and science.

Next steps: several DNP students are working to restructure some of the flow processes in order to increase quality measures that are needed to achieve Patient Centered Medical Home Level 3 status.

More good news: Following a site visit, the grant team of Jane Kirkpatrick, Pam Aaltonen, Liz O’Neil, Jenny Coddington, Jim Layman and Suzan Overholser were notified of this year’s HRSA Health Center Cluster grant. This is the sixth year of continuous funding for the clinics from HRSA.

The Family Health Clinic of Carroll County and the Family Health Clinic of Monon use a unique model for federally qualified health centers as they are both nurse-managed as well as affiliated with a university. The recognition as a Patient Centered Medical Home is evidence that this model of care is effective and meaningful.

The clinics provide basic healthcare to the communities they serve, with over 10,000 patient visits in 2014. With the growing Hispanic population in central Indiana, these clinical sites also enhance faculty and student experiences with a culturally diverse population. The clinics accept clients of all income levels on a sliding-fee scale, and accept Medicaid and other insurances.

To meet the needs of the underserved, the clinics were launched in the mid-1990s by faculty from the Purdue School of Nursing, under the direction of Jo Brooks, then head of the School. Faculty members continue to practice at both Delphi and Monon. Purdue nursing students as well as pharmacy and nutrition science students gain valuable experience at these rural clinics.
Students Become Certified in Mental Health First Aid

A national ground-breaking educational mental health intervention program is preparing nursing students to help people experiencing a mental health-related crisis.

In the Mental Health First Aid course, students learn risk factors and warning signs for mental health and addiction concerns, strategies for how to help someone in both crisis and non-crisis situations, and where to turn for help.

“This is such an important area of need in our country,” says Prof. Cindy Bozich-Keith, who coordinates the program at Purdue. “It is hugely relevant in the students’ personal as well as professional lives.”

The program is offered by Mental Health America. Philanthropist Linda Rohrman sponsored the first 100 students in the program. It has been so successful that all Purdue junior nursing students are being trained each year as part of their psychiatric mental health course.

Co-Op, Intern Programs Give Students Real World Experience

Nursing students now have the opportunity to participate in a Cooperative or Intern Program. Launched in the Summer of 2014, the program lets students spend three semesters in a direct practice environment.

“This experience gives students extensive workplace experience in acute care, quality improvement, and community-based care,” says program coordinator Vicki Simpson.

“Students get a realistic view of a professional nurse’s work, which can decrease “reality shock” and make the transition into practice much easier.”

Tracy Martin, Director of the Emergency Department and Associate CNO at Eskenazi Health, says having students co-op helps fulfill their mission to teach. “We are delighted to work with the bright and eager nursing students from Purdue,” she says.

Current employer partners are Eskenazi Health, Roudebush VA Medical Center, Nurse Family Partnerships, Community Health Network and VHA Central. The program continues to expand and opportunities for additional employer partnerships are available.

New Clinical Model Implemented

An innovative partnership between Purdue and Indiana University Health Arnett has resulted in the development and implementation of a new clinical education model for junior level nursing students.

The “Practice Education Learning Environment” represents collaboration between the practice partner, faculty, nursing staff and students. Staff directly precept, mentor and teach the student while faculty circulate to provide support and guidance as needed.

The goal of this model is to maximize student learning, better integrate expert staff nurses into the teaching/learning process, and to embed the spirit of learning into the culture of the service partner.

Feedback concerning the model is overwhelmingly positive. Staff report that they enjoy the ability to establish a one-on-one relationship and that they feel very empowered by the new model. Students enjoy the opportunity to learn how to manage and prioritize patient care in tandem with their staff preceptors.

Senior Matt Kirchoff completed an internship at MD Anderson in Houston with Doris Quinn, director of Process Improvement and pioneer in the field of quality improvement in nursing.

“I quickly learned about process flow charts and quality improvement. It opened up a whole new realm to me!

“Along with this, I helped on a project at the Leukemia Clinic. MD Anderson is getting ready to make some major moves in the battle against cancer with the implementation of a new system called Apollo. It was developed by IBM and actually won a game of Jeopardy under the name of Watson.

This computer, once integrated with all of the information, will have the ability to think about and develop the best plan of care of an individual patient. The Office of Performance Improvement (OPI) has been asked to develop process flow charts in regards to leukemia patients and every step they take while receiving care.

After the implementation of Apollo, the OPI team will create more process flow charts and study the patient’s new experience to determine the computer’s effectiveness in the clinical setting. Although I will be back in Indiana by the time of the second step, it is rewarding to help and witness this work.”
The focus on quality improvement and interprofessional collaboration have paved the way for varied and interesting service learning opportunities for nursing students.

In concert with a University goal to broaden student perspectives, more nursing students are choosing to study abroad. Traveling, studying, and working abroad help students develop maturity and independence, expand their knowledge of the world, and increase their sensitivity to other cultures.

Public Health Nursing Clinical Experience in Kayenta Navajo Nation, Pam Aaltonen

Each May, senior nursing students and faculty travel to the Navajo Nation in northeastern Arizona to complete their public health nursing clinical experience.

The group is stationed at the Kayenta Health Center, under the guidance of the Indian Health Service and the Navajo Nation Public Health Nursing Department.

Purdue Nursing students work alongside public health nurses to provide care for tribe members. The center services a region of 4,500 square miles and a population of 18,000.

The program allows students to work with a unique patient population and helps them understand the challenges of delivering culturally-sensitive healthcare to a population that lives in remote areas, at times without electricity or running water.

Comparative Health Care Systems and Evidence Based Practice, in collaboration with the University College of Dublin, Elaine Hannigan and Jan Davis

In this program, students compare Irish and European healthcare delivery, funding models, and outcome indices with those of the United States.

Students attend class at University College Dublin. On the weekend, they travel as a group to cultural and historic sites in Dublin and other locations in Ireland.

Nursing students also have the option of staying in Dublin for an additional four weeks to complete an Evidence-Based Practice course which is part of the required curriculum that Purdue students complete during their sophomore year.

Engineering and Public Health in the Service Sector: A Rome Study Abroad Experience, Sara McComb, Pat Brunese (IE), Vicki Simpson

This immersive, interdisciplinary, intercultural education experience in Rome is focused on engineering and public health in the service sector, and is comprised of lectures, educational tours, cultural tours, language lessons, and reflective assignments. Students are primarily from nursing and Industrial Engineering.
Three undergraduate nursing students and two nursing professors, along with engineering faculty and students, have completed the construction of a safe water system in the Dominican Republic. To address the water-quality issues in developing nations around the world, Purdue launched a service-learning class in the fall of 2012. The H2O 2014 Water Project Team operated as a hybrid learning setting involving conventional classroom lectures, laboratory-based experiments, field measurements and surveys, and construction and implementation of the system. Partners were the School of Civil Engineering, Departments of Agricultural Economics and Food Science, and the School of Nursing, led by Vicki Simpson and Libby Richards. In addition to setting up the physical system, the students interacted with school children, community members, and those who will govern the system, and provided education for the community about safe water, sanitation, and hygiene practices.

Costa Rica has much better health indices than the rest of Central America, and this program looks at various practices that explain these better outcomes. “Students learn about Costa Rica’s single payer healthcare system by visiting hospitals and clinics, says Prof. Liz O’Neil. “We also partner with home healthcare workers as they identify and prevent health problems in their neighborhoods. We contrast this system with a developing private healthcare system that serves ex-patriots and more affluent Costa Ricans. “We visit small farmers and identify practices that affect the quality of the food and the well-being of the farmers, workers and neighborhoods. We contrast these practices with those found in large farms and the impact those practices have on the population and environment. “We visit an indigenous group that has actively chosen to continue their traditional lifestyle through their health practices and beliefs and agricultural practices. We also visit with University of Costa Rica nursing students and contrast programs and experiences.”
Faculty members are being recognized for excellence in teaching. In the last two years, two nursing professors—Cynthia Bozich Keith (2014) and Karen Foli (2015)—have been honored with the Murphy Award, the University’s highest undergraduate teaching honor. The award is accompanied by induction into Purdue’s Teaching Academy, which provides leadership for the improvement of undergraduate, graduate and outreach teaching.

Cynthia Bozich Keith’s passion is shaping her students’ interest in psychiatric health into sharp clinical skills and professional, compassionate and respectful attitudes toward patients.

In the classroom, she guides students to develop adaptive thinking through journals, group sharing, and role-playing exercises. She incorporates film, music, art and history to provide examples of stereotypes, stigmas, and legal and ethical dilemmas, and teachable life experiences.

“I really want my students to think and not just do. I encourage them to identify patients’ strengths as well as their mental health struggles.

“As students develop and refine their ability to translate their skills into action, they learn to see the commonalities we all have as people—and that sort of universal thinking is essential to nursing care.”

Karen Foli teaches leadership skills and behaviors, quality improvement, nursing and healthcare theoretical models, and the history of nursing and medicine.

“My goal as a professor is extending knowledge of the content, using the best pedagogical strategies available. My second goal is to provide clear instructions, prompt instructor communication, and well-constructed questions and assignments to evaluate learning. The third goal is to extend a sense of safety and security so that students feel the freedom to learn and participate.

“What I enjoy the most is when I hear or read a student say, “What I’ve learned changed the way I think.” Millennial students, although heavily involved with technology, can detect adults who care and those who do not. I have been called “passionate” about teaching and I’m proud of that.”

PAST NURSING MURPHY AWARD WINNERS INCLUDE:
2007: Karen S. Yehle  1984: LaNelle E. Geddes
1997: Ann H. Hunt

ADDITIONAL AWARDS
Nursing faculty continue to be recognized at the national, state, and university level for teaching innovations and scholarship.

Three of the 11 faculty inducted into the University Teaching Academy in 2014 were from Nursing: Cynthia Bozich Keith, Pam Karagory, and Vicki Simpson.

Azza Ahmed received the 2014 Hulman Health Achievement Award in Health Science Research, from the Indiana Public Health Association. This is one of Indiana’s most prestigious health awards.

Pam Karagory received the 2015 Exceptional Early Career Award which recognizes outstanding undergraduate teaching among Purdue’s early career faculty. She also received the 2015 Health and Human Sciences Outstanding Undergraduate Education Award.

Karla Cheesman Ross is the recipient of the 2015 University Award for Excellence in Distance Education.

Laura Curry, senior academic advisor, Sandy Kuebler, continuing lecturer, and Kim Hunter-Perkins, graduate instructor, received the Momentum Keeper Award for Nursing Nexus Learning Community.

Vicki Simpson received the 2014 Health and Human Sciences Outstanding Undergraduate Education Award.

Melissa Swathwood was chosen for the YWCA Salute to Women award for her volunteer work, including helping her son, a former Riley patient, organize his own philanthropic work for Riley’s Children’s Hospital. She also received the College of Health and Human Sciences Staff Engagement Award which recognizes activities that have positively impacted stakeholders of the College in matters affecting health, behavior, and quality of life.

The School of Nursing Epple Enhancement Award went to Susan Fisher and Becky Walters.

The following faculty were recognized by the Nursing Student Council for outstanding teaching for 2014 (listed first) and for 2015 (listed second).
• Level 1 – Kristen Kirby, Jan Davis
• Level 2 – Trina Wright, Cynthia Bozich Keith
• Level 3 – Karen Foli, Abby Berg
• Level 4 – Karla Ross, Janet Thorlton
• LaNelle Geddes Excellence in Teaching – Pam Karagory, Becky Walters

Sigma Theta Tau Delta Omicron Chapter presented awards for 2014 (listed first) and for 2015 (listed second).
• Excellence in Research – Azza Ahmed
• Excellence in Education – Libby Richards, Janet Thorlton
• Excellence in Practice – Judy Schimmel, Nan Julian
• Award for Leadership – Nancy Edwards, Pam Aaltonen
• Friend of Nursing – Sara McComb, Blayne Miley

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PROMOTIONS
Karen Foli has been promoted to Associate Professor with tenure.
Jenny Coddington has been promoted to Clinical Associate Professor.
Vicki Simpson has been promoted to Clinical Assistant Professor.

NEW FACULTY
Katherine Abramson has joined the School as Assistant Professor.
Gregory Arling has joined the School as Katherine Birck Professor of Nursing.
Stacie Hitt has joined the School as Assistant Head for Outreach and Assessment.
Elizabeth Jones has joined the faculty as a Lecturer in Psychiatric Nursing. She is a Purdue Nursing graduate (BS'83), also earning an MS in Child Development from Purdue and an MS and DNP from Indiana University. She has been Associate Professor of Nursing at Ivy Tech, and most recently was Clinical Educator at Indiana University Health Arnett.
Stefanie Woodcox has joined the School as the Extension Health and Wellness Specialist.

APPOINTMENTS/ELECTIONS
Karen Yehle is the editor of The Connection, official newsletter of the American Association of Heart Failure Nurses and Web Co-Editor, American Heart Association Council on Cardiovascular & Stroke.
Karen Foli is on the editorial board of Adoption Quarterly.
Kathy Abrahamson is PCORI ambassador and serves on a PCORI grant review panel.
Sara McComb was invited to serve on the IOM/NAE interprofessional education committee.
Jane Kirkpatrick was elected as Vice President of the Council of Indiana Nursing Deans and Directors and also elected treasurer of the Indiana Center for Nursing.
Vicki Simpson serves as an NLN Research in Nursing Education Grant proposal reviewer.

CONTINUING EDUCATION
Purdue Continuing Nursing Education was awarded Accreditation with Distinction, the highest recognition awarded by the American Nurses Credentialing Center’s Accreditation Program (2014 to 2016).
GRANTS

Sands, Laura, PI, University of California/NIH, $44,506
Abrahamson, Kathleen, PI, Kinley Trust, $19,977
Abrahamson, Kathleen, PI, Indiana University /State of Minnesota, $50,000
Aaltonen, Pamela, Co-PI, PHS-HRSA National Center for Health Services, $48,759
Coddington, Jennifer, Co-PI, PHS-HRSA National Center for Health Services, $48,759
Kirkpatrick, Jane, PI, PHS-HRSA National Center for Health Services, $48,759
O’Neill, Elizabeth, Co-PI, PHS-HRSA National Center for Health Services, $48,759
Richards, Elizabeth, PI, Morris Animal Foundation, $53,726
Aaltonen, Pamela, Co-PI, PHS-HRSA National Center for Health Services, $146,279
Coddington, Jennifer, Co-PI, PHS-HRSA National Center for Health Services, $146,279
Kirkpatrick, Jane, PI, PHS-HRSA National Center for Health Services, $146,279
O’Neill, Elizabeth, Co-PI, PHS-HRSA National Center for Health Services, $146,279
Richards, Elizabeth, PI, Morris Animal Foundation, $53,726
Aaltonen, Pamela, Co-PI, PHS-HRSA National Center for Health Services, $146,279
Kirkpatrick, Jane, PI, PHS-HRSA National Center for Health Services, $146,279
O’Neill, Elizabeth, Co-PI, PHS-HRSA National Center for Health Services, $146,279
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PUBLICATIONS


There Are Many Ways to Make Your Impact on School of Nursing

You can impact the School of Nursing and help it take the next step in becoming a leader in nursing education and research

The School of Nursing and the College of Health and Human Sciences are developing leaders who will improve health and quality of life.

Whether it is internationally-recognized research in healthcare systems engineering, chronic disease management, health promotion and prevention, or the implementation of the nurse-managed clinic movement, the School of Nursing is at the forefront in healthcare.

The philanthropic support from alumni, friends, and industry partners can aid this effort to enhance the experiences of today’s students.

You can impact the School of Nursing and help it take the next step in becoming a leader in nursing education and research. Funding a scholarship for incoming nursing students, volunteering time to lecture or speak to a class, or partnering your company or organization with the school are ways of making an impact.

If you are looking to make a financial impact on the school, we have multiple opportunities.

Friends of Nursing Scholarship

Many times, a student’s choice to attend Purdue’s School of Nursing or another institution comes down to their financial aid package and the availability of scholarships.

Purdue’s initiative to increase support for women and underrepresented minorities will allow your gift to this fund to be matched one-to-one to award a scholarship to first-year, undergraduate female nursing students.

Simulation Room Equipment

To fill the newly renovated rooms in the Center for Nursing Education and Simulation, help is needed to upgrade equipment and add additional simulators.

50th Nursing Anniversary

Consider giving a gift dedicated to the 50 years of excellence for the School of Nursing. One time gifts for a specific purpose, scholarships for students, or a gift honoring someone who impacted your nursing career are just a few options.

Remember, it’s not the size of the gift that matters; it’s the act of commitment to the success of the School of Nursing. Your philanthropy, whether it’s time or money, is vital to moving the School of Nursing forward. So, jump in and make your impact!

For more information on how you can make an impact on Purdue University’s School of Nursing, please contact Brandt Patz at 765-494-4013 or bapatz@prf.org.

Why is the School of Nursing important to me?

My mother spent over 15 years in administrative roles, and then made the decision to follow her desires to become a nurse. She worked tirelessly and completed all the requirements to become an RN.

Just watching my mother work so hard, my appreciation for quality education and valuable hands-on experiences for nursing students grew.

In addition, my now healthy, energetic one-year-old daughter was born with temporary issues regulating her blood sugars. We spent four long days in the NICU and were treated exceptionally well by the nursing staff.

Nurses have personally impacted my life. From these experiences, I feel it is a privilege to find ways to take the School of Nursing to the next level through corporate partnerships and personal philanthropy.
Scholarships Help School, Students in Many Ways

Scholarships and donations can start new things, or they can help sustain things that are already happening and helping. Scholarships can be given in honor or in memory of a student, an alumni, a faculty member, a parent, a sibling, a child, a friend.

The School of Nursing and its students are the grateful recipients of each of these sorts of scholarships.

E. Marsella Smith Endowment
An endowment established in 1986 by Marsella Smith to perpetuate the advancement of gerontological nursing supported the purchase of teaching materials and books related to gerontological nursing for the nursing collection in the Purdue Libraries. A generous gift from her estate supports the nursing scholarship fund. Smith was a faculty member from 1977 until 1988.

LaNelle E. Geddes Endowment
This endowment was established in 2009 by LaNelle E. Geddes, professor emerita and former head of the school. Income is used to support special initiatives as determined by the head. Most recently, these funds have supported undergraduate students to attend health policy summits and nursing conferences.

Special Initiatives and Scholarships
Alumna Kari House Foote (BS ’82) created a fund to support senior students to travel to the Navajo reservation in Kayenta for public health learning experiences.

Grant (’00 MGMT) and Cara Giese created the Samantha’s Grace Scholarship. The scholarship will award one or more annual undergraduate scholarships for in-state nursing students who have demonstrated financial need as determined for Purdue’s Division of Financial Aid.

Elliott, his wife Emelia, and their daughter Alexandra (’04 NURS) created the Parker Family Scholarship for Nursing for students have a minimum GPA of 3.0 out of 4.0, and have demonstrated financial need. Preference will be given to non-traditional students who have military affiliation.

Alumni Give Incentive Scholarship
Mark (Computer Science BS’77) and Maureen Durand (NURS AAS’73, BS ’76) Miller have launched a creative scholarship that grows over four years by incentivizing good grades and participation in university-level or volunteer organizations.

The Miller Scholarship Incentive Program for Nursing is designed to give nursing students baseline support while providing incentives for the students to earn additional funding.

To qualify for additional incentive dollars, students must obtain a high GPA (3.3+) while exhibiting co-curricular involvement. The scholarship committee within the School of Nursing selects the recipients as well as determine the eligibility of incentive awards.

This innovative scholarship ties well with President Daniel’s “4,3,2,1 Graduate” recommendation: http://www.purdue.edu/vpsa/4321/ which encourages students to complete in four years, maintain at least a 3.0 GPA, study at least two hours for every hour in class, and participate in at least one leadership commitment.

At Purdue, Mark participated in Jazz Band and graduated Phi Beta Kappa. Maureen was very active in Delta Gamma sorority. Mark is now Executive Chairman of Stericycle, Inc. Maureen worked for Lake Forest Pediatrics (Chicago area) for many years. They have two children (Sean and Jonathan). Both sons, and grandchildren, live in Colorado.
Kathryn Burke has been dedicated to the health and wellbeing of the Olympia Fields St. James Hospital Franciscan community for more than 28 years. Her unwavering dedication to her patients, students and colleagues sets her apart. She has received many awards and honors during her career: last year she was awarded Midwestern University’s highest honor, the Little John Award, presented annually to recognize outstanding service. In 2013, she was awarded the Chicago College of Osteopathic Medicine Alumni Association’s Outstanding Achievement Award and also received the Franciscan St. James Health Courage Award. The latter is presented each year to an individual or family who embodies the courage and love shown while battling a life-threatening illness or while supporting a family member through a life-threatening illness. Kathryn, herself, is a breast cancer survivor. She is Board Certified in general practice and has a certificate of added qualifications in geriatric medicine. She is also Medical Director at the Applewood Rehabilitation Center in Matteson, IL and Director of Medical Education for Franciscan Alliance St. James Hospital.

She served as chairman of the Department of Family Medicine at Midwestern University for more than seven years and was Program Director for the university’s Family Medicine Residency Program for more than a decade.

In addition to her academic titles, she also holds several administrative appointments. She is on the Board of Trustees for the sisters of St. Francis Health Centers and is Vice Chairman of the Chicago Division. She has served as Chief of Staff at St. James Hospital in Olympia Fields.

Looking back at my years at Purdue, my most valued experiences were meeting new people who were different from me and learning all about each person. This is now what I do every day with every patient that I encounter.

KATHRYN BURKE, DO

CAREER HIGHLIGHTS
Physician and Owner, Burke Medical Group, Ltd. 
Orland Park, Illinois
Director of Medical Education, Franciscan Alliance, 
St. James Hospitals
Physician of the Year, St. James Hospital
Affiliate Assistant Professor, Midwestern University
Attending Physician, St. James Hospital, Olympia Fields 
and Chicago Heights, Illinois

EDUCATION
DO ’86, Chicago College of Osteopathic Medicine
BS ’80, Nursing, Purdue University
AD ’78, Purdue University

The College of Health and Human Sciences Distinguished Alumni Award honors alumni who have significantly advanced their careers and have demonstrated noteworthy professional accomplishments that reflect favorably on their profession, Purdue and society. This year two of the five winners were nursing graduates.
Janice Humphreys’ research focuses on the health effects of intimate partner violence on women and their children and is rooted in over 30 years of nursing practice with these vulnerable populations.

Her most recent studies address chronic pain, depression, lifetime trauma exposure, and post-traumatic stress disorder in abused women; as well as the relationship between intimate partner violence and telomere length, a measure of cell aging.

Humphreys is Associate Dean for Academic Affairs at Duke University. She came to Duke in 2013 from the University of California, San Francisco School of Nursing, where for 20 years she was Professor and Vice-Chair for Academic Personnel in the Department of Family Health Care Nursing.

She has an extensive record of collaborative research with colleagues from all over the world. Her publications include over 70 peer-reviewed research articles and book chapters, several of which have won national or international awards. She is the co-editor of Family Violence and Nursing Practice, a text developed to serve as a resource for undergraduate, graduate, and practicing healthcare professionals, which is now in its 2nd edition. She is a founding member of the Enfermeras del Anillo del Pacifico en Investigación sobre Violencia de Pareja [Nursing Research on Pacific Rim Intimate Partner Violence].

Outstanding Senior

Meg Nowaczyk’s name consistently appears on the Dean’s List and she has maintained a 4.0 GPA throughout her time at Purdue.

She has received multiple scholarships for her academic achievement, including the Presidential Scholarship. She also received a study abroad scholarship where she studied healthcare and nutrition in Costa Rica.

Meg’s leadership skills have been honed through her participation as a Nursing Student Council representative and as a Boiler Gold Rush Team Leader. She has served in executive positions for her sorority, Chi Omega, and as a member and director of campus outreach for the Purdue Dance Team. She has also been active in the Dance Marathon, the largest student-run philanthropy on Purdue’s campus, serving as Director of Public Relations. In 2014 Meg was selected by her peers as Purdue Homecoming Queen.
Kari Grice Mau (BS’96) joined the faculty at University of South Carolina (Beaufort) as Assistant Professor of Nursing. She also works as a women’s health nurse practitioner for Palmetto Health and the Breast Health Center. akmau14@gmail.com

Kimberly Speer Taylor (BS’99) is Perinatal Bereavement Coordinator for IU Health Maternity Center, Indianapolis. Kdtrn1@yahoo.com

Amy Boardman Patten (BS’01) married Caleb Patten in 2012 and they welcomed a son, Hugo Scout Patten in 2013. She completed her MSN as a Family Nurse Practitioner at UCLA in 2006 and was a National Health Service Corps Scholar in 2012. She now works in a community health clinic/FQHC treating the underserved community of Washington, D.C. as well as in International Health at the World Bank Headquarters in D.C. amybpatten@gmail.com

Amanda Bruns Apolzan (BS’02) is an RN in emergency medicine at Ochsner Health System, New Orleans. mandyrn1@gmail.com

Robert Poskie (BS’09) is working in the Surgical Intensive Care Unit at St. Joseph Mercy Hospital, Canton, MI. Rposkie@gmail.com

Sharon Stoten (DNP’10) was promoted to Associate Dean for Undergraduate Nursing Programs at Indiana University East, Richmond, IN 2012 and held the positon until retirement from IU in 2015. She also achieved recertification for Nurse Executive NE-BC by the Commission on Certification, American Nurses Credentialing Center. sstoten@iue.edu

Rolyn Clarke (BS’14) received the 2014 Clara Bell Award from the Purdue Black Caucus of Faculty and Staff. She is an RN on the Neurovascular & Gastroenterology Unit at Emory St. Joseph’s Hospital. She is on the Nominations Committee for the Georgia Nurse’s Association and Chair of the GNA Metro Atlanta chapter.

1963-2013
Purdue Nursing named 50 Golden Graduates in honor of the School’s 50th Anniversary in Spring 2014.
“To select only 50 graduates was a difficult business,” says Associate Head Pam Aaltonen, “because there are currently nearly 6,000 Nursing graduates influencing healthcare around the world, and each of them has made a difference in the communities where they serve.”

Golden Grads were nominated by their peers, their employers, their families, their students, and their teachers, for exemplifying the tradition of excellence that characterizes Purdue Nursing.

The commemorative book can be found at http://www.nursing.purdue.edu/50/golden_grad.pdf.

THE OTHER SIDE OF THE SPOON

Tom Kelly, our model for this photo, is a long-time Purdue Nursing supporter. His wife, Janine, was a Purdue Nursing graduate (BS’80).

He has produced a video, “The Other Side of the Spoon” about what he learned as he took care of Janine during her late life with Alzheimer’s, and he has several times shared his experiences with Purdue undergraduate students.

The Franciscan Sisters who own University Place, where Kelly lives, have used this video in their staff training on the theme of “Respect & Compassion toward Seniors.” You may watch it at the Purdue Nursing Facebook page.

Our nurse for this photo is Molly Dodt, a second degree graduate currently working on her Master’s to become an Adult Gerontology Nurse Practitioner. Her father, Keven Dodt, MD, is a local geriatrician.
In addition to their Nursing studies, students find time for other passions.

**Shelby Kapps** (BS'15) was inducted into Barbara Cook Chapter Mortar Board for 2014. Mortar Board is the college national honor society.

**Alexandra (Alex) Todd** (BS’16) is one of the Team Captains on the Purdue Women’s Swim Team.

**Megan Klotz** (BS’16) received the Student Leadership Award at the National Gerontological Nurses Association Conference in San Antonio, TX.

**Leah Steele** (BS ’15) is the Purdue men’s basketball team’s first female manager.

**Meg Nowacyk** (BSN’15) was crowned Purdue Homecoming Queen 2014.

*She is Chi Omega sorority director of campus activities, Purdue dance team member, Nursing student council member, and Purdue Dance Marathon 2014 public relations committee director.*

**Ashley Zeiner** (BSN’18) was crowned Miss Purdue 2015.

*Her talent round was “a standout,” according to the Purdue Exponent report. She performed a high energy tumbling gymnastics routine.*

Zeiner is also a Purdue cheerleader. She will represent Purdue in the Miss Indiana pageant, whose winner will compete for Miss America.

**Smaro Spandonidis** (BS’16) is the Purdue men’s basketball team’s first female manager.

**Elissa Borgia** (BS’17) was crowned Purdue Homecoming Queen 2014.

*She is Chi Omega sorority director of campus activities, Purdue dance team member, Nursing student council member, and Purdue Dance Marathon 2014 public relations committee director.*

**Laura Mangan** (BS’16) was crowned Purdue Homecoming Queen 2014.

*She is Chi Omega sorority director of campus activities, Purdue dance team member, Nursing student council member, and Purdue Dance Marathon 2014 public relations committee director.*

**Sara Lowrey** (BS’15) was crowned Purdue Homecoming Queen 2014.

*She is Chi Omega sorority director of campus activities, Purdue dance team member, Nursing student council member, and Purdue Dance Marathon 2014 public relations committee director.*

**Laura Gilmore** (BS’17) was crowned Purdue Homecoming Queen 2014.

*She is Chi Omega sorority director of campus activities, Purdue dance team member, Nursing student council member, and Purdue Dance Marathon 2014 public relations committee director.*

**Sara Spandonidis** (BS’16) was crowned Purdue Homecoming Queen 2014.

*She is Chi Omega sorority director of campus activities, Purdue dance team member, Nursing student council member, and Purdue Dance Marathon 2014 public relations committee director.*

**Ally Gatmaitan** (BS’16) is one of the 2014 500 Festival princesses representing nine Indiana colleges and universities.

**College of Health and Human Sciences Nursing Ambassadors**

Ambassadors are the voice of students from Health and Human Sciences.

They attend/work recruitment events for prospective and admitted students, and high school counselors. They participate in call nights, write notes to scholarship awardees, and take students to class with them.

They host alumni at homecoming, host scholarship donors for receptions, host alumni speakers at luncheons, and introduce alumni speakers.

Ambassadors are essential to recruitment efforts. In return, they get opportunities for leadership and giving back.

**Holly Hepworth** (BS’16)

**Caitlyn Lowrey** (BS’15)

**Smaro Spandonidis** (BS’16)

**Elissa Borgia** (BS’17)

**Alyssa Gilmore** (BS’17)
LAND YOUR DREAM JOB

Sheila Y. Abebe chose a Purdue DNP to complement her patient throughput and nursing administration background with systems engineering concepts. After earning her Purdue DNP in 2010, she landed her dream job as Director of Integrated Care Management.

“I wanted to be able to make operational changes to improve patient outcomes. My DNP has given me the skills and knowledge to do that.”

COLLABORATION EXPANDS DNP

A new collaborative between three Purdue Nursing graduate programs (West Lafayette, Calumet and Ft. Wayne) now offers expanded opportunities for specialization and collaboration.

A combination of on-campus, on-line, and intensive scheduling gives students full- and part-time options to complete the program in two or three years. Find out more at www.nursing.purdue.edu.

WHAT’S YOUR GOAL?
Purdue Nursing can help you achieve it