

THE UNIVERSITY of TENNESSEE **UT**
CHATTANOOGA

Fall 2012 Issue

Featured Articles...

BSN Program Increases
Numbers

Simulation Expands in MSN
Programs

New DNP Degree Option Now
Offered

Director Announces
Retirement

Students at Work in the
Community

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University of Tennessee at Chattanooga

In This Issue



From the Beginning	3
Bachelor of Science in Nursing Program	
Options for BSN Nurses	4
BSN Freshman Admission Begins	5
BSN Program Increases Numbers	5
School of Nursing Graduate Honored	6
Value of Higher Education	7
Nursing Workforce Diversity Initiative	
NWD Initiative for Students	8
NWD Events & News	9
RN to BSN Gateway Option	
Continuing Education for ADNs	10
Gateway Scholarship	11
Master of Science in Nursing Program	
APN Opportunities for MSNs	12
Program Features	13
Skills Lab & Simulation Expansion	14
Student & Faculty Accolades	16
Doctor of Nursing Practice Spotlight	
Introducing the MSN to DNP	18
Coming Soon: BSN to DNP	18
Program Features	19
School of Nursing News & Highlights	
Alumni Spotlight	20
Director Announces Retirement	21
Students Provide Care to Campus	22
DNP Students Present	22
Students at Work in the Community	23
DNP Students Work to Change the Healthcare Environment	24

A Note from the Director

Challenges in health care continue and the need for an educated nursing workforce is greater than ever. The journey of becoming a professional or advanced practice nurse is rigorous and challenging, but rewarding career opportunities



and will only increase in the future. The School of Nursing's exceedingly qualified staff provides the essential support needed to successfully navigate the university system. Our outstanding faculty ensures engaging and quality learning experiences.

The School of Nursing's learning environment extends into the community where students engage in various experiences with a diverse population from all age groups who are experiencing a variety of health needs. During clinical experiences, students have the opportunity to interact with people from an array of cultural backgrounds. Our goal is for our graduates to be prepared to provide quality and safe professional or advanced practice nursing care and continue to be lifelong learners.

Katherine S. Lindgren, PhD, RN
 Director, School of Nursing
 UC Foundation Professor



From the Beginning...

Since its founding in 1973, the School of Nursing at UTC has focused on meeting the needs of the community, addressing shortages in the nursing workforce and pursuing the highest level of excellence in nursing education. Efforts to establish a nursing program began in 1968, led by local nurses who were members of the Chattanooga League for Nursing and the Tennessee Nurses Association

in District 4. They collaborated on a survey and held multiple meetings with university officials to assess the need for nurses prepared at the baccalaureate and master's levels in the Chattanooga area. The survey clearly showed the need for, and interest in, a nursing program at UTC. The program proposal was approved by the University of Tennessee Board of Trustees on October 10, 1969 and then by the Tennessee Higher Education Commission.

The Department of Nursing at UTC was established on January 1, 1973, and received initial approval by the Tennessee Board of Nursing on April 20, 1973. Mary Barrows Jackson, who wrote the proposals and developed the curriculum in conjunction with community and university advisory committees, served as the Interim Director. A Special Project Grant proposal, "A LPN/ADN/DPL/BSN Upward Mobility Program," was submitted in the fall of 1973 and was funded for \$142,041 in July 1974.

The new program was recognized at the SREB Council on Collegiate Education for Nursing in Atlanta, Georgia in October 1973. The Council of Baccalaureate and Higher Degree Programs of the National League for Nursing recognized the program as a new member in November 1973 in Kansas City, MO. In the fall of 1973, 85 students were identified as nursing majors. The first nursing course, Nursing 101, was offered in spring 1974. The first faculty member was hired in August 1974, the first clinical course was offered in spring 1975 and the Faculty Council approved the curriculum in February 1975. Dr. Marjorie Sczekan became the Director of the Department on July 1, 1975.

Full approval of the program by the Tennessee Board of Nursing was granted on October 15, 1976. The National League for Nursing awarded initial accreditation in April 1978, and the Department of Nursing became the School of Nursing. The first class of 28 students, who designed the cap and pin, graduated in May 1977. All 28 graduates were successful on the first writing of the State Board Exam.

The School of Nursing has had multiple "homes" on the campus: Race Hall, houses on Oak Street (interesting places for labs, classrooms and offices), Brock Hall, the Guerry Center and now the Metropolitan Building. The east wing of the Metro Building was renovated in 2009 and houses a high fidelity lab, equipped for teaching, skills learning and simulation experiences. The school also received three new large classrooms with smart podiums, a computer lab, a student lounge and new office spaces for faculty and staff.

The annex portion of the building is currently undergoing renovations to allow the School of Nursing to expand into the space. The school will soon add an additional computer lab, anesthesia lab space and offices for the growing faculty and staff. The School of Nursing has a rich history and continues to grow beyond its walls. Gratitude rests with committed faculty, staff, students and alumni who have contributed to the success of the school.





Bachelor of Science in Nursing

Bachelor of Science in Nursing Program Offers Options

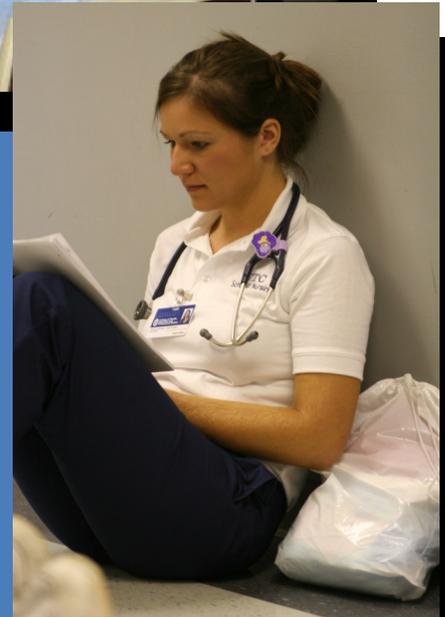
The Bachelor of Science in Nursing (BSN) prepares the graduate for beginning practice as a registered nurse in a variety of settings. The BSN is the professional degree that is the cornerstone of education for professional practice, career mobility and advancement. Upon completion of the four year baccalaureate program in nursing, graduates are eligible to take the National Council of State Boards of Nursing Licensure exam (NCLEX) to become a Registered Nurse.

The UTC BSN program gives students the opportunity to experience a variety of care settings. Classes and clinical groups are small, which allows for individualized attention. The BSN program has outstanding faculty who provide leadership in the area's health care delivery system and professional organizations.

With a BSN, the student is also prepared for graduate study in nursing. The emphasis of the program is on use of knowledge and skills to plan and implement nursing care. Critical thinking and decision-making skills are emphasized as well.

There are several ways to be admitted to the nursing program to begin an exciting career in the nursing field. These include:

1. As a freshman student entering UTC
2. As a transfer or pre-nursing student after pre-requisite coursework is completed
3. As a RN with an Associate Degree in Nursing (Gateway track)



Visit our website at
www.utc.edu/nursing



to learn more about the
Bachelor of Science in Nursing.

Freshman Admission Begins

The School of Nursing is now offering freshman admission. Any student desiring admission to the nursing major as a freshman must submit a completed written application on forms available from the School of Nursing. Candidates for freshman admission to the nursing major must make formal application to UTC and the School of Nursing by May 1 of their senior year of high school. Selection of applicants to the School of Nursing is highly competitive and is based on the following criteria:

- High school GPA of 3.50 on a 4.0 scale.
- Standardized composite test score of 23 on the ACT.
- Interview a BSN or higher Registered Nurse and write a reflective essay.
- Apply to UTC through the UTC Admissions office.

Progression in the nursing major is reviewed at 32 credit hours and prior to the start of the nursing coursework. Students will be required to maintain certain standards in order to continue in the freshman admission track, such as maintaining required GPA, achieving a C in all prerequisite courses, and joining the Student Nurses Association.

BSN Program Increases Numbers Through *BEE a Nurse* Program

The UTC School of Nursing has continued to increase the number of students admitted to the BSN program with the support of a three-year \$984,204 grant from the Health Resources and Services Administration for the *BEE a Nurse* program. The grant was awarded in July 2010 and provides resources to allow for an increase of ten students to the BSN Program each semester. The *BEE a Nurse* program offers many other benefits impacting students, faculty and the community, including the use of advanced simulation equipment and learning opportunities, community events and an increase in the number of baccalaureate-prepared nurses available to serve the community and region.



The grant also provides funds for additional staff, who are essential to support increased enrollment, advanced simulation experiences and the rigorous clinical work required for the BSN Program. Karen Sarnosky, MSN, FNP-BC, is the Project Director for the program. She has been with the UTC School of Nursing as an instructor since 2007. Three new faculty members have also been hired to support the program: Tessa Baker, Carmen Tolley and Stacye Watson. Additional positions made available include and Administrative Specialist, Jared Story, and three clinical instructors.



Graduate of UTC School of Nursing Receives Honor

Deborah Jones, graduate of the University of Tennessee at Chattanooga School of Nursing, was recently promoted to Lieutenant Colonel by the United States Air Force. Lt. Col. Jones was honored at a Promotion Ceremony in North Dakota at the Minot Air Force Base on June 16, 2012, to officially and publically honor her promotion.



Pictured above: Roy Jones, father; Lt. Colonel Deborah K. Jones, USAF; Caroline Jones, mother

Lt. Col. Jones is currently assigned to the 5th Medical Group, 5th Medical Operations Squadron at Minot Air Force Base in North Dakota. She is a pediatric nurse practitioner and provides care for 1,600 individuals who range in age from newborn to adolescent. She plans and coordinates care for more than 10,000 children annually. Lt. Col. Jones graduated with her Bachelor of Science in Nursing from the School of Nursing and was commissioned into the Air Force in September of 1993. She spent eight years as a registered nurse and six years as a flight nurse and flight nurse evaluator. She was Flight Commander of the Cadet/Flight Medicine Clinic at the Air Force Academy.



Pictured above: Major John Vespie, Chaplain TN Air National Guard; Lt. Colonel Deborah K. Jones, USAF; Cody Paris, Marine Corp Junior ROTC; Joanne Henkenius-Kirschbaum, USAF Nurse Corps Retired; Major Teresa Ginn Paris, Major USAF

Exploring the Value of Higher Education for Nursing

Advanced education is essential for nurses at a time when area shortages and underserved populations are common. A Bachelor of Science in Nursing is rapidly becoming a standard requirement when hiring registered nurses. Employers are discovering the importance of having baccalaureate-prepared nurses on staff to handle diverse populations, situations and circumstances. Graduates from the UTC School of Nursing see the value in their education.

Professor Raymond Howard says, “The baccalaureate nursing program at UTC was a positive and profound experience. The training I received in this program prepared me for successful practice as a registered nurse and provided me the necessary skills to transition into nursing leadership roles within several organizations.” Howard received a Bachelor of Arts with a major in Chemistry and a minor in Biology, a Bachelor of Science in Nursing, and a Master of Science in Nursing from UTC. He is currently enrolled in the DNP program at UTC.

The value of higher education translates in the graduate level as well. “The graduate nursing program at UTC was also a positive and fruitful experience. The program prepared me for successful practice as an advanced practice nurse. I am both a Registered Nurse and a Certified Family Nurse Practitioner,” says Howard. Advanced Practice Nurses are in high demand as well, particularly nurse practitioners.

Howard is a native of Chattanooga and graduated from Tyner High School. His career and experience in Emergency Nursing, Critical Care and Nursing Administration at Parkridge Health System demonstrates the value of his BSN. His master’s degree has also been invaluable in his career success as a Family Nurse Practitioner in Family Practice in South Pittsburgh, TN, Urgent Care at Physicians Care in Chattanooga, TN and Manager of Operations for MinuteClinic with CVS Pharmacy.

Howard is now currently a lecturer in the UTC School of Nursing. He has taught Nursing Fundamentals, Health Assessment, Pathophysiology, Medical/Surgical Nursing, Pharmacology and Advanced Pharmacology. He has also served as a preceptor for students in both the undergraduate and graduate level programs.

Howard is evidence of the importance of higher education in advancing a career in nursing. Howard says of UTC, “My experience with UTC has been incredible. The UTC system has been exceptional at meeting and surpassing my needs throughout the matriculation of all of my degrees.”





Nursing Workforce Diversity



Nursing Workforce Diversity Initiative Provides Support for Students

The Health Resources and Services Administration (HRSA) Nursing Workforce Diversity initiative provides the UTC School of Nursing with additional resources to support and promote diversity within the nursing field.

The grant directly supports students transitioning from high school to college, pre-nursing college students and college students in the nursing program. The objective of the grant is to increase diversity in the nursing profession through tutoring programs, academic resources, hands-on experience and other programs designed to help disadvantaged students succeed in earning a baccalaureate nursing degree.

The grant was originally funded in July 2007 for a three year period, and it has received renewal through 2013—bringing total funding from HRSA for the program to more than \$1.9 million over six years. The grant supports ethnically diverse and educationally and economically disadvantaged students as defined by federal guidelines.

Funding from HRSA has allowed for a variety of academic and clinical programs, as well as the staff needed to run these programs. Dr. Kay Lindgren serves as the Principle Investigator, Dr. Martina Harris serves as the Project Director, and Nikcole Hayes is the Project Manager. Linda Brundidge serves as Administrative Support Assistant.



The Latest News, Events and Happenings in the Nursing Workforce Diversity Initiative

- High school students participated in a four week summer program in July 2012. The students job shadowed and participated in Pharmacology, Anatomy/Physiology and Nursing Pathophysiology classes. Students were also able to participate in a resume workshop with professionals from the community who conducted mock interviews with the students.
- The Nursing Workforce Diversity program also conducted a summer camp in partnership with the Positive Action with Success (PAWS) Program for middle school students who would like to pursue a career in nursing. The camp was for the transition to college students and was held July 2012.
- In the past, pre-nursing and nursing students have prepared meals for families at the Ronald McDonald House. The students also collected canned drink tabs to raise money. The Ronald McDonald Foundation gets money based on the weight of the tabs that are donated. The students have also volunteered with Habitat for Humanity and participated in a Turkey Drive for the Community Kitchen.



Visit our website at
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to learn more about the
Nursing Workforce
Diversity Initiative.



RN to BSN Gateway Option

Continuing Education Available to Associate Degree Nurses

The University of Tennessee at Chattanooga School of Nursing offers associate degree registered nurses two options for earning the bachelor of science in nursing (BSN) degree. The hybrid format meets for face to face classes every 3 weeks with the remainder of the coursework conducted online through UTC Online. The second option is a completely online program of study to obtain the BSN. Both options are 14 months in length for the nursing courses.

The RN-BSN Gateway Program is supported by a federal HRSA grant to increase the number of BSN prepared nurses in the Southeast. The grant provides financial support for faculty and staff positions along with funding for equipment and other academic resources. The initial grant was funded in 2007 for three years and was renewed in 2010 for three more years, bringing the total funding to over \$1.6 million. UTC fully supports this program, which will continue after the federal funding cycle is complete.

Presently, the grant funds a Project Director, a Project Manager, an IT support person and a faculty position. With the additional staff and faculty, in conjunction with local community resources, the Gateway Program has increased enrollment and program completion rates dramatically.

Visit our website at
www.utc.edu/nursing



to learn more about the
 RN to BSN Gateway Option.



Hybrid

- Weekly assignments completed online.
- Classes meet on campus approximately once every third week.
- Blends the best of traditional and online learning.

100% Online

- All coursework is online.
- No on-campus classes, no commute!
- Best for those comfortable working from a distance.

Publications, Presentations and Scholarship

Since 2008, Dr. Susan Davidson, Gateway Program Coordinator, and Dr. Richard Metzger, Professor of Psychology at UTC, have presented posters in the Chattanooga area as well as in Singapore, Chicago, Boston and San Francisco. They have presented papers at the University of KY, Cambridge University in the UK, and Luxembourg. Drs. Davidson, Metzger and Lindgren published a paper on the Gateway Program in the *Journal of Continuing Education in Nursing* (2011). Dr. Davidson also prepared an article published in the *Self-Care Deficit Journal of Nursing* (2012) on how the Gateway Program utilizes Dorothea Orem's theory. Dr. Davidson and Dr. Metzger have a paper under current review for the International Sciences and Society conference in San Diego in the fall. Abstracts have been submitted to the AACN conference this fall and the Elsevier Faculty Development Conference in 2013. Locally, Drs. Davidson and Metzger have participated in the UTC Research Day in 2009, 2011 and 2012 to showcase the impact and success of the Gateway program.



Meet the Staff...



Susan Davidson, EdD, RN
Gateway Coordinator



Debra Delashmitt, BSN, RN
Gateway Project Manager



Rodger Ling, BA
Gateway IT Specialist



Master of Science in Nursing



MSN Programs Offer Advanced Practice Nursing Opportunities for Graduates

Master of Science in Nursing (MSN) prepared Family Nurse Practitioners provide primary care in collaboration with physicians and other qualified healthcare professionals. The title and focus of the practice is based on the nursing model and grounded in nursing theory. Family Nurse Practitioners practice in every setting in which primary and specialty care is provided. These sites include traditional physician-based practices, community health centers, NP owned practices, rural and urban practices and Veterans Affairs healthcare facilities. FNP's also may obtain hospital and admitting privileges.



Master of Science in Nursing (MSN) prepared Certified Registered Nurse Anesthetists (CRNA) provide anesthesia in collaboration with surgeons, anesthesiologists, dentists, podiatrists and other qualified healthcare professionals. CRNAs practice in every setting in which anesthesia is delivered: traditional hospital surgical suites and obstetrical delivery rooms; critical access hospitals; ambulatory surgical centers;

the offices of dentists, podiatrists, ophthalmologists, plastic surgeons and pain management specialists; and U.S. military, Public Health Services and Department of Veterans Affairs healthcare facilities.

The UTC School of Nursing prepares MSN graduates to earn national certification. Once they earn certification and are licensed, they are able to practice as advanced practice nurses in a variety of settings. The opportunities for MSN graduates are diverse and numerous, particularly for graduates from the UTC School of Nursing. Graduates from the program can enter their careers confident that they have been successfully prepared for the area they choose to practice.

Visit our website at
www.utc.edu/nursing



to learn more about the
Master of Science in
Nursing Program.

The MSN Family Nurse Practitioner Concentration Features:

- A Six Semester Program with Concurrent Didactic and Clinical Courses
- Preceptorships in Adults, Women, Pediatrics and Family Primary Care
- Preparation for One of Two National Certification exams: the American Nurses Credentialing Center or the American Academy of Nurse Practitioners
- Exceptional Pass Rates on National Certification Exam: 98% on First Attempt Since 1997

“The flexibility of choosing your clinical days and only having one day to be on campus is very good. It allows you to make choices about your schedule. I think very highly of the UTC School of Nursing.”

*-Robyn Tobias
UTC Family Nurse Practitioner Graduate*



“You are given the opportunity to help care for patients undergoing many different types of procedures and from diverse age groups.”

*-Caroline Estabrook
UTC Nurse Anesthesia Graduate*

The MSN Nurse Anesthesia Concentration Features:

- A 27-month Program of Full-Time Study with Didactic and Clinical Courses
- Eligibility for the National Certification Examination (Council on Certification of Nurse Anesthetists)
- Core Courses in Research and Theoretical Considerations of Advanced Nursing Practice and Professional and Economic Issues Associated with Today’s Healthcare Environment
- Specialty Courses in Basic and Advanced Principles and Practices of Anesthesia
- Distance Learning with Sites in Chattanooga, Tennessee and Tupelo, Mississippi

New Skills Lab Space Expands MSN Family Nurse Practitioner Resources

The School of Nursing has settled into its new facilities in the Metropolitan Building on the UTC campus. One of the advantages of the new facilities is a spacious lab area for the undergraduate and graduate programs. The lab provides a large teaching area, bed-lab space, four simulation rooms, two debriefing rooms, a Nurse Anesthesia simulation room and a Family Nurse Practitioner skills lab space. The FNP skills lab area is designed specifically for the FNP students to provide a conducive learning environment with room for hands-on training.

The lab contains six exam tables equipped with trays and stools for clinical practice. Headwalls are mounted above each exam table to allow for realistic simulated experiences. The lab is stocked with supplies, equipment and resources to allow students to practice skills needed before going into the practice setting. The lab also has an instructional area in the space with desks and projector equipment providing space to teach students. The lab is divided to allow students to move directly from instructional learning to hands-on training without leaving the room.

The FNP students also have access to the simulation rooms and simulation equipment in the main lab area. FNP students can practice on these high-fidelity simulators to gain unique experiences before going to an off-site clinical. Cameras are built into these rooms to give students an opportunity to record their experiences and debrief afterward.

The lab is currently being equipped with practice assessment bags for the FNP students to check out. Students will check out a practice bag at the beginning of the semester and will maintain it throughout the semester while in the lab or at an off-site clinical. The bag is furnished with the basic equipment the students will need during clinical and will allow students to have direct resources whether in the lab or off-site.

The FNP Concentration continues to incorporate simulation into the curriculum to give students a safe environment to practice before performing in the clinical setting, and the program now has a SimMan 3G simulator. The School of Nursing is constantly working on efforts for new equipment and funding opportunities to enhance student experiences in the skills lab area. The skills students obtain and develop in the lab are a vital part of a successful clinical experience, as well as successful completion of their degree program.



MSN Nurse Anesthesia Concentration Announces New Simulation Lab

Student simulation experiences are part of a constantly evolving curriculum, which began following a visit to the Kaiser Permanente School of Anesthesia. Anesthesia faculty Scott Monterde and Kelly Good traveled to Pasadena, California for an intimate look at their simulation program.

They participated as actors in senior-level simulation scenarios and in the debriefing process with students. The Kaiser faculty were incredibly generous with their time and their knowledge from the past five years of using simulation in their curriculum. Much knowledge was gained from this workshop.

Since then, the UTC School of Nursing Anesthesia program has received two Laerdal SimMan 3Gs. The computerized human simulator is designed to allow students to practice their clinical skills (intubation, line placement, etc.) and role-play a variety of routine and specialized clinical scenarios. The faculty and several clinical preceptors have since participated in a two-day workshop geared toward the use and maintenance of the simulator and how to conduct clinical simulation scenarios.

The School of Nursing received a \$291,604 equipment grant from HRSA, which paid for two simulators for the North

Mississippi Medical Center Site in Tupelo, MS for the Nurse Anesthesia Concentration. The grant also funded the purchase of a new Combined Spinal Epidural (CSE) (pictured), arterial line and central venous line (CVL) task trainers, as well as a portable, battery-operated fiberoptic intubating scope for the Chattanooga and Tupelo sites.

Through the generosity and support of Mike Denham at North Mississippi Medical Center, space has been designated at the hospital for the construction of a simulated OR/ICU. The equipment grant funding will provide the same equipment used in Chattanooga so that the Tupelo cohort of nurse anesthesia students will have the opportunity to complete the same simulation scenarios.

While simulation has been part of nurse anesthesia education for more than 40 years, there have been huge advances in technology and clinical application in the past 15 years. The Nurse Anesthesia Concentration will continue to incorporate more simulation into the curriculum to provide controlled exposure to rare and critical events, consistency of educational opportunities for all students and the opportunity to explore the consequences of clinical decision making without compromising patient care or safety.



MSN Family Nurse Practitioner Graduates Open Clinics

Jocelyn Chermak, MSN Family Nurse Practitioner alumna, has opened her own practice, the Upper Cumberland Primary Health Clinic, in Jamestown, TN. "I believe one hundred percent in helping those who are trying to help themselves and those who are just unable to help themselves. Hopefully, very soon we will be certified as a Rural Health Clinic and offer a sliding scale for uninsured, also a passion of mine," Chermak said when asked about her clinic and her reasoning for starting the clinic. Chermak graduated from the MSN Family Nurse Practitioner Program in 2008 and is now practicing as an advanced practice nurse.



Cliff Huffman, MSN Family Nurse Practitioner alumni, has opened the South Cumberland Family Care clinic, which is a nurse-managed primary care clinic in Monteagle seeing adults and children (one year and older). The clinic applies nursing tradition to evidence-based medical principles. The focus is patient-centered care. As an entry point of health care for the community, South Cumberland Family

Care emphasizes prevention; however, they also provide urgent care and manage chronic conditions. Clinic services include (but are not limited to) school, sports, and DOT physicals; health screenings; pulmonary function testing; smoking cessation; nutrition counseling; diet and weight loss; family planning; and referrals. South Cumberland Family Care uses electronic medical records, which allows patients, by request, to access their charts from their homes. The computer-based technology allows the clinic to keep current on the most recent principles of evidence-based practice and helps to improve communication with patients, support resources, and other medical specialists.

MSN Nurse Anesthesia Students Volunteer in Ecuador



Several nursing anesthesia students got the experience of a lifetime when they spent several days volunteering in hospitals in Ecuador. Led by Dr. Nanette Wells-Brooks, UTC Assistant Professor of Nursing and Assistant Coordinator of the Nurse Anesthesia Program, the group spent more than a week volunteering in three hospitals in Quito and Ambato, Ecuador. The students were involved in all levels of care for patients, including pre-operative, surgery, and post-operative. "They were allowed to do everything. While they were always supervised, it was a good learning experience," Wells-Brooks said.

The students also got experience working in unique conditions. In addition to surviving 12- to 16-hour workdays, the students learned to work in a new and different environment. Often, they were without most of the monitoring equipment they were accustomed to using back home. The students spent most of their time in the pediatric ward, scrubbing in on plastic surgeries ranging from cleft lips to facial deformities. "It was a very transformative experience. It makes students think critically and apply knowledge they learned in their classes to new cases and experiences. While in Ecuador, they got to experience a totally new environment and work on cases they've never seen before," said Well-Brooks.

The students also learned the value of giving back to the community. "An experience like that teaches students the value of altruism, and that nursing is ultimately a career about service," Wells-Brooks said. Our students made the following comments about their experiences: "We developed and used our professionalism to interact with many different layers of practitioners to work as a whole unit/team. People we had never met before we just melded with because we had the same goals: professional care that benefits the patient." "This experience was a life-changing experience. It has changed me not only as a person, but as a professional."

Nurse Anesthesia Concentration Accreditation

The Nurse Anesthesia Concentration received continued accreditation from the Council on Accreditation of Nurse Anesthesia Education Programs (COA) through May 2022 with no progress report required. Very few programs are granted accreditation with no progress report required and even fewer programs achieve the maximum accreditation of ten years. The quality of the partnerships with our clinical affiliates is the cornerstone of our program. Our program would not be what it is without the nurse anesthetists at our clinical affiliates who so freely give our students their time and knowledge. Students enrolled in the nurse anesthesia program often spend 50 hours a week in a clinical setting while carrying a full time academic load each semester. In the 2011-2012 academic year, the nurse anesthesia students provided 46,214 supervised patient care hours and administered anesthesia under clinical preceptor supervision to 23,559 surgical and obstetrical patients.



In May 2012, senior anesthesia students participated in a cricothyrotomy lab as part of their difficult airway management training.



Doctor of Nursing Practice



Introducing the Post Master's DNP

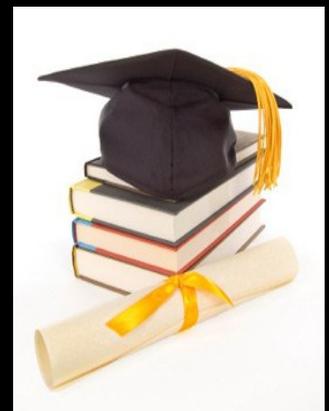
Launched in January 2011 with its first cohort, the post master's Doctor of Nursing Practice (DNP) program in the School of Nursing is a program of doctoral study for the nurse desiring specialty education in advanced levels of nursing practice. The DNP emerged from recommendations from the Institute of Medicine and leaders in health care. Embracing those recommendations, the American Association of Colleges of Nursing (AACN) advanced the

concept of the DNP and recommended that by 2015 all new applicants for advanced practice certification should have a DNP degree. The purpose of the DNP program is to provide a rigorous education to prepare advanced practice nurses who translate science to improve population health through expert leadership. The program was designed using the *Essentials of Doctoral Education for Advanced Nursing Practice* specified by the AACN.

The DNP program curriculum for most post master's students is a minimum of 34 semester hours. As a component of the DNP program, students develop and implement an evidence-based translational project that could solve a significant health-care problem. With a faculty advisor/mentor, students develop and present scholarly projects. Students also complete additional clinical requirements to meet the mandated 1,000 hours of specialty training that is one of the distinctions of a DNP graduate. The first DNP cohort will graduate in December 2012.

The Post Baccalaureate DNP

The UTC School of Nursing launched the post baccalaureate DNP in 2012. A pilot program is currently underway for several students who will earn their DNP in Nursing Administration Systems. The curriculum is based upon AACN Essentials and incorporates coursework from the master's and doctoral level into the program of study. A variety of concentrations, tracks and specialty areas will be offered in the future, and the program will model some characteristics of the post master's DNP. Students in the post baccalaureate will complete a translational project while completing the core and specialty curriculum. The program will be online with synchronous and asynchronous learning, and students will have full faculty and staff support during the program.



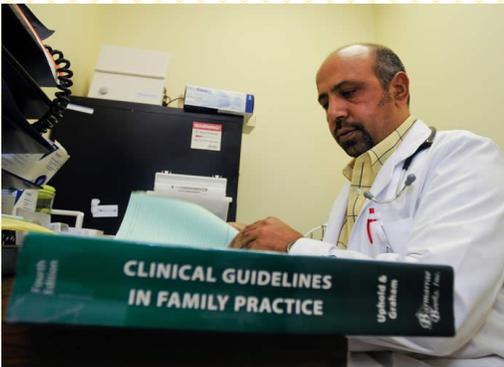
"It requires time, of course, but it is very interesting, and I can actually use it at work because it deals with what I do. It has been incredible! I am so happy I chose this program...it feels so right!"

*-Lynda Ridley
Doctor of Nursing Practice Student*



"As my knowledge base continues to grow, I am starting to feel like that leader at the forefront of nursing, and it makes you carry yourself in that manner. Strengths [of the program] are your educators' knowledge base and versatility."

*-Stephanie Sheridan
Doctor of Nursing Practice Student*



Program Features...

The DNP Program features online learning with both synchronous and asynchronous experiences. Each student is assigned an individual faculty advisor/mentor to work with throughout the program and provided with faculty, staff and program support to help navigate the program. In addition, orientation is on campus to allow for initial face-to-face meetings with faculty, staff and other students.

The translational project is another feature of the program that allows the student a unique learning opportunity. The program also allows students to enter one of two tracks: the direct practice role (nurse practitioner, nurse anesthetist, clinical nurse specialist, and nurse midwife) or the indirect practice role with emphasis placed on organizational leadership, health care policy and program development. All DNP students are required to complete the core curricula competencies with in depth preparation in their specialty areas.

Visit our website at
www.utc.edu/nursing



to learn more about the
Doctor of Nursing Practice
Program.



School of Nursing News and Highlights

Alumni Spotlight

Melissa Smith-Vaughn, MSN, FNP-BC, is a 2008 graduate with honors of UTC's Family Nurse Practitioner program. She began teaching for the SON in the fall of 2009 as a clinical instructor and continues to teach Pathophysiology 2260. In addition to degrees in nursing, she holds a BA in Communications and Economics. Having been a BSN on Erlanger's trauma step-down unit for six years, Professor Vaughn left in 2009 to work with a gastroenterologist who specialized in abdominal, pancreatic and liver diseases. She has recently been hired to join TeamHealth as a healthcare provider for emergency rooms in Tennessee and Georgia.

Professor Vaughn is married, has many adopted pets and loves to read. Her interests include emergency and internal medicine.



Stacye Watson, MSN, NP-C, is a 2010 graduate of UTC's Family Nurse Practitioner program. She is certified as a Family Nurse Practitioner by the American Academy of Nurse Practitioners and practices at University Health Services. Stacye was an adjunct faculty member at the School of Nursing while completing her Master's degree and joined the faculty full-time in 2011. She is faculty in the BEE A Nurse program and serves as a mentor for the DREAMWork Nursing Diversity Program. Stacye is a member of Chattanooga Area Nurses in Advanced Practice and served as the 2011 Program Committee Chair. She plans to begin working on a Doctor of Nursing Practice degree in the fall of 2013.

Stacye is married, and she and her husband, Kelcey, have two sons, Kendall and Kameron.

School of Nursing Director Announces Retirement

After 14 years at UTC and 26 years in academics, Dr. Katherine Lindgren is announcing her retirement effective January 6, 2013. Dr. Lindgren earned a Diploma in Nursing from Crawford Long Hospital School of Nursing, a Bachelor of Science in Nursing from Troy State University, a Master of Science in Nursing in Adult Health from Georgia State University and a PhD in Nursing Science from the Medical College of Georgia.



Dr. Lindgren's previous academic appointments include faculty at Columbus College School of Nursing and tenured faculty and Department Chair at Georgia College and State University School of Nursing. In August 1998, she joined the UTC School of Nursing faculty where she served as the Undergraduate Coordinator, Academic Coordinator of the Master of Science in Nursing Nurse Anesthesia Concentration, and the School of Nursing Graduate Program Coordinator. In 2004, she was appointed the Director after a national search. Dr. Lindgren has a history of dedication to competence and excellence in direct critical care nursing and held the Critical Care Registered Nursing certification from 1983 to 2008.

Dr. Lindgren also has a long history of service to the community, state and nation. She retired from the US Navy Nurse Corp at the rank of Captain in December 2009, having served as a drilling reservist for over 20 years. Recognized for her service, she received numerous awards and accommodations. In support of Operation Desert Storm, Dr. Lindgren served as a critical care nurse in Fleet Hospital 15 in Al Jubail, Saudi Arabia. Then, in support of Operation Noble Eagle & Enduring Freedom in 2003, she was recalled to Naval Hospital Pensacola where she served as Department Head of Critical Care and Medical Surgical units. Dr. Lindgren also served as Reserve Senior Nurse Executive of Naval Hospital Pensacola and Reserve Specialty Leader for Critical Care Nursing appointed by the US Navy Surgeon General. In addition, she has served on numerous community boards and currently is serving as the Chair of the Board of Directors for Memorial Health Care System. In 2012, she was selected as Woman of Distinction by the American Lung Association, an award honoring women who have distinguished themselves through civic, cultural, philanthropic, human service, environmental or professional commitments.

At UTC, Dr. Lindgren has provided visionary leadership in support of professional nursing for the Chattanooga area and the state of Tennessee with the expansion of the BSN program and freshman admission to the BSN program, the rapid growth of the RN to BSN Gateway program, a project to enhance diversity in professional nursing, the distance learning of the MSN Nurse Anesthesia Concentration to Tupelo, Mississippi, and the addition of the Doctor of Nursing Practice for both the post MSN option and the BSN to DNP Nursing Administration Systems concentration. To accomplish the strategic initiatives, Dr. Lindgren secured over \$8 million dollars in grants in support of the School of Nursing's goals. In 2012, Dr. Lindgren was recognized as a Chattanooga "Leader in our Midst" by the Chattanooga Women's Leadership Institute.

Dr. Lindgren looks forward to spending time with her family, which includes her husband Tom, her sons Brad and Mike, her daughter-in-law Pam, and her three grandchildren.

School of Nursing Students Provide Care to the Campus

Each fall, School of Nursing undergraduate students help organize and hold a flu clinic on campus, which provides them an opportunity to gain hands-on experience in the nursing field. With the guidance and supervision of a School of Nursing faculty member, students set up this year's flu clinic in early October in the lobby of the University Center. Students were able to practice giving vaccinations while providing a vital service to the faculty, staff and students on campus. The flu clinics also emphasize the importance of providing care and education to patients. With flu season rapidly approaching, the annual flu clinic is essential in educating those on campus about the dangers of influenza, as well as the importance of receiving a vaccination.



DNP Students Present Translational Research Projects

A cornerstone of the Doctor of Nursing Practice (DNP) program is an evidence-based translational research project that could solve a significant healthcare problem. Students work with a faculty advisor/mentor throughout the DNP program and develop and present scholarly projects in a variety of settings. DNP students have presented at the School of Nursing's Fall Symposium, the Erlanger Hospital Cardiac Symposium and Sigma Theta Tau Research Day. During the Fall Research Symposium, DNP students presented posters of their translational projects to the other undergraduate and graduate nursing students during breakout sessions. The opportunity for the DNP students to present a diverse selection of posters to other nursing students was beneficial for all.

School of Nursing Students at Work in the Community

The UTC School of Nursing is fortunate to have students who care about the community and make every effort to engage in community support. The Student Nurses Association is an integral part of the School of Nursing. The purpose of this Association is to strengthen student relationships, provide educational resources, enhance leadership opportunities and engage in community outreach. Students working toward applying to the nursing program, as well as students already enrolled in the nursing program, join this organization as a chance to network with peers and as an opportunity to get involved as a future health care provider. The students have had opportunities to volunteer, donate or be engaged in some form with several organizations, including:

- The Salvation Army: Angel Tree Program, Adopt-A-Kettle
- The Samaritan Center
- The Chattanooga Food Bank
- Chattanooga Community Kitchen

School of Nursing students have made a particularly large impact on the community with multiple projects engaging students, faculty and staff across campus, as well as others in the community. These projects include:

Moccasin Bend Mental Health Institute Toiletry Drive

Students collected donations of personal care and/or hygiene items. These items were given to the patients at the Moccasin Bend Mental Health Institute. The students were able to collect donations on and off campus to help the institute support this vulnerable population.

Share Your Warmth Clothing Drive

The undergraduate students in their fifth and final semester of the program had the opportunity to participate in a vital community project. Students in this semester take a community course and clinical. As part of this course, students must participate in some sort of community project that impacts the area. Students chose to bring in cold weather clothing items to donate to the Chattanooga Community Kitchen.

Toy Drive for Salvation Army

Toys were collected by the students to be given to the Salvation Army. The Salvation Army uses these donations for deserving children. Students collected these toys during the holiday season in hopes of giving the Salvation Army a large donation to help children in need in the area.

Bake Sale for the Community Kitchen

Students brought in baked goods to sell in the University Center on campus. Students held this bake sale to raise money for the Community Kitchen in conjunction with the Share Your Warmth Clothing Drive. The students were driven to raise money in addition to the cold weather items donated in order to help the homeless in the area.

The School of Nursing students emulate the characteristics and qualities of a true nurse. The students begin understanding early in their education the importance of caring for and educating the community.

DNP Students Work to Change the Healthcare Environment Through Translational Projects

Promoting Effective, Collaborative Practice in the Emergency Department

Nancy Stevens, DNP (c), MSN, FNP-BC, CEN, FAEN, RN

Nancy Stevens' translational project centers on improved job satisfaction of the nursing staff in the Emergency Department. Programs were developed to promote effective communication between the Emergency Department team members to support independent, collaborative practice. The development and fostering of a collaborative practice arena enhances, enforces and strengthens the working relationship between all healthcare providers. A focus team was developed to evaluate progress and continually re-examine, redefine and re-prioritize goals of the team as required over time. Team members were encouraged to utilize innovative and creative problem solving methods to increase trust and collaboration between team members. Ms. Stevens conducted a pre- and post-project survey with all nursing staff. Although the post-project survey reflected additional areas of improvement, the overall nursing satisfaction scores reflected a significant improvement ($n = 140$, $r^2 = 0.8254$). This study reinforces the responsibility of all nursing leaders to demonstrate effective management skills in creating and maintaining a healthy work environment, which is crucial in the overall satisfaction of nursing staff and ensuring safe, effective patient care.

Establishment of a Formal Preceptor Program for Orienting New Graduate Registered Nurses to an Acute Care Hospital

Lynda Ridley, DNP(c), MSN, ACNS-BC, RN

The purpose of this project is to establish a formal preceptor program for orienting new graduate registered nurses to an acute care hospital. This project translates best practice found in the literature into a hospital system utilizing a formal preceptor program for the orientation and "on-boarding" process for new graduate registered nurses. Research has suggested formal preceptorship programs for the new graduate nurse as a way to improve job satisfaction and reduce turnover. Ms. Ridley's project will attempt to identify in new graduate registered nurses how a formal preceptor based orientation program compared with a non-precepted orientation program affects turnover rate in 3 months.



Integration of the Homeostasis Model Assessment Among Advanced Nurse Practitioners for the Purpose of Identifying Insulin Resistance

Kim D. Taylor, DNP (c), MSN, FNP-BC

Insulin resistance is a costly condition, it reduces the quality of life, and it increases risk for chronic disease. The Homeostasis Model Assessment is a simple test to identify patients at risk for disease, and it is easy to use in clinical practice. Studies indicate that the tool is reliable, has high specificity, and is cost effective. Ms. Taylor states that the use of the Homeostasis Model Assessment by Advanced Nurse Practitioners can be a valuable tool to identify clients with insulin resistance, contribute to evidence-based practice, and assist providers to improve their patients' outcomes. Reducing the incidence of insulin resistance contributes to healthy populations.



Affecting Primary Care Providers' Clinical Use of MI Skills to Impact Patient Education

Candace Bishop, DNP(c), MSN, FNP-BC, CHC, RN

Consequences of chronic diseases in the United States have not been addressed in a positive way by traditional patient educational methods. Instead, diabetes and cardiovascular diseases are the leading causes of mortality in the US. Motivational Interviewing (MI), a patient-centered clinical intervention, was first described in the 1980s by Dr. William Miller for use in the treatment of alcohol disorders and has now been shown to be effective in a variety of medical settings where ambivalence toward behavior change is encountered. MI utilizes principles



of interpersonal communication to elicit and guide behavior change when ambivalence prevents change and internal motivation is lacking. Candie Bishop's translational project's objective is to affect primary care providers' (PCPs) clinical use of MI skills to impact patient education and thus affect risky health behaviors that lead to chronic diseases. Ms. Bishop says this will be accomplished by providing a didactic and practice session of MI. The goal is to increase use of MI in the clinical setting thereby modifying risky health behaviors over time and improving biometric markers of chronic diseases, such as hemoglobin A1C, lipid profiles and blood pressure.

A Collaborative Approach to Improve Communication during Transition of Care

Julie Humble Horton, DNP(c), MSN, RN

The purpose of Ms. Horton's translational project is to develop a collaboration protocol that will improve communication between primary care physicians and hospital-based practitioners to positively impact rehospitalization rates in a high-risk inpatient population. Twenty percent of Medicare beneficiaries are rehospitalized within 30 days of discharge at an estimated cost of \$18 billion dollars to the Medicare program (Jenks, Williams, & Coleman, 2009). Multiple factors contribute to avoidable rehospitalizations, with the transition of care (TOC) from the hospital to the community setting identified as creating the most opportunity for improvement (Stone & Hoffman, 2010). Van Walraven, Seth, & Laupacis (2002) cite the use of hospitalists as admitting or attending physicians during hospitalization in creating a need for timely communication with primary care physicians (PCPs). A collaboration protocol will be developed based on the responses from a survey of hospitalists and PCPs to establish perceived needs of timeliness and content of information transfer. The project requires PCPs and hospitalists to complete the survey, understand the new collaboration protocol, and use it during their interactions for high risk inpatient admits. The outcome is the 30-day readmission rate for high risk patients 90 days prior to protocol implementation, as compared to the 30-day readmission rate for high risk patients 90 days after protocol implementation.

Breast Cancer Related Lymphedema

Lee Ann Brown, DNP(c), MS, ACNP, NP-C

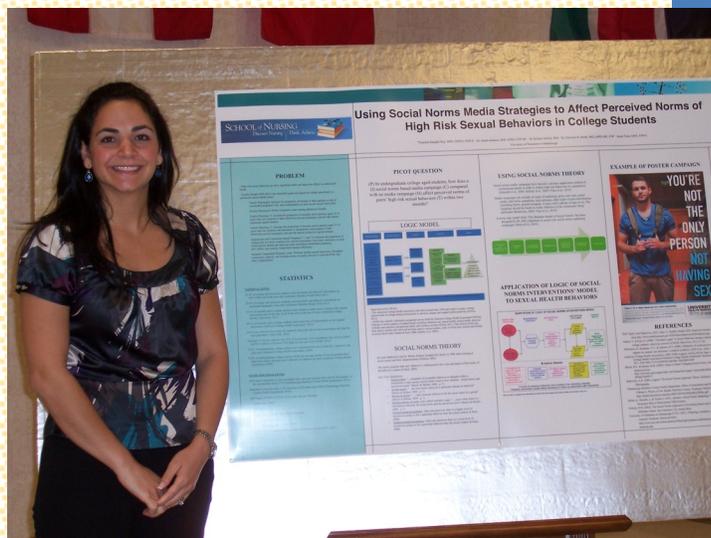
The purpose of Ms. Brown's translational project is to develop a standardized education program for women undergoing breast cancer surgery concerning their risk for developing breast cancer-related lymphedema. The project will be conducted at the Southeastern Breast Specialists Center in Dalton, Georgia. Studies show that as many as 50% of breast cancer patients that develop lymphedema were not given pretreatment information about their risk for developing lymphedema. It has been shown through evidence-based research that early identification and treatment of lymphedema is more successful in minimizing and controlling progression of the disease process. Education concerning breast cancer-related lymphedema (BCRL) begins with the staff who are taught the pathophysiological process of lymphedema formation and how to screen and measure to detect BCRL at its earliest point in development. They are also responsible for initiating education for the patients on BCRL through video presentations and handouts, administration of the Lymphedema and Breast Cancer Questionnaire (LBCQ), and review of the Lymphedema Risk Reduction Behavior (LRRB) checklist. Outcome goals include: increased knowledge among healthcare workers and patients concerning BCRL, increased awareness concerning physical signs and symptoms of BCRL, early recognition of symptoms and prompt referral to lymphedema (LE) specialists, increased public awareness, prevention of BCRL, reduction in physical and psychological discomfort, empowerment through knowledge and self-efficacy skills, and reduction in healthcare costs. With more than 1 million cancer survivors having a lifetime risk of developing lymphedema, the need for increased awareness, standardized assessments, and improved preventive measures is becoming increasingly critical.

Using Social Norms Media Strategies to Affect Perceived Norms of Peers' High Risk Sexual Behaviors in College Students

Yasmine Kangles Key, DNP(c), MSN, NP-C

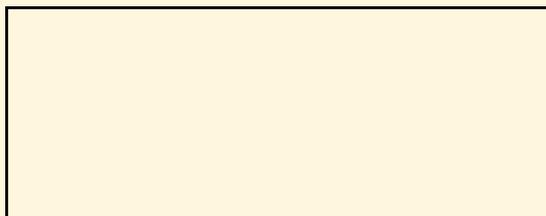
The purpose of this exploratory study is to determine the effect on college students' perceptions of peer high risk sexual behaviors when exposed to a social norms campaign around campus. Social norms media campaigns have been successful at lowering actual high risk behaviors and traditionally have been used in alcohol, drug and tobacco campaigns. In order to lower the high risk behaviors, the normative gap of the behavior must be closed between the perceived and actual norm. To determine the actual and perceived norms of high risk sexual behaviors, a thorough review of the literature was conducted and data from the American College Health Association National College Health Assessment for the Southeastern United States were reviewed.

Data regarding sexual health were reviewed and contributed to development of print materials for a poster campaign on the University of Tennessee at Chattanooga's (UTC) campus. Posters were created targeting UTC students. A focus group of upper level students reviewed the posters for believability, content, concept comprehension, and overall graphic and visual appeal. Written and verbal feedback was given and taken under advisement for the campaign. Four different poster designs were launched over a six week period in the most high traffic areas around the campus. After six weeks, an electronic survey was sent to all students to evaluate the campaign based on believability, retention of the messages, recall of the poster designs, and perceptions of high risk sexual behaviors. Data were analyzed to see if the perceptions of high risk sexual behaviors changed.



The University of Tennessee at Chattanooga
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Postage



Accreditation News and Updates

The UTC School of Nursing received another ten years of accreditation from the Commission on Collegiate Nursing Education (CCNE). The UTC School of Nursing spent much of 2009 preparing a self-study and hosting visitors from CCNE who reviewed and recommended another ten years of accreditation for the school. CCNE agreed with the visitors' recommendation and awarded accreditation for the school until 2020.



The UTC School of Nursing underwent a review in September 2012 for the new Doctor of Nursing Practice Program to ensure it is in compliance with accreditation standards. The Council on Accreditation (COA) visited the school in October 2011 to review reaccreditation for the MSN Nurse Anesthesia Concentration. The School of Nursing did not have any major areas of concern and will receive official notice of reaccreditation in 2012.

The University of Tennessee at Chattanooga recently underwent an accreditation visit by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The university has been reaccredited and received valuable feedback from the visit.

