

UNLV

University of Nevada, Las Vegas

Office of the Vice Provost for
Academic Programs

Program Review Self-Study

Program(s) Under Review: Nursing

Degree(s): Ph.D.

Program Chair or Director: Dr. Rebecca Benfield

Dean: Dr. Angela Amar

Date of Report: August 15, 2022

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I. Program Description

a. College/Program

- College or School: School of Nursing
- Unit: School of Nursing (SON)
- Web address: <https://www.unlv.edu/nursing>
- Program(s) being reviewed: Ph.D. in Nursing
- Degrees and their abbreviations:

[Doctor of Philosophy – Nursing](#) –offers two specific subplans (Ph.D.-EDU and DNP-Ph.D.) through three options:

1. Ph.D.-EDU (50 credits)
 - Post-MSN-Nursing Education Accelerated Degree subplan
 - Subplan intended for students who have a MSN in nursing education.
2. Ph.D.-EDU (62 credits)
 - Post-Master’s Nursing Education subplan
3. DNP-Ph.D.
 - Post-DNP to Ph.D. subplan – enables professionals who have a DNP to expand their research skills
 - The SON accepts 18 units from students’ DNP programs, thereby requiring them to complete 44 credits of core Ph.D. research classes only to earn the degree

b. Primary Individual Completing This Worksheet

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d. Catalog Description

- i. Insert the most recent catalog description(s) of the program(s)

Program Response

Plan Description:

Individuals who complete the Nursing PhD Program will be prepared to advance nursing science and practice through rigorous research, evidence-based education, and dynamic leadership.

Graduates will demonstrate the following program outcomes:

- Provide leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession.
- Conduct and communicate original research that generates new knowledge.
- Develop, implement and evaluate innovative approaches to teaching and learning.

Course Offerings:

Doctoral courses offered by the School of Nursing are web-based. However, students are required to attend an on-campus orientation prior to the first semester of enrollment. These meeting times and dates are set in advance to allow students adequate time to make appropriate plans. Students are also required to be on campus for their oral comprehensive exams, proposal defense, and final dissertation defense.

Programs of Study:

There are three options in the current Nursing PhD Program:

- Nursing Education subplan (Post-Master's)
- Post-MSN-Nursing Education Accelerated Degree subplan
- Post-D.N.P. to Ph.D. subplan

- ii. Is the description for the program(s) correct? If not, what needs to be changed? Have changes been initiated in Curriculog?

Program Response

In Spring 2022, the graduate academic catalog for the Ph.D. program went through a review, update, and approval by the Ph.D. program director and faculty, the SON's Graduate Program Committee (GPC), and the SON's Faculty Organization. No further updates are recommended at this time

e. Relationship to Other Programs

- i. What relationship does this program have to other programs, e.g. articulation, transfers, collaborations, partnerships, in the NSHE system?
All undergraduate programs have transfer agreements.

Program Response

UNLV SON's Ph.D. in nursing program is the only one of its kind in the Nevada System of Higher Education (NSHE). As such, this terminal degree program does not have transfer agreements. However, for prospective students seeking to transfer credits into the Ph.D. program, there are specific conditions whereby this may be achieved. No more than three courses (maximum of seven internal or six external credits) may be transferred into the Ph.D. program. Transfer credit must be approved by the Program Director and the applicable faculty for the course(s). In accordance with UNLV Graduate College requirements, coursework taken elsewhere is subject to restrictions that include, but are not limited to, the following: must be accomplished at a regionally accredited institution; must be completed with grades of a "B" or better; must be clearly designated as "graduate-level;" must have been completed no more than six years before the term in which all degree requirements are met.

Additionally, UNLV SON enables doctoral students to take elective credits through The Nursing Education Xchange ([NEXus](#)), an organization that offers Nursing courses available at other member institutions for educational enrichment. There are currently 16-member institutions across the United States that comprise the NEXus consortium. Students in member Ph.D. programs, who may be interested in this opportunity, collaborate with the SON Student Services Director for enrollment requirements and processes. Examples of UNLV SON's Ph.D. student participation in NEXus include such courses as Dissertation Proposal Development from the University of Utah, Scholarship in Nursing from the University of Texas at Tyler, Scholarship and Writing from Virginia Commonwealth University, and more. UNLV SON has also been afforded the opportunity through NEXus to host doctoral students from other member institutions in such courses as Writing a Research Grant Application, Quantitative Methods of Nursing, and Instrumentation to name a few.

In 2021, UNLV SON created a collaboration with the University of Portland's School of Nursing (UPSON) as part of an Academic Partnership for Faculty Doctoral Development. This partnership allows UPSON to select two qualified faculty per academic year to apply for two spots in UNLV SON's Ph.D. program. The SON reserves these spots for qualified UPSON faculty. UPSON has the option to select qualified candidates from its

faculty who meet the requirements for the program, and they then support their faculty members participating in the program by providing accommodating work schedules and mentoring. UPSON also offers a senior faculty to serve as a Ph.D. committee member for each UPSON faculty member enrolled in the program. In this agreement, UNLV SON retains control over all curriculum and clinical aspects of the program. In the Fall 2021 new admit cohort, two UPSON faculty members enrolled as students in the Ph.D. program.

- ii. What relationship does this program have to other programs at UNLV, e.g. collaborations, partnerships, affiliated faculty, general education requirements?

Program Response

As a graduate program, UNLV SON's Ph.D. program is just one of the 121 graduate academic degrees supported by [UNLV's Graduate College](#). This collaboration enhances the Ph.D. program and offers SON graduate students additional support from admissions through graduation. The goal of the Graduate College is to support and promote UNLV's unique blend of graduate programs while providing services that facilitate graduate study and enhance student learning. In addition, the Graduate College works closely with departments and faculty to provide graduate students with the highest quality academic experience through course work and research/creative activity and professional development opportunities. A few of the areas of responsibility the Graduate College assumes for UNLV's graduate community include retention and graduation, student probation and separation, student records, electronic systems and data, conferral of degrees, Graduate & Professional Student Association (GPSA), and awards and recognition of achievement.

Ph.D. students have a Graduate College Representative, from various disciplines, who serves on their student advisory committee and contributes content and research expertise. This Graduate College Representative is a UNLV faculty member with Graduate Faculty Status through the Graduate College. [Graduate Faculty Status](#) is a prestigious position reserved for faculty who are highly engaged in creative, academic, and research activity as assessed by their department/school, College Dean, and Graduate Dean. It affords qualified individuals the privilege to teach, mentor, and advise graduate students as a member of the UNLV Graduate Faculty and is a requirement to be eligible to teach graduate courses, mentor/advise students, and serve on Graduate Advisory Committees (GACs).

Due to the nature of the program (online, predominantly part-time, and trimester schedule), opportunities for collaboration and partnership with other UNLV programs do not exist at this time. Still, strong research collaboration exists across the university, facilitating shared expertise that promotes rigorous student studies. For instance, students have taken courses with faculty in medical anthropology, education, and history to expand their knowledge on various topics. To enhance her study of gestational diabetes in Mexican immigrants, one student took a course in Mexican culture.

II. Mission Alignment, Excellence, and Productivity

- i. What is the program’s mission statement? If the program does not have a mission statement, please use the department or college mission statement.

Program Response

The Ph.D. program assumes the same mission statement as that of the School of Nursing (SON). The SON’s [mission](#) is to educate nurses at the undergraduate and graduate levels to meet the health care needs in Nevada and beyond. The School of Nursing promotes, improves, and sustains human health through evidence-based education and advances in research and practice. The vision of the SON is to help shape the future of Nursing education, research, and practice. To that end, the faculty have adopted ‘Nurse Leaders Begin Here’ as the school’s slogan. The mission and vision of the SON are actualized through a commitment to excellence, a willingness to learn, and the desire to make a difference.

- ii. Briefly describe how this program is aligned to and supports achievement of the university’s [Mission](#) and [Top Tier 2.0 Strategic Plan](#).

Program Response

The mission, goals, and expected outcomes of the SON are congruent with the university. The university’s mission is for UNLV’s diverse faculty, students, staff, and alumni to promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services. As a minority-serving institution rich with diversity and committed to equity, UNLV strives to improve the lives of students and to transform the surrounding communities, which is the focus of the strategic plan Top Tier 2.0. This is the next evolution of the university’s strategic plan and is a forward-looking roadmap that UNLV will continue to refine and follow over the next decade. It builds on achieved progress and recognizes future opportunities on the path to becoming a top public research university that transforms the community – and beyond. To that end, Top Tier 2.0 focuses on the core areas of student achievement; research, scholarship, and creative activity; UNLV Health; socio-economic development; community partnerships; and social justice, equity, and inclusion.

The SON has remained unwavering and is committed to its mission to educate nurses at the undergraduate and graduate levels to meet health care needs in Nevada and beyond and to promote, improve, and sustain human health through evidence-based education and advances in research and practice. This mission is in lock-step with that of the university. The SON’s strategic goals and outcomes complement the Core Areas recognized in the university’s Top Tier 2.0 strategic plan. **Table 1** reflects the mission and goal alignment between UNLV and the SON, and the bullets within the table provide evidence to support goal achievement.

Table 1: UNLV/SON Mission and Goal Alignment

UNLV Top Tier Mission	SON Mission
<p>As a minority-serving institution rich with diversity and committed to equity, UNLV: Provides access to world-class educational experiences that are responsive to the needs of our students and stakeholders; engages in groundbreaking research, scholarship, professional, and creative activities that have impact and cross boundaries; and offers high-value, cutting-edge interdisciplinary physical and mental health care to support our community</p>	<p>To educate nurses at the undergraduate and graduate levels to meet health care needs in Nevada and beyond. The SON promotes, improves, and sustains human health through evidence-based education and advances in research and practice.</p>
UNLV Top Tier 2.0 Vision	SON Vision
<p>Improving the lives of our diverse students and transforming our communities through education and engagement</p>	<p>The overarching goal of the SON is to help shape the future of nursing education, research, and practice. To that end, the faculty have adopted “Nurse Leaders Begin Here” as the school’s slogan.</p>
UNLV Top Tier 2.0 Strategic Plan: Core Areas	SON Strategic Goals / Achievements
<p>Advance Student Achievement</p>	<p>Increasing the educational arm to educate more nurses and practitioners to influence the health of NV and beyond.</p> <ul style="list-style-type: none"> • <i>Since 2010, 132 students have been admitted to UNLV SON’s Ph.D. program.</i> • <i>Since 2009-2010, UNLV SON has conferred the Doctor of Philosophy in Nursing degree to 72 graduates, more anticipated in 2022.</i>
<p>Bolster Research, Scholarship, and Creative Activity</p>	<p>Increasing research productivity and scholarly outputs of faculty & students.</p> <ul style="list-style-type: none"> • <i>Faculty and student participation in scholarly research and publications.</i> • <i>Faculty and student participation and presentations at professional conferences.</i> • <i>12 UNLV SON Doctoral Students, from the Ph.D. and DNP programs, participate each year through poster presentations and abstracts at the Western Institute of Nursing (WIN) Conference.</i>
<p>Create UNLV Health</p>	<p>Engaging in innovative and cutting-edge practice that enhances the health of NV citizens.</p> <ul style="list-style-type: none"> • <i>Faculty, student, and alumni engagement in research and scholarship, directly and indirectly, contributes to cutting-edge practices that support and promote the health of citizens locally and nationally.</i>

UNLV Top Tier 2.0 Strategic Plan: Core Areas	SON Strategic Goals / <i>Achievements</i>
Stimulate Socio-Economic Development	Cultivating a spirit of philanthropy and entrepreneurship to increase financial strength and resources <ul style="list-style-type: none"> • <i>Student and Alumni Engagement</i> • <i>Donor funding</i> • <i>Grants</i>
Foster Community Partnerships	Expanding our presence in the local, regional, and national community <ul style="list-style-type: none"> • <i>UNLV SON students have a presence in Las Vegas; in Nevada; and across the United States.</i> • <i>21 of the 30 students enrolled in the SON Ph.D. program are out of state (representing UNLV’s expanding presence nationally across such Arizona, California, Colorado, Florida, Indiana, New Jersey, Texas, Utah, Washington, Wisconsin, and more).</i> • <i>UNLV SON students and alumni of the Ph.D. program are scattered throughout the U.S. practicing as nurse scholars, leaders, educators and researchers in academic institutions and healthcare organizations.</i>
Promote Social Justice, Equity, and Inclusion	Developing and maintaining an inclusive and dynamic environment that promotes the professional development of students <ul style="list-style-type: none"> • <i>The Diversity, Equity, and Inclusion (DEI) Committee—made up of academic faculty, administrative faculty, and students—is a standing committee that identifies initiatives, resources, and opportunities to create an inclusive culture within the SON.</i> • <i>Men in Nursing of Southern Nevada (MNSN)—MNSN, spearheaded by three UNLV SON faculty members (two being Ph.D. faculty), is a chapter of the American Association for Men in Nursing (AAMN). Its mission is to “shape the practice, education, research, and leadership for men in nursing and advance men’s health.” MNSN supports the SON’s goal to enhance diversity and to promote inclusion within the school. Any nurse or nursing student residing in Southern Nevada can become a member.</i> • <i>In 2021, UNLV SON held a lecture series entitled “Conversations for Leaders on Dismantling Systems of Oppression,” with both faculty and students in attendance. Through this lecture series, qualified guest speakers discussed such topics as achieving health equity, identifying structural racism and implicit bias, etc. These events fostered meaningful dialogue amongst the speakers, faculty members, and students.</i>

iii. Provide at least three examples of the integration of teaching, research and service at the program level (e.g. faculty mentoring which lead to student presentations at conferences, service learning classes, community service activities involving students, or other noteworthy student activities and achievements).

Program Response

1. Jonas Scholar Awards

Between 2014 and 2020, eight SON Ph.D. students received awards from the nationally recognized Jonas Center for Nursing Excellence and participated in the Jonas Nurse Scholars Program. The focus of the scholars' program is to improve healthcare by creating a pipeline of Ph.D. prepared nurses who will conduct critical research and educate the next generation of nurse leaders. These awards are competitive and support promising doctoral students, who will impact some of the most challenging health care issues and will help to decrease the nursing faculty shortage. The scholarships provide matched funds of \$30,000 per student in financial assistance to support leadership development and networking to expand the pipeline of future nursing faculty and researchers. Each scholar is assigned a faculty mentor, in their home institution, who works with them throughout the scholarship timeframe. The student scholars also participate in the Jonas Leadership Conference in Washington, D.C. Scholars are required to prepare a leadership project specified by the Jonas program. The 2018-2020 cohort prepared a special gathering, entitled "Breakthrough to Nursing Excellence," to meet the award criteria and engage in networking. Senior research scientist, DOD awardee and keynote speaker—Dr. Barbara St. Pierre Schneider presented, "Building Programs of Research." The awardee's Advisory Chairs assisted students in setting up the alumni gathering. Faculty also attended the initial Jonas orientation and submitted annual and final reports about students' academic and research progress. The number of Ph.D. program Jonas Scholars Alumni is reflected in **Table 2**. An electronic invitation to the Jonas alumni networking event is depicted in (**Appendix A**).

Table 2: Jonas Scholars Alumni Group

Academic Years	Number of Ph.D. Students
2021-2023	1
2018-2020	3
2016-2018	3
2014-2016	1

2. Western Institute of Nursing Research and Information Exchange

The SON sponsors doctoral students to attend the annual Western Institute of Nursing Research (WIN) Conference to present their scholarly work in the Research and Information Exchange (R&IE) poster sessions. This experiential opportunity is mentored by faculty who work with students to develop their ideas and poster presentations. The WIN R&IE provides students with a dynamic environment to interact with other researchers and scholars and learn from a diverse body of faculty and peers with a wide span of backgrounds. Students present research, theory and clinical content posters with their Chairs or course faculty. WIN R&IE Student Posters for Years 2017 (n=12), 2018 (n=9), 2019 (n=7) and 2021 (n=6), for a total of 41 students, were supported by the SON at approximately \$1000 per student. The SON prints these posters. There is also a dinner at the conference—with Ph.D. and DNP student presenters, faculty, directors and the Dean or Associate Deans in attendance. Students and faculty greatly value this time

together, particularly as the Ph.D. Program is online. Examples of WIN R&IE Student Poster presenters and their poster topics for 2017-2021 are referenced later in the student productivity portion of this self-study.

3. Dean's Scholar Dr. Patricia Benner

In 2021, Dean's Scholar Dr. Patricia Benner, originator of the widely applied nursing theory from "Novice to Expert", was a guest speaker on current educational topics in the Ph.D. course Nursing (NURS) 770: Knowledge Development. She has also provided 2 synchronous colloquiums for all Ph.D. students and faculty, including active discussion at the second meeting that built on and applied content from the first. She has met, both individually and collectively, with students and faculty to discuss educational research topics and explore their proposed research studies. Dr. Benner has made her [website](#) and [resources](#) freely available to students.

- iv. List and briefly describe five highlights or areas of excellence of the program.

Program Response

1. NEXus: The Nursing Education Xchange

The UNLV SON was a foundational member (since 2008) of The Nursing Education Xchange (NEXus). As previously mentioned, NEXus is a consortium of 16 institutions that offer online students in doctoral programs courses to further enrich their educational experiences and provide access to courses not offered at their home institution. Doctoral students and faculty advisors work together to identify the course(s) that best fit(s) their needs and program of study. UNLV SON collaborates with other Ph.D. programs, offering courses to their students; and in kind, SON students take courses at other member institutions (**Appendix B**). A standard fee is set for all courses across institutions. These courses expose students to expert faculty from across the country, expand their network, and offer a venue for collaboration with colleagues. The NEXus consortium is innovative and is the only collaboration of its kind. Examples of offerings include topics such as grant writing, genomics, social determinants of health and health system inequities, team science, quantitative and qualitative research methods, and various statistical analyses.

2. National League for Nursing (NLN) Foundation Scholarship Awards

Within the past five years, two SON Ph.D. students received the highly competitive NLN Foundation for Nursing Education Scholarship providing \$8,000 per year for each student. The scholarships are awarded to nurses pursuing advanced degrees to progress their career as full-time nurse educators. The goal of the foundation scholarship is to support the NLN's mission to build a strong and diverse nursing workforce to advance the health of the nation and the global community. Having multiple scholarship recipients is not common and reflects the quality of the students in our program.

3. Nurse Faculty Loan Program (NFLP) HRSA Grant

The SON has successfully obtained funding to support Ph.D. students through a federal loan forgiveness program, the Nurse Faculty Loan Program (NFLP) Health Resources.

The NFLP provides an opportunity to support increasingly diverse students to complete their degree program by providing much-needed loan support. This grant is awarded by the Department of Health and Human Services Health Resources and Service Administration (HRSA). It is designed to provide funding to Ph.D. students pursuing careers as qualified nursing faculty. This competitive grant is submitted annually, with the 2021 award budget period starting 07/01/2021 and ending 06/30/2022. Currently, there are a total of 36 Ph.D. student NFLP recipients. Since 2009, 65 Ph.D. students from UNLV SON have received NFLP funds. Semester awards range from \$2000 to \$6000, depending on the credit hours taken by the student and the amount requested. Student participants receive cancellation of up to 85% of any scholarship loan (plus interest thereon) when fulfilling the required nurse faculty commitment. A student may obtain this loan—which covers tuition, fees, and books—for up to five years as long as the student is enrolled. Within 12 months of graduation the student must find full-time employment teaching in a school of nursing or two part-time positions that equal full-time employment in a nursing school. At the end of each of the first three years of employment as a nursing faculty, 20% of the loan is forgiven; and at the end of the fourth year, another 25% of the loan is forgiven. This funding is a significant approach to ameliorate the ongoing nursing faculty shortage by increasing qualified faculty with educational expertise.

4. Internal School of Nursing Awards

Tish M Smyer Nursing Dissertation Award: From 2015-2020, this award provided \$6300 to fund Ph.D. student dissertation research. The proposal must be approved by the advisory committee and have IRB approval or exemption and a letter of support from the Committee Chair.

Yaffa Dahan Dissertation: From 2015 to 2020, this award provided \$3900 to fund Ph.D. students' outstanding dissertation research. The proposal must be approved by the advisory committee and have IRB approval or exemption as well as a letter of support from the Committee Chair.

Ph.D. Student Project Award: The purpose of the Ph.D. Student Project Award is to support the completion of the Ph.D. dissertation. When funding is available, the award amount may be \$2,000.

The Ph.D. Dissertation Award Committee confirms the selection decisions for these three internal awards.

5. Quality Matters

The Ph.D. program courses undergo a detailed review/evaluation based on the Quality Matters (QM) Review Standards in alignment with continuous quality improvement. QM is a gold standard for online courses and programs. By incorporating best practices, QM provides a pathway for benchmarking quality for well-designed, online courses to enhance student engagement, learning, and satisfaction. The ongoing review process began in Summer 2021 to improve course design quality through reviewing, improving and certifying online courses. A Sigma Theta Tau grant was used to educate and certify

five Peer Reviewers to review a total of 14 Ph.D. Program courses. Course Peer Reviewers are certified by Quality Matters. Five course reviews have been completed. Four of those courses did not meet QM Standards. They are undergoing revision and will be checked again within six months. Eight courses are currently under review with anticipated completion by the end of Spring 2022. The remaining courses are scheduled for Summer 2022. In the final wave of course review, a cross-walk of the course and program objectives will be conducted where indicated. If incongruent, instructional material will be revised to align with objectives and assignments.

6. Pre-Dissertation Meetings

Another highlight of the program that is worth noting is the Pre-Dissertation Meetings (PDMs). These meetings provide an invaluable method of ensuring successful dissertation experiences for students in our Ph.D. program. The dissertation chair, student, and committee members attend two or three meetings together, depending on the student's progress. Faculty leverage technology by conducting the PDMs via Skype or Google Hangouts to foster communication and to decrease any isolation students may experience due to the distance. The interactivity promotes a sense of belonging and connection between the student and their committee. The PDMs are structured to support students' conceptual thinking on their dissertation topic. During PDM 1, students present a broad overview of the dissertation topic of interest. The PDM is a community of inquiry with student and faculty engaging in an active discussion on their topic's strengths and weaknesses. In PDM 2, the student presents a more detailed and specific plan to the dissertation committee. The plan outlines the research problem, purpose, framework, sample, design, and methods. Faculty created these meetings to strengthen students' research proposals before presenting on campus. As a result, students have reported feeling well-prepared for their face-to-face proposal defense. Overall, these meetings provide a mechanism for individualized attention to students' professional growth and career goals and contribute to the successful completion of their dissertations.

- v. Provide an indication of faculty productivity appropriate for your unit (lists of publications and other creative activities, grant proposals submitted and funded, installations designed, etc.) organized by category.

Program Response

UNLV faculty members make intellectual and creative contributions through the scholarship of discovery and application, both within and across disciplines. Faculty disseminate their scholarly work through venues respected in their disciplines and beyond academia, secure funding appropriate for their scholarly endeavors through organizations and disciplinary opportunities and provide mentoring in the research experience. Some faculty members pursue the scholarship of discovery by creating new knowledge and skills. Some faculty members pursue the scholarship of application, which typically involves community outreach to co-develop successful practices that address problems for the benefit of individuals and organizations. UNLV faculty outcomes may be aggregated to provide an overall picture of faculty productivity to internal and external

constituents. See **Appendix C** for a list of Ph.D. faculty publications and **Appendix D** for a list of Ph.D. faculty grant proposals (submitted and funded) over the past five years (2017-2021), indicating faculty productivity.

UNLV faculty members are also expected to participate in school and university service activities. In addition, faculty members also serve their profession through membership and provision of leadership in appropriate public, private, professional, and governmental organizations. Faculty members benefit the community beyond the institution by lending their professional expertise to aid or lead organizations that create beneficial connections between the university and the community. As part of their service commitment, full-time faculty members are expected to serve on committees and contribute to the UNLV SON. All committee leadership is elected or appointed according to specifications in the UNLV Bylaws. Committee membership is determined at the beginning of each academic year. Faculty members are expected to attend all scheduled faculty and committee meetings and, if it is not possible to attend, notify the appropriate chairperson of their anticipated absence.

Faculty members are encouraged to be active members of one or more professional organizations. In addition, faculty members are expected to maintain and improve their expertise and teach-ability by reading appropriate professional literature; pursuing credit-bearing and continuing education courses; and participating in local, regional, and national workshops, seminars, and professional meetings. When the budget permits, faculty members may receive some reimbursement for expenses related to scholarship (research) dissemination activities (podium presentations), with approval from the Associate Dean of Faculty Affairs and/or the Dean.

- vi. Provide an indication of student productivity appropriate for your unit (lists of publications and other creative activities, grant proposals submitted and funded, installations designed, etc.) organized by category.

Program Response

Appendix C also provides information on Ph.D. student productivity through publications and presentations alongside faculty members. This is indicated by the student's name being underlined to specify student authorship. Additional Ph.D. student productivity through WIN I&RE poster presentations, dissertations, and grant proposals is indicated in **Appendix E**. One example of a submitted and funded grant proposal of note is Ph.D. student Joo-Hee Han receiving the WIN-CANS Dissertation Grant in 2021. This student's application, "Association of Babywearing in Relation to Emotional Connection between Mother and Infant and Maternal Heart Rate Variability," has been approved for funding by the WIN Research Committee. The grant award is for \$5,000; and the funds must be expended within the year—beginning April 1, 2021 to March 31, 2022. Another accomplishment of note is Ph.D. student Carrie Watkins Jeffrey received a Presidential Teaching Excellence Award in 2021, the Annie Taylor Dee Teaching Excellence Award, as an outstanding faculty member at Weber State University. These are just two example of the activities and achievements of UNLV SON Ph.D. students (**Appendix F**).

III. External Demand for the Program

- i. Who are the main (local and regional) stakeholders of your educational programs? In other words, which employers and entities benefit from these programs, by hiring the graduates or admitting them to graduate and/or professional programs?

Program Response

The School of Nursing’s Doctor of Philosophy in Nursing prepares scholars to advance nursing science and practice through rigorous research, evidence-based education, and dynamic leadership. According to the American Association Colleges of Nursing (AACN) statement: “The Doctor of Philosophy (Ph.D.) represents the highest level of formal education for a career in research and the scholarship of discovery. It prepares scholars for the expression and communication of the knowledge base in the profession. The Ph.D. graduate develops the science, stewards the profession, educates the next generation of nurses, defines its uniqueness, and maintains its professional integrity.” Nurse scholars are found in academic institutions or health care agencies in research and educational roles. Graduates of the UNLV SON Ph.D. program are expected to function in academia, the health care industry, or government and private organizations focused on health care.

- ii. Describe the needs of these stakeholders for graduates of this program.

Program Response

As previously identified, the stakeholders (employers and beneficiaries of SON graduates) are academia, the health care industry, and government and private organization focused on health care. These stakeholders need graduates who are prepared to be leaders in their field, to advance the science and practice of nursing, to conduct culturally competent scholarship, to understand the implications their work has on policy and the profession, to conduct scholarly research, to communicate effectively, and to be innovative educators. These needs have been influential in shaping the learning outcomes of the SON’s Ph.D. program, which also complement UNLV’s Graduate Level Requirements. **Table 3** reflects this alignment in preparing the student at the graduate level to meet program outcomes; and subsequently, to meet the needs of the stakeholders.

Table 3: SON & UNLV Learning Outcomes

SON: Ph.D. Program Learning Outcomes	UNLV: Graduate Level Requirements
Provide leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession	Student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
Conduct and communicate original research that generates new knowledge	Activities requiring originality, critical analysis and expertise.
Develop, implement and evaluate innovative approaches to teaching and learning.	The development of extensive knowledge in the field under study.

- iii. What are the anticipated placement needs for program graduates over the next 3-5 years? Please cite your sources (e.g. e, Nevada Workforce Research Data System, etc.).

Program Response

Due to its online presence, UNLV SON's Ph.D. program with a nursing education focus must anticipate the placement needs of its graduates positioned not only locally but also across the United States. Many of the students enrolled in this program are already employed in academia as faculty members, working toward a terminal degree to meet the educational requirements for continued employment at their respective colleges and universities. Anticipated placement needs for graduates include leadership positions in academia, scientific research, healthcare organizations, and government agencies. Historically, most of the graduates from this program retain positions as nursing faculty.

According to the U.S. Bureau of Labor Statistics (2021), the industries with the highest levels of employment for nursing faculty are colleges, universities, and professional schools followed by junior colleges and then general medical and surgical hospitals—in that order. In their 2019 Special Survey on Vacant Faculty Positions, the American Association of Colleges of Nursing (AACN) identified a national nurse faculty vacancy rate of 7.2%. Most of these vacancies were for doctorally prepared faculty, either preferred or required. Similarly, for Academic Year 2021-2022, AACN reported in its Special Survey on Vacant Faculty Positions that the vacancy rate for schools reporting vacancies increased from 9.1% in 2020 to 10.2% in 2021, with a response rate of 88.3% (935 schools). Nevada will have the third-highest nursing shortage ratios of Registered Nurses (RNs) in the nation by 2030 (Juraschek, Zhang, Ranganathan, & Lin, 2019). As the need for qualified nurses and innovative nursing faculty intensifies nationwide, graduates from the Ph.D. program will continue to be in high demand to fill faculty vacancies and educate the next generation of nurses to alleviate nursing shortages.

- iv. What changes to the program, if any, will the anticipated placement needs for the program graduates require?

Program Response

The placement needs for the Ph.D. program graduates have remained consistent since the beginning of the program. As a terminal degree with an emphasis on nursing education, the Ph.D. program has graduated 72 students from Fall 2009 to Spring 2022. Of those graduates, 90% have followed the path of academia as nurse educators. The remaining 10% have filled positions as leaders and administrators in healthcare organizations. The well-documented need for qualified, nursing faculty paired with the focus of this program on nursing education support the assessment that this trend will continue. The Ph.D. program aims to prepare scholars to advance nursing science and practice through rigorous research, evidence-based education, and dynamic leadership. The Ph.D. program will continue to adapt to meet the current and future needs of nursing practice, administration, scholarship, and education.

- v. Describe the placements of recent graduates.

Program Response

The UNLV SON Ph.D. program graduates have obtained employment in academic institutions and healthcare organizations. Data from the past five years reveal that 100% have been successful in obtaining job placement. Ninety percent of graduates are employed full-time in academic institutions at the university level and hold positions such as assistant/associate professors. These academic institutions include, but are not limited to, UNLV, Touro University Nevada, Nevada State College, University of Southern Nevada, University of Nevada Reno, National University San Diego, Oregon Health & Science University, Brigham Young University, Idaho State University, Michigan State University, Georgetown University, University of North Carolina Charlotte, Weber State University, Mercer University, Walden University, and many others. Ten percent of graduates are employed in healthcare organizations as nurse researchers. Of the graduates mentioned above, 30% are employed in leadership or administrative positions in their work settings. Sixty percent of our students were offered positions prior to graduation.

- vi. If the program does not have placement information on graduates, what is the plan to gather that information?

Program Response

Through exit surveys, alumni surveys at years one and three, alumni engagements, and ongoing research into the placement of SON graduates across the nursing programs—the SON tracks the placement of graduates after program completion. Surveys are automatically generated by eValue, a web-based evaluation system from MedHub used by the SON. These surveys are sent at the beginning of each semester, depending upon the student's graduation date. Additionally, post-graduation phone, email, or letter contact is made annually with former students to verify continued employment as nurse faculty. Updated contact and employment information is shared with the UNLV Office of Financial Aid and Scholarships.

- vii. As required by NSHE, discuss how the program assesses whether the graduates are meeting employers' needs.

Program Response

As evidence by post-graduation employment data tracked by the SON, graduates from the Ph.D. program are predominantly employed in academia and healthcare organizations locally, regionally, and nationally. Through faculty membership and involvement in nursing organizations, professional relationships and networking with faculty from other nursing programs across the United States, participation in conferences, and collaborative work on scholarship and research—UNLV SON has a pulse on the extent to which their graduates are meeting employers' needs. A few of the graduates from the Ph.D. program have even become faculty members at UNLV SON. Their caliber of scholarship and innovative teaching and learning practices have enriched the program and exemplify the excellence employers can expect from UNLV SON Ph.D. graduates.

IV. Program Resources

- a. Faculty Time and GA Resources. Please fill in the table below in order to answer the questions below.

Program Response

In accordance with the guidance offered by the Office of the Senior Vice Provost for Academic Affairs, the following data is exclusive to the UNLV SON Ph.D. program and faculty. Since this program operates on a trimester schedule, the data reflected in the Fall semester columns includes both Fall and Summer data. The Ph.D. program utilizes Tenured and Tenured-Track Faculty, Faculty in Residence, and Part-time Instructors to support the program's needs. Many of the Ph.D. Faculty also support the teaching and advising needs of additional program's and their multiple tracks within the SON to include Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and Advanced Graduate Certificate in Psychiatric Mental Health Nurse Practitioner (PMHNP). In addition, graduate assistantships are available in the SON for Ph.D. students to be employed as graduate assistants (GA). Students who may be interested in this employment opportunity, to assist faculty involved in research and other scholarly activities, must apply through the Graduate College.

Staff Type		Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Tenured & Tenure-Track Faculty	Total Number:	16	17	16	15	15	14
	Percent of Courses Taught:	93%	90%	74%	66%	73%	61%
	Student Credit Hours Taught:	41	69	42	49	32	63
Faculty in Residence (FIRs), Lecturers, & Visiting Faculty	Total Number:	5	5	5	6	6	7
	Percent of Courses Taught:	7%	7%	21%	28%	27%	36%
	Student Credit Hours Taught:	3	9	7	17	11	37
Part-time Instructors (PTI)	Total Number:	3	2	2	2	2	2
	Percent of Courses Taught:	0%	3%	5%	7%	0%	3%
	Student Credit Hours Taught:	0	3	3	6	0	3
State-supported Graduate	Total Number:	5	4	2	2	3	1

Staff Type		Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Assistants (GAs) Provided by the Graduate College	Percent of Courses Taught:	0%	0%	0%	0%	0%	0%
	Student Credit Hours Taught:	0	0	0	0	0	0

b. Budget

- i. Fill in the three tables below and use this information to answer the questions below.

Revenues	Fiscal Year (FY) 17-18	FY 18-19	FY 19-20	FY 20-21
State Operating Account	\$419,078	\$420,902	\$454,110	\$438,505
Student Fees	\$92,551	\$102,136	\$117,496	\$143,825
Other	\$10,600	\$14,368	\$12,333	\$13,783
Total Revenue	\$522,229	\$537,406	\$589,939	\$596,113

Expenses	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Salaries (faculty, staff, GAs, work-study student, etc.)	\$373,095	\$324,175	\$428,354	\$453,929
Operating Expenses (operational and instructional supplies, equipment maintenance, software licensing, online electronic subscriptions, etc.)	\$13,828	\$10,003	\$9,527	\$7,833
Student Activities (recruitment, career services, general activities, etc.)	\$24,814	\$25,088	\$28,422	\$16,648
Other	\$1,437	\$3,679	\$5,573	\$1,312
Total Expenditures	\$413,174	\$362,945	\$471,876	\$479,722

Graduate Assistantships	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Number of Graduate Assistantships provided by the Graduate College	11	12	6	3
Number of Graduate Assistantships funded by grants	5	6	1	0

Graduate Assistantships	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Total number of Graduate Assistantships	11	12	6	3

Are these resources sufficient to meet the degree programs instructional and scholarship needs? If not, approximately how much additional funding is needed for what specific activities? What funding sources could be reasonably increased to help the program attain its goals?

c. Program Funding

- i. Is funding from other sources sufficient to assist the program in achieving its outcomes? (Other sources include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships.)

Program Response

Current funding is sufficient to meet the needs of the Ph.D. program; however, the SON would like to see additional funding for dissertation and Graduate Assistants as this would support the program to better achieve research and scholarship outcomes.

- ii. If not, which funding streams could be increased to help the program attain its outcomes?

Program Response

In order to improve funding for dissertation and Graduate Assistants, the SON would have to look into increasing tuition fees as an added funding stream.

- iii. What, if any, new donor revenue has been generated since the last program review?

Program Response

Throughout their time in the program, many students have benefited from the generous contributions of individuals and charitable organizations who have donated to the SON. The following new donor revenue has been generated for the SON since the last program review.

- Tish M. Smyer Nursing Dissertation Award - \$1500 per award
- Ph.D. Student Project Award (Dissertation funding) – Up to \$2,000 per award
- Dean's award
- Tony and Renee Marlon Charitable Foundation Nursing Fellowship- \$30,000 for two students annually (spring and fall)
- Michele C. Clark scholarship – An endowment of \$30,000 for one student annually to assist with expenses related to attending UNLV (interest earned from endowment ~ \$4,000 annually)

- iv. Discuss the unit's engagement in fundraising activities during the last five years to garner support for the program. Alternatively, explain the constraints that have prevents such actions.

Program Response

During the last five years, UNLV SON has been actively engaged in fundraising activities to garner support for the program. To support these endeavors, the SON has an Assistant Dean of Administration, Outreach, and Engagement to provide leadership in creating, implementing, managing, and shaping the school's outreach and engagement strategies. This individual collaborates with the SON leadership to craft and execute a comprehensive plan to build a long-term and sustainable fundraising model that aligns with the research and academic mission of the school and provides funds for students' scholarships and engagement activities. Some of these activities include the following:

- Alumni Mentorship program
- Alumni and donor mixers
- Holiday mixer
- Direct mail solicitations
- Personal face to face meetings to solicit support
- Phone solicitations through the UNLV Phone Program

The SON also has a Director of Development, who is responsible for leading strategic solicitation strategies to meet individual and unit fundraising goals. In coordination with the SON, the Director of Development advances the school's mission by conceptualizing and implementing strategies to increase financial support from alumni and donors. In addition, the Director of Development is responsible for managing a donor portfolio of 50-70 prospects with a philanthropic capacity to give \$25,000 or more to UNLV.

One constraint identified in the SON's fundraising efforts has been a limited amount of individuals/companies to ask, considering other competing units across campus—including the medical school, integrated Health Sciences, and Public Health. The economic stressors and cancelled opportunities for in-person engagements caused by the COVID-19 pandemic also presented challenges to the SON's fundraising endeavors in 2020 and 2021. As restrictions have lifted to allow for the return of in-person gatherings, the SON has scheduled engagement activities in 2022 to support fundraising efforts.

d. Program Resources

- i. Is the quality and quantity of available consumable materials and supplies (e.g. office supplies or laboratory supplies) adequate? If not, please explain why.

Program Response

Both the quality and quantity of available consumable materials and supplies is adequate to meet the needs of the Ph.D. program. Most of the functions that require the use of consumable materials are done electronically, due to the online delivery of the program. Students have electronic access to their courses and course materials such as syllabi and

handbooks. Communication between faculty and students, notation, grading, and filing are also done electronically. Local and visiting students can utilize the printers, scanners, and copiers at UNLV's Lied Library for a small fee per page. In the nursing office, consumable materials such as paper, pens, files, note pads, toner and ink cartridges, poster supplies, etc. are sufficient to allow administrative and academic faculty to perform their duties efficiently.

- ii. Is the quality and quantity of available technological resources (e.g. computers, large format displays, and software) adequate? If not, please explain why.

Program Response

UNLV SON offers students computer access through two systems of computer labs, one offered by our [Office of Information Technology](#), and another offered by [University Libraries](#). Both of these divisions offer computers with large displays. All UNLV computers have access to the Microsoft Office suite and Statistical Package for the Social Sciences (SPSS), a statistical software suite. Students can get [Office 365 for free on their personal computers through UNLV](#) for the duration of their enrollment or association with the university. UNLV also offers access to SPSS on personal computers through the [RebelApps](#) service. If a student requires assistance purchasing a personal computer, UNLV can offer guidance and recommendations through the [IT Help Desk](#). The quality and quantity of available technological resources are adequate to meet the program's needs.

- iii. Is the quality and quantity of other types of necessary equipment adequate? If not, please explain why.

Program Response

Doctoral courses offered by the School of Nursing are web-based, which allows for "anytime, anyplace" education. The quality and quantity of the required equipment for the successful delivery of this online Ph.D. program are adequate to support instruction and learning for faculty and students alike. Since students are admitted to this online program from across the country, they are informed of the hardware/software they will need to personally acquire and to have readily available to them for use. This list includes the following:

- Computer/Laptop
- Scanner
- High-speed Internet connectivity that is consistent and reliable
- The following required software from UNLV's Student computing Support Center: a) Microsoft IE (browser), b) RealPlayer (plug-in for video/audio), and c) Adobe Acrobat Reader (web browser plugin which enables users to open PDF files)
- Microsoft Office (UNLV students can purchase at a discounted rate)

- File Compression software (e.g. WinZip-PC, ZipIt-Mac)

Students are provided with contact information and links for UNLV's Student Computing Support Center to assist them with questions regarding required software downloads and all other technical support needs.

- iv. Is the quality and quantity of available library and information resources adequate? If not, please explain why.

Program Response

The [Lied Library](#) occupies 327,000 square feet in five stories and has 2,500 study spaces, more than half of them with full network connections; an Information Commons with microcomputer workstations; a Graduate Student Commons with study spaces and meeting facilities; and a media distribution system and a retrieval system capable of storing 1.2 million volumes. Laptops are available for in-library use, and students may access the internet via wireless access. The Lied Library includes a Special Collections section that provides unique materials relating to Las Vegas and Southern Nevada history. It also houses the Gaming Research Collection, and the Nevada Women's Archives. In addition, the Library offers access to information resources and databases available in electronic format. The UNLV Libraries' online catalog links to other libraries and various electronic journal indices, selected full-text items and the World Wide Web. Services also include individualized research consultations and traditional reference and information assistance; individualized and classroom instructional sessions on subject-related resources and technologies; and interlibrary loan and document delivery.

The [University Libraries' health and life sciences](#) librarian supports students in UNLV's five current health sciences colleges: School of Community Health Sciences, School of Nursing, School of Dental Medicine, School of Life Sciences, and Department of Allied Health. The librarian works to ensure that students and faculty have the skills and resources they need. The current librarian teaches sessions in some undergraduate nursing courses and conducts workshops on research databases for specialized subjects such as systematic review. The librarian regularly leverages technologies to communicate about the Library's tools and resources and conducts virtual meetings. The librarian is also a guest speaker for courses on library and research-based topics. The quality and quantity of available library and information resources is adequate.

- v. Are available program staff resources sufficient to attain the program's outcomes? If not, please explain why and state what additional staff resources are needed and how they would be funded.

Program Response

The SON has five Administrative Assistant (AA) positions to support the SON in achieving its outcomes, with three of the five AAs specifically serving the needs of the undergraduate and graduate programs. Their responsibilities include, but are not limited to, assisting the program director with the upkeep and review of program documents to include spreadsheets, plans of study, application materials, and applicant review.

Historically, many of the staff members within these roles have often been promoted to various other positions within the University due to their experience and excellence. In instances where such vacancies arise, the AAs bridge the gap through collaboration and shared responsibilities to ensure the outcomes of the SON and the needs of the programs are met. For this reason, the duties of the AA assigned to a particular program are not exclusive to that program. The SON seeks to fill AA vacancies in a timely manner following the processes and protocols of the University.

e. General Education

- i. If your program or unit offers General Education course, estimate what portion of the unit's teaching resources are allocated to those courses.

Program Response

The Doctor of Philosophy in Nursing is a terminal degree. The UNLV SON Ph.D. program does not offer General Education courses. Therefore, applicants to the program must provide evidence of earned academic degrees required of their desired subplan to be considered for admission.

- ii. Are there any factors that affect the unit's ability to offer courses for its major students? If so, please explain why.

Program Response

There are no factors that impede the SON's ability to offer courses for students within the Ph.D. program.

V. Size, Retention, Progression and Completion

a. Size of the Program

- i. Headcount, course enrollment and degree conferred data provided by the Office of Decision Support. Use the tables to answer questions below.

Note:

Program review data does not include transfer students or part-time students in the retention rate calculations or in the 6-year degree completion rate calculations.

Headcounts of student majors and enrollments in courses do include all student enrollments (both transfer and part-time student enrollments are included). Counts of degrees conferred for a program would also include any student earning the degree (both transfer and part-time students earning degrees are included in the degree counts).

The program may track graduation rates differently from the official data provided by the Office of Decision Support and that can be described in the document in the data section.

Please be sure to explain how and why these data differ from the official data. Do not delete the Decision Support information.

Program Response

Decision Support Data: Headcount Declared Majors—The Office of Decision Support’s headcount information (pages 26-27) reflects a summative count of all Ph.D. students enrolled in the program for Fall and Spring terms since 2010. Please reference **Table 5** (page 31) for a depiction and description of headcount numbers in the SON’s Ph.D. program, tabulated by subplan.

Headcount declared majors in Nursing PHD

**Headcount declared majors in
Nursing PHD
Plan code ‘NURPHD’
Department Nursing**

Term	Students
Fall 2010	32
Spring 2011	29
Fall 2011	31
Spring 2012	23
Fall 2012	31
Spring 2013	29
Fall 2013	31
Spring 2014	29
Fall 2014	30
Spring 2015	28
Fall 2015	31
Spring 2016	29
Fall 2016	29
Spring 2017	24
Fall 2017	25
Spring 2018	25
Fall 2018	26
Spring 2019	24
Fall 2019	32
Spring 2020	29
Fall 2020	31
Spring 2021	29
Fall 2021	25
Spring 2022	23

Source: PeopleSoft Table
PS_LV_CNR_STDNT_CR
PS_LV_CNR_STDNT_CP
Office of Decision Support, May 2022

Program Response

Decision Support Data: Enrollments by NURS Graduate-Lecture Courses—The below data pertains to number of enrollments in NURS graduate-lecture courses for Fall and Spring terms since 2010. The data is tabulated to reflect NURS enrollment by Ph.D., Doctor of Nursing Practice (DNP), Master of Science in Nursing (MSN), Master of Science in Kinesiology (MSK), post-graduate certificate programs (CERTG), and non-degree seeking students. As indicated below in Fall 2012 and 2013, MSK students took NURS courses. These students, from the Department of Kinesiology and Nutrition Sciences, took NURS courses as part of interdisciplinary studies.

Department of Nursing enrollments by course subject

Enrollments in NURS lecture courses

Term	PHD	DNP	MSN	MSK	CERTG	Non-Degree	Total
Fall 2010	56	14	194	0	4	83	351
Spring 2011	50	22	157	0	2	44	275
Fall 2011	52	23	162	0	9	75	321
Spring 2012	44	46	151	0	4	18	263
Fall 2012	55	23	167	1	17	37	300
Spring 2013	49	36	126	0	6	16	233
Fall 2013	56	23	154	1	8	58	300
Spring 2014	49	42	125	0	4	32	252
Fall 2014	51	21	150	0	0	50	272
Spring 2015	46	48	145	0	0	44	283
Fall 2015	54	12	192	0	10	77	345
Spring 2016	51	24	90	0	3	35	203
Fall 2016	51	28	185	0	4	52	320
Spring 2017	40	36	91	0	0	17	184
Fall 2017	39	54	185	0	9	39	326
Spring 2018	35	61	83	0	2	17	198
Fall 2018	40	91	191	0	14	35	371
Spring 2019	38	93	101	0	3	24	259
Fall 2019	55	113	187	0	4	20	379
Spring 2020	46	101	86	0	0	16	249
Fall 2020	48	96	251	0	0	20	415
Spring 2021	45	92	120	0	1	11	269
Fall 2021	41	74	290	0	0	5	410
Spring 2022	33	78	151	0	7	7	276

Source: PeopleSoft Table PS_LV_CNR_ENRL
Office of Decision Support, May 2022

Program Response

Decision Support Data: Degrees Conferred by Academic Year, Graduation Rates for Fall Cohorts, and Completion Rates for New Students (pages 28-29)—Please reference **Tables 9** (page 39) of this report for data collected by the SON providing further information and description of degrees conferred to graduates of the Ph.D. program, including the count for each admission cohort by years of matriculation through the program.

Degrees Conferred by Academic Year

Degrees conferred by
Academic Year (July to June)
Nursing PHD (Plan code
'NURPHD')
Doctor of Philosophy
Department of Nursing

Academic Year	Degree Count
2007-08	2
2008-09	1
2009-10	8
2010-11	3
2011-12	8
2012-13	2
2013-14	10
2014-15	7
2015-16	7
2016-17	5
2017-18	3
2018-19	5
2019-20	2
2020-21	7

Source: PeopleSoft Table PS_LV_CNR_DEGREES
Office of Decision Support, May 2022

Graduation rates for Fall Cohorts

**New Graduate Student Cohorts
 declaring Nursing PHD (Plan code 'NURPHD')
 and graduating within 8 years
 Department of Nursing**

Fall	Size	Yr 2 rate (%)	Yr 3 rate (%)	Yr 4 rate (%)	Yr 5 rate (%)	Yr 6 rate (%)	Yr 7 rate (%)	Yr 8 rate (%)
2010	13	0.0	0.0	46.2	69.2	69.2	76.9	76.9
2011	8	0.0	12.5	37.5	62.5	75.0	75.0	75.0
2012	7	0.0	14.3	42.9	71.4	71.4	85.7	85.7
2013	8	0.0	37.5	50.0	50.0	75.0	75.0	75.0
2014	8	0.0	0.0	25.0	37.5	37.5	50.0	75.0
2015	8	0.0	12.5	25.0	50.0	62.5	75.0	NA
2016	6	0.0	0.0	0.0	50.0	50.0	NA	NA
2017	7	0.0	0.0	14.3	14.3	NA	NA	NA
2018	8	0.0	12.5	12.5	NA	NA	NA	NA
2019	7	0.0	0.0	NA	NA	NA	NA	NA
2020	7	0.0	NA	NA	NA	NA	NA	NA
2021	5	NA	NA	NA	NA	NA	NA	NA

Source: PeopleSoft Table PS_LV_CNR_DEGREES
 PS_LV_CNR_CP
 PS_LV_CNR_CR
 Office of Decision Support, May 2022

**Completion rates for new students declaring
 Nursing PHD (Plan code 'NURPHD')
 Department of Nursing**

Duration	N	Degrees	Rate
Years 2	87	0	0.0
Years 3	80	7	8.8
Years 4	73	22	30.1
Years 5	65	34	52.3
Years 6	58	37	63.8
Years 7	52	38	73.1
Years 8	44	34	77.3

Source: PeopleSoft Table PS_LV_CNR_DEGREES
 PS_LV_CNR_CP
 PS_LV_CNR_CR
 Office of Decision Support, May 2022

- ii. Discuss the headcount figures from the last five years. Are the trends in line with projections in your unit’s strategic plan?

Program Response

The below tables offer information on Ph.D. program admission and enrollment numbers from the last five years. **Table 4** provides an overview of the number of students admitted and subsequently enrolled in the program since Fall 2017, including full-time and part-time admissions. The admissions process takes place once each year for fall enrollment. Of importance to note, as was mentioned in earlier responses, the majority of Ph.D. students select the part-time option to enable their success in this highly academic program while concurrently working, most already serving as nursing faculty. Since Fall 2017, the Ph.D. program has admitted and enrolled 33 students into the program. These rates had been fairly consistent year over year. However, the SON saw a decline in applicants to all graduate programs for the Fall 2021 cycle. The Fall 2021 admission process data for the Ph.D. program includes the following: 14 prospective students applied, 12 applicants met all of the criteria, 12 were admitted, and five enrolled. In previous years, the Ph.D. program enrolled six to eight new students each fall but only five in 2021. This downward trend was attributed to the economic and emotional toll of the COVID-19 pandemic, making prospective students hesitant to start a rigorous, graduate program and finance further educational endeavors.

The SON would like to see an increase in applicants, admissions, and enrollments in the Ph.D. program. The maximum number of new students the Ph.D. program could accommodate is 12. As the SON’s graduate programs have a predominantly online presence, the marketing campaign is heavily focused on online advertisement strategies. The SON routinely promotes its graduate programs through Google and Facebook Ads during the application periods and an active social media presence via LinkedIn, Facebook, Twitter, and Instagram. The Associate Director of Communications for UNLV SON has led these endeavors by monitoring and managing the SON’s social media platforms, creating advertising and marketing materials, developing and writing feature stories, and streamlining and updating website pages. In the past year, the Associate Director of Communications has also collaborated with the Graduate College and the SON’s Enrollment Coordinator to create advertisements (**Appendix G**) to distribute for their respective recruitment efforts. The SON also explores additional scholarship opportunities and pre-admissions strategies to identify and address financial barriers.

Table 4: Ph.D. Program Admissions

Program Entry	Full/Part Time	Ph.D. Program Admission	Totals
Fall 2017	Full Time	4	8
	Part Time	4	
Fall 2018	Full Time	1	6
	Part Time	5	
Fall 2019	Full Time	2	7
	Part Time	5	
Fall 2020	Full Time	2	7
	Part Time	5	

Program Entry	Full/Part Time	Ph.D. Program Admission	Totals
Fall 2021	Full Time	1	5
	Part Time	4	
Grand Total			33

Table 5 provides an overview of the headcount data in each of the SON’s Ph.D. program subplans from the last five years (Fall 2017- Spring 2022). To align with the presentation of enrollment data represented by the Office of Decision Support (pages 26-27), the SON’s Spring and Fall enrollments are reflected in Table 5. Certain subplans were not yet defined in PeopleSoft, the Information System used by the Office of Decision Support to identify the headcount data specific to the Ph.D. subplans. For this reason, the summative count was provided. The SON has tabulated the enrollment numbers for the Ph.D. program, according to semester and subplan. The headcount data from the Office of Decision Support (pages 26-27) differs slightly from the totals represented in Table 5; however the headcounts in Table 5 is derived from the SON’s internal tracking system and is supported by active student data from the Graduate College. The total headcount has reflected a consistent range of 27-36 Ph.D. students since 2017, with the majority of semesters (six out of 10) seeing a headcount of 29-31 students. Due to low enrollment, the Doctor of Philosophy – Interdisciplinary Health Sciences (Ph.D.-IHS) subplan was phased out Spring 2019. Enrollment in the DNP-Ph.D. and Ph.D.-EDU (50 credits) subplans has seen consistent ranges each semester from three to seven and 15-21 students respectively. Over the past five years, the Ph.D.-EDU (62 credits) subplan has shown steady growth from four students in 2017/2018 to eight and nine since 2020.

Table 5: Ph.D. Program Headcount Data

Semester	Ph.D.-IHS	DNP-Ph.D.	Ph.D.-EDU (50cr)	Ph.D.-EDU (62cr)	TOTAL
Fall 2017	1	5	21	4	31
Spring 2018	1	4	19	4	28
Fall 2018	1	5	18	6	30
Spring 2019	0	5	18	6	29
Fall 2019	0	7	17	9	33
Spring 2020	0	7	15	9	31
Fall 2020	0	6	21	9	36
Spring 2021	0	6	15	9	30
Fall 2021	0	6	16	8	30
Spring 2022	0	3	16	8	27

- iii. Does your programs enrollment trend differ from national trends? If so, please explain why.

Program Response

Enrollment trends in the Ph.D. program are slightly below national trends. Data retrieved from a review of new cohort enrollments for similar programs across the country aligns with the Ph.D. program’s capacity to accept 12 new admits each fall. Class sizes are intentionally small to allow for a more individualized approach to instruction, research, and scholarship. Smaller student-to-faculty ratios also facilitate the intense consultation and collaboration required of a Ph.D. program. However, the SON would like to increase the number of students who are not just accepted into the program but ultimately enrolled. As was previously mentioned, endeavors are ongoing to improve the admission rate.

b. Major Course Offerings

- i. Does the program offer enough course to meet enrollment demands? If so, please explain why.

Program Response

The SON Ph.D. program offers enough courses to meet the enrollment demands. In most Ph.D. course offerings, an average of three to seven students are enrolled. These class sizes suggest that enough courses exist to meet demand.

- ii. How many major courses have been added or eliminated in the last five years?

Program Response

The course Interdisciplinary Team Science (NURS 748) was added to the Ph.D. EDU subplans. In order to accomplish this, one credit was reduced from each of the following three courses: Grant Writing (NURS 779), Independent Teaching Practicum Seminar (NURS 790), and Independent Teaching Practicum (NURS 791).

 1 Added 0 Eliminated

- iii. Why were these actions taken?

Program Response

Interdisciplinary Team Science (NURS 748) was created for the Ph.D. in Interdisciplinary Health Sciences (IHS) subplan. Although this subplan was phased out in 2019, the NURS 748 course remained part of the Ph.D. curriculum, as the faculty believed it enriched the program.

- iv. What additional actions should be taken to improve retention, progression and graduation of students in the program?

Program Response

Newly created in Fall 2021, with the full-time administrative faculty position filled in Fall 2022, the SON now has a Graduate Engagement & Retention Coordinator. This individual's responsibilities will include identifying and addressing barriers to retention, progression, and graduation for students in the program. Through collaboration with Ph.D. faculty and campus resources, this coordinator will support the graduate students, address barriers to their success, and facilitate engagement and timely progression.

- v. Are there courses that represent barriers for progression and/or graduation, because students routinely have difficulty enrolling in, and/or completing those courses? If so, please explain why.

Program Response

For the Ph.D. program, there are not courses that represent barriers to progression and/or graduation such that students routinely have difficulty enrolling in, and/or completing those courses. Students can follow the course sequence of their desired subplan without barriers to enrollment or progression.

- vi. If there are course that represent barriers for progression and/or graduation, please describe financially-based and non-financially-based solutions to reduce "bottle-necks" in these courses.

Program Response

The SON does not experience challenges associated with "bottle-necks" in the Ph.D. program.

- vii. Can any changes in sequencing of courses be made to facilitate student retention, progression and graduation?

Program Response

For the Ph.D. program, the sequence of courses has not presented barriers to retention, progression or graduation of students. On the contrary, the current sequencing of courses has offered some flexibility to accommodate each student's plan of study and has not impeded matriculation.

- viii. Please discuss whether the unit has any plans to provide any or more online courses within the next 2-3 years. If the unit does not have such plans please explain why.

Program Response

As the delivery of the Ph.D. program's courses is already web-based, all courses are provided online. At this time, the SON has not made further plans to add additional courses to the curriculum.

c. Curriculum

- i. Is the program curriculum aligned with current developments in the discipline? If so, please explain how.

Program Response

The Ph.D. program's curriculum is aligned with developments and best practices in nursing and nursing education. For example, the American Association of Colleges of Nursing (AACN)'s position statement on Defining Scholarship for Academic Nursing (2018), describes a Team Science approach to nursing practice. The Ph.D. program has similarly adopted a Team Science approach to its education practices, which involves "multiple investigators with diverse skills and backgrounds to address complex, multi-factorial research problems...to accelerate scientific discovery and implementation into practice and policy" (AACN, 2018). Using this method, Ph.D. faculty members—with vast and varied knowledge, skills, experiences, and background in research, education, and scholarship—have shaped the curriculum and program to follow best nursing and nursing education practices. Additionally, the use of Quality Matters, a gold standard for online courses and programs, is another method by which courses are reviewed and revised to incorporate best practices to enhance student engagement, learning, and satisfaction.

In addition, the Ph.D. program's Student Learning Outcomes (SLOs) reflect alignment with AACN's expected outcomes since their initial position statement on the research-focused doctorate (2010). As the national voice for academic nursing, "AACN works to establish quality standards for nursing education; assists schools in implementing those standards; influences the nursing profession to improve health care; and promotes public support for professional nursing education, research, and practice" (AACN, 2022). **Table 6** provides a curriculum map, representing the integration of the AACN expected outcomes and the student learning outcomes into each of the Ph.D. courses. Course numbers and titles are provided below Table 6.

Table 6: Curriculum Map

Emphasis Key 1= Minor 2=Moderate 3=Significant	SLO 1: Provide leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession AACN Expected Outcome: Steward the Discipline	SLO 2: Conduct and communicate original research that generates new knowledge. AACN Expected Outcome: Develop the Science	SLO 3: Discover, implement, and evaluate innovative approaches to teaching and learning AACN Expected Outcome: Educate the Next Generation
NURS 709	2		3
NURS 710	1	2	3
NURS 724	1	1	3
NURS 733	2		3
NURS 748	2	2	1
NURS 770	2	1	
NURS 771	2	1	
NURS 772	3	2	
NURS 774	1		3
NURS 775	1	3	1
NURS 776	1	3	1
NURS 777	2	3	2
NURS 779	2	3	2
NURS 780	1	3	2
NURS 781	1	3	1
NURS 785	1	3	2
NURS 789	2	3	2
NURS 790	2	1	3
NURS 791	2	1	3
NURS 797	2	3	2

NURS 709 – Teaching and Learning in Nursing Education

NURS 710 – Course Level Evaluation Strategies for Nurse Educators

- NURS 724 – Developing & Evaluating Curriculum for Nursing Education
- NURS 733 – Nursing Education Practicum I
- NURS 748 – Interdisciplinary Team Science
- NURS 770 – Knowledge Development in Nursing
- NURS 771 – Theory Development in Nursing
- NURS 772 – The Nurse as Leader
- NURS 774 – Educational Theory and Philosophy for Nursing
- NURS 775 – Statistical Methods for Nursing Research I: Univariate Methods
- NURS 776 – Statistical Methods for Nursing Research II: Multivariate Methods
- NURS 777 – Individualized Study/Dissertation Seminar
- NURS 779 – Writing a Research Grant Application
- NURS 780 – Quantitative Research Methods in Nursing
- NURS 781 – Qualitative Research Methods in Nursing
- NURS 785 – Special Topics in Nursing Research
- NURS 789 – Independent Study
- NURS 790 – Independent Teaching Practicum Seminar
- NURS 791 – Independent Teaching Practicum
- NURS 797 – Dissertation

With the recent release of AACN’s updated position statement [*The Research-Focused Doctoral Program in Nursing: Pathways to Excellence*](#) (2022), the Ph.D. program aims to conduct a curricular review to identify, on a granular level, how AACN’s key topic areas of focus are covered in each of the courses to make any necessary modifications and updates to the curricula. **Table 7** represents preliminary work toward this endeavor by depicting alignment of Ph.D. SLOs with AACN’s updated expected outcomes and hallmarks of Ph.D. education.

Table 7: Alignment of Program Outcomes with AACN Expected Outcomes & Hallmarks

Ph.D. Program: SLOs	AACN Expected Outcomes	AACN: Hallmarks of Ph.D. Education
1. Provide leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession	<ul style="list-style-type: none"> • Steward the Discipline 	<ul style="list-style-type: none"> • Philosophical literacy and epistemic diversity, in addition to exploring the breadth of the discipline and depth of particular area of related science • Acquires competencies to expand socially meaningful science that supports the discipline and practice of nursing
2. Conduct and communicate original research that generates new knowledge	<ul style="list-style-type: none"> • Develop the Science 	<ul style="list-style-type: none"> • Articulates the clinical and policy implications of their research contribution
3. Develop, implement and evaluate innovative approaches to teaching and learning	<ul style="list-style-type: none"> • Steward the Discipline 	<ul style="list-style-type: none"> • Develops expertise in core knowledge and methods of the discipline and selected areas of research

- ii. If the program curriculum is not aligned with current developments in the discipline, please explain what steps faculty are taking to modernize the curriculum.

Program Response

The Ph.D. program curriculum is driven by qualified faculty and is aligned with current discipline developments. Ongoing changes, supported by literature and Big Data, are planned following faculty input and recommendations from Quality Matters to provide quality, online education.

d. Advising

- i. How many full-time academic advisors are available at the Colleges Advising Center? Is this number sufficient?

Program Response

For the Ph.D. program, the roles of an academic advisor are assumed by various administrative and academic faculty within the SON. The SON's full-time enrollment coordinator is the first advisor prospective students encounter as they seek admission to the program. In addition, the enrollment coordinator provides pre-program advising and degree audit checks in order to track students' academic progression through the program and onto graduation.

Upon admission to the program, Ph.D. students are assigned a faculty advisor/chair to offer academic guidance as they navigate through their program of study. The student retains that faculty advisor/chair for the duration of the nursing program but may change if requested. This advisor may serve as the student's Graduate Advisory Committee Chair. Advisement related to program contracts, such as progression or revision due to personal situations, is completed by the Ph.D. Program Director. Consultation concerning progression in course activities is completed with the course instructor.

Additional academic faculty who practice some of the functions of an academic advisor are the SON's Student Services Director (SSD) and the Graduate Enrollment and Retention Coordinator. The SSD provides academic guidance and support to students from admission to program completion and serves as a liaison for students between Financial Aid, the Grad College, and several other offices within UNLV to address barriers that may impede their academic success and progression. The Graduate Enrollment and Retention Coordinator empowers students to reach their academic goals, through collaboration with campus resources to promote student success, retention, and progression. This coordinator also promotes student engagement by providing a positive student experience aligned with UNLV's top-tier goals.

- ii. Describe any changes to advising practices in the last five years based on the findings of assessment reports.

Program Response

As reflected in the 2021 annual assessment report, UNLV SON created the Graduate Engagement and Retention Coordinator position mentioned in the previous response. This administrative faculty member aims to organize processes to increase student engagement, develop and facilitate a strategic retention program, and work closely with faculty and staff to maximize students' opportunities for success and program completion. The Graduate Engagement & Retention Coordinator position was fully operational in Spring 2022 and will be an invaluable resource for students.

In response to an assessment of student needs at the onset of the COVID-19 pandemic, several measures were created to improve advising practices during this challenging time. Ph.D. program faculty increased individualized advisement, particularly as student research related to subject recruitment and data collection was significantly affected. Chairs assisted students in revising their IRB protocols to adjust data collection from in-person to virtual, or some such form of electronic data collection. Chairs and students had to consider innovative means to complete studies while maintaining the rigor of science. In addition, Ph.D. faculty advisors worked with students to prepare for remote Oral Comprehensive exams and remote Proposal and Final Dissertation Defenses, while being sensitive to COVID-19 protocols. In some cases, specific to COVID-19 challenges, students had to forego enrollment for a semester while realigning their ability to recruit their study sample. Overall, both students and Ph.D. faculty were mutually supportive and collaborative to achieve the best academic and research outcomes.

e. Graduation Rates

- i. Program graduation numbers and rates are summarized below (insert here tables with graduation data). Use the tables to answer the below questions.

Table 8: Graduation Rates (%) for Fall Cohorts (Office of Decision Support Data)

Fall	Size	Yr 2 rate (%)	Yr 3 rate (%)	Yr 4 rate (%)	Yr 5 rate (%)	Yr 6 rate (%)	Yr 7 rate (%)	Yr 8 rate (%)
2010	13	0.0	0.0	46.2	69.2	69.2	76.9	76.9
2011	8	0.0	12.5	37.5	62.5	75.0	75.0	75.0
2012	7	0.0	14.3	42.9	71.4	71.4	85.7	85.7
2013	8	0.0	37.5	50.0	50.0	75.0	75.0	75.0
2014	8	0.0	0.0	25.0	37.5	37.5	50.0	75.0
2015	8	0.0	12.5	25.0	50.0	62.5	75.0	NA
2016	6	0.0	0.0	0.0	50.0	50.0	NA	NA
2017	7	0.0	0.0	14.3	14.3	NA	NA	NA
2018	8	0.0	12.5	12.5	NA	NA	NA	NA
2019	7	0.0	0.0	NA	NA	NA	NA	NA
2020	7	0.0	NA	NA	NA	NA	NA	NA
2021	5	NA	NA	NA	NA	NA	NA	NA

Source: PeopleSoft Table PS_LV_CNR_DEGREES
PS_LV_CNR_CP
PS_LV_CNR_CR

Office of Decision Support, December 2021

Table 9: Completion Rates (Count) for Ph.D.-Nursing Students

Year of Admission	Cohort Size	Year 2 Grads	Year 3 Grads	Year 4 Grads	Year 5 Grads	Year 6 Grads	Year 7 Grads	Year 8 Grads	Total Grads	Attrition	Currently Enrolled
2010	13	0	1	6	2	0	1	0	10	3	0
2011	8	0	1	2	2	1	0	0	6	2	0
2012	7	0	1	2	2	0	1	0	6	1	0
2013	8	0	4	0	0	2	0	0	6	2	0
2014	8	0	0	2	1	0	2	1	6	2	0
2015	8	0	2	0	3	1	0	NA	7	0	1
2016	8	0	0	0	3	1	NA	NA	4	2	2
2017	8	0	0	1	1	NA	NA	NA	2	2	4
2018	6	0	1	1	NA	NA	NA	NA	2	1	3
2019	7	0	1	NA	NA	NA	NA	NA	1	1	5
2020	7	0	NA	NA	NA	NA	NA	NA	0	0	7
2021	5	NA	NA	NA	NA	NA	NA	NA	0	0	5

Table 10: Attrition Rates (Count) for Ph.D.-Nursing Students

Year of Admission	Cohort Size	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total	% Attrition
2010	13	1	1	0	0	1	0	0	0	3	23%
2011	8	0	1	0	0	1	0	0	0	2	25%
2012	7	0	0	1	0	0	0	0	0	1	14%
2013	8	1	0	0	1	0	0	0	0	2	25%
2014	8	0	0	1	0	1	0	0	0	2	25%
2015	8	0	0	0	0	0	0	0	NA	0	0%
2016	8	0	0	1	0	0	1	NA	NA	2	25%
2017	8	0	1	0	0	1	NA	NA	NA	2	25%
2018	6	1	0	0	0	NA	NA	NA	NA	1	17%
2019	7	1	0	0	NA	NA	NA	NA	NA	1	14%
2020	7	0	0	NA	NA	NA	NA	NA	NA	0	0%
2021	5	0	NA	NA	NA	NA	NA	NA	NA	0	0%
Totals	93	4	3	3	1	4	1	0	0	16	

- ii. Are the trends in 6-year cohort graduation close to the University’s goal of 50% graduation rate?

Program Response

Table 8, shown above, depicts UNLV’s Office of Decision Support data and provides information regarding the semester of admission (Fall 2010-2021), the size of the cohort, and the subsequent graduation rates at years two through eight of enrollment. While Table 8 depicts the graduation rate by percentage each year, **Table 9** reflects the count of students who graduated years two through eight for each cohort admitted into the Ph.D. program since 2010. This table aims to show the quantity of students who have graduated at each year of matriculation. The information in Table 9 differs slightly from the Office of Decision Support’s data in Table 8. This is due to the SON operating on a different calendar from that of the university. The SON has 15-week trimesters each academic year, running from Fall to Summer (September-August); whereas the University runs on a semester schedule. Therefore, the Office of Decision Support combines data (Table 8) from the Summer term and the following Fall. Conversely, the SON’s Summer trimester is part of the same academic year as the previous Fall and Spring trimesters. For this reason, Table 9 accounts for this adjustment for summer graduates and has been updated to report Spring 2022 graduation data.

Table 10 demonstrates the attrition of students since the 2010 admissions cohort and delineates the year of withdrawal from the program. As the table shows, attrition from the program historically occurs in years one through three and year five, reflecting three to four students separating within that timeframe since the 2010 cohort. One study of 5,391 students, selected from the AACN database who entered nursing Ph.D. programs from 2001 to 2010, found the rate of completion to be 74.2%, the rate of attrition to be 22.7%, the average time to graduation to be 5.7 years, and the average time to drop out to be 3.7 years (Fang & Zhan, 2021). This study shows consistency with the SON’s data. With the Ph.D. program’s small cohort sizes, attrition of one or two students can significantly impact the attrition rate.

The data in the above tables indicate the trends in six-year cohort graduation rates have met or exceeded the University’s goal of 50% each year since 2010, except for the Fall 2014 admission cycle. In addition, the Ph.D. program exceeded the University’s goal in 2010-2013 and 2015. However, the 2017 and 2018 cohorts are below normal trends.

Table 11 provides an overview of the Ph.D. program’s completion count every trimester since Fall 2009 and totals per academic year (Sept-Aug).

Table 11: Ph.D. Program Graduates per Trimester & Academic Year

Trimester	Number of Ph.D. graduates	Ph.D. Graduates per Academic Year (Sept-Aug)
Fall 2009	2	9
Spring 2010	4	
Summer 2010	3	

Trimester	Number of Ph.D. graduates	Ph.D. Graduates per Academic Year (Sept-Aug)
Fall 2010	1	4
Spring 2011	0	
Summer 2011	3	
Fall 2011	4	4
Spring 2012	0	
Summer 2012	0	
Fall 2012	1	5
Spring 2013	2	
Summer 2013	2	
Fall 2013	3	8
Spring 2014	4	
Summer 2014	1	
Fall 2014	3	6
Spring 2015	3	
Summer 2015	0	
Fall 2015	2	8
Spring 2016	5	
Summer 2016	1	
Fall 2016	3	4
Spring 2017	1	
Summer 2017	0	
Fall 2017	0	4
Spring 2018	3	
Summer 2018	1	
Fall 2018	0	3
Spring 2019	3	
Summer 2019	0	
Fall 2019	2	3
Spring 2020	0	
Summer 2020	1	
Fall 2020	5	8
Spring 2021	1	
Summer 2021	2	
Fall 2021	4	6
Spring 2022	2	
Grand Total		72

- iii. If not, what is being done to reach the 50% graduation rate?

Program Response

The Ph.D. program has met, and often exceeded, the University's six-year cohort graduation rate goal of 50%. However, the SON would like to see a 50% graduation sooner than the University's six-year goal. Therefore, the SON will continue to monitor its retention, engagement, and progression strategies.

VI. Quality

a. Admission and Graduation Requirements

- i. List program admission requirements as they appear in the current UNLV academic catalog.

Program Response

The current UNLV academic [catalog](#) provides a comprehensive overview of the Doctor of Philosophy – Nursing program. Admission into the nursing doctoral program is contingent upon the qualifications of the applicant and the availability of open positions. Students are admitted once a year in the fall. Applicants must have submitted all required materials by the deadline posted on the School of Nursing website.

A one-time, non-refundable deposit of \$500 is required as a seat holding fee. This deposit will be credited towards tuition costs once admissions acceptance has been completed. This applies to any and all applicants to the program regardless of subplan.

All applicants must provide the following:

1. Generally, a minimum grade point average of 3.5 (on a 4.0 = A scale) earned in a nursing or health-related master's program of study is required. Students who graduate from accredited competency-based schools are advised to contact the Program Director for additional information.
2. Successful completion within the last five years of graduate course work or equivalent in statistics and research with a B or better.
3. Current unencumbered and unrestricted license as a Registered Nurse in at least one state or territory of the US.
4. Applicants must present GRE scores on verbal, quantitative and analytic measures. The exam must have been taken within the last five years. Post-DNP applicants are exempt from this requirement.
5. Three letters of recommendation are required from individuals who can evaluate the applicant's motivation, academic capability, scholarship potential, and person integrity for doctoral study in nursing.
6. Evidence of current health and malpractice insurance. Accepted applicants must, prior to enrollment, show proof of completion of the Hepatitis B vaccine series, a titer indicating presumptive immunity, or a statement from a health care provider indicating that vaccination is contraindicated for health reasons

and validation of a negative drug screen. Other immunization and health data requirements are identified in the student handbook.

7. Two representative samples of scholarly work (e.g., thesis, demonstration project, publication, etc.).
8. Written statement of personal career, education and scholarship goals including identification of research interest. The statement should include a description of how the applicant's research goals align with specific faculty programs of research.
9. Curriculum Vita or resume.
10. Applicants are required to participate in an interview with member of the Admissions Committee, either in person, via video conference, or by telephone.

Post-DNP to Ph.D. subplan applicants must also submit:

Evidence of an earned Doctorate in Nursing Practice degree from a program accredited by the Commission on Collegiate Nursing Education (CCNE), the National League for Nursing (NLN) Commission for Nursing Education Accreditation (CNEA), or the Accreditation Commission for Education in Nursing (ACEN) is required. In addition to the required courses below, students must have 17 units from an accredited DNP program.

Nursing Education or Post-MSN-Nursing Education Accelerated Degree subplan applicants must also submit:

Earned master's degrees in nursing (MSN) require programs accredited by CCNE, NLN CNEA, or ACEN; persons educated outside the United States need to demonstrate equivalent education and advanced degrees.

Persons holding a bachelor's degree in nursing and master's degree in a health-related discipline from an accredited institution are eligible for admission but will need to complete graduate-level courses in health and public policy and nursing theory.

Post-MSN-Nursing Education Accelerated Degree subplan applicants must also submit:

Upon approval of all the previous requirements, applicants who completed NURS 709, 710, 724, and 733 or equivalent course work during their masters' or postmasters' education can apply for the Post-MSN-Nursing Education Degree subplan.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

- ii. List any updates that need to be made to the undergraduate or graduate academic catalogs. Have these changes been initiated in Curriculog?

Program Response

In Spring 2022, the graduate academic catalog for the Ph.D. program went through a review, update, and approval by the Ph.D. program director and faculty, the SON's Graduate Program Committee (GPC), and the SON's Faculty Organization. Therefore, no further updates are recommended at this time.

b. Outcomes and Assessment

- i. Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are available through the [Office of Academic Assessment](#). Attach the most recent assessment report in the Appendix.

Program Response

Please see **Appendix H** for the most recent Annual Assessment Report (academic year 2020-2021) and **Appendix I** for the Three-Year Assessment Plan (academic years 2021-2024) for the Ph.D. program.

- ii. As a result of information gathered in your assessment reports, has the program revised its curriculum (e.g. changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s)) in the last five years? If so, what changes were made and why?

Program Response

As reflected in the 2020 annual assessment report, the plan was established for courses in the Ph.D. program to undergo a Quality Matters (QM) Review. QM, the gold standard for online courses and programs, provides a pathway for benchmarking quality for well-designed online courses to enhance student engagement, learning, and satisfaction. This QM review began in Summer 2021 and will end in Summer 2022. Based on the review's findings and subsequent recommendations, ongoing revisions will occur to improve the quality of the courses in the Ph.D. program.

Additionally, the curriculum was changed to decrease the credit hours for the Independent Teaching Practicum Seminar (NURS 790) and Independent Teaching Practicum (NURS 791) to allow for independent studies with the Chair.

- iii. Describe how the program has revised course content or pedagogical approaches based on findings in your assessment reports in the last five years?

Program Response

Based on program assessments done in 2018, a task force was created to re-evaluate how learning outcomes were being met in Ph.D. courses and the program. In response, the Ph.D. program developed another culminating option, from the traditional dissertation to a multiple article dissertation, to assist students in sustaining their knowledge and skills in conducting and communicating their research to generate new knowledge. In an effort to increase students' opportunities for research-related experiences, the SON provided additional funding for Graduate Assistants.

- iv. Describe how you have used the findings in one assessment report to improve student learning.

Program Response

One example of an effort to improve student learning was to increase faculty-guided student dissemination of research through presentations and publications. This was to facilitate increased preparedness during program enrollment to foster a readiness to conduct research and scholarly work independently after graduation.

VII. Conclusion and Self-Assessment

a. Faculty Review of Self-Study

- i. On what date did the program and/or department faculty review this self-study?

Program Response

In preparing for this self-study, the SON consulted with various administrative and academic faculty with knowledge of the Ph.D. program. This included, but was not limited to, the Dean, current and former Ph.D. program director, interim Associate Dean for Faculty Affairs, Acting Associate Dean for Research, Student Services Director, Director of Accreditation and Assessment, Director of Finance and Educational Technology and Innovation Manager. In addition, data utilized for purposes of this self-study came from the following sources: the Office of Decision Support; UNLV Graduate College; UNLV Folio, the university's information management system for faculty members to document scholarly achievements, workflow, evaluations, tenure, and promotions; the SON's internal tracking systems for admission, enrollment, graduation, program progression, and student/faculty achievements; Ph.D. Program Annual Assessment Reports; and Exit and Alumni Surveys. The self-study was then shared with faculty on April 27, 2022 for their review and comment.

b. Conclusions

- i. What are the top three priorities and/or needs for the future development of the program?

Program Response

The top three priorities and/or needs for the future development of the program include evaluating Ph.D. program pedagogy based on student feedback, expanding the Ph.D. program to include clinical research, and increasing the scholarly output of graduates. The purpose of the first priority, review of the Ph.D. program pedagogy, is to evaluate the structure and delivery of online courses. Student feedback via exit surveys and faculty discussions at Program Evaluation Day in 2021 have suggested that students desire more involvement and engagement from faculty. Ph.D. students have stated dissatisfaction with the reliance on reading, discussion boards and posts in their online courses. One means of restructuring would be to include more dissertation work in the course content. This change in pedagogy would benefit both students and faculty alike by facilitating more engagement opportunities, promoting standardization of dissertation instruction, and reducing the workload of the Advisory Committee Chair. The [UNLV Workload Policy](#), as it pertains to doctoral program involvement, describes workload assignments and the distribution of responsibilities that are considered part of the students' educational experience. In terms of doctoral program involvement, other teaching assignment credits may be requested and/or assigned based on the faculty member's involvement with the unit's doctoral programs and could include, but not be limited to: development of a new doctoral program; working with and/or advising several doctoral students; responsibility for interviewing prospective doctoral students; evaluating doctoral program admission applications; and/or the successful completion of a specified number of dissertations or equivalent projects/documents by a faculty member's doctoral students. The university does not quantify the number of dissertations, equivalent projects or advisees that qualify for other teaching assignment credits. Such parameters may provide guidelines for the formation of Advisory Committees and teaching assignment credits. Incorporating dissertation work throughout the courses will reduce the workload of the Advisory Committee Chair and may promote timely progression through the program, thereby decreasing the time commitment required of serving on Advisory Committees. Another consideration in the review of Ph.D. pedagogy is increasing the intentional utilization of the Instructional Designer and Educational Technology Manager to implement meaningful changes to the structure of online courses based on their invaluable expertise.

Another priority is to expand the Ph.D. program to include a clinical research focus and not a nursing education focus alone. This is a developing endeavor with the first step being the hire of [Dr. Lorraine Evangelista](#) in Spring 2022 as Associate Dean of Research (ADR) to fill an ongoing vacancy in that position. Dr. Evangelista is recognized internationally for her research-intensive investigation into the care of patients with heart disease. She has more than 125 publications and has received over \$10 million from the National Institutes of Health for her research. Dr. Evangelista's extensive experience in research, funding, publishing, and mentoring is an asset to the SON's research endeavors. Over the past four years, the SON has actively recruited more research intensive faculty in order to pave the way for expanded research capacity. With the growing research intensive expertise of faculty and the newly hired ADR, the SON hopes to attract even more qualified faculty and students

In conjunction with efforts to develop a clinical research focus, the SON considers increasing the scholarly outcomes of graduates from the Ph.D. program to be an additional priority. This priority aligns with the Ph.D. program's learning outcome "Conduct and communicate original research that generates new knowledge." **Appendix J** provides a list of the Ph.D. program's graduates since 2009-2010 and their quantity of publications since graduation, to provide context of current graduate outcomes. The active recruitment of research-intensive faculty members will also inspire and empower students to continue in the pursuit of research and scholarship after graduation. The growth of the Ph.D. program to include a clinical research subplan will foster a more intentional focus on scholarly research post-graduation.

- ii. What are the strengths of the program?

Program Response

The strengths of the Ph.D. program are evident in the quality and scholarship of the faculty, in the nursing education focus for a niche market, and in the value of its collaborative partnerships. Faculty have expertise and programs of research that span a diverse range of clinical and educational topics. For example, faculty research agendas include clinical areas such as pain management, hospice and palliative care, m-health applications, resilience in veterans, and others. In addition, faculty also have an educational research focus, with one example being best practices for online learning. This range and caliber of research provide several options for students as they determine their research topics.

Additionally, diverse research methodological support is available for students using a variety of research designs. For example, one senior faculty is a bio-statistician with numerous years of healthcare research experience. Additional statistical consultation is also available through a contracted statistician. Faculty have methodological expertise ranging from complex quantitative designs, laboratory assays and genetics to qualitative methods such as phenomenology and grounded theory. This breadth allows students to pursue their research questions in the most appropriate way to obtain relevant findings that can contribute to the scientific community and improve health care. To demonstrate the diversity of the faculty mentors, the SON has [documented](#) their areas of research, using the framework developed by the [National Institute of Minority Health and Health Disparities](#). Research within the SON covers all domains of influence, from biologic studies of hormones and stress makers to population level studies of the organization of the health system. The work of SON faculty spans multiple levels within this framework as they seek innovative ways to address health problems.

With a focus on nursing education, the SON's Ph.D. program offers a niche market. The program's uniqueness is its strength, emphasizing scholarship and research in nursing education. This distinctiveness affords opportunities for recruitment and partnerships to attract students particularly interested in this field of study and to offer a terminal degree program for faculty members from other nursing schools. With nursing faculty shortages posing a major threat nationwide, the Ph.D. program is uniquely equipped to prepare leaders, scholars/researchers, and educators to educate the next generation of nurses.

The strong research collaboration across the university is also a strength of the program, facilitating shared expertise to promote rigorous student studies. Students have taken courses with faculty in medical anthropology, education, and history. As was conveyed in a previous response but worth noting again, one student took a course in Mexican culture to enhance her study of gestational diabetes in Mexican immigrants. Graduate College Representatives from various disciplines serve on students' advisory Committees and usually contribute content and research expertise to student studies.

In addition to collaborations internal to UNLV, outside partnerships with other nursing programs provide a pipeline of Ph.D. students. The University of Portland's School of Nursing (UPSON) is an example. This partnership affords their faculty an opportunity to seek a terminal research degree in nursing from UNLV SON. Furthermore, partnerships of an informal nature exist with specific schools as their faculty have consistently applied to this Ph.D. program due to its reputation of rigor paired with a high degree of faculty support and expertise.

- iii. What are the challenges facing the program?

Program Response

Challenges facing the Ph.D. program include the declining numbers of qualified applicants, decreased research funding, and the imminent impact of nurse faculty shortages on a national scale. The Ph.D. landscape nationally reflects a declining trend in qualified applicants. According to the American Colleges of Nursing's (AACN) *2020-2021 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, enrollment at the doctoral (research-focused) level has declined by 5.9 percent over the past five years (2016-2020). As aforementioned, efforts are ongoing and evolving to promote the marketing of the Ph.D. program in order to improve recruitment, application, admission, and enrollment numbers. The pandemic strained the already challenged enrollment trends by creating fatigue across all levels of clinical and academic nursing, negatively impacting interest and inquiry in a terminal degree program. While the SON maintained a sufficient cadre of admissions, the Ph.D. program has experienced a decrease in applicants—similar to the declining national trends. Possible ways to address the problem have been mentioned throughout the self-study and include such measures as active and systematic marketing at a various national organizations, cyber open houses (information sessions), social media and web-based marketing, and networking connections (person to person). In addition, the SON has an opportunity to leverage the uniqueness of the Ph.D. program, as a niche market with a nursing education focus, and utilize targeted advertising strategies for the purpose of recruiting qualified students and faculty who share the same academic interest. Emphasizing the distinctive qualities of the program may provide additional pipelines of Ph.D. students from various nursing programs across the country, similar to the SON's partnership with UPSON. Increasing the pool of qualified applicants is a recognized challenge on a national scale, but addressing this challenge is crucial to the continued success of the Ph.D. program.

In 2020 and 2021, the SON experienced a significant drop in research funding due to COVID-19. SON Faculty are responsible for disseminating their scholarly work through venues respected in their disciplines and beyond academia and securing funding appropriate for their scholarly endeavors. Tenured and tenure-track faculty receive reassigned time (20%) for research and scholarship to support them in these efforts. In the article [Research in the Time of COVID-19](#), UNLV SON's Office of Research and Scholarship (ORS) explained some of the funding challenges caused by the pandemic, including delayed funding decisions and no-cost extensions, which allowed for additional research time but not additional funding (Gaccione, 2020). While research funding challenges are on the mend, the SON monitors the data closely as increasing externally funded grants positively impacts school rankings and attracts faculty and students to the program.

The nurse faculty shortage continues to be a challenge for nursing programs across the country. Attracting Ph.D. nursing faculty could prove to be increasingly difficult, particularly as many nurses pursue an advanced clinical degree with less time commitment. In addition, mid-career and senior faculty are in very short supply yet are desperately needed to mentor junior faculty and students, while sustaining their programs of research. This nationwide shortage could threaten the SON's continued efforts to recruit research-intensive faculty.

- iv. Provide any additional comments about the program.

Program Response

One final highlight worth noting is the student-centric approach by which nursing faculty teach and mentor students in the Ph.D. program. This became increasingly evident through the challenges imposed by the COVID-19 pandemic. One such example includes the Pre-Dissertation Meetings—which provide a structured, formal mechanism for students to develop and move their research ideas forward quickly. In addition, faculty have repeatedly demonstrated their commitment to student success. Notably, the Graduate College also provides consistent mechanisms and activities to promote student success and support faculty. For instance, their [Finishing Fellows Program](#) is designed to support doctoral students in their final semester, encouraging successful completion and graduation. These funds will again be available in 2022. The student-centric nature of the Ph.D. program informs the SON's strategies for recruitment, retention and ultimately graduation of diverse and rigorous student scientists, as this is a top goal in keeping with the university's very high research profile.

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2020-2021 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.

Washington, DC: American Association of Colleges of Nursing

VIII. Appendix A: Jonas Alumni Networking Event Invitation

Dear UNLV Jonas Scholars Alumni,

We are looking forward to virtually connecting with you this Friday February 28th. Please complete the attached Jonas Scholar Networking form and return to Shannon Johnson prior to the event.

REMEMBER THE DATE!

The 2018-2020 UNLV Jonas Scholars invite you to attend:
Jonas Leadership Networking Event:
“Breakthrough to Nursing Excellence”
on **Friday February 28th from 3:45-6:00 p.m.** Pacific time
at **UNLV School of Nursing and Zoom**
Keynote: Dr. Barbara St. Pierre Schneider **“Building Programs of Research”**

Agenda Details

3:45 – 3:50 pm	Welcome Dr. Catherine Dingley, Ph.D. Program Director
3:50 – 4:20 pm	Introductions and updates Jonas Scholar Fellows
4:25 – 5:10 pm	“Developing a Program of Research” Dr. Barbara St. Pierre Schneider
5:10 – 5:55 pm	Networking / Questions Jonas Scholar Fellows
5:55 – 6:00 pm	Thank you/Wrap up Keshia Kotula

Please let us know if you have any questions. We look forward to seeing you on the 28th!

Thank you,

Keshia Kotula, Angela Sojobi, and Shannon Johnson
2018-2020 Jonas Scholars

IX. Appendix B: NEXus Historic Student Enrollments

COURSES UNLV TAUGHT VISITING STUDENTS																
Teaching Campus		University of Nevada Las Vegas														
Count of NexusID		Year														
Course Number	Course Title	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Grand Total	
NURS 775	Statistical Methods for Nursing Research I: Univariate Methods					1	1								2	
NURS 776	Statistical Methods for Nursing Research II: Multivariate Methods											1	1		2	
NURS 779	Writing a Research Grant Application		3	2	2	1			1	1	1	2	2	1	16	
NURS 780	Quantitative Methods in Nursing						5					1			6	
NURS 781	Qualitative Research Methods in Nursing		1		1	1							1		4	
NURS 785	Special Topics in Nursing Research - Instrumentation	1		1	3	3		3		2	1	2			16	
Grand Total		1	4	3	6	6	6	3	1	3	2	7	3	1	46	
COURSES UNLV STUDENTS TOOK ELSEWHERE																
Enrolling Campus		University of Nevada Las Vegas														
Count of NexusID		Year														
Course Number	Course Title	Teaching Campus	2014	2015	2017	2018	2019	2020	2021	2022	Grand Total					
NRSG 873	Teaching with Technologies	University of Kansas	1								1					
NUR 628	Research, Theory and Principles for Palliative Care in the Older Adult	Arizona State University				1					1					
NURS 600	Philosophical Foundations of Nursing Science	University of New Mexico			1						1					
NURS 606	Quantitative Methods in Health Research	University of New Mexico			1						1					
NURS 6330	Quantitative Research Design	University of Texas at Tyler						1			1					
NURS 6339	Mixed Methods Design	University of Texas at Tyler		1							1					
NURS 6341	Scholarship of Writing for PhD	University of Texas at Tyler							1		1					
NURS 6342	Scholarship in Nursing	University of Texas at Tyler							1		1					
NURS 6772	Quality Improvement in Healthcare	University of Utah					1				1					
NURS 707	Scholarly Writing	Virginia Commonwealth University							1		1					
NURS 7401	Critical Appraisal and Synthesis of the Literature	University of Utah							1		1					
NURS 7402	Dissertation Proposal Development	University of Utah								1	1					
NURS 770	Quantitative Research	Virginia Commonwealth University				1					1					
NURS:6811	Social Determinants of Health and Health System Inequities	The University of Iowa			1						1					
NUS 697	Advanced Qualitative Research Methods	University at Buffalo				1					1					
ZZZ NURS 6018	Simulation Instruction in Nursing Education	University of Utah		1							1					
ZZZ NURS 7440	Principles and Procedures in Mixed Method Designs	University of Utah	1								1					
Grand Total			2	2	3	3	1	1	4	1	17					

X. Appendix C: Faculty Productivity—Publications

2017

PUBLICATIONS (Note. Underline indicates student authors)

Non-Refereed Publications

1. **Doolen, J. L.** (2017, September). Resources for simulation nursing programs. *LAS VEGAS, NV: Nevada State Board of Nursing News*, 14. Retrieved from http://epubs.democratprinting.com/publication/?i=440488&ver=html5#%22issue_id%22:440488,%22page%22:14
2. Greenwalt, J., & **Doolen, J. L.** Professor Rounds: An emerging venue for the international nursing association for clinical simulation and learning conference [Editorial]. (2017). *Clinical Simulation in Nursing*, 13, i-ii. <https://doi.org/10.1016/j.ecns.2017.04.003>

Refereed Publications

1. **Angosta, A. D., & Serafica, R.** (2017). Assessing physical activity levels in Filipino Americans with hypertension using the Rapid Assessment of Physical Activity Questionnaire. *Home Health Care Management & Practice*. Advance online publication. <https://doi.org/10.1177/1084822316685517>
2. Bhatta, T. R., Albert, J. M., Kahana, E., & **Lekhak, N.** (2017). Early origins of later life psychological well-being? A novel application of causal mediation analysis to life course research. *Journals of Gerontology*, 73, 160-170.
3. Clayton, M., **Dingley, C.**, & Donaldson, G. (2017). The integration of emotional, physiologic, and communication responses to medical oncology surveillance appointments during breast cancer survivorship. *Cancer Nursing*, 40, 124-134. <https://doi.org/10.1097/NCC.0000000000000375>
4. Coleman, J. S., & **Angosta, A. D.** (2017). The lived experiences of acute care bedside registered nurses caring for patients and their families with limited English proficiency: A silent shift. *Journal of Clinical Nursing*, 26, 678-689. <https://doi.org/10.1111/jocn.13567>
5. Das, S., **Doolen, J. L.**, Guizado De Nathan, G., **Rue, S.**, & Cross, C. (2017). An innovative approach to collaborative simulation training on teamwork skills for pediatric residents and nursing students [Special section]. *Journal of Investigative Medicine*, 65(7), e2.
6. **Dingley, C. E.**, Clayton, M., Lai, D., Doyon, K., Reblin, M., & Ellington, L. (2017). Caregiver activation and home hospice nurse communication in advanced cancer care. *Cancer Nursing*, 40, E38-E50.
7. **Doolen, J. L.** (2017). Meta-analysis, systematic, and integrative reviews: An overview. *Clinical Simulation in Nursing*, 13, 28-30.
8. Ellis, K., Wilkinson, M., Kesten, K., Anderson, K., Lyons, M., & **Bondmass, M.** (2017). Partnering to scale a graduate nursing program to increase the nurse practitioner workforce. *Journal for Nurse Practitioners*, 13, e423–e431. [dx.doi.org/10.1016/j.nurpra.2017.06.015](https://doi.org/10.1016/j.nurpra.2017.06.015)
9. Gao, Z., Pope, Z., Lee, J. E., Stodden, D., Roncesvalles, N., Pasco, D., ... **Feng, D.** (2017). Impact of exergaming on young children's school day energy expenditure and moderate-to-vigorous physical activity levels. *Journal of Sport and Health Science*, 6, 11-16.
10. **Gatlin, P. K.**, & **Johnson, M. J.** (2017). Reaching the hard to reach [Abstract]. *Annals of Behavioral Medicine*, 51, S1818-1819.
11. **Gatlin, P. K.**, & **Johnson, M. J.** (2017). Two case examples of reaching the hard-to-reach: Low income minority and LGBT individuals. *Journal of Health Disparities Research and Practice*, 10, 153-163.
12. **Johnson, M.**, & **Gatlin, T.** (2017). Methodological review of sampling procedures for rural dwelling sexual and gender minority people. *Online Journal of Rural Nursing and Health Care*, 17, 65-87.

13. Kim, S., Kim, H., Lee, H., **Lee, H.**, & Noh, D. (2017). Effectiveness of a brief stress management intervention in male college students. *Perspectives in Psychiatric Care*, 54, 88-94.
<https://doi.org/10.1111/ppc.12212>
14. **Lee, H.**, Gill, J., Barr, T., Yun, S., & Kim, H. (2017). Primer in genetics and genomics, Article 2: Advancing nursing research with genomic approaches: A review of methodological considerations. *Biological Research for Nursing*, 19, 229-239.
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15. Liu, Z., **Feng, D.**, Gu, D., Zheng, R., Reddy, P. H., Esperat, C., & Gao, W. (2017). Differentially expressed haptoglobin as a potential biomarker for type 2 diabetic mellitus in Hispanic population. *BioFactors*, 43, 424-433.
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19. Sanchez-Birkhead, A. C., Carbajal-Salisbury, S., Larreta, J. A., Lovlien, L., Hendricks, H., **Dingley, C.**, & Beck, S. L. (2017). A community-based approach to assessing the physical, emotional, and health status of Hispanic breast cancer survivors. *Hispanic Health Care International*, 15, 166-172.
20. **Silvestri-Elmore, A.**, Alpert, P. T., **Kawi, J.**, & **Feng, D.** (2017). The predictors of cultural competence among new baccalaureate degree nursing graduates: Implications for nursing education. *Journal of Nursing Education and Practice*, 7(5), 33-44.
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21. **Tran, D-M.**, Zimmerman, L. M., Kupzyk, K. A., Shurmur, S. W., Pullen, C. H., & Yates, B. C. (2017). Cardiovascular risk factors among college students: Knowledge, perception, and risk assessment. *Journal of American College Health*, 65, 158-167.
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23. Young, D., Estocado, N., **Feng, D.**, & Black, J. (2017). The development and preliminary validity testing of the healing progression rate tool. *Ostomy/Wound Management*, 63(8), 32-44.

Books and Book Chapters

1. **Bondmass, M. D.** (2017). Overview of evidence-based practice. In M. P. Murphy, B. A. Staffileno, & M. D. Foreman (Eds.), *Research for advanced practice nurses from evidence to practice* (pp. 3-14). Springer: New York.
2. **Bondmass, M. D.** (2017). Sampling and sampling methods. In M. P. Murphy, B. A. Staffileno, & M. D. Foreman (Eds.), *Research for advanced practice nurses from evidence to practice* (pp. 165-178). Springer: New York.
3. **Dingley, C.** (2017). Quality and performance outcomes in healthcare systems. In G. Roux & J. A. Halstead (Eds.), *Issues and trends in nursing: Essential knowledge for today and tomorrow* (2nd ed., pp. 193-216). Boston, MA: Jones and Bartlett.
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PRESENTATIONS

1. **Benfield, R. D.**, Newton, E., Edge, M., **Feng, D.**, Salstrom, J., & Brigham, D. (2017, March). *Uterine contraction parameters before and after epidural analgesia*. Presented at the Society for Reproductive Investigation 64th Annual Scientific Meeting, Orlando, FL.
2. **Benfield, R. D.**, Newton, E., **Feng, D.**, Edge, M., Salstrom, J., & Brigham, D. (2017, April). *Uterine contraction parameters before and during the pre-epidural fluid bolus*. Presented at the Western Institute of Nursing's 50th Annual Communicating Nursing Research Conference, Denver, CO.
3. **Candela, L.** (2017, April). *Incivility in the online learning environment*. Presented at ATI National Nurse Educator Summit, Orlando, FL.
4. **Colosimo, R.** (2017, September). *NCLEX program reports, "Mapping activity statements."* Presented at Mountain Measurements, Chicago, IL.
5. **Doolen, J. L.** (2017, June). *Professor rounds*. Presented at the 16th Annual Conference for the International Nursing Association of Clinical Simulation and Learning, Washington DC.
6. **Doolen, J. L.**, Horsley, L., O'Rourke, J., Mariani, B. & Pariseault, C. (2017, June). *An integrative review of interprofessional simulation in nursing education*. Presented at the Annual Conference for the International Nursing Association of Clinical Simulation and Learning, Washington, DC.
7. **Doolen, J. L.**, Mariani, B., Pariseault, C., Horsley, L., & O'Rourke, J. (2017). *Interprofessional simulation in nursing education: An integrative review*. Presented at Sigma Theta Tau 28th International Nursing Research Congress, Dublin, and Ireland.
8. **Doolen, J. L.**, O'Rourke, J., Horsley, L., & Mariani, B. (2017, June). *Establishing a writing group to advance simulation outcomes*. Presented at the Annual Conference for the International Nursing Association of Clinical Simulation and Learning, Washington, DC.
9. **Doolen, J. L.**, O'Rourke, J., Mariani, B., & Pariseault, C. (2017, September). *Overcoming the barriers to produce scholarly works with a long distance writing group*. Presented at the National League for Nursing Education Summit, San Diego, CA.
10. Dunn, J., **Feng, D.**, Girouard, T. J., Freedman Silvernail, J., Landers, M., & Radzak, K. N. (2017, June). *Post-concussion symptom reporting: Is gender a factor in the adolescent population?* Presented at the National Athletic Trainers' Association Annual Meeting, Houston, TX.
11. Esperat, C. M., **Feng, D.**, Song, H., & McMurray, L. (2017, May). *Interprofessional collaborative practice and team based care for cardiovascular risk reduction*. Presented at the Association for Psychological Science Annual Convention, Boston, MA.
12. **Gatlin, P. K.** (2017, March). *Working toward achieving optimal self-care among vulnerable populations: My program of research*. Presented as part of a University of Nevada, Las Vegas School of Nursing Faculty Brown Bag Presentation, Las Vegas, NV.
13. **Gatlin, P. K.**, & **Johnson, M. J.** (2017, March-April). *Reaching the hard to reach*. Presented at the Society of Behavioral Medicine 38th Annual Meeting and Scientific Sessions, San Diego, CA.
14. Jiao, Y., Derakshan, H., **St. Pierre Schneider, B.**, Regentova, E., & Yang, M. (2017, January). *White blood cell modelling in skeletal muscle based on automatic tracking and analysis*. Presented at the UNLV Howard R. Hughes College of Engineering Graduate Celebration, Las Vegas, NV.
15. **Johnson, M. J.** (2017, April). *Caring for the LGBT patient*. Presented at the Philippine Nurses Association of Nevada Spring 2017 Educational Seminar, Las Vegas, NV.
16. **Johnson, M. J.**, Mueller, M., Eliason, M., Stuart, G., & Nemeth, L. (2017, March). *Factors that influence cervical cancer screening uptake among lesbian and bisexual women and transgender men*. Presented at the 38th Annual Meeting and Scientific Sessions of the Society of Behavioral Medicine, San Diego, CA.
17. Kahana, E., Kahana, B., Bhatta, T. R., Langendoerfer, K., & **Lekhak, N.** (2017, August). *Optimism and religiosity can diminish future care planning in late life American*. Presented at the American Sociological Association's 112th Annual Meeting, Montreal, Canada.
18. Kahana, E., Kahana, B., Bhatta, T. R., Langendoerfer, K., & **Lekhak, N.** (2017, July). *Racial and dispositional differences in future care planning among community dwelling older adults*. Presented at the 21st International Association of Gerontology and Geriatrics, San Francisco, CA.

19. Kahana, E., Kahana, B., Bhatta, T. R., Slone, M., & **Lekhak, N.** (2017, July). *Love in late life: Persistent and prevalent*. Presented at the 21st International Association of Gerontology and Geriatrics, San Francisco, CA.
20. Kahana, E., Kahana, B., Bhatta, T. R., Ye, M., & **Lekhak, N.** (2017, August). *Facing disability among elderly holocaust survivors: Challenges for trust and care-getting*. Presented at the American Sociological Association's 112th Annual Meeting, Montreal, Canada.
21. Kim, P., **Dingley, C. E.**, & Shen, J. J. (2017, September). *Palliative care for patients with life-limiting illness: informal and formal caregivers' experience and perspectives*. Presented at the Nevada Public Health Association Annual Conference, Reno, NV.
22. **LeCounte, N.**, & **Benfield, R. D.** (2017, April). *A rudimentary theory: Intuition in senior nursing students during emergent simulations*. Presented at the Western Institute of Nursing's 50th Annual Communicating Nursing Research Conference, Denver, CO.
23. **Lekhak, N.**, Bhatta, T. R., & Zauszniewski, J. (2017, July). *Cognitive function in later life: Benefits of spiritual practices*. Presented at the 21st International Association of Gerontology and Geriatrics, San Francisco, CA.
24. Megan, S., & **Dingley, C. E.** (2017, April). *An exploration of nursing communication competence during handoff report*. Presented at the Western Institute of Nursing's 50th Annual Communicating Nursing Research Conference, Denver, CO.
25. **Miller, S. K.** (2017, July). *Cardiovascular pharmacology*. Presented at the Nurse Practitioner Associates for Continuing Education, Providence, RI. .
26. **Miller, S. K.** (2017, September). *Engaging advanced practice providers in chronic disease management, "A contemporary look at hypertension."* Presented at Mercy Health System, Cincinnati, OH.
27. **Miller, S. K.** (2017, September). *Engaging advanced practice providers in chronic disease management, "COPD: A practical approach to assessment and management."* Presented at Mercy Health Systems, Cincinnati, OH.
28. **Miller, S. K.** (2017, September). *Issues in women's health, "CYP450 drug metabolism."* Presented at Contemporary Forums, Washington, DC.
29. **Mullis, A.**, & **Benfield, R. D.** (2017, April). *Uncertainty, anxiety, and chronic pain in hospitalized patients*. Presented at the Western Institute of Nursing's 50th Annual Communicating Nursing Research Conference, Denver, CO.
30. **Sabo, C. E.** (2017, November). *Panel participation on advanced degrees for nurses*. Presented at the Zeta Kappa Chapter Sigma Theta Tau International, Las Vegas, NV.
31. Senatte, C., & **Benfield, R. D.** (2017, April). *A theory relating calmness, open-mindedness, and reflection in simulation debriefing*. Presented at the Western Institute of Nursing's 50th Annual Communicating Nursing Research Conference, Denver, CO.
32. **St. Pierre Schneider, B.** (2017, October). *Mentoring for undergraduate research: A faculty/student panel*. Presented at the UNLV Center for Academic Enrichment & Outreach Research Week Session, Las Vegas, NV.
33. **St. Pierre Schneider, B.** (2017, September). *Grant writing*. Presented at the UNLV William F. Harrah College of Hotel Administration, Las Vegas, NV.
34. **Tran, D-M.** (2017, January). *Cardiovascular risk factors among college students*. Research Lecture/Presentation at the UNLV Student Wellness Center, Las Vegas, NV.
35. **Tran, D-M.** (2017, March). *Cardiovascular risk factors among college students: Knowledge, perception, and risk assessment*. Presented at the 14th Annual Asian American/Pacific Islander Nurses Association National Conference, Honolulu, HI.
36. **Tran, D-M.** (2017, October-November). *Using cluster analysis to identify subgroups of college students at increased risk for cardiovascular disease*. Presented at the 44th Biennial Sigma Theta Tau Conference, Indianapolis, IN.

37. **Tran, D-M.**, Cruz, J., & Hamilton, M. (2017, October). *Identify and design a cardiovascular risk factors intervention among college students: A mixed-methods study*. Presented at UNLV Research Week, Las Vegas, NV.

2018

Note: Underline indicates student author

PUBLICATIONS

* denotes data-based publication

Refereed Publications

1. **Benfield, R.**, Heitkemper, M. M., & Newton, E. R. (2018). Culture, bathing and hydrotherapy in labor: An exploratory descriptive pilot study. *Midwifery*, *64*, 110-114. <https://doi.org/10.1016/j.midw.2018.06.005>
2. **Candela, L.**, Piacentine, L. B., Bobay, K. L., & Weiss, M. E. (2018). Teaching students to teach patients: A theory-guided approach. *Journal of Nursing Education and Practice*, *18*(4). <https://doi.org/10.5430/jnep.v8n11p92>
3. **Clevesy, M. A.**, **Gatlin, T. K.**, & Strebels, K. (2018). Is there a relationship between gestational diabetes and perinatal depression? *MCN: The American Journal of Maternal/Child Nursing*, *43*, 206-212. <https://doi.org/10.1097/NMC.0000000000000439>
4. Coburn, C. V., Gilland, D., Owen, M., & **Amar, A.** (2018). Ambulatory care education: Preparing nurses for the future of healthcare. *Nurse Education Today*, *66*, 79-81.
5. Gillespie, G. L., Willis, D. G., & **Amar, A. F.** (2018). Review and application of the National Academies of Sciences, Engineering, and Medicine bullying or cyberbullying recommendations for screening and lesbian, gay, bisexual, and transgender youth. *Nursing Outlook*, *66*, 372-378. <https://doi.org/10.1016/j.outlook.2018.03.003>
6. *Gutierrez de Blume, A., & **Candela, L.** (2018). Perceptions of teaching, research, and service expertise, workload, organizational support, and satisfaction among U.S. faculty members' intent to stay in Tier 1 or Tier 2 organizations: A structural equation model. *International Journal of Learning, Teaching and Educational Research*, *17*(4), 1-27. <https://doi.org/10.26803/ijlter.17.4.1>
7. Horsely, L. T., O'Rourke, J., Mariani, B., **Doolen, J.**, & Pariseault, C. (2018). An integrative review of interprofessional simulation in nursing education. *Clinical Simulation in Nursing*, *22*, 5-12. <https://doi.org/10.1016/j.ecns.2018.06.001>
8. **Kawi, J.**, **Reyes, A. T.**, & Arenas, R. A. (2018). Exploring pain management among Asian immigrants with chronic pain: Self-management and resilience. *Journal of Immigrant and Minority Health*, 1-14. <https://doi.org/10.1007/s10903-018-0820-8>
9. Kim, P. C., Shen, J. J., **Angosta, A. D.**, Frakes, K., & Casey, L. (2018). Errors associated with the rights of medication administration at hospital settings. *Journal of Hospital and Healthcare Administration*, *1*(1), 1-7.
10. Kim, S., Kim, H., Lee, H., **Lee, H.**, & Noh, D. (2018). Effectiveness of a brief stress management intervention in male college students. *Perspectives in Psychiatric Care*, *54*(1), 88-94. <https://doi.org/10.1111/ppc.12212>
11. Klein, L. M., Young, D., **Feng, D.**, Lavezza, A., Hiser, S., Daley, K., & Hoyer, E. (2018). Increasing patient mobility through an individualized goal-centered hospital mobility program: A quasi-experimental quality improvement project. *Nursing Outlook*, *66*, 254-262. <https://doi.org/10.1016/j.outlook.2018.02.006>
12. **Lee, H.**, Lee, S., Salado, L., Estrada, J., White, J., Muthukumar, V., ... Mohapatra, S. (2018). Proof-of-concept testing of a real-time mHealth measure to estimate postural control during walking: A potential application for mild traumatic brain injuries. *Asian/Pacific Island Nursing Journal*, *3*, 177-1830. <https://doi.org/10.31372/20180304.1027>

13. Martin, C., Cho, Y.-E., Kim, H., Yun, S., Kanefsky, R., **Lee, H.**, Mysliwiec, V., Cashion, & A., Gill, J. (2018). Altered DNA Methylation patterns associated with clinically relevant increases in PTSD symptoms and PTSD symptom profiles in military personnel. *Biological Research for Nursing*. <https://doi.org/10.1177/1099800418758951>
14. **Mollman, S. & Candela, L.** (2018). Intentional learning: A concept analysis. *Nursing Forum*, 53, 106-111. <https://doi.org/10.1111/nuf.12222>
15. O'Rourke, J., Horsley, L. T., **Doolen, J.**, & Mariani, B. (2018). Integrative review of interprofessional simulation in nursing practice. *Journal of Continuing Education in Nursing*, 49, 91-96. <https://doi.org/10.3928/00220124-20180116-09>
16. **Plemmons, C.**, Clark, M. C., & **Feng, D.** (2018). Comparing student clinical self-efficacy and team process outcomes for a DEU, blended, and traditional clinical setting: A quasi-experimental research study. *Nurse Education Today*, 62, 107-111. <https://doi.org/10.1016/j.nedt.2017.12.029>
17. **Reyes, A. T.**, Constantino, R. E., Arenas, R. A., Bombard, J. M., & Acupan, R. A. (2018). Exploring challenges of conducting e-mental health research among Asian American women. *Asian/Pacific Island Nursing Journal*, 3(4).
18. **Reyes, A. T.**, Kearney, C. A., Isla, K., & Bryant, R. (2018). Student veterans' construction and enactment of resilience: A constructivist grounded theory study. *Journal of Psychiatric and Mental Health Nursing*, 25, 37-48. <https://doi.org/10.1111/jpm.12437>
19. **Reyes, A. T.**, Kearney, C. A., **Lee, H.**, Isla, K., & Estrada, J. (2018). Interventions for posttraumatic stress with resilience as outcome: An integrative review. *Issues in Mental Health Nursing*, 39, 166-178. <https://doi.org/10.1080/01612840.2017.1390801>
20. **Reyes, A. T., Serafica, R.**, Cross, C. L., Constantino, R. E., & Arenas, R. A. (2018). Resilience, acculturative stress, and family norms against disclosure of mental health problems among foreign-born Filipino American women. *Asian/Pacific Island Nursing Journal*, 3, 80-92. <https://doi.org/10.31372/20180303.1002>
21. Seng, J. S., Li, Y., Yang, J. J., King, A. P., Kane Low, M., Sperlich, M., Rowe, H., **Lee, H.**, Muzik, M., Ford, J. D., & Liberzon, I. (2018). Gestational and postnatal cortisol profiles for women with posttraumatic stress disorder and the dissociative subtype. *Journal of Obstetric, Gynecologic, & Neonatal Nursing (JOGNN)*, 41(1), 12-22. <https://doi.org/10.1016/j.jogn.2017.10.008>
22. **Serafica, R.**, Knurick, J., Morris, B.T. (2018). Concept analysis of dietary biculturalism in Filipino immigrants within the context of cardiovascular risk. *Nursing Forum*, 53, 241-247. <https://doi.org/10.1111/nuf.12232>
23. **Serafica, R.**, Lukkahatai, N., Morris, B. T., & Webber, K. (2018). The use of social media and mEMA Technology in comparing compliance rate among users. *Asian/Pacific Island Nursing Journal*, 3,168-176. <https://doi.org/10.31372/20180304.1019>
24. Shen, J. J., **Dalusung-Angosta, A.**, Sotero, M., Rice, J., & Raju, K. (2018). Nursing associated medication errors: Are internationally educated nurses different from U.S. educated nurses? *European Journal of Environment and Public Health*, 2(1), 2-9. <https://doi.org/10.20897/ejeph/85002>
25. Smith, C., **Dingley, C. E.**, & Roux, G. (2018). Inner strength – state of the science. *Canadian Journal of Nursing Research*. <https://doi.org/10.1177/0844562118790714>
26. Speck, P. M., Mitchell, S. A., **Ekroos, R. A.**, Sanchez, R. V., & Hilfinger Messias, D. K. (2018). Policy brief on the nursing response to human trafficking. *Nursing Outlook*, 66, 407-411. <https://doi.org/10.1016/j.outlook.2018.06.004>
27. **St. Pierre Schneider, B.**, Nagelhout, E., & **Feng, D.** (2018). Characteristics of tables for disseminating biobehavioral results. *Biological Research for Nursing*, 20, 70-76. <https://doi.org/10.1177/1099800417724901>
28. ***Volkert, D., Candela, L., & Bernacki, M.** (2018). Student motivation, stressors, and intent to leave nursing doctoral study: A national study using path analysis. *Nurse Education Today*, 61, 210-215. <https://doi.org/10.1016/j.nedt.2017.11.033>

29. Zauszniewski, J. A., Musil, C., & **Lekhak, N.** (2018). Caregiving reactions to dementia symptoms: Effects of coping repertoire and mental health. *Issues in Mental Health Nursing*, 39, 382-387. <https://doi.org/10.1080/01612840.2018.1424974>

Book Chapters

1. Bhatta, T., Roy, M., & **Lekhak, N.** (2018). The effects of “natural” disasters on older adults in South Asia: The case of intersectional identities. In G. W. Muschert, K. M. Budd, M. Christian, B. V. Klocke, J. Shefner, & R. Perrucci (Eds.), *Global agenda for social justice* (pp. 53-60). Great Britain: Policy Press.
2. Constantino, R. E., Cobb, J., Kameg, B., Maranzana, F. G., Ebube, A., Wu, L., ... **Reyes, A. T.** (2018). Ethical, Legal, and Sociocultural Issues (ELSI) in nursing viewed through a complex synergistic system lens. *Top 10 contributions on nursing & health care* (2nd ed., pp. 1-22). India: Avid Science.
3. **Lekhak, N.**, & Juratovac, E. (2018). Geriatric nursing/Frailty [E. Juratovac (Section Ed.)]. In J. J. Fitzpatrick, C. M. Alfes, R. L. Hickman (Eds.), *A Guide to Mastery in Clinical Nursing* (pp. 190-191). New York, NY: Springer Publishing.
4. Roux, G. & **Dingley, C.** (2018). Promoting inner strength in faith community nurses and their ministry communities. In P. A. Solari-Twadell & M. A. McDermott (Eds.), *Parish nursing: Promoting whole person health within faith communities* (2nd ed.). Thousand Oaks, CA: Sage Publications.
5. **Sabo, C. E.** (2018). Immunity. In J. F. Giddens (Ed.), *Concepts for nursing practice* (3rd ed.). Atlanta, GA: Elsevier - Health Sciences Division.
6. **Sabo, C. E.** (2018). Infection. In J. F. Giddens (Ed.), *Concepts for nursing practice* (3rd ed.). Atlanta, GA: Elsevier - Health Sciences Division.
7. **Sabo, C. E.** (2018). Inflammation. In J. F. Giddens (Ed.), *Concepts for nursing practice* (3rd ed.). Atlanta, GA: Elsevier - Health Sciences Division.
8. Silvestri, L., & **Silvestri, A. E.** (2017). *Saunders Q&A for the NCLEX-RN® examination* (7th ed.). St. Louis, MO: Elsevier.
9. Speck, P. M., Faugno, D. K., **Ekroos, R. A.**, Gibbons Hallman, M., Childs, G. D., Smith, T. S., & Mitchell, S. A. (2018). Domestic violence. In J. F. Fitzpatrick, R. Hickman, & C. Alfes (Eds.), *A guide to mastery in clinical nursing: A comprehensive reference* (pp. 59-62). New York, NY: Springer.
10. Speck, P. M., Faugno, D. K., **Ekroos, R. A.**, Gibbons, Hallman, M., Shipman, S. J., Dodd, M. B., ... Mitchell, S. A. (2018). Sexual assault. In J. F. Fitzpatrick, R. Hickman, & C. Alfes (Eds.), *A guide to mastery in clinical nursing: A comprehensive reference* (pp. 133-138). New York, NY: Springer.

PRESENTATIONS

1. **Bondmass, M.** (2018). Invited presentation titled ‘Clinical Teaching Strategies’ at the *Chairs and Academic Administrators Management Program (CAAMP)*. July 30—August 1, 2018. Houston, TX.
2. **Bondmass, M.** (2018, December). *Nursing and nurses role in evidence-based practice*. Presented at the American Nursing Conference, Las Vegas, NV. (Invited Keynote Address)
3. **Bondmass, M.** (2018, December). *Efficacy of an assessment of master's level competencies for an evidence-based practice course*. Presented at the American Nursing Conference, Las Vegas, NV.
4. Cadman, K., & **Feng, D.** (2018, April). *Using pictorial action instructions to train low-literacy adults to construct a basic humanitarian engineering project*. Presented at the Western Institute of Nursing Research Conference, Spokane, WA.
5. **Cho, J.**, Su, X., Phillips, V., & Holditch-Davis, D. (2018, July). *Correlates of hormonal biomarkers with mental health and healthy behaviors among mothers of very-low-birthweight infants*. Symposium presented at the Sigma Theta Tau International (STTI) Annual Conference, Melbourne, Australia.

6. **Cho, J.**, Su, X., Phillips, V., & Holditch-Davis, D. (2018, September). *Associations of hormonal biomarkers with mental health and healthy behaviors among mothers of very-low-birthweight infants*. Paper presented at the Council for the Advancement of Nursing Science (CANS) Bi-Annual Conference, Washington, DC.
7. **Cho, J.**, Su, X., Phillips, V., & Holditch-Davis, D. (2018, September). *Associations between mental health and healthy behaviors among mothers of very-low-birthweight infants*. Paper presented at the Council for the Advancement of Nursing Science (CANS) Bi-Annual Conference, Washington, DC.
8. **Colosimo, R. C.** (2018, April). *Leading program evaluation for NCLEX*. Presented at Mississippi Nurse Educators, Jackson MS. (April 18, 2018 - April 19, 2018).
9. **Doolen, J. L.** (2018, June). *Professor rounds*. Presented at the 17th Annual Conference for the International Nursing Association of Clinical Simulation and Learning, Toronto, Canada.
10. **Doolen, J. L.**, & Schinnick, M. A. (2018). *How to make and present a poster*. Presented at the International Nursing Association of Clinical Simulation and Learning, Web-based.
11. **Ekroos, R. A.** (2018, April). *Identifying and Responding to Human Trafficking in the ED*. Presented at the Emergency Nurses Association Regional Symposium, Las Vegas, NV.
12. **Ekroos, R. A.** (2018, April). *Manual Strangulation: What do Emergency Nurses Need to Know?* Presented at the Emergency Nurses Association Regional Symposium, Las Vegas, NV.
13. **Ekroos, R. A.** (2018, November). *A journey of risks, opportunities, and courage culminating into a program of research*. Presented at the UNLV Associate Deans for Research Meeting, UNLV Office of Research and Development, Las Vegas, NV.
14. **Ekroos, R. A.** (2018, October). *Human trafficking: Biopsychosocial continuums and multidisciplinary interventions*. Presented as the Harris College of Nursing & Health Sciences Green Chair Speaker at Texas Christen University, Fort Worth, TX.
15. **Ekroos, R. A.** (2018, October). *Responding to human trafficking: A healthcare perspective*. Presented as the Harris College of Nursing & Health Sciences Green Chair Speaker at Texas Christen University, Fort Worth, TX.
16. **Ekroos, R. A.** (2018, October). *Responding to sexual violence among LGBTQ+ identifying persons*. Presented at the GLMA Nursing Summit, Las Vegas, NV.
17. **Ekroos, R. A.** (2018, September). *Forensic nursing: Roles, settings, patients, and essential collaborations*. Presented at the Nevada Nurses Association Annual Meeting, Las Vegas, NV.
18. **Ekroos, R. A.**, & Traveller, L. (2018, October). *Forensic nursing representation in online news reports: An exploration of public image*. Poster presented at the International Conference on Forensic Nursing Science and Practice, Reno, NV. (data-informed)
19. Hagemann, L., & **Doolen, J. L.** (2018). *The implementation gap between evidence-based guidelines and primary care providers' provision of care for adult obese individuals*. Presented at the annual conference for the American Academy of Nurse Practitioners, Denver, CO.
20. Jiao, Y., Derakshan, H., **St. Pierre Schneider, B.**, Regentova, E., & Yang, M. (2018, January). *Automated quantification of white blood cells in light microscopic images of injured skeletal muscle*. Presented at the 8th IEEE Annual Computing and Communication Workshop, Las Vegas, NV.
21. Kahana, E., Kahana, B., Bhatta, T. R., Langendoerfer, K. B., Lee, J. E., & **Lekhak, N.** (2018, November). *Speak up! An intervention to promote cancer screening and prevention among community dwelling older adults*. Presented at the 70th Gerontological Society of American Annual Scientific Meeting, Boston, MA.
22. **Kawi, J.** (2018, August). *Epigenomics and exercise among disadvantaged women with chronic low back pain*. Poster session presented at the 39th University of the Philippines Nursing Alumni Association International Education Conference, Las Vegas, NV.
23. **Kawi, J.**, Lukkahatai, N., & **Lee, H.** (2018, September). *Biobehavioral Correlates: Women in low socioeconomic class with chronic low back pain*. Oral session presented at the 15th Annual International Conference, Asian American/Pacific Islander Nurses Association, Durham, NC.

24. **Kawi, J.**, Tesfagiorgis, E., Sood, K., & Meneses, J. (2018, September). *Influence of biomedical risk factors on chronic low back pain among women*. Oral session presented at the 28th American Society for Pain Management Nursing National Conference, Bonita Springs, FL.
25. **Kawi, J.**, Meneses, J., Sood, K., & Tesfagiorgis, E. (2018, March). *Association between global DNA methylation and exercise in chronic low back pain*. Poster session presented at the 37th Annual Scientific Summit of the American Pain Society, Anaheim, CA.
26. **Lee, H.** (2018, May). *A pilot methylated DNA immuno-precipitation sequencing: Hypermethylation of the death-associated protein 3 (DAP3) and mir2110 in fibromyalgia associated with child abuse history among African American females*. Presented at the Nevada Institute of Personalized Medicine UNLV 2018 Symposium, Las Vegas, NV.
27. **Lee, H.** (2018, May). *The epigenetics of childhood abuse: Global DNA methylation level in whole blood and its associations with childhood abuse, psychosocial and behavioral symptoms*. Presented at UMC's 2018 Research Empowerment Day, Las Vegas, NV.
28. **Lee, H.** (2018, September). *Long-term impact of mild traumatic brain injuries on cognitive, psychosocial and balance performance and epigenetics*. Podium presentation at the 15th Annual Asian American/Pacific Islander Nurses Association (AAPINA) Conference in Durham, NC.
29. **Lee, H.** (2018, September). *The epigenetics of childhood abuse: Higher global methylation levels in whole blood and its associations with childhood abuse*. Poster presented at the 15th Annual Asian American/Pacific Islander Nurses Association (AAPINA) Conference in Durham, NC.
30. **Lee, H.**, **Lee, S.**, Muthukumar, V., Lee, S.-P., **Salado, L.**, **Estrada, J.**, Danna-dos-Santos, A., & Mohapatra, S. (2018, March). *Estimation of body balance in traumatic brain injury with mHealth*. Presented at the 5th IEEE Conference on Biomedical and Health Informatics and Body Sensor Networks (BHI & BSN) 2018, Las Vegas, NV.
31. **Lekhak, N.**, & **Bhatta, T. R.** (2018, April). *Multimorbidity and cognitive function in later life: Benefits of meditation and prayer*. Presented at the Western Institute of Nursing 51st Annual Communicating Nursing Research Conference, Spokane, WA.
32. **Lekhak, N.**, & **Bhatta, T.** (2018, November). *Effect of meditation and prayer on cognitive function of older adults with multimorbidity*. Poster presented at the International Symposium for Contemplative Research, Phoenix, AZ.
33. **Miller, S.K.** (2018, January). *Asthma management in 2018*. Podium presentation at Nurse Practitioner Associates for Continuing Education, Clearwater, FL.
34. **Miller, S.K.** (2018, January). *COPD updates*. Podium presentation at Nurse Practitioner Associates for Continuing Education, Clearwater, FL.
35. **Miller, S.K.** (2018, January). *Managing depression and anxiety in primary care*. Podium presentation at Nurse Practitioner Associates for Continuing Education, Clearwater, FL.
36. **Miller, S.K.** (2018, June). *Analysis of the 12-Lead ECG*. Podium presentation at American Association of Nurse Practitioners Annual Conference, Denver, CO.
37. **Miller, S.K.** (2018, March). *Analysis of the 12-lead ECG*. Podium presentation at Nurse Practitioner Associates for Continuing Education, New Orleans, LA.
38. **Miller, S.K.** (2018, March). *Cardiovascular pharmacotherapeutics*. Podium presentation at Nurse Practitioner Associates for Continuing Education, New Orleans, LA.
39. **Miller, S.K.** (2018, March). *Laboratory interpretation: Challenging case studies*. Podium presentation at Nurse Practitioner Associates for Continuing Education, New Orleans, LA.
40. **Miller, S.K.** (2018, May). *A contemporary look at recommendations for blood pressure control and atherosclerotic cardiovascular risk reduction*. Podium presentation at Nurse Practitioner Associates for Continuing Education, Laguna Beach, CA.
41. **Miller, S.K.** (2018, May). *Analysis and clinical application of the pharmacodynamics of antibiotics*. Podium presentation at Nurse Practitioner Associates for Continuing Education, Laguna Beach, CA.
42. **Miller, S.K.** (2018, May). *COPD diagnosis, phenotype, and management*. Podium presentation at New York Nurse Practitioner Association, Rochester, NY.

43. **Miller, S.K.** (2018, May). *Dizziness, Vertigo, and Syncope: Assessment and Treatment*. Podium presentation at New York Nurse Practitioner Association, Rochester, NY.
44. **Miller, S.K.** (2018, May). *Lipid assessment and management: Analyze and apply current guidelines from the USPS Task Force and ACCF/AHA*. Podium presentation at New York Nurse Practitioner Association, Rochester, NY.
45. **Reyes, A. T.** (2018, August). *Resilience and acculturative stress among foreign-born Filipino American women*. Poster presented at the 39th Annual University of the Philippines Nursing Alumni Association International Convention, Las Vegas, NV.
46. **Reyes, A. T.** (2018, August). *Trauma and resilience among Filipino American women*. Invited presentation at the 39th Annual University of the Philippines Nursing Alumni Association International Convention, Las Vegas, NV.
47. **Reyes, A. T.** (2018, October). *College student veteran's experience with posttraumatic stress symptoms: A grounded theory study*. Podium presented at the 2018 American Association for Men in Nursing (AAMN) LEAP Conference, Milwaukee, WI.
48. **Reyes, A. T.,** Arena, R., Constantino, R. E., Cross, C. L., & **Tan, R. A.** (2018, September). *Posttraumatic stress disorder, resilience, and trauma exposure among Filipino American women*. Podium presented at the 15th Annual Conference of the Asian American/Pacific Islander Nurses Association, Durham, NC.
49. Shinnick, M. A., & **Doolen, J. L.** (2018). *How to write a research abstract*. Presented at the International Nursing Association of Clinical Simulation and Learning, web-based.
50. **Silvestri-Elmore, A. E.** (2018, December). *Behavioral-based counseling and pharmacological approaches to obesity management in a direct primary care clinic*. Presented at University of Nevada, Las Vegas CPP Oral Presentations, Las Vegas, NV.
51. Smith, C., **Dingley, C.,** & Roux, G. (2018, September). *Inner strength in men as an individualized health factor*. Podium presented at the Council for the Advancement of Nursing Science (CANS) 2018 State of the Science Congress on Nursing Research - Precision Health, Washington, DC.
52. **Tran, D. T.** (2018, September). *Are there differences in cardiovascular risk factors in college students between the two regions, Midwest vs. West coast?* Poster presented at Sigma Theta Tau International, Indianapolis, IN.
53. **Tran, D-M.** (2018, April). *Identify and design a cardiovascular risk factors intervention among college students: A mixed-methods pilot study*. Presented at the UNLV Health Center, Las Vegas, NV.
54. **Tran, D-M.** (2018, May). *Are there differences in CV risk factors in college students, Midwest vs. West coast?* Presented at UMC Research and Evidence-based Practice, Las Vegas, NV.
55. Zauszniewski, J., Musil, C., & **Lekhak, N.** (2018, April). *Dementia caregiving reactions: memory loss is not the issue*. Presented at the Midwest Nursing Research 42nd Annual Scientific Conference, Cleveland, OH.

2019

Note: Underline indicates student author

Peer-Reviewed

1. **Benfield, R., Feng, D.,** Salstrom, J., Edge, M., Brigham, D., & Newton, E. R. (2019). Uterine contraction parameters before and during the pre-epidural fluid bolus: A pilot study. *Biological Research for Nursing, 21*(5), 495-499. <https://doi.org/10.1177/1099800419858667>
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2020

Note: Underline indicates student author

PUBLICATIONS

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30. **Silvestri-Elmore, A. E.** (2020). Healthcare-Seeking Behaviors in College Students and Young Adults: A Review. *Journal of Research in Nursing*.
31. Nagelhout, E., & **St Pierre Schneider, B.** (2020). Linguistic and rhetorical analysis in interdisciplinary health information research. *SAGE Research Methods Cases: Medicine and Health*.
32. Beckmann, N., Huber, F., Hanschen, M., **St Pierre Schneider, B.**, Nomellini, V., & Caldwell, C. C. (2020). Scald injury-induced T cell dysfunction can be mitigated by Gr1 cell depletion and blockage of CD47/CD172a signaling. *Frontiers in Immunology*, 11, 876.
33. **Vanderlaan, J.**, & Hall, P. (2020). Systematic Review of Case Reports of Poor Neonatal Outcomes with Water Immersion During Labor and Birth. *The Journal of Perinatal & Neonatal Nursing*, 34(4), 311–323.
34. **Vanderlaan, J.**, Edwards, J. A., & Dunlop, A. (2020). Geospatial Variation in Cesarean Delivery. *Nursing Open*.

BOOKS AND BOOK CHAPTERS

1. **Clements, P. T.** (2020). Maladaptive Behavior. Concept: Interpersonal Violence. In *Concepts for Nursing Practice* (3rd ed.). St. Louis: MO: Elsevier.
2. **Holt, K.**, & **Clements, P. T.** (2020). Constructing Online Equity for Adjunct Faculty Who Teach Across Geography,. In *The Inclusive Development for Remote Adjunct Faculty in Higher Education*. IGI Global.

PRESENTATIONS

1. **Amar, A.F.** (2020). Leadership and Diversity During a Pandemic Disruption. Panelist. American Association of Colleges of Nursing. Diversity Summit. December 2, 2020 (Invited)
2. **Amar, A.F.** (2020). Antiracism in Healthcare: How to Lead Change in Our Systems. Facilitator. INL Critical Conversation on Health Equity and Racism. American Academy of Nursing. October 29, 2020 (Invited)

3. **Amar, A.F.** (2020). Preparing for the Fellowship Process: Application Advice and Sponsor Guidance. American Academy of Nursing. October 23, 2020 (Invited)
5. **Amar, A.F.** (2020). Leadership, Uncertainty and Diversity During a Pandemic Disruption. Panelist. AACN Academic Nursing Leadership Conference October 19, 2020 (Invited)
6. **Cho, J.** (2020). Associations of prenatal glucocorticoid treatment, postnatal steroid hormonal levels, and infant gender with infant health and development and maternal health.
7. **Cho, J.,** Chien, L.-C., & Holditch-Davis, D. (2020). Glucocorticoid Treatment and Hormonal Levels as related to Infant and Maternal Health. In *Glucocorticoid Treatment and Hormonal Levels as related to Infant and Maternal Health*.
8. Swartzwelder, A. K., & **Clements, P. T.** (2020, Summer). Methods to Stay Engaged from a Geographically Distant Location. United States Distance Learning Association (USDLA). Nashville, TN (Virtual due to COVID): USDLA.
9. **Boni, R., & Dingley, C. E.** (2020). Examining the meaning and influencing factors of oncology nurses' professional quality of life. In *ONS Bridge* (Virtual replacement for ONS 45th Annual Congress: The Oncology Nursing Society's Annual Conference).
10. **Ekroos, R. A.,** Bester, J. C., & Wahi Gururaj, S. (2020). Active Learning: An Integrative Learning Approach for Adult Learn. 2020 UNLV Best Teaching Expo. UNLV. https://digitalscholarship.unlv.edu/btp_expo/92/
11. **Ekroos, R. A.,** & Speck, P. M. (2020, February). Reaching Across Professional Borders: Creating Coordinated Community Response to Elder Abuse. American Academy of Forensic Science Annual Scientific Meeting. Anaheim CA: American Academy of Forensic Sciences.
12. **Holt, K.** (2020). Online Learning Theories, Pedagogies and Strategies After the Pivot to Emergency Remote Teaching. 2020 Summer Institute of Learning at Medgar-Evars, CUNY System. Brooklyn, New York.
13. Grewal, A., **Holt, K.,** & **Silvestri-Elmore, A.** (2020, April). Comparison of 12-hour biweekly shifts versus 6-hour weekly shifts on learning outcomes and fatigue in nursing students on dedicated educational unit. Western Institute of Nursing Conference. Portland, OR.
14. Leland, N. A., & **Holt, K.** (2020, January). Interactive Teaching and Learning. Best Teaching Practices Expo 2020. UNLV, Las Vegas: UNLV Faculty Center.
15. **Holt, K.** (2020, January). Using Captioning in my Course Videos. Best Teaching Practices Expo 2020. UNLV, Las Vegas, NV: UNLV Faculty Center.
16. Reyburne-Orne, T., **Kawi, J. L.,** Renner, L., Vaughan, J., & Wittmayer, K. (2020, October). Where's the Curriculum? APN ALERT (Advanced LEaRner Training). 30th American Society for Pain Management Nursing National Conference. Virtual: American Society for Pain Management Nursing.
17. **Kawi, J. L.** (2020, October). Women with Chronic Low Back Pain and Low Socio-economic Status: Selfefficacy and Multisite Pain Predictors. 30th American Society for Pain Management Nursing National Conference. Virtual: American Society for Pain Management Nursing.
18. McLennon, S., & **Lekhak, N.** (2020, November). A World Upside Down: Family Caregiving During Covid. National Hartford Center for Gerontological Nursing Excellence Annual Leadership Conference. Virtual.
19. **Lekhak, N.,** & Bhatta, T. R. (2020, November). Contemplative Practices and Later Life Memory Among Women. The 72nd GSA Annual Scientific Meeting Online. Online.

20. Zauszniewski, J., Herbell, K., **Lekhak, N.**, & Badr, H. (2020). Development and Testing of a Measure of Spiritual Resourcefulness. American Psychiatric Nurses Association 34th Annual Conference. Online.
21. Bhatta, T. R., Langa, N., **Lekhak, N.**, & Burnette, D. (2020). Later-Life Health Disparities in Nepal: Intersection of Gender and Socioeconomic Status. *Innovation in Aging*.
22. Bhatta, T. R., Langa, N., **Lekhak, N.**, & Burnette, D. (2020, November). Later-Life Health Disparities in Nepal: Intersection of Gender and Socioeconomic Status. Gerontological Society of America's (GSA) 72st Annual Scientific Meeting. Virtual.
23. **Reyes, A. T.** (2020). Promoting Advocacy through Developing a Non-Stigmatizing Mindfulness and Acceptance Intervention for College Student Veterans with PTSD. 45th American Association for Men in Nursing (AAMN) LEAP Conference. Virtual Conference: American Association for Men in Nursing (AAMN).
24. **Reyes, A. T.**, & Sy, F. (2020, October). The Impact of COVID-19 Pandemic on the Filipino American Community in Southern Nevada. Continuing Education Event. Virtual: UNLV School of Public Health.
25. **Reyes, A. T.**, Borines, Z., & Fernan, C. (2020). An Introduction to Centering and Cultural Competence in Trauma-Informed Care. First Continuing Education Event of the AAPINA of Nevada. Online: Asian American/Pacific Islander Nurses Association of Nevada.
26. **Serafica, R. C.**, Cuellar, N., Zoucha, R., Ludwig-Beymer, P., Ehrim, J., Eschiti, V., ... Nielsen, D. (2020, Autumn). Journal of Transcultural Nursing: Advice from the Editors: Best Practices for Publication. 46th Annual Conference of the Transcultural Nursing Society. Virtual: TCNS.
27. **Serafica, R. C.**, & Sojobi, A. (n.d.). Social Support of Mexican Immigrant Women with Gestation Diabetes Mellitus. Western Institute of Nursing, Better Together: Integration of Nursing Research, Practice, and Education. Portland OR: Jonas.
28. **Silvestri-Elmore, A. E.** (2020, September). Fabulous 5 test-taking strategies & clinical judgment. University of Nevada Las Vegas.
29. **Silvestri-Elmore, A. E.** (2020, May). Fabulous 5 test-taking strategies & clinical judgment. University of Nevada Las Vegas.
30. **Silvestri-Elmore, A. E.** (2020, Autumn). Strategies for Building Clinical Judgment in a Virtual Clinical Learning Environment. American Association of Colleges of Nursing. Virtual.
31. Lindquist-Nicholas, L. M., **Silvestri-Elmore, A. E.**, & **Gatlin, P. K.** (2020, January). Building Early Confidence in Practice-Based Disciplines. Best Teaching Practices Expo. UNLV Student Union.
32. **Silvestri-Elmore, A. E.** (2020). Comparison of 12-hour biweekly shifts versus 6-hour weekly shifts on learning outcomes and fatigue in nursing students on dedicated educational unit. Western Institute of Nursing Conference. Portland, Oregon.
33. Zhang, L., Patel, S., Osom, A., Caldwell, C., Salman, E., Soulakova, J., & **St Pierre Schneider, B.** (2020, November). The effect of mild hypobaric hypoxia on splenic erythroid and myeloid cells after muscle trauma-hemorrhage. 2020 University Medical Center 3rd Annual Research Empowerment Day. Virtual (Las Vegas, NV): University Medical Center.
34. Osom, A., Zhang, L., **St Pierre Schneider, B.**, & Soulakova, J. (2020, August). Modified interquartile range method for detecting extreme outliers in animal studies with small sample sizes. 2020 Virtual Conference on Nursing and Nursing Practice. Virtual: Unknown.

OTHER SCHOLARLY WORK

1. **Amar, A.F.** (2020). An Antiracist Vision for Forensic Nursing. *Journal of Forensic Nursing*, 16(3). 127-128
2. **Clements, P. T.** (2020). Effects of Trauma on Children (video).
3. **Clements, P. T.** (2020). Gangs 101 for Healthcare Professionals (video).
4. **Clements, P. T.** (2020). The Intersection of Human Trafficking and Healthcare (video).
5. **Clements, P. T.** (2020). Understanding Nursing Generations for Inter-professional Success (video).
6. **St Pierre Schneider, B.** (2020). Quarterly Report. St Pierre Schneider, B. (2020). Annual Report.
7. **St Pierre Schneider, B.** (2020). Quarterly Report.
8. **St Pierre Schneider, B.** (2020). Quarterly Report.
9. **Vanderlaan, J.,** Sablack Gonzalez, M., Arnott, L., Daniel, T., Sadler, C., Slusser, B., & Wodnick, J. (2020). Evidence-based Childbirth Education: A Key Strategy to Improve U.S. Maternal & Childbirth Outcomes. https://www.lamaze.org/Portals/0/LI_495890-20_ImpactorofCBE_r4.pdf
10. **Vanderlaan, J.,** Givens, S., Gami, S., Hotelling, B., Simkin, P., & Hite Slusser, B. (2020). Shared Decision-Making: "Evidence-Based Childbirth Education: An Essential Step in Shared Decision-Making for Maternity Care" [Attachment] https://www.lamaze.org/Portals/0/LI_495916-20_SharedDecision_r3.pdf

2021

Note: Underline indicates student author

PUBLICATIONS

1. Massey, A., Zhang, W., & **Amar, A.** (2021). A comparison of non-traditional online and traditional wet-lab experiences in human anatomy and physiology: An innovative approach for pre-licensure nursing education. *Nurse Education Today*, 107, 105149
2. **Benfield, R. D., Feng, D.,** Salstrom, J., Edge, M., Brigham, D., & Newton, E. R. (n.d.). Intrauterine Contraction Patterns at Baseline and Following Epidural and Combined Spinal-Epidural Analgesia in Term Labor: A Comparison. *Midwifery*.
3. **Benfield, R. D., Song, H.,** Salstrom, J., Edge, M., Brigham, D., & Newton, E. R. (2021). Intrauterine contraction parameters at baseline and following epidural and combined spinal-epidural analgesia: A repeated measures comparison. *Midwifery*, (95).
4. Praus, T., Li, J., Barbarash, S., Proenza, M., & **Bondmass, M. D.** (2021). Improving Care for Patients with Atrial Fibrillation Through the use of a personal ECG. *Journal of the American Association of Nurse Practitioners*.
5. Kesten, K., White, K., Heitzler, E., Chaplin, L., & **Bondmass, M. D.** (2019). Perceived Evidence-Based Practice Competency Acquisition in Graduate Nursing Students: Impact of Intentional Course Design. *Journal of Continuing Education in Nursing*, 50(2), 79–86.
6. Mollman, S., & **Bondmass, M. D.** (2020). Intentional Learning: A Student-Centered Pedagogy. *International Journal of Nursing Education Scholarship*, 17(1). <https://doi.org/10.1515/ijnes-2019-0097>
7. Allen, S., Held, S., Milne-Price, S., McCormick, A., **Feng, D.,** Inouye, J., ... Wallerstein, N. (2021). Community sharing: Contextualizing Western research notions of contamination within an Indigenous research paradigm. *American Journal of Community Psychology*.
8. Basu, A., **Feng, D.,** Planinic, P., Ebersole, J. L., Lyons, T. J., & Alexander, J. M. (2021). Dietary Blueberry and Soluble Fiber Supplementation Reduces Risk of Gestational Diabetes in Women with Obesity in a Randomized Controlled Trial. *The Journal of Nutrition*, 151(5), 1128–1138.

9. Burstyn, I., & **Holt, K.** (2021). A Cross-Sectional Survey of the Workplace Factors Contributing to Symptoms of Anxiety and Depression Among Nurses and Physicians During the First Wave of COVID19 Pandemic in Two US Healthcare Systems. *Annals of Work Exposures and Health*.
10. **Holt, K.** (2021). Comparison of 12-Hour Biweekly Versus 6-Hour Weekly Shifts on Fatigue in Student Nurses. *Worldviews on Evidence-Based Nursing*.
11. Grewal, A., & **Holt, K.** (2021). Comparison of 12-Hour Biweekly Versus 6-Hour Weekly Shifts on Fatigue in Student Nurses. *Worldview on Evidence Based Nursing*.
12. Yeh, C. H., **Kawi, J.**, Ni, A., & Christo, P. (2021). Evaluating auricular point acupressure for chronic low back pain self-management using technology: A feasibility study. *Pain Management Nursing*.
- Van Cleave, J., Booker, S., Keesha, P.-R., Liang, E., & Kawi, J. (2021). A Scoping Review of Nursing's Contribution to the Management of Patients with Pain and Opioid Misuse. *Pain Management Nursing*, 22(1), 58–68. <https://pubmed.ncbi.nlm.nih.gov/33414010/>
13. **Kawi, J.**, Yeh, C. H., Li, M., Caswell, K., Mazraani, M., Lukkahatai, N., ... Christo, P. (2021). Auricular point acupressure smartphone application to manage chronic musculoskeletal pain: A longitudinal, one-group, open pilot trial. *Global Advances in Health and Medicine*, 10.
14. Yook, S., Miao, Y., Park, C., Park, H. R., **Kim, J.**, Lim, D. C., ... Kim, H. (2021). Predicting brain age based on sleep EEG and DenseNet. *Annual International Conference of the IEEE Engineering in Medicine and Biology Society. IEEE Engineering in Medicine and Biology Society. Annual International Conference, 2021*, 245–248.
15. Ji, X., Compher, C. W., Irving, S. Y., **Kim, J.**, Dinges, D. F., & Liu, J. (2021). Serum micronutrient status, sleep quality and neurobehavioural function among early adolescents. *Public Health Nutrition*, 24(17), 5815–5825.
16. Lee, S., Walker, R. M., Kim, Y., & **Lee, H.** (2021). Measurement of Human Walking Movements by Using a Mobile Health App: Motion Sensor Data Analysis. *JMIR mHealth and uHealth*. <https://mhealth.jmir.org/2021/3/e24194/>
17. **Lee, H.**, Lee, S., **Black, I.**, Salado, L., Estrada, J., & Isla, K. (2020). Long-Term Impact of Mild Traumatic Brain Injuries on Multiple Functional Outcomes and Epigenetics: A Pilot Study with College Students. *Applied Sciences*.
18. **Dingley, C.**, **Ruckdeschel, A.**, **Kotula, K.**, & **Lekhak, N.** (2021). Implementation and outcomes of complementary therapies in hospice care: an integrative review. *Palliative Care and Social Practice*, 15.
19. McLennon, S. M., & **Lekhak, N.** (2021). "A World Upside Down": Experiences of Informal Caregivers During the COVID-19 Pandemic. *Journal of Gerontological Nursing*, 47(11), 11–14. [Attachment]
20. Goler, T., Bhatta, T. R., **Lekhak, N.**, & Langa, N. (2021). Racial Differences in Self-Appraisal, Religious Coping, and Psychological Well-being in Later Life during the COVID-19 Pandemic. *Journal of Elder Policy*, 1(3). <https://www.journalofelderpolicy.org/racialdifferences.html>
21. Zauszniewski, J. A., Burant, C. J., **Lekhak, N.**, Herbell, K., Badr, H. A., & Martin, R. J. (2021). Development and Testing of a Spiritual Resourcefulness Scale: Holistic Expansion in Operationalizing the Resourcefulness Construct. *JOURNAL OF HOLISTIC NURSING*.
22. Bhatta, T. R., Kahana, E., **Lekhak, N.**, Kahana, B., & Midlarsky, E. (2021). Altruistic Attitudes Among Older Adults: Examining Construct Validity and Measurement Invariance of a New Scale. *Innovation in Aging*, 5(1), 1–10. <https://doi.org/10.1093/geroni/igaa060>
23. Ausar, K., **Lekhak, N.**, & Candela, L. (2021). Nurse Spiritual Self-Care: A Scoping Review. *Nursing Outlook*, 69(4), 660–671. <https://doi.org/10.1016/j.outlook.2021.01.015>
24. **Tran, D.-M. T.**, **Lekhak, N.**, Gutierrez, K., & Moonie, S. (2021). Risk Factors Associated with Cardiovascular Disease among Adult Nevadans. *PLoS ONE*, 16(2), 1–11.
25. **Palazzo, S. J.**, & Erickson, M. S. (2021). Male high school students' perception of nursing as a professional career choice: Nursing pipeline project. *Nursing Education Perspectives*.

27. Smith, C. R., **Palazzo, S. J.**, Grubb, P. L., & Gillespie, G. L. (2021). Standing up against workplace bullying: Recommendations from newly licensed nurses. *Journal of Nursing Education and Practice*, 10(7), 35–45.
28. Gillespie, G. L., & **Palazzo, S. J.** (2021). Violence should not be part of the job: Universal violence precautions in acute care. *American Nurse*, 16(3), 18–22.
29. **Angosta, A. D., Reyes, A. T.**, Cross, C. L., Pollom, T., & Sood, K. (2021). Cardiovascular disease knowledge, risk factors, and resilience among U.S. veterans with and without PTSD. *Journal of the American Association of Nurse Practitioners*. <https://doi.org/10.1097/JXX.0000000000000507>
30. **Reyes, A. T.**, Song, H., Bhatta, T. R., & Kearney, C. A. (2021). Exploring the Relationships Between Resilience, Mindfulness, and Experiential Avoidance After the Use of a Mindfulness- and Acceptance-Based Mobile App for Posttraumatic Stress Disorder. *Perspectives in Psychiatric Care*.
31. Constantino, R. E., **Reyes, A. T.**, Scott, P. W., Petrie, J., Carmack, S., Ramos, M. D., ... Burkart, R. E. (2021). Life Course in HEARTS: Enhancing telehealth resilience and mindfulness intervention in older adults experiencing abuse and trauma—A conceptualization. *Open Access Journal of Complementary & Alternative Medicine*, 3(1), 303–312.
<https://lupinepublishers.com/complementary-alternative-medicinejournal/pdf/OAJCAM.MS.ID.000154.pdf>
32. **Reyes, A. T.** (2021). The process of learning mindfulness and acceptance through the use of a mobile app based on acceptance and commitment therapy: A grounded theory analysis. *Issues in Mental Health Nursing*. <https://doi.org/10.1080/01612840.2021.1953652>
33. Stanik III, P., Morris, B. T., **Serafica, R. C.**, & Webber, K. (2021). MySnapFoodLog: Culturally Sensitive Food Photo-Logging App for Dietary Biculturalism Studies. *Advances in Visual Computing*, (LNCS 12510), 470–482.
34. **Tran, D.-M. T., St Pierre Schneider, B.**, & McGinnis, G. R. (2021). Circadian Rhythms in Sudden Cardiac Arrest: A Review. *Nursing Research*.
35. **Tran, D.-M. T., & Silvestri-Elmore, A. E.** (2021). Healthcare-Seeking Behaviors in College Students and Young Adults: A Review, 26(4), 320–338.
36. **Tran, D.-M. T., & Sojobi, A.** (2020). Review of the Scientific Literature on Young Adults Related to Cardiovascular Disease Intervention. *Asian/Pacific Island Nursing Journal*, 5(1), 35–46.
37. **Tran, D.-M. T., Dingley, C. E., & Arenas, R.** (2021). Perception and Beliefs Regarding Cardiovascular Risk Factors and Lifestyle Modifications among High-risk College Students. *Canadian Journal of Nursing Research*, 52(2), 94–106.
38. Mojtahedi, Z., Shan, G., Ghodsi, K., Callahan, K., Yoo, J. W., **Vanderlaan, J.**, ... Shen, J. J. (2021). Inpatient palliative care utilisation among patients with gallbladder cancer in the United States: A 10-year perspective. *European Journal of Cancer Care*, n/a(n/a), e13520.
39. **Vanderlaan, J.**, Sadler, C., & Kjerulff, K. (2021). Association of Delivery Outcomes with Number of Childbirth Education Sessions. *Journal of Perinatal and Neonatal Nursing*, 35(3), 228–236.
<http://doi: 10.1097/JPN.0000000000000579>

BOOKS AND BOOK CHAPTERS

1. Bounds, D., Leland, N., & **Amar, A. F.** (2021). Child and adolescent victims of trauma. In E. Yearwood, G. Pearson, & J. Newland, *Child and Adolescent Behavioral Health: A Resource for Advanced Practice Psychiatric and Primary Care Practitioners in Nursing*. Wiley Blackwell
2. **Bondmass, M. D.** (2021). Overview of Evidence-based Practice. (Chapter 1). In M. Forman, M. Murphy & B. Staffileno (Eds.), *Research for the Advance Practice Nurses from Evidence to Practice*. Springer: New York—January 2021 release.

3. **Bondmass, M. D.** (2021). Sampling and Sampling Methods. (Chapter 11). In M. Forman, M. Murphy & B. Staffileno (Eds.), *Research for the Advance Practice Nurses from Evidence to Practice*, Springer: New York—January 2021 release.

PRESENTATIONS

1. **Amar, A.F.** (2021). The Intersection of The Essentials: Core Competencies for Nursing Education and The Future of Nursing Report. Invited Keynote. American Association of Colleges of Nursing Diversity Symposium. November 10, 2021
2. **Benfield, R. D.**, Gray, P. B., Lee, H., **Feng, D.**, & **Han, J.-H.** (2021, Spring). Association of Babywearing to Mother-Infant Emotional Connection and Maternal Heart Rate Variability. Western Institute of Nursing, Better Together: Integration of Nursing Research, Practice, and Education. Portland OR.
3. **Janakes, J.**, Joseph, B., & **Benfield, R. D.** (2021). Needle Tip Location Feedback: An Anesthesia Educational Intervention. Western Institute of Nursing, Better Together: Integration of Nursing Research, Practice, and Education. Portland OR.
4. **Benfield, R. D.**, Merrick, P., & Darrow, J. (2021, Spring). Salivary Alpha-Amylase: Measures of Stress Following Bimanual Pelvic Instruction. Western Institute of Nursing, Better Together: Integration of Nursing Research, Practice, and Education. Portland OR.
5. **Benfield, R. D.**, Merricks, P., & Darrow, J. (2021). Salivary Alpha-Amylase: Measures of Stress Following Bimanual Pelvic Instruction. Western Institute of Nursing, Better Together: Integration of Nursing Research, Practice and Education. Portland OR.
6. **Sojobi, A.**, **Seráfica, R. C.**, **Reyes, A. T.**, & **Benfield, R. D.** (2021). Social Support of Mexican Immigrant Women with Gestation Diabetes Mellitus. Western Institute of Nursing's 54th Annual Communicating Nursing Research Conference: Better Together: Integration of Nursing Research, Practice, and Education. Portland OR: Jonas.
7. **Benfield, R. D.**, **Kawi, J. L.**, **Lee, H.**, Poston, B. J., & **Duncan, C.** (2021, Spring). Using Repetitive Transcranial Magnetic Stimulation to Reduce Opioid Cravings in Opioid Use Disorder. Western Institute of Nursing, Better Together: Integration of Nursing Research, Practice, and Education. Portland OR.
8. **Bondmass, M. D.** (2021). An Evidence-based Intervention to Address Students' Understanding of Assignments and Improve Faculty Teaching Evaluation Scores. Accepted For Podium Presentation. Accepted for 32nd International Nursing Research Congress, 22-26 July 2021 Singapore.
9. **Cho, J.**, Li, J. R., Goodman, X., & Holditch-Davis, D. (2021). The Variability and Determinants of Testosterone Measurements in Children: A Critical Review. *Biological Research for Nursing*, 23(4), 646–657.
10. **Clements, P. T.** (2021). Gang migration to rural and suburban areas: An evolving threat for emergency departments and law enforcement. *Evidence Technology*.
10. **Doolen, J. L.** (2021, June). "Applying a Scoping Review Methodology in Simulation: Methods and Impact" Annual conference for the International Nursing Association for Clinical Simulation and Learning. Virtual: International Nursing Association of Clinical Simulation and Learning.
11. **Doolen, J. L.** (2021, June). "Virtual Reality in Nursing Education and Clinical Practice: A Scoping Review. Annual Conference for the International Nursing Association for Clinical Simulation and Learning. Virtual: International Nursing Association for Clinical Simulation and Learning.
12. Fimbel, L., Schure, M., Held, S., **Feng, D.**, & Knows His Gun McCormick, A. (2020, March). Messengers for Health Báa nnilah program: Evaluating strategies for program adherence and participant retention in a randomized controlled trial of a chronic illness management program

- for Apsaalooke tribal members. National Conference of Undergraduate Research., Bozeman, MT.
13. **Holt, K.** (2021). Telehealth and Virtual Visits after COVID-19. VA UPDATE SERIES. VA Neducak Center. Holt, K. (2021, April). What is Online Quality. 2021 E-learning Capacity Building Seminar. Cameroon, AFRICA.
 14. McHugh, A., & **Holt, K.** (2021, April). Better Together: Integration of Nursing Research, Practice, and Education. Western Institute of Nursing Conference. Portland, OR: WIN.
 15. Grewal, A., **Holt, K.**, & **Sylvestri-Elmore, A.** (2021). • Comparison of 12-hour biweekly shifts versus 6hour weekly shifts on learning outcomes and fatigue in nursing students on dedicated educational unit [Poster session]. Western Institute of Nursing Conference. Portland, OR: WIN.
 16. **Kawi, J.**, & Yeh, C. H. (2021). Qualitative content analysis of a virtually-delivered auricular point acupressure intervention for self-managing chronic pain. Oral session presented at the 31st American Society for Pain Management Nursing National Conference. Virtual.
 17. **Lee, H.**, **White, J.**, Lee, S., Lee, S.-P., Vorn, R., & Bernick, C. (2021). Persistent functional deficits and altered blood epigenetic markers after mild TBI. In An Annual Publication of the Western Institute of Nursing: Communicating Nursing Research: Better Together - Integration of Nursing Research, Practice, and Education (Vol. 54, p. 38). Portland, OR.
 18. **Lee, H.**, Lee, H., Lee, S., Lee, S.-P., & Bernick, C. (2021, March). Functional Levels and DNA Methylation in Peripheral Blood Related to mTBI. 2021 NIPM Virtual Symposium. Virtual: Nevada Institute of Personalized Medicine (NIPM). <http://nipmsymposium.sites.unlv.edu/posters/hl1-functional-levels-and-dna-methylation-in-peripheralblood-related-to-mtbi/>
 35. Ryder, J., Longhurst, J., **Lekhak, N.**, & Landers, M. (2021, September). Fear of falling activity avoidance behavior among individuals with Parkinson's disease: a scoping review. 98th Annual Conference of the American Congress of Rehabilitation Medicine. Virtual: American Congress of Rehabilitation Medicine.
 36. Oliver, C., **Lekhak, N.**, **Bondmass, M.**, & Upadhyay, S. (2021, April). Increasing perioperative outpatient nurses' knowledge of pediatric anxiety through use of a developed clinical guide. Western Institute of Nursing.
 37. **Lekhak, N.**, Bhatta, T. R., Tim, G., & Eva, K. (2021). Coping With Uncertainty: Use of Contemplative Practices Amidst a Pandemic. The Gerontological Society of America Annual Scientific Meeting. Virtual:
 38. The Gerontological Society of America.
 39. Bhatta, T. R., **Lekhak, N.**, Goler, T., Kahana, E., & Rathi, S. (2021, November). Financial Hardship and the Pain of Social Disconnection During the COVID-19 Pandemic in the United States. Gerontological Society of America's (GSA) 73rd Annual Scientific Meeting. Virtual: Gerontological Society of America. Bhatta, T. R., Goler, T., & **Lekhak, N.** (2021, August). Racial Differences in Self-Appraisal, Religious Coping, and Psychological Well-being in Later Life During the COVID-19 Pandemic. American Sociological Association's 116th Annual Meeting. Virtual: American Sociological Association.
 40. **Lekhak, N.**, & Bhatta, T. R. (2021). Healthy Lifestyle: Impact of Contemplative Practices on Later Life Memory Among Women. Advancing Health Lifestyles Research Mini-Conference. Virtual: Population Center, University of Colorado, Boulder.
 41. **Palazzo, S. J.**, & Sabio, C. (2021, October). Nursing Pathway Project. American Association for Men in Nursing (AAMN). Atlanta, GA: AAMN.
 42. **Reyes, A. T.** (2021). The Role of Resilience in Posttraumatic Stress Disorder (PTSD) and Family Norms Against Disclosure of Mental Health Problems among Filipino American Women. 47th Annual Transcultural Nursing Society Conference. Albuquerque, New Mexico: Transcultural Nursing Society.
 43. **Reyes, A. T.** (2021). Resilience of the Filipino Healthcare Worker in the Midst of the COVID-19 Pandemic. Continuing Education Unit (CEU) Workshop of the Philippine Nurses

- Association of Nevada (PNANV). Zoom: Philippine Nurses Association of Nevada (PNANV).
44. **Serafica, R. C.**, & Lincoln, B. (2021, November). Challenges and Strategies: A Culturally Competent Conversation about Vaccine Hesitancy. AACN Webinar. Online: American Association Colleges of Nursing.
 45. **Serafica, R. C.**, Zoucha, R., Cuella, N., & Turk, M. (2021, Autumn). Journal of Transcultural Nursing: Advice from the Editors: Best Practices for Publication. Transcultural Nursing Society. Albuquerque, New Mexico: Transcultural Nursing Society.
 46. **Serafica, R. C.**, Cuellar, N., Zoucha, R., & Lincoln, B. (2021, Summer). Culturally Respectful Conversations about COVID 19 Vaccination: Nurses Facilitating Informed Decision-Making Diverse Community Members. Transcultural Nursing Society Webinar. Online: Transcultural Nursing Society and American Nurses Association.
 47. **Silvestri-Elmore, A. E.** (2021, January). Fabulous 5 test-taking strategies & clinical judgment. University of Nevada Las Vegas.
 48. **Silvestri-Elmore, A. E.** (2021). Comparison of 12-hour biweekly shifts versus 6-hour weekly shifts on learning outcomes and fatigue on dedicated educational unit. Western Institute of Nursing Conference. Portland, Oregon.
 49. **Tran, D.-M. T.** (2021, November). Pilot and Feasibility Test of a mHealth Intervention for Elevated Blood Pressure among College Students. SIGMA 46th Biennial Convention. Indianapolis, IN: SIGMA.
 50. **Tran, D.-M. T.** (2021, April). College Students, Are They At Risk for Cardiovascular Disease? 2021 Western Institute of Nursing (WIN) Conference. Virtual: Western Institute of Nursing.
 51. **Vanderlaan, J.**, & Woeber, K. (2021, May). Maternity Care Changes in Response to Pandemic. American College of Nurse Midwives. Virtual: American College of Nurse Midwives.
 52. **Vanderlaan, J.**, Hall, P., Wood, B., & Harper, B. (2021, June). Addressing challenges to establishing water birth practice. 32nd ICM Virtual Triennial Congress. Virtual: International Confederation of Midwives. <https://www.czech-in.org/ICM2021/ICM2021-ABSTRACT-BOOK.pdf>
 53. **Vanderlaan, J.** (2021, June). Geographic variation in maternal care quality in the United States. 32nd ICM Virtual Triennial Congress. Virtual: International Confederation of Midwives.
 54. Woeber, K., **Vanderlaan, J.**, Bouchard, M. E., Dunn, J., Long, M., & Steinback, S. (2021, May). Workforce and Practice Effects of State Midwifery Licensure and Regulation During the Pandemic. American College of Nurse Midwives Annual Meeting. Virtual: American College of Nursing Midwives

Other Scholarly Work

1. **Clements, P. T.** (2021). Bullying in Nursing: Not Accepted, not Tolerated (video).
2. **Clements, P. T.** (2021). Children, Trauma, and Behavior (video).
3. **Clements, P. T.** (2021). IPV in Rural Areas: Unique Considerations (video).
4. **Clements, P. T.** (2021). Podcast: Gangs 101: The 3 R's and Gang Member Levels. Bell Works Academy of Forensic Nursing, Paul Thomas Clements. <https://www.goafn.org/podcast/episode/8ff1579d/episode-18-gangs-101-the-3-rs-and-gang-memberlevels>
5. **Clements, P. T.** (2021). Podcast: The Effects of Trauma and Violence on Young Children. Bell Works: Academy of Forensic Nursing, Paul Thomas Clements.

6. **Clements, P. T.** (2021). Podcast: The Wolf in Sheep's Clothing: Working with Psychopathy. Bell Works: Academy of Forensic Nursing, Paul Thomas Clements.
<https://www.goafn.org/podcast/episode/90acf7e6/episode-20-the-wolf-in-sheeps-clothing-workingwith-psychopathy>
7. Willis, J., Lindquist-Nicholas, L. M., Eisenberg, K. X., **Silvestri-Elmore, A. E., & Gatlin, P. K.** (n.d.). Teaching our Level One Students.

XI. Appendix D: Faculty Productivity—Grants

2017: Submitted and Funded

Name	Date Submitted	Agency	Project Title	Submitted Amount	Amount Funded	Not Funded
2017 (Submitted and Funded)						
Benfield (Feng)	11/4/17	Health Resources and Services Administration	Nurse Faculty Loan Program (NFLP)	\$177,777	\$177,777	
Dingley (Shen)	8/28/17	Patient Centered Outcomes Research Institute (PCORI) Pipeline to Proposal Tier III	Engaging Patients with Life-limiting Illnesses on Receiving Palliative Care	\$0	\$0	
Gatlin Johnson Perna Clevesy	2/2/17	Zeta Kappa-At-Large Chapter of Sigma Theta Tau International Honor Society of Nursing	Testing the use of a CBT and MI Intervention Program to reduce the Risk of Gestational Diabetes Among Overweight/Obese Pregnant Women	\$2,490	\$2,500	
Johnson	2/24/17	UNLV CTR-IN	IDeA CTR-IN Health Disparities Pilot Grant: Identifying the Determinants of Cervical Cancer Screening among Gender Minorities	\$66,853	\$66,853	
Lukkahatai	2/28/17	Nevada INBRE	Nevada INBRE Proteomics Service Award	\$5,000	\$5,000	
Serafica	2/2/17	Asian American Pacific Islander Nurses Association	Acculturative Stress, Quality of Life, and Dietary Indicators Among Filipino Older Adults	\$1,000	\$1,000	
Serafica	2/27/17	Zeta Kappa-At-Large Chapter of Sigma Theta Tau International Honor Society of Nursing	Continuing Education Scholarship Award	\$1,000	\$1,000	
(Trabia) Van Beuge		National Science Foundation	A Broadening Participation in Engineering Workshop for Distance Learning Programs in STEM: Experiences, Challenges, and Solutions	\$0	\$0	
Gatlin Clevesy	6/30/17	Center for Biobehavioral Interdisciplinary Science	The Use of Solution Focused Brief Therapy (SFBT_ to Enhance Postpartum Weight Loss in Overweight Women With Gestational Diabetes	\$10,000	\$10,000	
Angosta	3/13/17	Nurse Practitioner Healthcare Foundation	Impact of Postprandial Walk on Blood Glucose Levels Among Asian American Adults at Risk of Cardiovascular Disease: An Interdisciplinary Pilot Study	\$4,000		X
Angosta (Moonie)	11/1/17	National Institutes of Health	The Southern Nevada Children's Healthy Habits Research Study	\$0		X

2017: Submitted and Funded (Continued)

Name	Date Submitted	Agency	Project Title	Submitted Amount	Amount Funded	Not Funded
2017 (Submitted and Funded)						
Benfield	5/3/17	Gates Foundation	Remote Diagnosis of Uterine Labor Contraction Abnormalities Using External Uterine Electromyography	\$100,000		X
Feng (Bhammar)	12/1/17	American Heart Association	Asthma and Childhood Obesity: Strategies to Reduce Exercise-Induced Bronchoconstriction	\$6,429		X
Feng (Bhammar)	12/15/17	American Lung Association	Asthma and Childhood Obesity: Strategies to Reduce Exercise-Induced Bronchoconstriction	\$6,396		X
Johnson Gatlin	5/8/17	Lesbian Health Fund	Cervical cancer screening promotion campaign for lesbian and bisexual women: Proof of concept study	\$15,782		X
Kawi	2/8/17	National Institutes of Health (R34)	Self-Management Program to Promote Safety in Opioid Use (SeMPSO)	\$672,750		X
(Ezeanolue) Kawi	2/22/17	Health Resources and Service Administration	Southern Nevada HIV/AIDS Program for Women, Infants, Children and Youth	\$30,000		X
Lee	2/15/17	National Institutes of Health (R03)	Detection of Neurodegeneration Following Traumatic Brain Injury	\$149,500		X
Lee	2/2/17	American College of Sports Medicine	Epigenetic Markers of Neurodegenerative Changes of Professional Fighters with Traumatic Brain Injury	\$5,000		X
Reyes	2/2/17	Zeta Kappa-at-Large Sigma Theta Tau International Honor Society of Nursing	Feasibility Study of a Cognitive-Behavior Self-Management Intervention to Promote Resilience and Post-Traumatic Growth Among College Students With Post-Traumatic Stress Disorder	\$2,500		X
Reyes	3/21/17	American Psychiatric Nurses Association	University Student Veterans' Experience with Posttraumatic Stress Symptoms: A Grounded Theory Study	\$9,055		X
Serafica	2/24/17	Nurse Practitioner Healthcare Foundation	The Meanings of Acculturative Stress, Quality of Life, and Dietary Self-Management Among Older Filipino Immigrants With Hypertension	\$4,000		X
Serafica	10/16/17	National Institutes of Health (R21)	Exploration of Dietary Biculturalism Among First Generation Filipino Immigrants	\$373,750		X
Lee	4/17/17	UNLV CTR-IN	Identify and Design a Cardiovascular Risk Facets Intervention Among College Students: A Mixed-Methods Pilot Study	\$32,000		X

2018: Submitted and Funded

Last Name	Date Submitted	Agency	Project Title	Submitted Amount	Amount Funded	Not Funded
2018 (Submitted and Funded)						
Amar	7/2/18	Nevada Governor's Office of Economic Development	Workforce Innovations for a New Nevada (WINN)	\$209,500	#####	
Amar	7/2/18	Nevada Governor's Office of Economic Development	Population Health Training Initiative	\$900,000	#####	
Angosta	2/6/18	Sigma Theta Tau	Coronary Heart Disease Knowledge and Risk Factors among Veterans with PTSD during their Transition from the Military	\$2,500	\$2,500	
Dingley (Kawi)	8/2/18	Jonas Center for Nursing and Veterans Healthcare	Jonas Scholars Program 2018-2020	\$30,000	\$30,000	
Dingley (Shen)	7/1/18	Patient Centered Outcomes Research Institute (PCORI)	Engaging Asian Communities in Palliative Care in Nevada (EACPAC)	\$41,918	\$41,918	
Ekroos	1/31/18	United States Army Institute of Surgical Research (CRADA)	Comprehensive Evaluation of Injuries and Responses to 2017 High-Velocity Projectile Mass Shootings Project	\$0		
Feng (Basu)	1/23/18	University of Nevada, Reno	INBRE: Healthy Diet for Healthy Moms and Babies	\$0	\$10,629	
Feng (Bhammar)	1/23/18	University of Nevada, Reno	INBRE: Reducing Exercise Induced Bronchoconstriction in Obese Asthmatic Children	\$3,151	\$3,151	
Feng	11/17/18	Health Resources & Services Administration (HRSA)	Nurse Faculty Loan Program (NFLP)	\$177,777	#####	
Serafica (Morris) Feng	2/28/18	UNLV Faculty Opportunity Award	FoodApp for Tracking and Identifying Dietary Biculturalism in Filipinos in Southern Nevada	\$20,000	\$17,410	
Ekroos	5/11/18	Johns Hopkins (Pass through from National Institute of Justice)	The Impact of Occupational Prestige and Job Satisfaction on Officer Stress Resilience: Addressing Compassion Fatigue Among Police and Corrections Officers	\$0		X
Ekroos	1/31/18	United States Army Institute of Surgical Research	CRADA - Comprehensive Evaluation of Injuries and Responses to 2017 High-Velocity Projectile Mass Shootings Project	\$0		
Feng (Basu)	6/16/18	National Institutes of Health (R21)	Blueberries to reduce hyperglycemia and inflammation in obese pregnant women: A randomized controlled trial	\$28,781		X
Kawi (Donohue)	6/5/18	National Institutes of Health (R01)	Controlled Examination of an Optimization Approach to Mental Health in Ethnically/Racially Diverse Youth Athletes From Low Income Neighborhoods	\$15,723		X
Lee	9/15/18	National Institutes of Health (Pilot grants for P20 NIPM COBRE award)	Predicting Persistent Impairments Following Mild Traumatic Brain Injury using the Longitudinal and Integrative Biobehavioral Assessment (LIBRA)	\$75,000		X

Reyes	1/26/18	University of Nevada, Reno	INBRE: Promoting Resilience among College Student Veterans through Mindfulness	\$10,000		X
Tran	4/1/18	Fahs-Beck	mHealth Intervention to Improve Blood Pressure in a College Student Population	\$19,906		X
Tran	10/16/18	National Institutes of Health (R21)	MOBILE Intervention in College Students: An Exploratory Study	\$411,125		X
Tran	4/30/18	NIH NIGMS (UNLV CTR-IN)	A Low-Cost, Quick-Turnout, Mobile-Virtual Reality-Based Platform for Risk Assessment & Self-Diagnosis of Cardiovascular Health of Disadvantaged & Underserved Population	\$60,000		X
Ekroos (Kennedy)	3/1/18	UNLV Faculty Opportunity Award	Identifying Stress Among Law Enforcement Officers	\$19,750		X
Lee	3/1/18	UNLV Faculty Opportunity Award	Detecting Persistent Impairments Following Traumatic Brain Injury: Oculomotor and Balance Functions	\$20,000		X

2019: Submitted and Funded

Name	Date Submitted	Agency	Project Title	Submitted Amount	Amount Funded	Not Funded
2019 (Submitted and Funded)						
Ekroos	12/10/19	Center for Forensic Nursing Excellence International	Innovation in Research: Developing Interdisciplinary and Multidisciplinary Partnerships	\$7,500	\$7,500	
Feng	6/20/19	Montana State University (NIH)	Improving Chronic Illness Management with the Apsaalooke Nation: The Baaniilaa Project (Year 5)	\$0	\$56,379	
Kim	10/4/19	NIH	Personalizing Obstructive Sleep Apnea Management: Associating Symptom Subtype to Objective Sleep Traits and Physiological Biomarkers	\$0	\$515,655	
Lee	3/19/19	American Psychiatric Nurses Association	Epigenetic Effects of Preinjury Adversity on Functional Disparities after Mild Traumatic Brain Injury in Asian and Pacific Islanders	\$10,000	\$10,000	
Reyes	2/15/19	Sigma Theta Tau International	Pilot Testing a Smartphone-App-Based Resilience Intervention for Student Veterans	\$2,500	\$2,500	
Amar Feng (Gerstenberger)	7/10/19	National Institutes of Health (RCMI U54)	Health for Nevada RCMI	\$126,085		X
Cho	2/15/19	NV INBRE	Associations of Hormonal Biomarkers With Neonatal and Maternal Health	\$14,378		X
Ekroos	4/9/19	George Mason University	Improving the Forensic Documentation of Injuries through Alternate Light	\$44,428		X
Gatlin	4/9/19	American Association of Colleges of Nursing	Keys to Your Health-Las Vegas: Different, Daring and Diverse	\$20,000		X
Feng (Basu)	1/30/19	NIH	Nutrigenomics of Dietary Berries in Type 2 Diabetes and the Metabolic Syndrome	\$0		X
Kawi (Donohue)	2/1/19	National Institutes of Health (R01)	Controlled Examination of an Optimization Approach to Mental Health in Ethnically/Racially Diverse Youth Athletes From Low Income Neighborhoods	\$261,690		X
Kim Feng	9/18/19	NIH	Personalizing Obstructive Sleep Apnea Management: Associating Symptom Subtype to Objective Sleep Traits and Physiological Biomarkers	\$515,655		X
Lee Feng	10/3/19	NIH R01 (Parent)	Predicting Persistent Impairments Following Mild Traumatic Brain Injury using the Longitudinal and Integrative Biobehavioral Assessment (LIBrA)	\$1,194,718		X
Reyes	3/19/19	American Psychiatric Nurses Association	Cultural Factors Affecting Resilience among Filipino American Women with History of Trauma: An Ethnographic Study	\$5,000		X
Reyes	6/14/19	NIH	Feasibility Testing of a Smartphone-App Resilience Intervention for College Student Veterans' with Posttraumatic Stress Disorder	\$485,875		X
Serafica	3/13/19	Robert Wood Johnson Foundation	Cultural Considerations in Advancing Dietary Assessment and Education among Filipino Immigrants in Las Vegas	\$339,453		X
Tran	2/13/19	NIH	Analyzing College Student's Electronic Health Record (EHR)	\$149,500		X
Tran Dingley	11/7/19	NIH R21 (Parent) (Resubmission)	MOBILE Intervention in College Students: An Exploratory Study	\$411,125		X
Vanderlaan	11/21/19	STTI	Evaluating Transfer for Delivery in a Regionalized System	\$9,481		X
Tran	2/15/19	National Institutes of Health (R03)	Analyzing College Students' Electronic Health Record (EHR)	\$149,500		X

2020: Submitted and Funded

Name	Date Submitted	Agency	Project Title	Submitted Amount	Amount Funded	Not Funded
2020 (Submitted and Funded)						
Ekroos	1/9/20	Nevada HealthRight	Enhancing the Multidisciplinary Response to Child Sexual Violence in Southern Nevada	\$39,711	\$39,711	
Feng	4/10/20	Montana State University (NIH)	Improving Chronic Illness Management with the Apsaalooke Nation: The Baaniilaa Project Year 5	\$0	\$25,969	
Gatlin	1/30/20	HRSA NFLP	Nurse Faculty Loan Program (NFLP)	\$177,777	\$177,777	
Lekhak	6/2/20	STTI	COVID: Coping with Coronavirus Pandemic Study	\$2,500	\$2,500	
Silvestri-Elmore	2/28/20	HRSA Nursing Student Loan Program	Nursing Student Loan Program	\$140,000	\$155,555	
Lee, H.	10/20/20	UNLV SR&II POC Grant (GOED)		\$50,000	\$50,000	
Tran	4/2/20	CTR-IN Pilot Grant		\$65,958	\$65,958	
Amar Feng Silvestri-Elmore Wood	2/18/20	HRSA NEPQR:BHI	Behavioral Health Integration in a Nurse-led Primary Care Clinic	\$1,495,836		X
Angosta	8/12/20	AACN Faculty Scholars Grant	Virtual Clinical Experience Using Standardized Patients: Telehealth Integration and FNP Student Evaluation	\$23,392		X
Feng	10/27/20	NSF Sub from UTA	Large-Scale CoPe: Resilient Aging in Coastal Areas: The Nexus of Social Systems, Built Environment, and Natural Hazards	\$302,862		X
Feng (Gerstenberger)	4/28/20	NIH	Evaluating the Impacts of Food Insecurity, Nutrition & Obesity among Minority Populations	\$0		X
Kawi	5/27/20	NIH R01 Sub from JHU (PAR-20-154)	Leveraging Technology for Auricular Point Acupressure to Self-Manage Chronic Musculoskeletal Pain	\$1,655,316		X
Kawi	10/1/20	NIH R01 Sub from JHU (PAR-20-154)	Efficacy of a Virtually Delivered Auricular Point Acupressure-Self-management (APA-SM) Program for Chronic Low Back Pain	\$1,372,731		X
Kawi	11/6/20	NIH R01 Sub from JHU (PAR-19-020)	Auricular Point Acupressure Pain-relief by CAREgivers (APA Pain CARE) for patients with ...	\$78,712		X
Kawi	12/1/20	Moore Fellowship	Testing a Self-Management Technological Innovation for Chronic Low Back Pain	\$449,212		X
Lee, H.	2/27/20	Moore Fellowship	Preventing Premature Aging In Traumatized Brain: FULL (Focus, UnLock, and Liberate) Mind-Body Program.	\$403,020		X
Lee, H. (Lee, SP)	7/28/20	U.S. Army Research Office	Enhancing Motor Function in Individuals with Lower Limb Amputation through Peer-Based Balance and Fall Recovery Skill Training	\$0		X
Reyes	7/1/20	STTI	Testing the Efficacy of an Acceptance-and-Commitment-Therapy Smartphone-App for College Student Veterans with PTSD: A Randomized Controlled Trial Study	\$5,000		X
St Pierre Schneider	12/2/20	DoD PRMRP Focused Program Award	Pre-application - Not invited to submit the full proposal	\$0		X
St Pierre Schneider	12/2/20	NV INBRE - Scientific Core Service Award	Pre-application - Not invited to submit the full proposal	\$0		X
St Pierre Schneider (Wu)	2/5/20	NIH	Harnessing Big Data to Improve Fracture Prevention and Risk Assessment: Creating Personalized Reference Ranges of Bone Density for Minority Women	\$0		X
Tran	4/17/20	Sigma Research Scholarship Award	The Formative Phase of the MOBILE Intervention in College Students	\$2,492		X
Vanderlaan	1/7/20	HRSA R40	Evaluation of Perinatal Regionalization in Nevada	\$99,693		X

2021: Submitted and Funded

Name	Date Submitte	Agency	Project Title	Submitted Amount	Amount Funded	Not Funded
2021 (Submitted and Funded)						
Holt Bondmass	4/26/21	STTI	Assuring Quality in Course Design with the Quality Matters Rubric and Peer-Review	\$2,400	\$2,500	
Palazzo	2/8/21	HRSA NFLP (HRSA-21-015)	Nurse Faculty Loan Program (NFLP)	\$177,777	\$161,634	
Silvestri-Elmore	7/12/21	HRSA Nursing Student Loan Program	Nursing Student Loan Program		\$223,817	
Vanderlaan	2/25/21	ACNM Foundation	Small Area Analysis of Associations between Midwives and Maternal Health Outcomes	\$1,500	\$1,500	
Reyes	4/8/21	MW CTR-IN Pilot Grant		\$66,000	\$66,000	
Amar	1/19/21	HRSA (HRSA-21-020)	Working to Improve Nursing's Diversity (WIND)	\$2,189,644		X
Amar	8/23/21	AACN		\$79,638		X
Cho	6/2/21	NIH R01 (PA-20-185)	Testosterone and Cortisol as Novel Biomarkers of Health Disparities of Mothers and Their Very-Low-Birthweight Infants	\$3,350,492		X
H. Lee	2/23/21	NV DHHS DCFS CTF	The Effectiveness of Parenting Education Program Focusing on Child Safety and Mindfulness in Preventing Child Abuse and Neglect and Reducing Parenting Stress	\$29,453		X
Serafica	5/18/21	NIH R01 Sub from UCF	Developing Conceptual, Data, and Analytical Resources to Improve Understanding of Lodging and Foodservice Workers' Health Inequities	\$313,702		X
Reyes	1/1/21	UNLV FOA		\$19,954	\$19,954	X
Benfield	11/29/21	Sigma/Western Institute of Nursing Research Grant		\$9,069		pending
Feng	8/26/21	University of Texas at Arlington (R01 PA-20-185)		\$168,890		pending
Flores	12/1/21	Outside Agency Grant (OAG) Community Initiatives		\$74,156		pending
Kawi	2/25/21	NIH R01 Sub from JHU (PAR-20-243)	Integrating an Auricular Point Acupressure Digital Health Program (APA-DH) into the Healthcare System to Promote Self-Management of Chronic Low Back Pain among Older Adults	\$1,136,798		pending
Lee, H.	12/16/21	DoD (W81XWH-21-S-TBIPH1)		\$743,011		pending
Vanderlaan	6/11/21	AHRQ R03 (PA-18-794)	Perinatal Regionalization: Increasing Risk-appropriate Delivery Care to Improve Patient Safety	\$99,275		pending
Vanderlaan	11/30/21	University of California Davis School of Nursing		\$400,008		pending
Kim	12/15/21	UNLV NIPM		\$25,000		pending

XII. Appendix E: Student Productivity

Ph.D. Student Dissertations (2017-2021)

Name	Dissertation Title
Voker, Delene	Student Motivation, Stressors, and Intent to Leave a Nursing Ph.D. or DNP Program – A National Study Using Path Analysis
Tinjum, Tally	Psychometric Testing of the Malaria Critical Thinking Test
Lacey, Margaret	Relationships Between Mindfulness, Cognition Style, and Safety Among Nurses in Acute Setting
Cadman, Kathleen	Using Pictorial Action Instructions to Train Low-Literacy Adults to Construct a Basic Humanitarian Engineering Project
Holman, Rieneke	Clinical Instructors' Cultivation of Pre-Licensure Nursing Students' Pharmacology KSAs
Mollman, Sarah	Concept Interview Assignment to Foster Intentional Learning in Nursing Students
Ruckdeschel, Angela	Electronic Health Record Instruction in First-Semester Nursing Students: A Comparative Study
Boni, Rebecca	Reconciling Incongruencies: Examining the Meaning and Influencing Factors of Oncology Nurses' Professional Quality of Life
Reaves, Crista	Benson's Relaxation Response: Psychological and Physiological Responses Among Patients with COPD
De La Cruz, Karen	Assessing the Long-Term Effects of a Cultural Immersion Experience on Nursing Practice
Pepin, Christina	Prevalence and Use of High-Fidelity Simulation in Family Nurse Practitioner Programs
Smith, Megan	An Exploration of Nursing Communication Competence During the Handoff Report
Garthe, Kelly Anne	Rejection Sensitivity and the Intent to Seek Medical Help in Gender Minority Individuals
Belliston, Susan	The Effect of Asynchronous Versus Synchronous Online Course Delivery on HESI Scores and Student Engagement for Rural Pre-Licensure Nursing Students
Senette, Lynn	Fluctuating Cohesion: A Grounded Theory Study of Nursing Students Engaged in a Hybrid Debriefing Format
Sullivan, Rhiannon	Becoming Myself: a Constructivist Grounded Theory Study of Gender Transition Experiences of Practicing Nurses
Stamps, Adrian	Exploring the Lived Experience of Early-Career Millennial Nursing Faculty: Deriving Meaning from their Perspective
Wendel, Anna	An Exploration of The Numeracy Skills Required for Safe, Quality Nursing Practice
Kotula, Keshia	"Factors Influencing the Self-Reported Palliative Care Practices of Acute Care Nurses"
Haynes, Jayme	"Effects of a discourse Intervention on End-of-Life knowledge and attitude in BSN Nursing Students?"
Baumeister, Rebecca	Relationships Between Mindfulness, Nonacademic Factors, Stress, and Test Performance: A Cross-Sectional Study
Akpati, Frank	Investigating Acculturation, Health-Promoting Lifestyle, and Health Status Among Nigerian Immigrants in the United States
Glasofer, Amy	Factors Associated with Medication Decision Making in Low-Income African American Caregivers of Children with ADHD: A Mixed Methods Study
Sojobi, Angela	Social Support of Mexican Immigrant Women with Gestational Diabetes Mellitus: A Constructivist Grounded Theory Study
Janakes, Joe	The Effects of Real-Time Computerized Needle Tip Location Feedback on State Anxiety and Immediate Performance of Simulated Ultrasound-Guided Regional Anesthesia

WIN Conference: Research & Information Poster Exchange (R&IE)

Year	Ph.D. Student	Poster Title
2021	Keshia Kotula	Translation and Validation of the Palliative Care Self-Reported Practices Scale in English
	Amy Glasofer	Medication Decision Making among African American Caregivers of Children with Attention-Deficit/Hyperactivity Disorder
	Joo-Hee Han	Association of Babywearing to Mother-Infant Emotional Connection and Maternal heart Rate Variability
	Cameron Duncan	Using Repetitive Transcranial Magnetic Stimulation to Reduce Opioid Cravings in Opioid use Disorder
	Alexandra Duke	Consensus on the Role of Dedicated Education Unit Clinical Instructor: A National e-Delphi Study Proposal Abstract
	Wendy Matthew	Exploring Gen Z Nursing Students' Experience and Emotional Processing in Simulation: A Grounded Theory Study
2019	Joo-Hee Han	Maternal Psychological Benefits of Babywearing: Calming Cycle Theory
	Frank Akpati	Investigating Acculturation and Health Status among Nigerian Immigrants
	Shopha Tserotas	A Theoretical Understanding of Clinical Judgment Inspired by the Next Generation NCLEX
	Wendy Matthew	A Theoretical Understanding of Simulation Performance
	Adrian Stamps	Novice Academic Nurse Educator Transition: A Concept Analysis
	Rhiannon Sullivan	Navigating Gender Transition as a Nurse: A Literature Review
	Christina Pepin	Prevalence and Use of high-Fidelity Simulation in Family Nurse Practitioner Programs
2018	Kathleen Cadman	Creating and Usability Testing Pictorial Action Instructions: A Feasibility Study
	Rieneke Hollman	Clinical Instructors' Cultivation of Pre-licensure Nursing Students' Pharmacology KSAs
	Sarah Mollman	Concept Interview Assignment to Foster Intentional Learning in Nursing Students
	Amy Glasofer	Responding to Errors in Healthcare: A Review of the Literature
	Jayme Haynes	Transformative Learning Theory: A Theory for Developing Critical Thinking
	Keshia Kotula	An Axiomatic Theory: The Relationship of Optimism, Resilience, and Compassion Fatigue in Nurses
	Angela Ruckdeschel	Academic Electronic Health Record Instruction: A Comparative Study
	Lynn Senette	Development of the Assessment of Peer Support in Debriefing Scale (APSDS): First Steps
	Angela Sojobi	Social Support, Coping and Compliance in Hispanic Women with Gestational Diabetes (GDM)

Year	Ph.D. Student	Poster Title
2017	Delene Volkert	Student Motivation, Stressors, and Intent to leave a Nursing Ph.D. or DNP Program
	Deanne Donaway	Impact of Crew Resource Management on Patient Safety Self-Efficacy of Nursing Students
	Jennifer Bussen	Nursing Students' Nonacademic Barriers to Success on High Stakes Exams
	Tally Tinjum	Psychometric Testing of the Malaria Critical Thinking Test
	Rebecca Boni	Factors Affecting Oncology Nurses' Professional Quality of Life: A Literature Review
	Sarah Mollman	Concept Interview Assignment to Foster Intentional learning in nursing Students
	Crista Reaves	Examining Patient Outcomes on a Dedicated Education Unit
	Alex Hanson	Self-Doubt: A Concept Analysis
	Nevada LeCounte	A Rudimentary Theory: Institution in Nursing Students during Emergent Simulations
	Megan Smith	An Exploration of Nursing Communication Competence During Handoff Report
	Lynn Senette	A Theory Relating Calmness, Open-mindedness, and Reflection in Simulation Debriefing
	Annette Mullis	Uncertainty, Anxiety, and Chronic Pain in Hospitalized Patients

XIII. Appendix F: Student Achievements

www.winursing.org



Mail code: SN-45
3455 S.W. Veterans Hospital Road
Portland, OR 97239-2941
tel: 503 494-0869 fax: 503 494-3691
email: win@ohsu.edu

April 27, 2021

Joo-Hee Han, MSN, RN
School of Nursing
University of Nevada, Las Vegas
Las Vegas, NV

Dear Joo-Hee:

I am pleased to let you know that your WIN-CANS Dissertation Grant application, "Association of Babywearing in Relation to Emotional Connection between Mother and Infant and Maternal Heart Rate Variability," has been approved for funding by the WIN Research Committee. Congratulations!

The grant award is for \$5,000, and the funds must be expended within the year beginning April 1, 2021 to March 31, 2022. The funds will be released to the University of Nevada, Las Vegas. Please send a copy of the IRB approval and the name and contact information of the individual at the School of Nursing or University to whom we should communicate about transferring funds.

This award should be acknowledged in all publications, presentations, and other forms of dissemination resulting from the dissertation. Suggested wording is: "This work was supported in part by the Martha J. Lentz Western Institute of Nursing/Council for the Advancement of Nursing Science Dissertation Award."

Upon receipt of the award, the Research Committee asks for the following:

Requirement	Description	Deadline
Quarterly Report	See attached Quarterly Report Form. The report will inform the WIN Research Committee about the status of achieving the aims of the project, expected progress to be made in the next quarter, and obstacles to progress and strategies to overcome the obstacles.	July 1, 2021 October 1, 2021 January 1, 2022
Final Report	See attached Final Report Form. The form will inform the WIN Research Committee about the status of your project at the end of the funding period.	April 1, 2022
Expense Report	Provide financial update for each report period.	July 1, 2021 October 1, 2021

		January 1, 2022 April 1, 2022
Submit Abstract	Submit abstract of findings for peer review for the annual 2022 WIN Conference.	No later than October 15, 2021

Congratulations, Joo-Hee. Please let us know if you have any questions.

Cordially,

Lissi Hansen, PhD, RN, Chair
WIN Research Committee



Annie Taylor Dee Teaching Excellence Award

Presidential Teaching Excellence Award

CARRIE JEFFREY

Assistant Professor, Nursing





Program Overview

The School of Nursing's Doctor of Philosophy in Nursing is a research-focused doctorate and prepares scholars to advance nursing science and practice through rigorous research, evidence-based education, and dynamic leadership.

The Doctor of Philosophy (Ph.D.) represents the highest level of formal education for a career in research and the scholarship of discovery. The Ph.D. graduate develops the science, stewards the profession, educates the next generation of nurses, defines its uniqueness, and maintains its professional integrity.

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Program Highlights

- **3 track options:** Nursing Education, Post-MSN Nursing Education Accelerated Degree, Post-DNP-to-Ph.D.
- Online curriculum, increased accessibility
- Full-time or part-time options
- Mentorship with nationally recognized faculty experts
- Loans, grants, and scholarships available
Nurse Faculty Loan Program available, including up to 85% loan forgiveness
- Graduate assistant positions offered as available

Possible Career Roles

- Research nurse scientist
- Educator/master teacher
- Nurse leader
- Academic institutions
- Health care agencies
- Public and private sector



Admission Requirements

(Please see the [Graduate Catalog](#) for a complete list of requirements.)

- Minimum 3.5 GPA on a 4.00 scale in nursing or health-related master's program
- Successful completion within the last 5 years of graduate coursework or equivalent in statistics and research with a B or better
- Current, unrestricted RN license
- GRE scores within the last five years on verbal, quantitative and analytic measures. Post DNP applicants are exempt from this requirement
- Three letters of recommendation
- Two representative samples of scholarly work (e.g., thesis, demonstration project, publications, etc.)
- Statement of intent of personal career, educational, and scholarship goals including identification of research interests
- Current resume or curriculum vita
- Interviews may be required

Application Deadline

Open Oct. 1st, close March 1st (Fall)

Credits Required to Graduate

- Nursing Education (62 credits)
- Post-MSN Nursing Ed. Accelerated Degree (50 credits)
- Post-DNP-to-Ph.D. (45 credits)

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X. Appendix H: Annual Assessment Report

Annual Academic Assessment Report

Email to: assessment@unlv.edu

Program Information:

Program Assessed	Doctor of Philosophy - Nursing
Department	School of Nursing
College	College of Health Sciences
Department Chair	Roseann Colosimo, Ph.D., RN
Assessment Coordinator	Catherine Dingely, Ph.D., RN, FAAN (Program director for assessment period) Rebecca Benfield, Ph.D., CNM (incoming Program director)
Date Submitted	Jan 7, 2022
NEW: Semesters & Year Assessment Conducted	Fall 2020 – Summer 2021
Contact Person for This Report	
Name	Natalie Spitler, MSN, RN
Phone	702-895-5978
Email	natalie.spitler@unlv.edu

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
 - Student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
 - Activities requiring originality, critical analysis and expertise.
 - The development of extensive knowledge in the field under study.
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- What was learned from the assessment results?
- How did the program respond to what was learned?
- **OPTIONAL: How has your program responded to the challenges created by COVID-19?**

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

Ph.D. STUDENT LEARNING OUTCOMES:

1. Provide leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession.
2. Conduct and communicate original research that generates new knowledge.
3. Develop, implement and evaluate innovative approaches to teaching and learning.

LEARNING OUTCOMES ASSESSED:

Ph.D. Student Learning Outcome	Program Outcome/ <i>Graduate Level Requirement</i>	Year of Assessment
SLO 1	<p>Provide leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession</p> <p><i>Student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.</i></p>	FA 2020 – SU 2021

ASSESSMENT METHODS:

For purposes of this report, evaluation measures include:

1. Ph.D. Student Exit Surveys
2. Ph.D. Alumni Surveys
3. Student performance in comprehensive exams
4. Student performance in dissertation proposals
5. Student performance in final dissertation defenses

There are 5 criteria used to evaluate Learning Outcome 1 and each criterion is addressed separately in this report. Each criterion begins with an evaluation as to whether it has been met. A summary is provided at the end of the report to discuss overall results and proposed activities to strengthen the Ph.D. program as it relates to Learning Outcome 1.

ASSESSMENT RESULTS:

A. Learning Outcome 1: Provide leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession.

1. Ninety percent of the Ph.D. students will successfully complete comprehensive exams (oral and written) which entails that the dissertation chair and committee members all agree that the student has obtained a satisfactory mark in all areas of the evaluation rubric for both the oral and written parts of the exam.

- **Criterion was met at 100%:** During the assessment period, 5 students completed their Comprehensive Exams. One student had to repeat the Written Comprehensive Exam, subsequently passed, and went on to pass the Oral Comprehensive. All other students passed on the first attempt.
2. Ninety five percent of the Ph.D. students will successfully write and defend their proposal, which entails that the dissertation chair and committee members all agree that the student has obtained a pass rating in all areas of the evaluation rubric for both the oral and written parts of the defense.
 - **Criterion was met at 100%:** In academic year 2020-2021, 7 students, who developed their proposal, successfully wrote and defended it.
 3. Ninety five percent of responding Ph.D. graduates on the Student Exit Survey will agree that Outcome 1 was met.
 - **Criteria met at 100%:** Seven Ph.D. graduates responded to the exit survey in academic year 2020-2021. 100% of the respondents agreed that outcome 1 was met: 28.6% (2) selected “Met” while 71.4% (5) selected “Strongly Met.”
 4. Within two years of graduation, 80% of the Ph.D. graduates who respond to the Alumni Survey will have had one scholarly publication or presentation related to Outcome 1.
 - **Criteria met at 100%:** Three Ph.D. graduates responded to the alumni survey in academic year 2020-2021. 100% of the respondents indicated that they had one scholarly publication, and 33.3% (1) indicated that they had completed a professional presentation since graduating from the Ph.D. program. Two of the alumni (66.7%) commented in the survey that they were unable to participate in professional presentations due to COVID.
 5. Fifty percent of the Ph.D. graduates who respond to the Alumni Survey will have moved into a position to reflect more responsibilities than their entering position.
 - **Criteria Met:** Of the three Ph.D. graduates who responded to the alumni survey, 100% of them indicated that since graduation, their job, position, or title had changed to reflect more leadership responsibilities. 66.7% (2) selected that their position requires a Ph.D., while the remaining 33.3% (1) indicated that their position did not require a Ph.D.

B. Graduate Level Requirement: Student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.

- **Criteria Met:** The assessment criteria for learning outcome 1 perfectly align with this graduate level requirement, and the corresponding results reflect outcome achievement. Successful completion of oral and written comprehensive exams, written and defended proposals, scholarly publications and/or presentations, and attainment of positions with greater responsibility after conferment of the degree directly correlate with engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.

SUMMARY: LESSONS LEARNED AND PROGRAM RESPONSES:

Relative to learning outcome 1, students directly exemplify the provision of leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession through the oral and written portions of their comprehensive exams as well as the writing and defense of their proposals. Successful completion of these exams and dissertations indicates achievement of learning outcome 1. 100% of survey respondents to the exit survey reported that learning outcome 1 was “Met” or “Strongly Met,” which further supports the achievement of the criteria for this outcome not only from the program’s perspective but also the students’ perspective. The Alumni Survey results provide another positive indicator that learning outcome 1 was met in that 100% of respondents reported having one scholarly publication as well as greater responsibility, within their job or position, since graduation. Additionally, the 7 Ph.D. Student Exit Surveys with comments provided more real-time feedback as these students reflect the most current program curriculum and processes. Interestingly, all but one student reflected very positively on the dissertation process as a strength of the program. While certainly one outlier is not unusual, it would be helpful to further investigate this particular student’s perspective on their experience and identify any potential areas for focused improvements.

RESPONSE TO COVID-19 CHALLENGES:

The stressors of COVID-19 have created many unique challenges for students both personally and academically. We increased individualized advisement during this time, particularly as student research was significantly affected related to subject recruitment and data collection. Chairs had to assist students to revise their IRB protocols to adjust data collection from in-person to virtual or some form of electronic data collection. Chairs and students had to consider innovative means to complete studies while maintaining the rigor of science. In addition, we offered opportunities for remote Oral Comprehensive exams, and remote Proposal and Final Dissertation Defenses, while continuing to be sensitive to COVID protocols and providing for in person meetings when it was allowed. In some cases, students had to forego enrollment or a semester while realigning their ability to recruit their study sample. Overall, both students and Ph.D. faculty were mutually supportive and collaborative to achieve the best academic and research outcomes.

XI. Appendix I: 3-Yr Academic Assessment Plan

3-Year Academic Assessment Plan Cover Sheet

Email to: assessment@unlv.edu

Program Information:

Program Assessed	Ph.D. in Nursing
Department	School of Nursing
College	Health Sciences
Department Chair	Roseann Colosimo , Ph.D., RN
Assessment Coordinator	Natalie Spitler, MSN, RN Rebecca Benfield, CNM, Ph.D. (Program Director)
Date Submitted	Jan 7, 2022
Contact Person for This Plan	
Name	Natalie Spitler, MSN, RN
Phone	(702)895-5978
Email	natalie.spitler@unlv.edu

Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- **Plans must include a curriculum map showing which courses will address which learning outcomes.** Examples can be found here: <http://provost.unlv.edu/Assessment/map.html>
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
 - Student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
 - Activities requiring originality, critical analysis and expertise.
 - The development of extensive knowledge in the field under study.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

PH.D. STUDENT LEARNING OUTCOMES:

1. Provide leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession.
2. Conduct and communicate original research that generates new knowledge.
3. Discover, implement, and evaluate innovative approaches to teaching and learning.

CURRICULUM MAP:

Student Learning Outcomes for the Program noted by §§ and the AACN Expected Outcomes noted by **

<p>Key 1=Minor emphasis 2=Moderate emphasis 3=Significant emphasis</p> <p>Courses in (required & program electives)</p>	<p>Provide leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession. §§</p> <p>Steward the Discipline**</p>	<p>2 Conduct and communicate original research that generates new knowledge. §§</p> <p>Develop the Science**</p>	<p>3. Discover, implement, and evaluate innovative approaches to teaching and learning. §§</p> <p>Educate the Next Generation**</p>
	NURS 770	2	1
NURS 774	1		3
NURS 780	1	3	2
NURS 771	2	1	
NURS 775	1	3	1
NURS 781	1	3	1
NURS 724	1	1	3
NURS 776	1	3	1
NURS 779	2	3	2
NURS 709	2		3
NURS 748	2	2	1
NURS 785	1	3	2

NURS 710	1	2	3
NURS 733	2		3
NURS 789	2	3	2
NURS 772	3	2	
NURS 777	2	3	2
NURS 790	2	1	3
NURS 791	2	1	3
NURS 797	2	3	2

LEARNING OUTCOME ASSESSMENT TIMELINE:

Ph.D. Student Learning Outcome	Program Outcome / Graduate Level Requirement	Year of Assessment
SLO 1	Provide leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession. <i>Activities Requiring originality, critical analysis and expertise.</i>	Year 1 (FA 2021 – SU 2022)
SLO 2	Conduct and communicate original research that generates new knowledge. <i>Student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.</i>	Year 2 (FA 2022 - SU 2023)
SLO 3	Discover, implement, and evaluate innovative approaches to teaching and learning <i>The development of extensive knowledge in the field under study.</i>	Year 3 (FA 2023 – SU 2024)

ASSESSMENT METHODS:

1. Ph.D. Student Exit Surveys
2. Ph.D. Alumni Surveys
3. Student performance in comprehensive exams
4. Student performance in dissertation proposals
5. Student performance in final dissertation defenses

ASSESSMENT PLAN FOR LEARNING OUTCOMES:

- A. Learning Outcome 1: Provide leadership in the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, the discipline, and the profession.
1. Ninety percent of the Ph.D. students will successfully complete comprehensive exams (oral and written) which entails that the dissertation chair and committee members all agree that the student has obtained a satisfactory score in all areas of the evaluation rubric for both the written and oral parts of the exam.
 2. Ninety five percent of the Ph.D. students will successfully write and defend their proposal which entails that the dissertation chair and committee members all agree that the student has obtained a pass rating in all areas of the evaluation rubric for both the written and oral parts of the defense.
 3. Ninety five percent of responding Ph.D. graduates on the Student Exit Survey will agree that Outcome 1 was met.
 4. Within two years of graduation, 80% of the Ph.D. graduates who respond to the Alumni Survey will have had one scholarly publication or presentation related to Outcome 1.
 5. Fifty percent of the Ph.D. graduates who respond to the Alumni Survey will have moved into a position to reflect more responsibilities than their entering position.
- B. Learning Outcome 2: Conduct and communicate original research that generates new knowledge.
1. One hundred percent of dissertation proposals will address a research problem that is relevant to nursing and has not been adequately addressed or addressed at all by the community of scholars.
 2. Ninety percent of the Ph.D. students will successfully complete comprehensive exams which entails that the dissertation chair and committee members all agree that the student has obtained a satisfactory score in all areas of the evaluation rubric for both the written and oral parts of the exam.
 3. Ninety five percent of the Ph.D. students will successfully complete their oral and written proposal defense which entails that the dissertation chair and committee members all agree that the students obtained a pass rating for the defense.
 4. Ninety five percent of the Ph.D. students will successfully complete the oral and written dissertation defense which entails that the dissertation chair and committee members all agree that the student has obtained a mean score of 3.5 out of 5 in all areas of the evaluation rubric for both the oral and written parts of the final defense.
 5. Ninety five percent of the Ph.D. graduate respondents on the Student Exit Survey will agree that Outcome 2 was met.

6. Fifty percent of the Ph.D. graduate respondents on the Student Exit Survey will indicate they have communicated scholarly work focused on research, theoretical, or literature review at conferences or publications during their Ph.D. program.
 7. Ninety five percent of the Ph.D. graduate respondents on the Alumni Survey will agree that they were prepared or well prepared for Outcome 2.
- C. Learning Outcome 3: Discover, implement, and evaluate innovative approaches to teaching and learning.
1. One hundred percent of students who take classes related to teaching and learning will earn a minimum of a B average.
 2. Ninety five percent of the dissertations that include an education topic will develop, implement, or evaluate advanced approaches to teaching and learning.
 3. Ninety five percent of the Ph.D. graduate respondents on the Student Exit Survey will agree that Outcome 3 was met.
 4. Ninety five percent of the Ph.D. graduate respondents on the Alumni Survey will agree that they were prepared or strongly prepared for Outcome 3.
 5. Forty percent of the Ph.D. graduate respondents will report on the Alumni Survey within two years of graduation that they have published or presented study results related to Outcome 3.

COMMUNICATION OF ASSESSMENT RESULTS AND ACTION PLAN:

- Data are collected yearly through the Alumni Survey, Comprehensive Exam rubrics, Proposal and Dissertation rubrics, and the Student Exit Survey.
- The Assessment Coordinator and Program Director evaluate results and develop a summary report.
- The Program Director reports results to the School of Nursing Associate Dean for Academic Affairs, Graduate Program Committee, and Ph.D. faculty yearly or as needed. When problem areas are identified, the faculty members participate in remediation.

XII. Appendix J: Scholarly Output of Graduates

Graduation	Graduate Name	Post-Graduation Publications
2009 Summer	Little, Kimberly	1
	Richards, Jennifer	0
2009 Fall	Goodwin, Michael	10
	Prato, Catherine	0
2010 Spring	Cox-Davenport, Rebecca	7
	Elmore, Diane	0
	Lampley, Tammy	6
	Silvestri, Linda	> 50
2010 Summer	Llasus, Ludy	2
	Deboor, Stephanie	2
	Mennenga, Heidi	11
2010 Fall	Pongmarutai, Tiwaporn	0
2011 Summer	Heitzler, Ella	8
	White, Krista	23
	Donnelli, Amber	0
2011 Fall	Jorgenson, Marcille	0
	Shindell, Deborah	0
	Sullivan, Debra	13
	Chung, Catherine	10
2012 Fall	Demeester, Deborah	5
2013 Spring	Antonio, Anna Marie	0
	Parkman, Cynthia	0
2013 Summer	Bouws, Melissa	4
	Moorman, Meg	5
2013 Fall	Coleman, Jami-Sue	1
	Bartlett, Jennifer	14
	Hannans, Jaime	16
2014 Spring	Black, Ipuna	3
	Coons, Irene	0
	Keele, Shanna	2
	Smith, Amy	0
2014 Summer	Powers, Kelly	17
2014 Fall	Bartley-Daniele, Patricia	0
	McConlogue, Lisa	0
	White, Robin	0

Graduation	Graduate Name	Post-Graduation Publications
2015 Spring	Adamek, Susan	0
	Moore, Brenda	2
	Silvestri-Elmore, Angela	15
2015 Fall	Ervin, Susan	3
	Plagenz, Victoria	0
2016 Spring	Plemmons (Erickson), Christina	5
	Padilla, Meredith	0
	Myers, Sara	0
	Reed, Shelly	5
	Smith, Paul	0
2016 Summer	Volkert, Delene	6
2016 Fall	Espinoza, Kelly	1
	Bussen, Jennifer	0
	Donaway, Annie	0
2017 Spring	Tinjum, Tally	0
2018 Spring	Holman, Rieneke	0
	Mollman, Sarah	2
	Cadman, Kathleen	2
2018 Summer	Ruckdeschel, Angela	1
2019 Spring	de la Cruz, Karen	0
	Pepin, Christina	0
	Smith, Megan	0
2019 Fall	Boni, Rebecca	0
	Reaves, Crista	1
2020 Summer	Garthe, Kelly Ann	0
2020 Fall	Belliston, Susan	0
	Senette, Lynn	0
	Sullivan, Rhiannon	0
	Wendel, Anna	0
	Stamps (Mulig), Adrian	2
2021 Spring	Kotula, Keshia	1
2021 Summer	Baumeister, Rebecca	1
2021 Fall	Akpati, Frank	0
	Glasofer, Amy	0
	Sojobi, Angela	0
		Average = 4