Doctorate of Nursing Practice: Nurse-Midwifery Program

DNP-NM

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Submitted by the Graduate Committee

Marion Peckham Egan School of Nursing and Health Studies
(The Egan School)

Fairfield University

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Description, Overview, and Summary

Nurse-midwifery focuses on holistic care of women throughout the lifespan. Certified nurse-midwives (CNMs) are registered nurses who hold advanced degrees in nursing (masters in the science of nursing, and/or doctorate of nursing practice) with a specialty in midwifery, are certified through the American Midwifery Certification Board (AMCB), and are licensed in the state they practice. The scope of practice for a nurse-midwife includes independently conducting visits for preconception, antepartum, intrapartum, postpartum, gynecologic, primary care, newborn assessments, menopausal care, sexually transmitted infection (STI) treatment for male partners, and breastfeeding care. Certified nurse-midwives (CNMs) are licensed, independent health care providers with prescriptive authority in all 50 states, the District of Columbia, American Samoa, Guam, and Puerto Rico. CNMs are defined as primary care providers who can provide care from adolescence to old age, and to newborns up to age 28 days, under federal law.

The word midwife means “with women” and midwives are in fact with women, providing full scope care throughout the lifespan. Graduates of the Fairfield Doctorate of Nursing Practice - Nurse-Midwifery (DNP-NM) program will provide high quality healthcare, and also serve as leaders in the field of midwifery education and research. The American College of Nurse Midwives (ACNM) has called for “a midwife for every woman” in their vision statement and seeks to increase the number of midwives in the United States. Fairfield’s program is helping to meet this call for an increase in the number of midwives through the addition of a Doctorate of Nursing Practice- Nurse-Midwifery (DNP-NM) program.

The following proposal for a DNP - Nurse-Midwifery program at Fairfield University will detail the 3 year full time plan of study for the DNP-NM degree and how this degree fits seamlessly in with the already highly successful graduate programs (BSN to DNP, post masters DNP, Family Nurse Practitioner MSN and DNP, Psychiatric Nurse Practitioner MSN and DNP, Clinical Nurse Leader, Executive DNP, and DNP-Nurse Anesthesia) in the Marion Peckham Egan School of Nursing and Health Studies (Egan School).

Need

This proposal addresses Fairfield 2020: The Way Forward. Specifically, Fairfield 2020 identified 6 key essential priorities for the University, the first of which is “Growth and Diversification of Revenue Streams.” In this essential, the development of graduate programs within the university is discussed, with the highlight on producing high quality and high performing programs. This proposal will discuss in depth how the DNP-NM program within The Egan School meets this call for a high quality graduate program as outlined in Fairfield 2020, essential number one.

In addition to meeting a need identified by the University, this proposal also addresses a growing need within the healthcare sector. According to a 2014 Advanced Degree Market Scan by Hanover Research, “all of the fastest growing occupations in the tri-state area that typically require an advanced degree for entry are in healthcare.” According to the December 2015 Market Scan for Nurse-Midwifery 1

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3 Hanover Research. (9/2014). Market Scan for Post-Master's Nursing Certifications.
The demand for midwifery education is growing with current enrollments and graduations consistently rising since 2010. Except for a decline in 2014 (845 applicants compared to 877 in 2013), the number of applications and new enrollments in midwifery programs has also increased. The steady increase of qualified applicants combined with the lack of spots for them in current programs, speaks to the need for a DNP-NM at Fairfield University. The American College of Nurse Midwifery (ACNM) also states that to reach its goal of certifying 1,000 CNMS per year (571 were certified in 2014), higher education institutions need to expand offerings for midwifery programming.

Also, according to the Hanover Research market scan, “Over the last three decades, the demand and use of midwives has gradually increased. Additionally, the number of professionally certified midwives continues to rise.” In the United States, midwives attend 12% percent of all vaginal births. “Furthermore, the American College of Nurse-Midwives (ACNM) predicts a continued national shortage of midwives. Thus, the ACNM calls for the expansion of midwifery programming to address this shortage.”

The most recent data on percentage of births attended by Certified Nurse Midwives is from 2013. In this year, midwives attended 320,983 births, an increase despite a decrease in total US births compared to the previous year. Midwives attended 12% of all vaginal births and 8.2% of total US births. With a steady increase in the percentage of births attended by CNMs, it is clear the profession is growing. The graph on the following page will illustrate the increase in births attended by CNMs in the last decade.

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Again according to the December 2015 Market Scan for Nurse-Midwifery (DNP) by Hanover Research, the labor market projections for nurse-midwives indicate positive growth across the United States and Connecticut. The Bureau of Labor Statistics projects growth rates much faster than average than other occupations and O*Net (Occupational Information Network) describes nurse-midwifery as a “Bright Outlook” occupation that will experience rapid growth in the coming years. The Bureau of Labor predicts that there will be approximately a 1/3 increase in the job demand for midwives from 2012 to 2022.

Lastly, to speak to the need of a DNP-NM program, the American Congress of Obstetricians and Gynecologists (ACOG) has reported that currently, 49% of counties within the United States do not have obstetric care providers, and a 25% shortage of obstetricians/gynecologists is predicted by 2030.\(^7\) Midwives are needed to fill this gap as the primary care givers of women for obstetric and gynecologic care.

The Doctorate of Nursing Practice Nurse-Midwifery Program at Fairfield University’s Egan School seeks to answer the notable call to increase the number of midwives in the United States. Increasing midwives seeks to improve birth outcomes and to provide midwifery care to more women. The Egan School will prepare DNP-NM graduates to develop shared decision making skills, clinical and cultural competence, leadership abilities, and a strong interest in social justice issues in the field of women’s health. Current SON faculty possess the expertise required for this degree, and the motivation to foster the development of this specialty program (see Appendix D). We are well positioned to answer the call of “a midwife for every woman.”


Rationale

The midwifery philosophy of care aligns seamlessly with the Jesuit ideals of ‘cura personalis’, and men and women for others. To illustrate the direct connection between Jesuit principles and midwifery care, The American College of Nurse-Midwives “philosophy of care” states the following:

“We, the midwives of the American College of Nurse-Midwives, affirm the power and strength of women and the importance of their health in the well-being of families, communities and nations. We believe in the basic human rights of all persons, recognizing that women often incur an undue burden of risk when these rights are violated. We believe every person has a right to:

• Equitable, ethical, accessible quality health care that promotes healing and health
• Health care that respects human dignity, individuality and diversity among groups
• Complete and accurate information to make informed health care decisions
• Self-determination and active participation in health care decisions
• Involvement of a woman's designated family members, to the extent desired, in all health care experiences

We believe the best model of health care for a woman and her family:

• Promotes a continuous and compassionate partnership
• Acknowledges a person's life experiences and knowledge
• Includes individualized methods of care and healing guided by the best evidence available
• Involves therapeutic use of human presence and skillful communication

We honor the normalcy of women's lifecycle events. We believe in:

• Watchful waiting and non-intervention in normal processes
• Appropriate use of interventions and technology for current or potential health problems
• Consultation, collaboration and referral with other members of the health care team as needed to provide optimal health care

We affirm that midwifery care incorporates these qualities and that women's health care needs are well-served through midwifery care. Finally, we value formal education, lifelong individual learning, and the development and application of research to guide ethical and competent midwifery practice. These beliefs and values provide the foundation for commitment to individual and collective leadership at the community, state, national and international level to improve the health of women and their families worldwide.”

In addition to ‘cura personalis’, and men and women for others, the midwifery philosophy highlights the importance of lifelong learning. A Jesuit university such as Fairfield is prepared to offer a nurse-midwifery program given the clear alignment of philosophies.

Furthermore the Egan School of Nursing’s mission also clearly follows the Jesuit idea of men and women for others. As a nurse-midwife, graduates of this program will be prepared to provide high quality, culturally sensitive care to women of all ethnicities, socioeconomic backgrounds, and family make-ups. The current graduate programs within the Egan School include, BSN-DNP, post masters

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DNP, Psychiatric Mental Health MSN and DNP, Family Nurse Practitioner MSN and DNP, Clinical Nurse Leader, Executive DNP, and DNP-Nurse Anesthesia, which all have a strong reputation for graduating leaders in the healthcare field who are dedicated to caring for the underserved.

The Egan School of Nursing’s mission and vision statements are:

**Mission Statement**
Consistent with the mission of Fairfield University to develop men and women for others, the Marion Peckham Egan School of Nursing and Health Studies inspires students to become leaders in healthcare. These students are actively engaged with faculty in practice, research, scholarship, and service. As a Jesuit institution, a central focus of our care is to improve health outcomes with particular attention given to the needs of underserved or vulnerable populations.

**Vision Statement**
Our vision is to create providers who demonstrate clinical excellence. Building on a tradition of caring, our commitment is to provide evidence-based, culturally sensitive interprofessional healthcare education.  

The proposal for the DNP-NM program fully speaks to the School of Nursing’s mission and the needs of the healthcare market, which is calling for an increase in nurse-midwives. First, as an increasing amount of women are demanding midwifery care in the United States, graduates of this program will be prepared to provide evidenced based, professional care to women given the high level of scholarship that these doctorally prepared NMs have gained through didactic and clinical work to prepare them for the competitive healthcare market. Second, as a DNP prepared nurse-midwife, these students will be educated not only to care for women, but also to be leaders in their field. For example, that when a clinical issue arises these doctorally prepared NMs will not only note the trend, but engage in the research to see why the trend is occurring and plan the intervention for change that may be needed. The graduates will have the opportunity to travel internationally as opportunities present. Currently, there is collaboration with the Universidad de CentroAmericano (UCA) in Nicaragua that will develop further to provide gynecology clinical experiences for students abroad. Additionally, a potential exists to collaborate with current Jesuit midwifery programs (i.e. Seattle University) to coordinate international opportunities. Lastly, in speaking to the Jesuit notion of “cura personalis,” care of the whole person, the program will produce nurse-midwives who are socially responsible to the needs of women across the lifespan, provide holistic care in the clinical setting, have the competencies required to practice as a nurse-midwife, and be prepared to serve others. Building on the strong reputation of our existing graduate programs (BSN-DNP, post masters DNP, Psychiatric Mental Health MSN and DNP, Family Nurse Practitioner MSN and DNP, Executive DNP and DNP-Nurse Anesthesia) the Egan School is prepared to produce the nurse-midwife as described above.

The DNP-NM program fits within the University’s strategic goal and will aid the university in moving forward. In developing this DNP-NM program proposal, the Dean and faculty have discussed with midwives in the Connecticut and New York regions, the proposal of a nurse-midwifery program at Fairfield University, which through anecdotal evidence was positively received. There are strong clinical partners in the greater Waterbury, Connecticut area for clinical sites for our students. The Egan School advisory board is supportive of moving this program forward.

Further, conversations have taken place regarding collaborative ideas between Fairfield

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University and Yale University midwifery programs. For example, interprofessional simulations will take place at Fairfield amongst undergraduate BSN, nurse-midwifery and nurse anesthesia students, and we will be inviting Yale nurse-midwifery students to participate. Yale has invited Fairfield to participate in the New England Midwifery Education Consortium. This involves formally getting together midwifery students and faculty in this area twice a year for collaboration, workshops, and speakers and more often informally. Our market demand study prepared by Hanover Research (Appendix F) provides further indication of the student demand for this program.

Fairfield’s geographic location with many major hospitals and medical centers located nearby in Connecticut and New York will serve to provide unique clinical opportunities for students in this program. Beyond the apparent demand in the marketplace for nurse-midwives, Fairfield’s location and current strong connections with area hospitals such as Bridgeport and The Western Connecticut Health Network will enhance the attractiveness of the DNP-NM program.

**Tangible Outcomes.**

The DNP-NM program will educate a knowledgeable, holistic, evidence-based practice midwife who is prepared to serve as a leader at the community, national, or international level. The program provides tangible outcomes for students seeking this degree and area of specialization within the healthcare setting. These outcomes cover not only the development of critical academic, professional, and leadership skills but also opportunities for employment in needed sectors of the healthcare field.

Graduates from this program will be prepared to sit for the credentialing exam through the American Midwifery Certification Board (AMCB) to become a Certified Nurse-Midwife. Furthermore graduates will be able to provide full-scope midwifery care in a variety of settings, including outpatient settings, hospitals, rural health settings, and birth centers. Students will be exposed to the following clinical experiences in order to achieve this level of preparation:

- Gynecologic
- Primary care of women
- Antepartum
- Intrapartum
- Newborn care (0-28 days of life)
- Treatment of male partners for STIs (sexually transmitted infections)

Lastly, the final clinical experience will be an integration into the practice of midwifery and include a semester of 6 credits (a minimum of 300 hours) during which time they will provide full scope midwifery care. The specific examples of employment opportunities for the nurse-midwife include:

- Hospitals
- Birth centers
- Home birth practices
- Private outpatient practices
- Federally qualified health centers

**Objectives**

For the first cohort beginning in the Fall of 2017, and second cohort beginning in the Fall of 2018, our goal is to enroll at least 5-7 students each year. Our objective will be to establish (and maintain) a level of demand of approximately 7-12 students with the subsequent cohorts. These students will move through the proposed sequence of courses as a cohort. As will be discussed below in the
Program Detail section, and later in the Resources section, students will complete the program in a full-time (3 year) format, which includes 2 summer semesters. At the outset, we anticipate current DNP-NM students bolstering enrollments in 15 existing courses (NS 604, NS 640, NS 601, NS 608, NS 605, NS 610, NS 611, NS 612, NS 613, NS 614, NS 615, NS 641, NS 616, NS 687, NS 697, NS 699). The DNP-NM program only adds 5 new didactic courses (NSNM 701, NSNM 703, NSNM 704, NSNM 707, NSNM 709). The remaining DNP-NM program requirements are five clinical courses.

In order to evaluate program effectiveness and the quality of the program, application and admission numbers each academic semester and year will be closely monitored. More specifically, the quality of the applicants will be based on their experience in clinical practice, two references, GPA from previous academic degrees, interviews, and personal statement for undertaking the program. The Egan School Associate Dean for Graduate Studies (Dr. Joyce Shea) will be working closely with the DNP-NM program track coordinator (Dr. Jenna LoGiudice) to have ongoing discussions regarding the quality of current students and applicants, specifically addressing strengths and challenges noted. This conversation will also include ongoing evaluation of the structure of the DNP-NM program, using formative evaluation to make changes in real time. Discussion of what is working and what needs improvement will be ongoing each semester. The Egan School Associate Dean for Graduate Studies, Dr. Joyce Shea, will oversee the DNP-NM program and the curriculum will undergo the same stringent review that all current graduate course do. This review is heavily steeped in the feedback from idea forms and narrative summative assessments student submit each semester. In this process, courses are discussed on a regular basis throughout the year at graduate committee meetings to assess what has worked well and what needs to be improved upon for the next iteration of the course.

Key Benchmarking points for the DNP-NM program are:

- Graduation rate
- Academic performance in nurse-midwifery (NSNM) courses
- Attainment of program learning objectives via assessment process
- Passing rates of students on the AMCB (American Midwifery Certification Board) National Exam.
- Obtainment of a job following graduation and job placement

Impact

Impact on current Egan School programs. Internally, this new degree will draw on fifteen existing courses (NS 604, NS 640, NS 601, NS 608, NS 605, NS 610, NS 611, NS 612, NS 613, NS 614, NS 615, NS 641, NS 697, NS 699) NS 601, NS 604, NS 640, NS 601, NS 608, NS 605, NS 610, NS 611, NS 612, NS 613, NS 614, NS 615, NS 641, NS 687, NS 697, NS 699) and propose five new didactic courses and 5 new clinical courses (see Program Details below). By enrolling DNP-NM students in these 15 existing courses, enrollments in existing graduate classes will increase, addressing some of the needs set out in Fairfield University’s, Fairfield 2020 report. More specifically, this program addresses the University’s need for higher graduate program enrollments and revenue, as articulated by the Fairfield 2020 strategic process. The program maximizing existing resources (15 existing courses) and provides growth through the addition of another advanced nursing option, nurse-midwifery.

Fifteen of the twenty-five required courses that are being proposed for the DNP-NM program already exist and are currently offered with adequate frequency. Egan School Graduate enrollments are already robust. The addition of DNP-NM students to these core courses will force additional sections as reflected in the budget (beginning with the third cohort in academic year 2019-2020).

The Egan School graduate committee consistently conducts a review of these existing courses
with the faculty member teaching each respective course and updates the course description and/or course content to keep courses current and relevant to the healthcare industry. Egan School faculty have the expertise and clinical experience to develop and teach these courses at a rigorous and evidence-based practice level as the market expects from a Fairfield University graduate/doctoral educational program. However, with the need for additional sections, adjuncts may need to supplement our existing faculty. The 5 new didactic courses being proposed are essential for the preparation of a nurse-midwife and for the program’s accreditation by the Accreditation Commission for Midwifery Education (ACME), and will require a new faculty position to be added as reflected in the budget. The addition of these 5 didactic courses and 5 clinical courses will allow for the Egan School at Fairfield to offer a robust, competitive, interprofessional DNP-NM program.

**Impact on other Fairfield Programs.** This program is not intended to replace any existing programs at the University, but certainly represents an opportunity for interaction and cross-fertilization between existing programs, such as the DNP-Nurse Anesthesia program. The program track coordinator of the DNP-Nurse Anesthesia program, Dr. Nancy Moriber and the program track coordinator of the DNP-Nurse-Midwifery program, Dr. Jenna LoGiudice have had several discussions regarding joint obstetric simulations amongst these students who will interact heavily in their professional roles. Additionally, there is potential for collaboration at the undergraduate level to involve undergraduate nursing students enrolled in NS 314 (Maternal and Newborn Nursing) for joint simulations in which these students are within the RN scope of practice role while the DNP-NM student is the healthcare provider in the simulation. These two collaborations across both the undergraduate and graduate programs currently offered, seek to enhance the educational pedagogy, yielding positive learning outcomes with the addition of the DNP-NM program.

Also, through the addition of a DNP-NM program at Fairfield, an existing master’s (MSN) prepared midwife who is seeking a DNP degree may now consider Fairfield for the post-masters DNP program, bolstering enrollment in this cohort.

**Program Details**

The DNP-Nurse Midwifery program is a designed as a 74 credit / 1000 clinical/immersion hour program that will be completed full-time over three academic years. **Appendix B** provides an illustration of the full-time schedule for this program. The DNP-NM course of study structure is similar in format to the DNP-Nurse Anesthesia program currently offered by the Egan School, which is a robust and well-respected program with a positive reputation among students, graduates, and employers. Furthermore, the Nurse Anesthesia program has proven attractive to students generating high enrollments annually. The difference is that the Nurse Anesthesia students begin classes the summer of their first academic year and the Nurse Midwifery students will begin classes the fall of their first academic year. The reputation of the Fairfield University and Bridgeport Hospital Nurse anesthesia program is strong and proven highly favorable to students seeking this specialty.

The DNP-NM program will benefit the Egan School’s flexible graduate course offering schedule. In addition to providing courses during the traditional fall and spring semester (typically, a course meets one day or evening each week, over 14 weeks), the courses can also be offered in 7-week formats during the fall and spring. Further, the opportunity exists to provide either two- or four-week sessions during the summer months. Finally, current courses in the Egan School MSN and DNP programs offer hybrid options, and these classes will be offered in that same format to midwifery students. The intent is to enhance the flexibility of the program to foster student accessibility while preserving the academic rigor and high-interaction environment essential to a Fairfield program.

The proposed curriculum can be found on the following two pages.
NAME: ___________________________ DATE OF ADMISSION: _________________________

YEAR #1

<table>
<thead>
<tr>
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<td>NS 604</td>
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<td></td>
<td></td>
<td>NS 640</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
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<td>+ Advanced Nursing Roles &amp; Reflective Practice</td>
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<td>NSNM 701</td>
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<td>NS 601</td>
<td>Epidemiology and Biostatistics</td>
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<td>NS 608</td>
<td>Research Methods for Evidence-Based Practice</td>
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<td>NS 641</td>
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<td>NS 614</td>
<td>Information Technology for Healthcare Improvement</td>
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<td>NSNM 707</td>
<td>Intrapartum Care</td>
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NURSE-MIDWIFERY (BSN to DNP)
CURRICULUM PLAN
Page 2

Spring Semester  (9 credits)

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YEAR #3

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Spring Semester  (6 Credits)

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<td>DNP Seminar II†</td>
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<tr>
<td>NS 687</td>
<td>DNP Immersion*</td>
<td>(2)</td>
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Total Credits:  74
Total Clinical/DNP Immersion Hours: 1000

†In the final semester of the curriculum plan, students must register for 1-credit of DNP Seminar advisement. Students who have not completed their portfolios must continue to register for 1-credit advisement each semester until completion.
Appendix C contains the syllabi of all 10 (5 didactic and 5 clinical) proposed nurse-midwifery (NSNM) courses. The intention of the 5 didactic and 5 clinical courses specific to the DNP-nurse-midwifery program is prepare students with the needed content and clinical experiences to sit for the certifying examination offered through the American Midwifery Certification Board (AMCB). The new courses proposed include advanced topics essential for midwives and as a result will always be required.

Target markets. Regarding student profile, it is possible that Fairfield University’s second degree nursing students, nursing undergraduates, and health studies undergraduates may be interested in pursuing this program. These students may interview for the program and, depending on their experience and qualifications, will be considered for admission or have a deferred acceptance pending gaining more women’s health experience. However, the main focus will be to target nursing professionals and alumni who have had at least one year of experience (preferably in the area of women’s health or maternity - labor and delivery/postpartum) who are looking to pursue an advanced practice/DNP role in the area of nurse-midwifery. Entry into the nurse midwifery program is not dependent on having women’s health or maternity clinical experiences, but preferred. Thus the NM-DNP is designed for:
- BSN graduates with or without work experience (at least one year experience is preferred in the area of women’s health or maternity - labor and delivery/postpartum.)
- MSN graduates looking to become certified nurse midwives.

With regard to growth potential and expanding on the initial market reach, this program is geared for BSN and MSN graduates (preferably with women’s health or maternity nursing experience) looking to practice within the scope of a certified nurse-midwife. Certainly, initial marketing/promotion efforts must focus on the healthcare sector where Fairfield’s reputation is already established (via BSN, MSN, DNP alums). As enrollment increases and the reputation of the program becomes publicly known, more effort should be spent on reaching out to non-traditional sectors (recruitment across undergraduate nursing programs in the United States and among Registered Nurses currently practicing in maternity and women’s health settings).

The Competition: Distinctiveness of a Fairfield program

As shown in Appendix A, there are six programs in the region or online that would compete with the proposed DNP-NM at Fairfield. While this is substantial competition, the proposed Fairfield University DNP offers several distinctions:

- The content of the program will have a strong focus on shared-decision making, incorporation of case based learning, simulation pedagogy to teach theory using the flipped classroom approach, reflective practice, and strong clinical threads in the classroom.
- Faculty members who are experts in their areas and utilize their clinical practice to effectively teach within the classroom.
- Incorporation of our community midwife partners to create meaningful and needed DNP-NM final projects.
- It is compact; the credit requirement and clinical hours for the DNP-NM program at Fairfield are on par with competitor programs. The approach of offering summer semesters, allows for a meaningful use of clinical and didactic courses throughout the traditional academic semesters.
• With graduate programs, commuting distance to the school is a critical variable. Our closest physical competitor, Yale University, offers a joint Nurse-Midwifery/Women’s Health Nurse Practitioner, master’s degree. Despite being geographically close, Yale University primarily attracts and markets GEPN (graduate entry to practice of nursing) students. This means the target student for Yale is a non-registered nurse with a bachelor’s degree in another field. The student completes coursework related to nursing before the master’s portion of the program for nurse-midwifery. While, BSN Registered Nurses can attend for the master’s degree portion of the degree only, the student population is primarily GEPN and therefore a different population than the Fairfield program will attract.

• Two online competitors exist, Frontier University and Georgetown University. Fairfield University’s program would offer primarily on-ground, high-interaction teaching with the flexibility for students to supplement with online and hybrid offerings in some courses. For highly clinically based coursework, interaction with expert faculty is essential and will be an attraction for students. Further, this format will allow for interprofessional simulation in the clinical area to promote graduates who are leaders in their field of midwifery.

Market Demand Study

The Egan School worked with Hanover Research on a market demand study for the DNP-NM in the Fall of 2015. Because we foresee the potential target market for this degree to include our own Fairfield Egan School alumni who often return to Fairfield for their master’s and DNP degrees, we surveyed alumni in the tri-state area, current undergraduate juniors and seniors, second-degree BSN students, graduate students, and health studies minors.

Overall, approximately 350 participants were invited, and the final responses were N = 91. 51% of respondents indicated they were Fairfield University graduates. The data from this market demand study looks supportive for this program (see Appendix F). 47% of respondents (N=42) indicated that they are “very interested” or “extremely interested in pursuing a DNP in Nurse-Midwifery or a related degree. The remaining respondents (N=48) indicated that they are “somewhat interested” or “moderately interested.” No respondents indicated they were “not at all interested.” Respondents were asked their interest in pursuing a DNP in Nurse-Midwifery, or a related degree, at Fairfield University, Yale University (a regional competitor), Frontier Nursing University (an online distance learning competitor), or Georgetown University (also an online distance learning competitor). 54% of respondents (N=45) indicated that they are “very interested” or “extremely interested” in pursing a DNP-NM at Fairfield University. While only 2% indicated “very interested” or “extremely interested” in this degree at Frontier Nursing University, 18% at Georgetown, and 32% at Yale (which is an MSN, not a DNP program). A caveat to these results is the use of a different sampling strategy than in past Fairfield market research, and the overall low response rate. We assume the low response rate was due to both email fatigue, and only students interested in advanced nursing degrees responding. However, given the sample includes our target market, combined with the very specific program being presented, it is not surprising that the response rate is low. As it is, these results indicate that in order to obtain the 5-7 student initial enrollment we are seeking, we would only need 14% of the 42 respondents who indicated that they are “very interested” or “extremely interested.” We find these market survey results convincing that there is interest in Fairfield University offering this degree program.

Additionally, the Accreditation Commission for Midwifery Education reports that there are more qualified applicants each year to midwifery programs than there are spaces available for these students
in any of the current 39 midwifery programs in the United States. These numbers further support the student demand for Fairfield University offering this degree program.

**Administrative structure and governance**

As has been the case with the other DNP specialty programs in the Egan School, the faculty members who offer the curriculum are the primary “keepers” of the program. In this capacity, the Egan School will rely on the Associate Dean for Graduate Programs Dr. Joyce Shea, the DNP-NM program track coordinator Dr. Jenna LoGiudice, and the graduate committee to ensure that the DNP-NM curriculum remains rigorous, relevant and competitive with other institutions’ graduate offerings in both the academic and clinical settings. Thus, all decisions pertaining to curriculum have and will continue to be discussed at the graduate committee level.

The Egan School has a Graduate Program Committee, which has oversight for curricular issues in all the graduate programs. The NM program track coordinator (Dr. Jenna LoGiudice) is responsible for bringing any curriculum changes or proposals to this committee, to be vetted by its members and by the Associate Dean for Graduate Programs, Dr. Joyce Shea. It is only after approval has been granted by the Graduate Committee, that curricular issues can be brought before the SON faculty for consideration.

The Associate Dean for Graduate Programs and Associate Professor is Dr. Joyce Shea and in her capacity she oversees the entire admissions process for all graduate school of nursing programs. In addition, she works with various other parties on campus (e.g., Graduate Admissions, Institutional Marketing/Communications, Office of International Students/Study Abroad) on tactics and strategies for communicating and advertising graduate programs to the larger marketplace. Further, the Associate Dean serves as resource to each graduate student. In the case of each of the specialized master-level and DNP programs, a faculty member within the discipline serves as the students’ major academic advisor. This model will be replicated for the DNP-NM.

The Dean of the School of Nursing (Dr. Meredith Wallace Kazer, Professor of Nursing) has the responsibility of not only communicating and advertising the graduate programs to the larger marketplace but also specifically to the alumni, recruiters, employers and friends of Fairfield University.
In addition, the Dean is the primary liaison between each graduate program (and its accompanying faculty/department) and the Egan School Advisory Board and Clinical Partnership Council. Thus, the Dean is able to provide guidance and input from the advisory board on matters concerning the healthcare industry needs and trends.

Resources

The Graduate Program in the Egan School has the expertise to create, maintain and regularly enhance the DNP-NM program. The individual research expertise of each faculty member, in combination with their clinical and teaching expertise in existing graduate and undergraduate programs and courses, provide a strong set of skills that ensure the development and maintenance of a unique and rigorous program of study for the DNP-NM. Currently, the Egan School department members who will be teaching in the DNP-NM program consist of:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally O'Toole Gerard, DNP, RN, CNL, CDE</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Sheila Grossman, PhD, FNP-BC, APRN, FAAN</td>
<td>Full Professor</td>
</tr>
<tr>
<td>Harvey F. Hoffman, Ed.D,</td>
<td>Professor of the Practice Engineering</td>
</tr>
<tr>
<td>Alison Kris, RN, PhD,</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Jenna LoGiudice, PhD, CNM, RN,</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Diana R. Mager, DNP, RN-BC</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Nancy A. Moriber, PhD, CRNA, APRN,</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Eileen O'Shea, DNP, APRN, PCNS-BC, CHPPN</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Kathryn E. Phillips, PhD, MS, MA, APRN,</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Linda Roney EdD, RN-BC, CPEN,</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Carole Shea, PhD, RN,</td>
<td>Adjunct Professor</td>
</tr>
<tr>
<td>Joyce Shea, DNSc, APRN, PMHCNS-BC,</td>
<td>Associate Dean for Graduate Programs and Associate Professor</td>
</tr>
<tr>
<td>Catherine Sumpio, PhD, RN</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>
The Egan School is currently conducting a search for a replacement position of a tenure-track faculty member with the specialty of women’s health or midwifery, in anticipation of a hire for fall 2016. A faculty member will be sought with expertise in areas to include primary care of women, gynecologic care, and intrapartum care.

Appendix D provides a summary of all NM-DNP faculty and their qualifications.

Dr. Jenna LoGiudice, the current certified nurse-midwife (CNM) tenure-track faculty has expertise in antepartum care, intrapartum care, and gynecological care. She actively maintains clinical practice in the gynecologic and intrapartum settings, staying up to date on the latest practices in the field. She is fully capable of teaching any of the courses in the NM-DNP program but specifically has expertise in the following five new courses in the proposed curriculum:

- NSNM 701 Antepartum Care (3)
- NSNM 702 Antepartum Clinical (2)
- NSNM 707 Intrapartum Care (3)
- NSNM 708 Intrapartum Clinical (2)
- NSMN 711 Integration to Nurse-Midwifery Practice (6)

The replacement tenure-track faculty will be capable of teaching the following new course in the proposed curriculum:

- NSNM 703 Women’s Primary Care & Gynecological Health I (3)
- NSNM 704 Women’s Primary Care & Gynecological Health II (3)
- NSNM 705 Women’s Primary Care & Gynecological Health Clinical (3)
- NSNM 710 Advanced Midwifery Clinical (2)

Either Dr. Jenna LoGiudice, or the replacement tenure-track faculty, or an adjunct hire would be capable of teaching:

- NSNM 709 Advanced Midwifery Management (3)

(In regards to a potential adjunct hire, this faculty member would broaden the experience for the NM-DNP student offering the ability to hire a full-time practicing midwife to teach this course largely from a case study perspective for students. This would deepen student learning and exposure to faculty within the midwifery profession).

Additionally in regards to financial resources, the current Family Nurse Practitioner MSN and DNP program at Fairfield supports students through HRSA grants. The nurse-midwifery curriculum would actively begin grant writing to offset student costs in this degree. Once the midwifery program is accredited by ACME, the goal will be to apply for HRSA grants such as Advanced Nursing Education (http://bhpr.hrsa.gov/nursing/grants/ane.html).
The greatest costs for the DNP-NM, especially at the outset, are those associated with the pre-
accreditation process through the Accreditation Commission on Midwifery Education (ACME) and
effectively communicating about the opening of Fairfield’s program to the outside market. Given the
competitive alternatives that currently exist, as well as those that are being planned based on demand
from industry, it will be imperative to educate the marketplace on Fairfield’s offering, with the hope that
Fairfield’s reputation for high interaction-high quality and rigorous education will enhance demand for
the DNP-NM program. With a competitive program in relatively close proximity and online
competitors, it is necessary to have a well-developed and separate communications/advertising plan for
the DNP-NM program.

Additionally, in academic year 2017-2018, there will be a need for a new faculty line to cover
the portion of course loads previously taught by both Dr. Jenna LoGiudice and the faculty member hired
as the replacement women’s health tenure-track position starting Fall 2016 (both of whom as of Fall
2017 will begin teaching in the DNP-NM program). This new faculty line will largely help to cover the
courses in the undergraduate program previously taught by Dr. Jenna LoGiudice and the faculty member
hired in the replacement tenure-track position. To clarify, both Dr. Jenna LoGiudice and the faculty
member hired in the replacement tenure-track position will still retain some courses in the undergraduate
program for their teaching load.

Appendix E provides an illustrative budget for full-time cohorts over 4 academic years. The various
costs and revenues contained within these budgets are based on current numbers, with a conservative
estimation of increased costs in future years.

Program Evaluation

The Dean, Associate Dean for Graduate Programs, program track coordinator of the DNP-NM, and
members of the Egan School Graduate Committee will undertake a number of activities over the first
three years, to obtain feedback on the growth of the new DNP-NM program. These initiatives will
include closely tracking the following criteria:

- changes in application and enrollment numbers from year to year;
- number of program inquiries within the school and through Graduate Admissions;
- professional placement opportunities as a result of graduating from the program;
- whether the RN experiences and length of time in practice of the students increase;

In addition, the Egan School learning goals will be applied to the DNP-NM curriculum. As a result, the DNP-NM will be held to the same rigorous curriculum standards as are the other DNP programs currently offered (DNP - Nurse Anesthesia). This requires that student work pertaining to
specific learning goals (e.g., critical thinking, reflective practice, shared decision making, leadership
goals, professional practice, clinical practice, presenting research findings, and acting ethically and
responsibly) be assessed on a yearly basis. Further, goals specific to the DNP-NM program, especially
with regard to clinical practice and the DNP project (a requirement of the DNP degree) will be
articulated and added into the curricular assessment process, as a means of maintaining the rigor and
relevance of the DNP-NM.

Over the long term (5 years), the Egan School will formally assess the need and relevance of the
DNP-NM. To do this, a formal committee (Dean, Associate Dean of Graduate Programs, members of
the Egan School graduate curriculum committee, nurse-midwifery faculty) will review all statistics
related to demand, including: inquiry information, application and admission numbers, cohort sizes,
student academic and professional background, placement and job opportunities, and financial results of the program. In addition, it will be of paramount importance to work with the SON Advisory Board to determine the continued relevance of the DNP-NM program and demand for its specialized knowledge by healthcare leaders. Given that the SON Advisory Board has been a strong supporter of nursing education, they should be able to provide candid and insightful commentary on where Fairfield's program stands in five years. Additionally, the Accreditation Commission for Midwifery Education (ACME) will be evaluating the program through its 5-year reaccreditation process. The DNP-NM program track coordinator will ensure focus groups are conducted with clinical preceptors, and both graduating and current students to have summative and formative evaluations of the program.

**Projections for the future**

As has been noted throughout, it is the intention of the Egan School to market the DNP-NM program as a highly specialized, high-demand degree, terminal clinical degree, that can be completed in a relatively short period of time (3 years). The projection is to be at a cohort of 7-12 students by the third year of the program, with a maximum enrollment 30 students at any time. Also, once the DNP-NM program is accredited, the intent is seek grants through HRSA for example, to aid students financially to pursue this degree. As indicated through budget estimates, the DNP-NM program has the potential to begin generating revenues in academic year two.
Appendix A
Regional Competitors

1. Yale University
   Location: School of Nursing in Orange, CT.

   Program: Nurse-Midwifery/Women’s Health Nurse Practitioner
   Master’s Program

About the program:
“The Nurse-Midwifery/Women’s Health Nurse Practitioner (NM/WHNP) prepares students as competent nurse-midwives and women’s health nurse practitioners who provide family-centered primary health care. Relevant research and concepts from nursing, midwifery, medicine, and the sciences provide a base for clinical practice and primary care. Students actively reflect on their clinical practice and leadership throughout the program.

Clinical practice takes place across a variety of health care systems that provide for medical consultation, collaborative management, and referral and is in accord with the Standards for Nurse-Midwifery Practice of the American College of Nurse-Midwives and the National Organization of Nurse Practitioner faculties Competencies for WHNPs. Electives and independent study offer opportunities for students to pursue individual educational and professional goals.”

The program consists of 47.6 credits, 1008 clinical hours, and takes 2 years full time to complete.

Courses:

YALE UNIVERSITY SCHOOL OF NURSING
Midwifery/WHNP Specialty
2015-2016

YEAR 1
Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N535a</td>
<td>Research Methods and Statistics for Evidence-Based Practice</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>N533a</td>
<td>Advanced Pathophysiology</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>N554a</td>
<td>Advanced Health Assessment</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>N557a</td>
<td>Primary Care Theory</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>N580a</td>
<td>Women’s Health I: Clinical Care of the Well Woman</td>
<td>2.5</td>
<td>96</td>
</tr>
<tr>
<td>N581a</td>
<td>Women’s Health I: Theoretical Foundations of Well Woman Care</td>
<td>2.0</td>
<td></td>
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</table>

Semester totals 14.6 96

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N557b</td>
<td>Primary Care Theory</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>N580b</td>
<td>Women’s Health II: Clinical Care of Women Common Health Issues</td>
<td>3.0</td>
<td>96</td>
</tr>
<tr>
<td>N581b</td>
<td>Women’s Health II: Theoretical Foundations for Care of Women Common Health Issues</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>N582b</td>
<td>Clinical Care in Childbirth</td>
<td>2.5</td>
<td>144</td>
</tr>
<tr>
<td>N583b</td>
<td>Theoretical Foundations for Care in Childbirth</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>N895b</td>
<td>Clinical Pharmacology</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>N897b</td>
<td>Specialty Care Clinical Pharmacology for Midwives</td>
<td>1.0</td>
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</tbody>
</table>

Semester totals 14.5 240

YEAR 2
<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Clinical Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>N717a Transitions to Professional Practice</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>N780a Women’s Health III: Clinical Care of Women Complex Health Issues</td>
<td>3.0</td>
<td>96</td>
</tr>
<tr>
<td>N781a Women’s Health III: Theoretical Foundations for Care of Women’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with Complex Health Issues</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>N782a Clinical Care of At Risk Childbirth</td>
<td>2.5</td>
<td>144</td>
</tr>
<tr>
<td>N783a Theoretical Foundations of Care of At Risk Childbirth</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Semester totals</td>
<td>11.0</td>
<td>240</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credits</th>
<th>Clinical Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>N784b Integration of Midwifery Care</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>N780b Women’s Health IV: Integration of Women’s Health Care</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Semester totals</td>
<td>7.5</td>
<td>432</td>
</tr>
</tbody>
</table>

MASTER’S PROGRAM TOTALS: 47.6 1008

*These are target face to face clinical hours per semester. A small amount of simulation hours will be added to this total. A student might bank extra hours completed in one semester or end the semester with a deficit that needs to be made up in another semester. Clinical hours can be completed in any semester but completing these target hours per semester provides an even progression and increased availability of clinical sites. Students must have a minimum of 1000 clinical hours for graduation and certification as a midwife and a women’s health nurse practitioner.

Corrected 08-30-2015

Course Descriptions: Detailed course descriptions can be found at http://students.yale.edu/oci/search.jsp

2. Frontier University
   Location: Online Distance Learning Program / Campus Hyden, Kentucky
   Program: Nurse Midwifery Master’s Program
   With the option to complete 17 additional credits for a DNP

About the Program: “In our Community-based Nurse-Midwifery Education Program (CNEP), you will complete your studies either full-time or part-time with your home community serving as your classroom. You’ll also complete a clinical practicum in your community, where you’ll work closely with a certified nurse-midwife. FNU has agreements with preceptor sites across the country and continually adds sites. Our curriculum has a strong academic and clinical basis. It is unique in that we teach you not only to be a nurse-midwife, but also to be an entrepreneur and a leader in maternal and infant health care. CNEP also has a strong primary care component, preparing you to care for women across the lifespan.

All students seeking to become a nurse-midwife will be admitted to the MSN + Companion DNP program. When you receive the Master of Science in Nursing degree, you may choose to either continue seamlessly into the 17 credit hour Companion DNP program or end your studies with the MSN. Completing the DNP is highly recommended. Learn about the MSN + Companion DNP here.
The Master’s program consists of 49 credits with 15 clinical credits (675 hours) and is completed over three trimesters.

The DNP program consists of 17 additional credits (360 of these are clinical hours).

Courses:

**Nurse-Midwifery Curriculum**

**Level I: Foundations for Practice**  
(12 didactic credits – 0 clinical credits)

- PC700 Communication (3-0)  
- PC701 Principles of Health Promotion (3-0)  
- PC702 Epidemiology and Biostatistics (3-0)  
- PC703 Evidence Based Practice (3-0)  
- PC705 Advanced Pathophysiology (3-0)  
- PC706 Advanced Health Assessment (3-0)

**Level II: Clinical Management for Specialty Care**  
(34 didactic credits – 0 clinical credits)

- PC707 Pharmacology for Advanced Practice Across the Lifespan (3-0)  
- NM703 Primary Care of Women (3-0)  
- NM700 Role of the Nurse Midwife (3-0)  
- NM704 Midwifery Care during Labor and Birth (3-0)  
- NM702 Midwifery Care during Pregnancy (3-0)  
- NM705 Midwifery Care during Postpartum (3-0)  
- NM706 Advanced Midwifery Care of the Childbearing Woman (4-0)  
- NM701 Women’s Health (3-0)

**Level III: Clinical Bound**  
(2 didactic credits - 0 clinical credits)

- PC713 Principles of Independent Practice (3-0)  
- PC714 Skills for Advanced Practice (1-0)  
- NM711 Skills for Nurse-Midwifery Care (1-0)

**Level IV: Clinical Practicum**
(1 didactic credits - 15 clinical credits)

<table>
<thead>
<tr>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NM712 Nurse-Midwifery Clinical I (0-3)</td>
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<tr>
<td>NM713 Nurse-Midwifery Clinical II (0-3)</td>
</tr>
<tr>
<td>NM714 Nurse-Midwifery Clinical III (0-3)</td>
</tr>
<tr>
<td>NM715 Nurse-Midwifery Clinical IV (0-3)</td>
</tr>
<tr>
<td>NM716 Nurse-Midwifery Clinical V (0-3)</td>
</tr>
<tr>
<td>NM717 Nurse-Midwifery Comprehensive Exam &amp; Certification Exam Review (1-0)</td>
</tr>
</tbody>
</table>

49 didactic credits + 15 clinical credits = 64 credits

<table>
<thead>
<tr>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN Conferred / Certification Exam</td>
</tr>
</tbody>
</table>

Optional Companion DNP Curriculum

Advancing Leadership and Scholarship
(9 didactic credits - 8 clinical credits)

<table>
<thead>
<tr>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC704 Translating the Evidence to Advanced Practice (3-0)</td>
</tr>
<tr>
<td>PC710 Leadership &amp; Health Policy (3-0)</td>
</tr>
<tr>
<td>PC711 Nurse-Midwife and Nurse Practitioner as Educator (3-0)</td>
</tr>
<tr>
<td>NM720 Nurse-Midwifery Clinical DNP Clinical Residency (0-4)</td>
</tr>
<tr>
<td>NM721 Nurse-Midwifery Clinical DNP Clinical Residency (0-4)</td>
</tr>
</tbody>
</table>

9 didactic credits + 8 clinical credits = 17 credits

DNP conferred

Total credits for MSN + Companion DNP

58 didactic credits + 23 clinical credits = 81

Course Descriptions: Detailed course descriptions can be found at [http://www.frontier.edu/admissions/catalog](http://www.frontier.edu/admissions/catalog)

3. SUNY Downstate Medical Center
   Location: Brooklyn, NY

   Program: Direct Entry Midwife and Masters in Midwifery

   About the Program:

   The Midwifery Program is a graduate level program that prepares students to become competent beginning practitioners in accordance with the standards established by the American College of Nurse-Midwives. The program accepts Registered Nurses and, through its "Direct Entry" option, other individuals who meet admissions requirements. Students may select one of three tracks: Advanced Certificate in Midwifery (38 credits); Master of Science–Midwifery (50 credits); or the collaborative program (with the College of Nursing) which awards an Advanced Certificate in Midwifery (from the
College of Health Related Professions) and a Master of Science–Nurse-Midwifery (from the College of Nursing) (total of 52 credits).

Courses:

Year One –
Fall Semester Courses (9-9.5 credits)
NRMW 5401 Research I + 3
NRMW 5407 Introduction to Teaching + 3
NRMW 5010 Prof. Issues & Leadership in Midwifery 3
NRMW 5117 Continuity of Care in Midwifery Pract 1 (Elective) ## 0.5##

Year One –
Spring Semester Courses (3-9.5 credits)
MIDW 4002 Integrated Medical Sciences I* 3*
NRMW 5402 Research II + 3+
NRMW 5403 Health Care Policy & Community Assessment **+ 3**+
NRMW 5216 Continuity of Care in Midwifery Pract 2 (Elective) ## 0.5##

Year One –
Summer Semester Courses (0.5-9.5 credits)
MIDW 4002 Integrated Medical Sciences I* (if not previously taken) 3* and/or
MIDW 4003 Integrated Medical Sciences II* 3*
NRMW 5302 International Women’s Health Policy **+ 3**+
NRMW 5310 Continuity of Care in Midwifery Pract 3 (Elective) ## 0.5##
NRMW 5700 Independent Study (Elective) # 1-3#

Year Two –
Fall Semester Courses (9-12 credits)
MIDW 4001 Basic Health Skills* 3*
NRMW 5205 Advanced Pharmacology 3
NRMW 5112 Physical Assessment of Women (Didactic) 1
NRMW 5113 Physical Assessment of Women (Clinical) 1
NRMW 5114 Pelvic Assessment of Women (Didactic) 0.5
NRMW 5115 Pelvic Assessment of Women (Clinical) 0.5
NRMW 5116 Pathophysiology of Acute Chronic Conditions of Women and their Primary Care 3

Year Two –
Spring Semester Courses (8.5 credits)
NRMW 5009 Obstetric Pharmacotherapeutics 1
NRMW 5209 Medical & Obstetric Complications of Pregnancy 1.5
NRMW 5212 Well Woman Gynecology (Didactic) 1.5
NRMW 5213 Well Woman Gynecology (Clinical) 1.5
NRMW 5214 Antepartum Care (Didactic) 1.5
NRMW 5215 Antepartum Care (Clinical) 1.5

Year Two –
Summer Semester Courses (2.5-11.5 credits)
MIDW 4003 Integrated Medical Sciences II* (if not previously taken) 3*
NRMW 5208 Clinical Practicum in Primary Care 1
NRMW 5309 Medical Complications of Pregnancy 1.5
NRMW 5700 Independent Study (Elective) # 1-3#

Year Three –
Fall Semester Courses (11 credits)
NRMW 5104 Neonatology 3
NRMW 5105 Postpartum Care 1
NRMW 5404 Intrapartum Care 5.5
NRMW 5409 Obstetric Complications of Pregnancy 1.5

Year Three –
Spring Semester Courses (4 credits)
NRMW 5405 Integration of Clinical Studies 4

+Courses in the MS in Midwifery Completion program.

TOTAL CREDITS REQUIRED 50/59/60.5

Course Descriptions: Detailed course descriptions can be found at
http://www.downstate.edu/CHRP/midwifery/curriculum_core.html

4. New York University
Location: New York, NY

Program: Nurse Midwifery Master’s Program

About the Program:

• Innovative academic and clinical preparation for care of women throughout the life span based on ACNM core competencies, including a clinical component of primary care of women
• Full range of clinical experiences for childbirth in birth centers, community hospitals, home settings and medical centers.
• Experience in a rich cultural and ethnically diverse environment
• Graduates are eligible to take the Certification Examination for midwives of the American Midwifery Certification Board (AMCB)

Program Requirements: 12-33 credits, 1080 clinical hours

Courses:

Advanced Practice Core (9 credits)

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## Population Component - Midwifery (24 credits)

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### Course Descriptions:

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### 5. Georgetown University
**Location:** Online Distance Learning Program / Campus Washington, DC

**Program:** Nurse-Midwifery/ Women’s Health Nurse Practitioner Master’s Program

**About the Program:**
The Nurse-Midwifery/Women's Health Nurse Practitioner (NM/WHNP) program is designed to prepare the graduate to manage a woman's normal obstetrical and gynecological needs during the childbearing years, to manage the care of the normal newborn, and to provide primary care to women throughout the lifespan. Nursing@Georgetown's online Nurse-Midwifery/Women's Health Nurse Practitioner program enables you to:
• Earn your Master of Science degree in Nursing in about 27 months as a part-time student.
• Become an agent of change at the forefront of women's health care.
• Participate in clinical experiences at sites arranged in partnership with Georgetown faculty.
• Conveniently access your courses anywhere, anytime from any Internet-connected computer.
• Review recorded sessions to revisit coursework and presentations at your convenience.
• Enjoy all of the benefits of a Georgetown graduate student, including access to library resources, student services, and the Hoya alumni network.

The program consists of 49 credits, 1000+ clinical hours.

Courses:

**Semester 1**

N546 Advanced Concepts in Physiology & Pathophysiology (3)
N530 Research Methods & Biostats for Health Care Providers (4)

**Semester 2**

N544 Advanced Concepts in Pharmacology (3)
N518 Health Care Ethics (2)

**Semester 3**

N540 Research Evidence & Best Practices in Health Care (3)
N528 Advanced Health Assessment (3)
AHA 501 OCI: Health Assessment On-Campus Intensive

**Semester 4**

N510 Introduction to Women's Reproductive Healthcare (Previously known as N501) (3)
N511 Ambulatory Care of Women I (Clinical Course) (1)
N502 Primary Care of Women (2)
N503 Ambulatory Primary Care of Women (Clinical Course) (1)
N624 Foundations of Health Systems and Policy (3)

IP 683/684 Intrapartum OCI (IP/683/684)
Semester 5

N671 Women's Reproductive Healthcare II (Previously known as N675) (3)
N672 Ambulatory Care of Women II (Clinical Course) (1)
N733 Seminars in Advanced Women's Health Care (Previously known as N733) (2)

Intrapartum NM/WHNP OCI

Semester 6

N683 Midwifery Care: Labor, Birth & Newborn (Previously known as N682) (3)
N684 Full Scope Midwifery Care (Clinical Course) (2)
N710 Care of the Family in Crisis (1)

Integration OCI (Integration/721/722)

Semester 7

N721 Integrated Midwifery Care of Women (Previously known as NURO 720) (2)
N722 Full Scope Midwifery Care II (Clinical Course) (4)
N538 Professional Aspects of Advanced Practice Nursing (3)

Course Descriptions: Detailed course descriptions can be found at https://online.nursing.georgetown.edu/academics/course-catalog/

6. Baystate Health
   Location: Springfield, MA

   Program: Certificate in Midwifery.
   A distance learning articulation with the Midwifery Institute of Philadelphia University allows for the completion of a Master of Science in Midwifery concurrently with the midwifery certificate.

About the Program:

The Baystate Medical Center Midwifery Education Program is an autonomous post-baccalaureate certificate midwifery education program. Through both didactic and clinical components, the program prepares students to manage the health care of low-risk women and their newborns, and teaches the foundation of nurse midwifery practice. Graduates of the program are prepared to work with cultural competency, serving varied racial, ethnic and socioeconomic populations. The midwifery curriculum conforms to accreditation guidelines as established by the Accreditation Commission for Midwifery Education (ACME), and includes all the knowledge, skills and behaviors delineated in the ACNM Core Competencies for Basic Midwifery Practice.
The program consists of 50 credits for the master’s degree.

Courses:

### MIDWIFERY/MASTER'S DEGREE COLLABORATION

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### CREDITS

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**GRAND TOTAL:** 50
Course Descriptions: Detailed course descriptions can be found at:
http://www.baystatehealth.org/education-research/education/midwifery-education-program/program-description/course-of-study
### CURRICULUM PLAN - NURSE-MIDWIFERY – DNP

**Starting with Class 2020**

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#### YEAR #1

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<td>NS 610</td>
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<tr>
<td>NSNM 701</td>
<td>Antepartum Care (3)</td>
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<tr>
<td>NSNM 702</td>
<td>Antepartum Clinical (2)</td>
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| **Spring Semester** | (13 credits) |
| NS 601 | Epidemiology and Biostatistics (3) |
| NS 608 | Research Methods for Evidence-Based Practice (3) [Pre-/Co-Req: NS 601] |
| NS 641 | Advanced Pharmacology (3) [Prereq: NS 640] |
| NSNM 703 | Women’s Primary Care & Gynecological Health I (3) |
| NS 697 | DNP Seminar †† (1) |

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<td>NS 612</td>
<td>Research Translation for Clinical Practice (3) [Prereq: NS 608]</td>
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<td>NSNM 704</td>
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<td>NSNM 705</td>
<td>Women’s Primary Care &amp; Gynecological Health Clinical (3)</td>
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| **Fall Semester** | (11 credits) |
| NS 613 | Finance & Quality Management in Healthcare Organizations (3) |
| NS 614 | Information Technology for Healthcare Improvement (3) |
| NSNM 707 | Intrapartum Care (3) |
| NSNM 708 | Intrapartum Clinical (2) |
### NURSE-MIDWIFERY (BSN to DNP)
#### CURRICULUM PLAN

**Page 2**

**Spring Semester** (9 credits)

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<td>NSNM 709</td>
<td>Advanced Midwifery Management</td>
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<td>NSNM 710</td>
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**YEAR #3**

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<td>(6) (300 clinical hrs)</td>
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**Spring Semester** (6 Credits)

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**Total Credits:** 74

**Total Clinical/DNP Immersion Hours:** 1000

†In the final semester of the curriculum plan, students must register for 1-credit of DNP Seminar advisement. Students who have not completed their portfolios must continue to register for 1-credit advisement each semester until completion.
Nurse-Midwifery Specialty Courses:
Course Descriptions:

NSNM 701 Antepartum Care (3)
This course introduces students to the theory and practice of nurse-midwifery, with an emphasis on antepartum care, specifically prevention and screening. Evidenced-based care of the pregnant woman, fetus, and childbearing family during the prenatal period are explored holistically from each of the following perspectives: biological, physiological, developmental, and cultural. The educational and nutritional needs of a the pregnant woman are examined. Students learn how to perform comprehensive assessments on a pregnant woman at all gestational ages, as well as the timing and indication of screening tests during pregnancy. Normal fetal growth and fetal testing options are covered. Physiological, psychosocial and pharmacological advanced nursing interventions to promote, to maintain, and to restore the optimal health of women in pregnancy are explored. Clinical practice guidelines are highlighted and attention is given to cultural, socioeconomic and family variations in the provision of care in the antepartum setting.
Prerequisites: n/a
Co-requisites: NS 604, NS 610, NS 640, NSNM 702

NSNM 702 Antepartum Clinical (1)
This is the first clinical practicum in the nurse-midwifery specialty. The student uses evidence-based practice guidelines to provide routine prenatal care and also to recognize abnormal findings that may occur during pregnancy. Emphasis is placed on health promotion, the physical exam of a pregnant woman, assessment of fetal well being, and providing prenatal education. Students use critical thinking, shared decision making, and interprofessional collaboration as they provide care to the pregnant woman. The assessment, diagnosis, treatment, management and evaluation of risk factors and health problems are addressed. Attention is given to ethical, legal, ethno-cultural, socioeconomic and family variations in the provision of care in the antepartum setting.
Prerequisites: n/a
Co-requisites: NS 604, NS 610, NS 640, NSNM 701
NSNM 703 Women’s Primary Care & Gynecological Health I (3)
This course focuses on the provision of reproductive-based health care to non-pregnant women across the lifespan and on the provision of primary care to both non-pregnant and pregnant women. This course examines current primary care and gynecological women’s health care practices and theories from the following disciplines: biological, genetic, psychological, developmental, sociocultural and cultural. Students will develop critical thinking, clinical care skills, and management strategies for a holistic approach to primary care and gynecologic care of women. Family planning and contraceptive options will be reviewed. Emphasis is on comprehensive assessments and screening recommendations from evidence-based research. Concepts related to health promotion are provided. The primary care management of selected common health conditions affecting women will be covered. Additionally, pharmacology specific to gynecologic and primary care issues covered in this course will be included. Pharmacology content will also be covered in-depth in NS 641.
Prerequisites: NS 604, NS 610, NS 640, NSNM 701, NSNM 702
Co-requisites: NS 601, NS 608, NS 641, NS 697

NSNM 704 Women’s Primary Care & Gynecological Health II (3)
This course is a continuation of Women’s Primary Care & Gynecological Health I NSNM 703 and focuses on the provision of reproductive-based health care to non-pregnant women across the lifespan and of primary care to both non-pregnant and pregnant women for episodic and chronic problems across healthcare settings. This course further examines current primary care and gynecological women’s health care practices integrating biological, genetic, psychological, developmental, sociocultural and cultural theories. Students develop critical thinking, clinical care skills, and management strategies for a holistic approach to the primary care and gynecologic care of women. Emphasis is on comprehensive assessments and prevention and screening recommendations from evidence-based research. Abnormal conditions in the primary care and gynecologic setting and pharmacology specific to women's health and abnormal conditions are discussed. In addition, preconception and postpartum assessments (including breastfeeding) are explored. Developmental, cultural, and ethical considerations are highlighted as integral to shared decision-making and health promotion for vulnerable populations.
Prerequisites: NS 604, NS 610, NS 640, NS 601, NS 608, NS 641, NS 697, NSNM 701, NSNM 702, NSNM 703
Co-requisites: NSNM 705, NS 611, NS 612
**NSNM 705 Women’s Primary Care & Gynecological Health Clinical (3)**

This clinical course provides an evidenced based practice approaches to primary care and gynecologic care, specifically, ambulatory management of common, acute, and chronic health conditions of women throughout the lifespan, including preconceptual, interconceptual and postpartum care. Prevention and screening using patient databases are used to provide healthcare services and pharmacological interventions to women. Age related, cultural, family, and individual patient variations and vulnerabilities will be incorporated into the review of clinical practice guidelines. Treatment plans are developed through interprofessional collaboration and shared decision-making.

Prerequisites: NS 604, NS 610, NS 640, NS 601, NS 608, NS 641, NS 697, NSNM 701, NSNM 702, NSNM 703

Co-requisites: NSNM 704, NS 611, NS 612

**NSNM 707 Intrapartum Care (3)**

This course focuses on normal labor and birth and introduces students to intrapartum theory, skills, and management. Synthesis and application of research and theory is used to effectively plan for the implementation of midwifery care in the intrapartum setting. Interprofessional collaboration, shared decision making an comprehensive team participation provide the foundation for the student nurse midwife’s management of intrapartum and immediate postpartum women with normal deliveries. Evaluation and immediate care of the newborn is included. Development and evaluation of evidenced based care approaches is incorporated throughout the course. An emphasis is placed on vulnerable populations so the student can critically evaluate the impact of contextual factors on healthcare services in the intrapartum setting. The course highlights the normalcy of birth for the low risk woman.

Prerequisites: NS 604, NS 610, NS 640, NS 601, NS 608, NS 641, NS 697, NS 611, NS 612, NSNM 701, NSNM 702, NSNM 703, NSNM 704, NS 705

Co-requisites: NSNM 708, NS 613, NS 614

**NSNM 708 Intrapartum Clinical (1)**

Intrapartum clinical serves as the student midwife’s first experience managing intrapartum clients in the hospital or birth center setting and is foundational for the intrapartum management of the low risk pregnant client. Skills are first taught in didactic and simulation settings, ensuring each
student midwife is competent in these skills prior to beginning clinical. This clinical course focuses on normal labor and birth and introduces students to intrapartum skills and management. Application of theory and research from NSNM 707 will be used to effectively implement midwifery care in the intrapartum setting. Focus is on comprehensive team participation, interprofessional collaboration, shared decision making, and management of intrapartum and immediate postpartum women with normal deliveries. Evaluation and immediate care of the newborn is included. An emphasis is placed on vulnerable populations to critically evaluate the impact of contextual factors on healthcare services in the intrapartum setting, using reflective practice. This clinical highlights the normalcy of birth for the low risk woman.

Prerequisites: NS 604, NS 610, NS 640, NS 601, NS 608, NS 641, NS 697, NS 611, NS 612, NSNM 701, NSNM 702, NSNM 703, NSNM 704, NS 705
Co-requisites: NSNM 707, NS 613, NS 614

**NSNM 709 Advanced Midwifery: At Risk Childbirth (3)**

This course provides a synthesis and application of theory and research to effectively implement advanced midwifery care in the intrapartum setting. Potential obstetric complications arising during normal birth, and medical and surgical complications are explored. Case studies, case presentations, reflective practice, and simulations are utilized as the primary course format for the students to evaluate patients and manage common obstetric complications. Skills to prevent and manage common obstetric complications and life threatening problems of childbearing women are emphasized. Skills for immediate assessment, supportive management of the newborn, including physiological, psychosocial and pharmacologic interventions are incorporated. Students will have the opportunity to become certified in neonatal resuscitation. Interprofessional simulations with the nurse-anesthesia students and BSN maternal and newborn nursing students simulate actual patient scenarios with a focus on teamwork and communication.

Prerequisites: NS 604, NS 610, NS 640, NS 641, NS 601, NS 608, NS 697, NS 611, NS 612, NS 613, NS 614, NSNM 701, NSNM 702, NSNM 703, NSNM 704, NSNM 705, NSNM 707, NSNM 708
Co-requisites: NSNM 710, NS 605, NS 687

**NSNM 710 Advanced Midwifery: At Risk Childbirth Clinical**

This course applies theory and research to effectively implement advanced midwifery care in the intrapartum setting. Potential medical and surgical, and common obstetric complications arising during normal birth provide the student the opportunity to assess patients, prevent complications
and manage common obstetric complications and life threatening conditions for childbearing women. In addition, skills for immediate assessment, supportive management of the newborn, including physiological, psychosocial and pharmacologic interventions are incorporated. Students have the opportunity to become certified in neonatal resuscitation. Interprofessional simulations with the nurse-anesthesia students and BSN maternal and newborn nursing students are coordinated throughout the course and clinical seminars and simulate actual patient scenarios with a focus on teamwork, shared decision-making, and communication.

Prerequisites: NS 604, NS 610, NS 640, NS 641, NS 601, NS 608, NS 697, NS 611, NS 612, NS 613, NS 614, NSNM 701, NSNM 702, NSNM 703, NSNM 704, NSNM 705, NSNM 707, NSNM 708

Co-requisites: NSNM 709, NS 605, NS 687

**NSMN 711 Transition to Nurse-Midwifery Practice** (300 clinical hours)

As the final midwifery course, the incorporation of all previous classroom and clinical experiences prepares the student nurse midwife for the transition to nurse-midwife. This course is a final synthesis of primary care, gynecology, antepartum, intrapartum, postpartum, and newborn care, and, therefore, builds on all previous knowledge and skills. Students utilize both theory and evidence-based research to assess, manage care, and make treatment decisions in the clinical setting for women across the reproductive lifespan through older age. Students collaborate with members of the interprofessional healthcare team and gain familiarity with the responsibility inherent to their emerging role as a nurse-midwife. Students safely conduct and deliver evidenced based primary care emphasizing health promotion and disease prevention, and manage gynecologic, family planning, antepartum, intrapartum (including deliveries), and postpartum healthcare visits creating individual treatment plans. In addition, students manage the care of the newborn from birth through 28 days of life. A variety of primary care and inpatient care settings, including optional global health settings are clinical sites for students. Evaluation and critique of care approaches for women throughout the lifespan and for newborns are highlighted during clinical practice. Through reflective practice students examine the impact of psychosocial, environmental, ethical and cultural factors on the delivery of care in women’s health.

Prerequisites: NS 604, NS 610, NS 640, NS 641, NS 601, NS 608, NS 697, NS 611, NS 605, NS 613, NS 614, NS 612, NSNM 701, NSNM 702, NSNM 703, NSNM 704, NSNM 705, NSNM 707, NSNM 708, NSNM 709, NSNM 710

Co-requisites: NS 687
Appendix C

*Sample syllabus*

**Fairfield University**  
**School of Nursing**  
**Graduate Program**

**NSNM 701 Antepartum Care**  
**Fall 2017**

**Number and Title** NSNM 701 Antepartum Care

**Credits** 3 (theory)

**Co-requisites** NSNM 702, NS 604, NS 640

**Faculty** Jenna LoGiudice, PhD, CNM, RN, Assistant Professor  
e-mail: jlogiudice@fairfield.edu

**Course Description**

This course introduces students to the theory and practice of nurse-midwifery, with an emphasis on antepartum care. Care of the pregnant woman, fetus, and childbearing family during the prenatal period are explored holistically from each of the following perspectives: biological, physiological, developmental, and cultural. The educational and nutritional needs of a the pregnant woman are examined. Students learn how to perform comprehensive assessments on a pregnant woman at all gestational ages, as well as the timing and indication of screening tests during pregnancy. An emphasis is placed on prevention and screening based on evidenced-based research. Normal fetal growth and fetal testing options are covered. Research-based advanced nursing interventions, including physiological, psychosocial and pharmacological interventions to promote, to maintain, and to restore the optimal health of women in pregnancy are explored. Clinical practice guidelines are highlighted and attention given to cultural, socioeconomic and family variations in the provision of care in the antepartum setting.

**Course objectives**

Upon completion of this course, the student is prepared to:

1. Synthesize and integrate the nurse-midwifery management framework (processes, principles, and skills) into the antepartum setting.

2. Demonstrate ability to provide safe, evidence-based, and culturally sensitive prenatal care to women using the nurse-midwifery framework.

3. Manage the antepartal care of low risk pregnant women, and consult, co-manage, and/or refer for management of pregnant women with complications in the antepartal course.

4. Evaluate the appropriate use of technology in fetal assessment and antepartum care for women.

5. Recognize pregnancy as a normal physiologic and development processes.
**Teaching Methods**
Seminars, include lecture format and group discussion.
Case studies
Course module
Clinical practice examples

**Course Time: TBA**

**Evaluation**

- Quizzes (2) 20% Will be case-based format
- Midterm exam 30%
- Final exam 35%
- Case studies 15%

**Required Texts**


**Course Policies**
- Class attendance and participation are mandatory.

- In addition to readings there will be recorded lecture material available before class to flip the classroom and allow for learning through case studies. These materials will be posted and are to be watched before each class.

- The minimum passing grade in all SON graduate courses is an 83, “B”.

- If you have a documented disability and wish to discuss academic accommodations, please contact: Student Support Services (203) 254-4000, ext. 2445.
If you have a documented disability and require academic accommodations, please inform faculty during the first week of the semester.

**Course Content**

Unit 1 Prenatal Education / Health Education & Promotion / Conducting a Prenatal Visit

Unit 2 Obstetric Anatomy

Unit 3 Fertilization, Development of Embryo, Fetus & Placenta
Unit 4 Maternal Physiological and Psychosocial Changes of Pregnancy

Unit 5 Genetics and Patterns of Inheritance

Unit 6 Essentials of Prenatal Care

Unit 7 Establishing Gestational Age in Pregnancy

Unit 8 Nutrition in Childbearing

Unit 19 Substance abuse and pregnancy, Use of medications in pregnancy

Unit 10 Size/Date Discrepancy Causes

Unit 11 Maternal and fetal assessments (hands on skills)

Unit 12 Diagnosing and managing Anemia and blood disorders

Unit 13 Bleeding conditions associated with pregnancy

Unit 14 Managing selected health problems of pregnancy

Unit 15 Preterm Labor Management

Unit 16 Gestational Diabetes

Unit 17 Hypertensive disorders of pregnancy and pre-eclampsia

Unit 18 Post-dates pregnancy management
*Sample syllabus*

**Fairfield University**  
**School of Nursing**  
**Graduate Program**

**NSM 702 Antepartum Clinical**  
**Fall 2017**

**Number and Title** NSM 702 Antepartum Clinical

**Credits** 2 (100 clinical hours)

**Co-requisites** NSM 701, NS 604, NS 640

**Course Coordinator** Jenna LoGiudice, PhD, CNM, RN, Assistant Professor  
e-mail: Jlogiudice@fairfield.edu

**Course Description**

As the first practicum in the nurse-midwifery specialty, this clinical focuses on providing evidence-based care and utilizing health promotion when caring for the pregnant woman. Emphasis is placed on the physical exam of a pregnant woman, assessment of fetal well being, and providing prenatal education. Students use critical thinking and clinical judgment as they relate the provision of care to pregnant woman. Evidence based-practice guidelines are followed to provide routine prenatal care as well as to recognize abnormal findings. The assessment, diagnosis, treatment, management and evaluation of risk factors and health problems will be addressed. Attention is given to cultural, socioeconomic and family variations in the provision of care in the antepartum setting.

**Course objectives**

Upon completion of this clinical course, the student is prepared to:

1. Integrate the nurse-midwifery management framework (processes, principles, and skills) into the antepartum setting.

2. Demonstrate ability to provide safe, evidence-based, and culturally sensitive prenatal care to women using the nurse-midwifery framework.

3. Manage the antepartal care of low risk pregnant women, and consult, co-manage, and/or refer for management of pregnant women with complications in the antepartal course.

4. Utilize the appropriate technology in fetal assessment and antepartum care for women.

5. Promote and deliver woman and family-centered care.

6. Utilize the recognition of pregnancy as normal physiologic and development processes to frame care.

7. Collaborate and communicate effectively with interprofessional members of the healthcare team to provide evidenced based clinical practice.
8. Demonstrate leadership ability by independently functioning as a clinical resource and part of the interprofessional team in enhancing health promotion and quality antepartal care for women and the childbearing family.

**Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor and Faculty Clinical Midterm and Final Evaluation</td>
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<tr>
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<td>50%</td>
</tr>
<tr>
<td>Case presentations in clinical conference</td>
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</tbody>
</table>

**Clinical Conference**

4 meeting times throughout the semester

**Course / Clinical Policies**

1) **Student must demonstrate clinical competency in order to complete/pass this course.**
Clinical competency is determined using the Daily Clinical Evaluation Tool. During this course if the student is low evaluations by mid semester the student will receive a warning from the course coordinators regarding the serious nature of the clinical problem and a learning plan will be developed. Failure to demonstrate consistent competency will result in a grade of F for the course.

2) **Students must obtain approval on the patient management from the faculty preceptor BEFORE THE PATIENT IS DISCHARGED from the clinical setting.**
The boundary of safety (ie the ultimate decision) in patient care issues rests with the faculty preceptor, not the student.

3) **Attendance at clinical is mandatory. Missed clinical sessions must be made up by the conclusion of the course.**
If for extraordinary circumstances a student is unable to attend a scheduled clinical practice experience, it is the responsibility of the student to so notify the course coordinator and the preceptor prior to the scheduled beginning of the clinical experience. All scheduled sessions that a student misses must be made up. When students make a change in a previously posted schedule, it is the student’s responsibility to verbally communicate this change to the preceptor prior to the experience.

4) **Students must wear professional attire and ID badges at the clinical site.**
Students will wear attire appropriate to the specific clinical sites as determined by faculty preceptor. ID badges must be worn at all times at the clinical site

5) **Students are expected to complete a Daily Clinical Evaluation Form and to turn this form into their clinical preceptor within 24 hours.**
Students are strongly encouraged to submit these forms to their clinical preceptor electronically. Students who do not turn in all forms and get each signed by the preceptor by the end of the course will receive an incomplete until these forms are turned in.

6) **Record keeping**
Student will maintain timely and complete records of types of patient visits completed and patient ages in a clinical log book, and turn copies of these records, as well as the daily clinical evaluations, in to the course coordinator mid-semester and at the conclusion of the course.

Students will assume the responsibility for maintaining current and accurate records of the clinical experiences on the designated forms. Students are responsible for completing course statistical record forms. Students must keep a copy of the stats in order to complete the final program statistics form. Failure to turn in the End of the Semester Evaluation Form and program stats by the last day of class will result in a grade of “I” until they are turned in.

7) **This course must meet the criteria set by the accreditation bodies of Certified Nurse Midwives.**

Students must attain clinical competency as defined above by the conclusion of the course.
*Sample syllabus

Fairfield University
School of Nursing
Graduate Program

NSNM 703 Women’s Primary Care and Gynecological Health I
Spring 2018

**Number and Title** NSNM 703 Women’s Primary Care & Gynecological Health I

**Credits** 3 (theory)

**Pre-requisite:** NS 604, NS 640, NSNM 701, NSNM 702

**Co-requisites:** NS 601, NS 608, NS610, NS 697

**Faculty** TBA – faculty hire

**Course Description**

This course focuses on the provision of reproductive-based health care to non-pregnant women across the lifespan and on the provision of primary care to both non-pregnant and pregnant women. This course examines current primary care and gynecological women’s health care practices and theories from the following disciplines: biological, genetic, psychological, developmental, sociocultural and cultural. Students will develop critical thinking, clinical care skills, and management strategies for a holistic approach to primary care and gynecologic care of women. Family planning and contraceptive options will be reviewed. Emphasis is on comprehensive assessments and screening recommendations from evidence-based research. Concepts related to health promotion are provided. The primary care management of selected common health conditions affecting women will be covered. Additionally, pharmacology specific to gynecologic and primary care issues will be included.

**Course objectives**

Upon completion of this course, the student is prepared to:

1. Describe the appropriate history, physical, and laboratory data needed to provide contraceptive, gynecologic, and well woman care to women across the life span

2. Synthesize and integrate the nurse-midwifery management framework (processes, principles, and skills) to develop patient plans of care in the primary care and gynecological settings.

3. Demonstrate ability to provide safe, evidence-based, and culturally sensitive gynecological and primary care to women using the nurse-midwifery framework.

4. Manage the primary care, gynecologic, and health promotion needs of non-pregnant women and of low risk pregnant women, including developing a plan of care of pharmacological and non-pharmacological interventions.

4. Recognize the hallmarks of midwifery care of essentially healthy women in the context of gynecology and primary care.
5. Independently manage primary care and gynecologic health promotion and screening of women across the lifespan (peri-menarcheal – post-menopausal).

6. Analyze patient data to formulate comprehensive differential diagnosis, considering psychological, environmental, genetic, reproductive and community characteristics, and life stage development of each woman.

7. Plan patient interventions using the midwifery framework and shared-decision making regarding informed patient outcomes that recognize the impact of family/individual life transitions.

**Teaching Methods**
- Seminars, include lecture format and group discussion.
- Case studies
- Course module
- Clinical practice examples

**Course Time: TBA**

**Evaluation**
- Quizzes (2) 15%
- Midterm exam 30%
- Final exam 35%
- Screening Case Presentation 10%
- Case study 10%

**Screening case presentation 10%**
1. Sign up for a commonly ordered screening test in women’s health care (which will be posted). Write up a one-two page summary of the latest authoritative recommendations regarding: target population, how test is performed, normal and abnormal findings, accuracy using APA format.

**Required Texts**

   *an updated edition is currently in production and the syllabus will be updated*


**Online Resources**


**Course Policies**

- Class attendance and participation are mandatory.

- In addition to readings there will be recorded lecture material available before class to flip the classroom and allow for learning through case studies. These materials will be posted and are to be watched before each class.

- The minimum passing grade in all SON graduate courses is an 83, “B”.

- If you have a documented disability and wish to discuss academic accommodations, please contact: Student Support Services (203) 254-4000, ext. 2445.

  If you have a documented disability and require academic accommodations, please inform faculty during the first week of the semester.

**Course Content**

Class 1: Routine Health Screening and Maintenance Primary Care

Class 2: Health Promotion and Evaluation in Gynecology

Class 3: Human Physiology of the Menstrual Cycle

Class 4: Menstrual Disorders

Classes 5 & 6: Contraceptive Choice and Family Planning: Compliance and Counseling

  Emergency Contraception, Sterilization, Fertility Awareness Methods

Class 7: Evaluation and management of vaginitis

Class 8: Evaluation and Management of sexually transmitted infections

Class 9: Pap smear management and gynecological cancers

Class 10: Evaluation and Management of dermatologic conditions

Class 11: Evaluation and Management of urinary conditions

Class 12: Evaluation and Management of Eating Disorders / Obesity
**Sample syllabus**

**Fairfield University**  
**School of Nursing**  
**Graduate Program**

**NSNM 704 Women’s Primary Care and Gynecological Health II**  
**Summer 2018**

**Number and Title** NSNM 703 Women's Primary Care & Gynecological Health I

**Credits** 3 (theory)

**Pre-requisites** NSNM 701, NSNM 702, NSNM 703, NS 604, NS 640  
**Co-requisites** NS 641, NS 611, NSNM 705

**Faculty** TBA - faculty hire

**Course Description**

This course is a continuation of NSNM 703 and focuses on the provision of reproductive-based health care to non-pregnant women across the lifespan and on the provision of primary care to both non-pregnant and pregnant women. This course further examines current primary care and gynecological women's health care practices and theories from the following disciplines: biological, genetic, psychological, developmental, sociocultural and cultural. Students in this course will develop critical thinking, clinical care skills, and management strategies for a holistic approach to primary care and gynecologic care of women. Emphasis is on comprehensive assessments and prevention and screening recommendations from evidence-based research. Having been introduced to the primary care and gynecologic health promotion and maintenance of women in NSNM 703, this course will explore beyond these concepts, and further examine the abnormal conditions in the primary care and gynecologic setting. Pharmacology specific to women’s health and abnormal conditions will be covered in depth. Attention will be given to common episodic and chronic primary care and gynecologic conditions of women in the healthcare settings. In addition, to primary care and gynecologic assessments, preconception and postpartum assessments (including breastfeeding) will be explored. Developmental considerations, vulnerable populations, and cultural needs, as they relate to health promotion will be discussed in depth.

**Course objectives**

Upon completion of this course, the student is prepared to:

1. Synthesize and integrate the nurse-midwifery management framework (processes, principles, and skills) to develop patient plans of care in the primary care and gynecological settings.

2. Demonstrate ability to provide safe, evidence-based, and culturally sensitive gynecological and primary care to women using the nurse-midwifery framework.
3. Manage the primary care, gynecologic, and health promotion needs of non-pregnant women and of low risk pregnant women, including developing a plan of care of pharmacological and non-pharmacological interventions.

4. Recognize the hallmarks of midwifery care of essentially healthy women in the context of gynecology and primary care.

5. Independently manage primary care and gynecologic health promotion and screening of women across the lifespan (peri-menarcheal – post-menopausal).

6. Analyze patient data to formulate comprehensive differential diagnosis, considering psychological, environmental, genetic, reproductive and community characteristics, and life stage development of each woman.

7. Plan patient interventions using the midwifery framework and shared-decision making regarding informed patient outcomes that recognize the impact of family/individual life transitions.

**Teaching Methods**

Seminars, include lecture format and group discussion.
Case studies
Course module
Clinical practice examples

**Course Time: TBA**

**Evaluation**

- Quizzes (2) 15%
- Midterm exam 30%
- Final exam 35%
- Written case study 10%
- Oral case study 10%

**Required Texts**


   *an updated edition is currently in production and the syllabus will be updated


**Online Resources**


**Course Policies**
- Class attendance and participation are mandatory.
- In addition to readings there will be recorded lecture material available before class to flip the classroom and allow for learning through case studies. These materials will be posted and are to be watched before each class.
- The minimum passing grade in all SON graduate courses is an 83, “B”.
- If you have a documented disability and wish to discuss academic accommodations, please contact: Student Support Services (203) 254-4000, ext. 2445.
  If you have a documented disability and require academic accommodations, please inform faculty during the first week of the semester.

**Course Content**

Class 1: Postpartum Care (4-6 week visit) / Breastfeeding Basics

Class 2: Breast Mass / Breast Disease

Class 3: Substance abuse, mental health issues, sexual trauma, intimate partner violence

Class 4: Evaluation and Management of endocrine disorders

Class 5: Evaluation and Management of hypertensive disorders and cardiac disease

Class 6: Evaluation and Management of headaches

Class 7: Evaluation and Management of eye, ear, nose, and throat

Class 8: Evaluation and Management of asthma

Class 9: Evaluation and Management of URIs and LRIs

Class 10: Evaluation and Management of Musculoskeletal disorders

Class 11: Special Populations: Adolescent needs / Unplanned Pregnancy

Class 12: Infertility
Number and Title: NSNM 705 Women’s Primary Care and Gynecological Health Clinical

Credits: 3 (150 clinical hours)

Pre-requisites: NSNM 701, NSNM 702, NSNM 703, NS 604, NS 640
Co-requisites: NSNM 704, NS 641, NS 611

Course Coordinator: TBA - faculty hire

Course Description

Focus on evidenced based practice approaches to primary care and gynecologic care, specifically, ambulatory management of common, acute, and chronic health conditions of women throughout the lifespan, including preconceptual, interconceptual and postpartum care. Prevention and screening using patient databases and evidence-based research will be emphasized. Further emphasis will be on physiological, psychosocial, and pharmacological interventions with women. Age related, cultural, family, and individual patient variations and vulnerabilities will be incorporated into the review of clinical practice guidelines.

Course objectives

Upon completion of this clinical course, the student is prepared to:

1. Independently manage primary care and gynecologic health promotion and screening of women across the lifespan (peri-menarcheal – post-menopausal).

2. Integrate the nurse-midwifery management framework (processes, principles, and skills) to develop patient plans of care in the primary care and gynecological settings.

3. Demonstrate ability to provide safe, evidence-based, and culturally sensitive gynecological and primary care to women using the nurse-midwifery framework.

4. Manage the primary care, gynecologic, and health promotion needs of non-pregnant women and of low risk pregnant women, including developing a plan of care of pharmacological and non-pharmacological interventions.

5. Recognize the hallmarks of midwifery care of essentially healthy women in the context of gynecology and primary care.

6. Analyze patient data to formulate comprehensive differential diagnosis, considering psychological, environmental, genetic, reproductive and community characteristics, and life stage development of each woman.
7. Plan patient interventions using the midwifery framework and shared-decision making regarding informed patient outcomes that recognize the impact of family/individual life transitions.

8. Collaborate and communicate effectively with interprofessional members of the healthcare team to provide evidenced based clinical practice.

9. Demonstrate leadership ability by independently functioning as a clinical resource and part of the interprofessional team in enhancing health promotion and quality primary and gynecologic care for women throughout the lifespan.

**Evaluation**

- Preceptor and Faculty Clinical Midterm and Final Evaluation: Pass / Fail
- Clinical Logs / Clinical Record of visits conducted: 50%
- Case presentations in clinical conference: 50%

**Clinical Conference**

4 meeting times throughout the semester (hours will count toward clinical hours)

**Course / Clinical Policies**

1) *Student must demonstrate clinical competency in order to complete/pass this course.*
Clinical competency is determined using the Daily Clinical Evaluation Tool. During this course if the student is low evaluations by mid semester the student will receive a warning from the course coordinators regarding the serious nature of the clinical problem and a learning plan will be developed. Failure to demonstrate consistent competency will result in a grade of F for the course.

2) *Students must obtain approval on the patient management from the faculty preceptor BEFORE THE PATIENT IS DISCHARGED from the clinical setting.*
The boundary of safety (ie the ultimate decision) in patient care issues rests with the faculty preceptor, not the student.

3) *Attendance at clinical is mandatory. Missed clinical sessions must be made up by the conclusion of the course.*
If for extraordinary circumstances a student is unable to attend a scheduled clinical practice experience, it is the responsibility of the student to so notify the course coordinator and the preceptor prior to the scheduled beginning of the clinical experience. All scheduled sessions that a student misses must be made up.
When students make a change in a previously posted schedule, it is the student’s responsibility to verbally communicate this change to the preceptor prior to the experience.

4) *Students must wear professional attire and ID badges at the clinical site.*
Students will wear attire appropriate to the specific clinical sites as determined by faculty preceptor. ID badges must be worn at all times at the clinical site.

5) *Students are expected to complete a Daily Clinical Evaluation Form and to turn this form into their clinical preceptor within 24 hours.*
Students are strongly encouraged to submit these forms to their clinical preceptor electronically. Students who do not turn in all forms and get each signed by the preceptor by the end of the course will receive an incomplete until these forms are turned in.

6) **Record keeping**
Student will maintain timely and complete records of types of patient visits completed and patient ages in a clinical log book, and turn copies of these records, as well as the daily clinical evaluations, in to the course coordinator mid-semester and at the conclusion of the course.

Students will assume the responsibility for maintaining current and accurate records of the clinical experiences on the designated forms. Students are responsible for completing course statistical record forms. Students **must** keep a copy of the stats in order to complete the final program statistics form. Failure to turn in the End of the Semester Evaluation Form and program stats by the last day of class will result in a grade of “I” until they are turned in.

7) **This course must meet the criteria set by the accreditation bodies of Certified Nurse Midwives.**
Students must attain clinical competency as defined above by the conclusion of the course.
*Sample syllabus*

**Fairfield University**
**School of Nursing**
**Graduate Program**

**NSNM 707 Intrapartum Care**
**Fall 2018**

**Number and Title** NSNM 707 Intrapartum Care

**Credits** 3 (theory)

**Pre-requisites** NSNM 701, NSNM 702, NSNM 703, NSNM 704, NMNM 705, NS 604, NS 640, NS 641

**Co-requisites** NSNM 708, NS 613, NS 614

**Faculty** TBA or Jenna LoGiudice, PhD, CNM, RN, Assistant Professor
e-mail: jlogiudice@fairfield.edu

**Course Description**

This course focuses on normal labor and birth and introduces students to intrapartum theory, skills, and management. Synthesis and application of theory and research to effectively implement midwifery care in the intrapartum setting. Focus is on comprehensive team participation and management of intrapartum and immediate postpartum women with normal deliveries. Evaluation and immediate care of the newborn is included. Development and evaluation of evidenced based care approaches is incorporated throughout the course. An emphasis is placed on vulnerable populations to critically evaluate the impact of contextual factors on healthcare services in the intrapartum setting. The course highlights the normalcy of birth for the low risk woman.

**Course objectives**

Upon completion of this course, the student is prepared to:

1. Support the normalcy of childbirth for the low risk woman using the midwifery framework, specifically through recognition of pregnancy and birth as a normal physiological and developmental process.

2. Value the midwife role in advocacy of non-intervention in the absence of complications.

3. Advocate for informed choice and shared decision making between the midwife and the childbearing family as well as all members of the healthcare team.

4. Evaluate the management, and physiological and psychosocial needs of women throughout first, second, third and fourth stage of labor as well as the early postpartum period.
5. Synthesize the care of the normal newborn including physical assessment and nutritional needs through the first 28 days of life.

**Teaching Methods**
- Seminars, include lecture format and group discussion.
- Case studies
- Course module
- Clinical practice examples
- Simulations (group and individual)

**Course Time:** TBA

**Evaluation**
- Quizzes (2) 15%
- Midterm exam 30%
- Final exam 35%
- Written case study 10%
- Oral case study 10%

**Required Texts**


**Course Policies**
- Class attendance and participation are mandatory.

-In addition to readings there will be recorded lecture material available before class to flip the classroom and allow for learning through case studies. These materials will be posted and are to be watched before each class.
-The minimum passing grade in all SON graduate courses is an 83, “B”.

-If you have a documented disability and wish to discuss academic accommodations, please contact: Student Support Services (203) 254-4000, ext. 2445. If you have a documented disability and require academic accommodations, please inform faculty during the first week of the semester.

Course Content

Class 1. Skills: Suturing, FSE, IUPC, PPH, orient to labor and birth

Class 2. Obstetrical Anatomy – Intrapartum

Class 3. Physiology and Progress of labor / Mechanisms of labor

Class 4. Maternal/Fetal assessment in the intrapartum period

Class 5. Support of the laboring woman and family / Physiological aspects of labor and birth

Class 6. Pharmacological interventions in the intrapartum period / Nutrition and hydration – intrapartum

Class 7. Assessment and Management of the first stage of labor
   (GBS, chorio, NRFHRT, meconium)

Class 8. Assessment and Management of the second stage of labor

Class 9. Assessment and Management of the third stage of labor

Class 10. Assessment and Management of the fourth stage of labor

Class 11. Postpartum physiological and psychosocial changes

Class 12. Assessment and management of the postpartum period / Breastfeeding / Postpartum nutrition for infants and mothers

Class 13. The transitional phase of the newborn / Assessment of Normal Newborn
*Sample syllabus

**Fairfield University**  
School of Nursing  
Graduate Program

**NSNM 708 Intrapartum Clinical**  
Fall 2018

**Number and Title** NSNM 708 Intrapartum Clinical

**Credits** 2 (100 clinical hours)

**Pre-requisites** NSNM 701, NSNM 702, NSNM 703, NSNM 704, NSNM 705, NS 604, NS 640, NS 641

**Co-requisites** NSNM 707, NS 613, NS 614

**Course Coordinator** Jenna LoGiudice, PhD, CNM, RN, Assistant Professor  
e-mail: jlogiudice@fairfield.edu

**Course Description**  
Intrapartum clinical serves as the student midwife’s first experience managing intrapartum clients in the hospital or birth center setting and as the foundational course for intrapartum management of the low risk pregnant client. Skills are first taught in didactic and simulation settings, ensuring each student midwife is checked off on these skills prior to beginning clinical. This clinical focuses on normal labor and birth and introduces students to intrapartum skills and management. Application of theory and research from NSNM 707 will be used to effectively implement midwifery care in the intrapartum setting. Focus is on comprehensive team participation and management of intrapartum and immediate postpartum women with normal deliveries. Evaluation and immediate care of the newborn is included. An emphasis is placed on vulnerable populations to critically evaluate the impact of contextual factors on healthcare services in the intrapartum setting. This clinical highlights the normalcy of birth for the low risk woman.

**Course objectives**  
Upon completion of this clinical course, the student is prepared to:

1. Support the normalcy of childbirth for the low risk woman using the midwifery framework, specifically through recognition of pregnancy and birth as a normal physiological and developmental process.

2. Value the midwife role in advocacy of non-intervention in the absence of complications.

3. Advocate for informed choice and shared decision making between the midwife and the childbearing family as well as all members of the healthcare team.

4. Actively manage the physiological and psychosocial needs of women throughout first, second, third and fourth stage of labor as well as the early postpartum period.

5. Provide care to the normal newborn including physical assessment and nutritional needs through the first 28 days of life.
8. Collaborate and communicate effectively with interprofessional members of the healthcare team to provide evidenced based clinical practice.

9. Demonstrate leadership ability by independently functioning as a clinical resource and part of the interprofessional team in enhancing intrapartum care focused on non-intervention in the absence of complications.

**Evaluation**

<table>
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<th>Evaluation Criteria</th>
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**Clinical Conference**

4 meeting times throughout the semester (hours will count toward clinical hours)

**Course / Clinical Policies**

1) **Student must demonstrate clinical competency in order to complete/pass this course.**
   Clinical competency is determined using the Daily Clinical Evaluation Tool. During this course if the student is low evaluations by mid semester the student will receive a warning from the course coordinators regarding the serious nature of the clinical problem and a learning plan will be developed. Failure to demonstrate consistent competency will result in a grade of F for the course.

2) **Students must obtain approval on the patient management from the faculty preceptor BEFORE THE PATIENT IS DISCHARGED from the clinical setting.**
   The boundary of safety (ie the ultimate decision) in patient care issues rests with the faculty preceptor, not the student.

3) **Attendance at clinical is mandatory. Missed clinical sessions must be made up by the conclusion of the course.**
   If for extraordinary circumstances a student is unable to attend a scheduled clinical practice experience, it is the responsibility of the student to so notify the course coordinator and the preceptor prior to the scheduled beginning of the clinical experience. All scheduled sessions that a student misses must be made up.
   When students make a change in a previously posted schedule, it is the student’s responsibility to verbally communicate this change to the preceptor prior to the experience.

4) **Students must wear professional attire and ID badges at the clinical site.**
   Students will wear attire appropriate to the specific clinical sites as determined by faculty preceptor. ID badges must be worn at all times at the clinical site

5) **Students are expected to complete a Daily Clinical Evaluation Form and to turn this form into their clinical preceptor within 24 hours.**
   Students are strongly encouraged to submit these forms to their clinical preceptor electronically. **Students who do not turn in all forms and get each signed by the preceptor by the end of the course will receive an incomplete until these forms are turned in.**
6) **Record keeping**
Student will maintain timely and complete records of types of patient visits completed and patient ages in a clinical log book, and turn copies of these records, as well as the daily clinical evaluations, in to the course coordinator mid-semester and at the conclusion of the course.

Students will assume the responsibility for maintaining current and accurate records of the clinical experiences on the designated forms. Students are responsible for completing course statistical record forms. Students **must** keep a copy of the stats in order to complete the final program statistics form. Failure to turn in the End of the Semester Evaluation Form and program stats by the last day of class will result in a grade of “I” until they are turned in.

7) **This course must meet the criteria set by the accreditation bodies of Certified Nurse Midwives.**
Students must attain clinical competency as defined above by the conclusion of the course.
*Sample syllabus

Fairfield University  
School of Nursing  
Graduate Program

NSNM 709 Advanced Midwifery: At risk childbirth  
Spring 2019

**Number and Title** NSNM 709 Advanced Midwifery: At Risk Childbirth

**Credits** 3 (theory)

**Pre-requisites** NSNM 701, NSNM 702, NSNM 703, NSNM 704, NMNM 705, NSNM 707, NSNM 708, NS 604, NS 640, NS 641

**Co-requisites** NSNM 710, NS 612, NS 687

**Faculty** TBA – faculty hire  
or adjunct practicing CNM  
or Jenna LoGiudice, PhD, CNM, RN, Assistant Professor  
e-mail: jlogiudice@fairfield.edu

**Course Description**

Building on NSNM 707 this course will provide synthesis and application of theory and research to effectively implement advanced midwifery care in the intrapartum setting. In this course, potential complications arising during normal birth are explored. Further, common medical, surgical, and obstetric complications are explored in depth. Case studies, case presentations, and simulations are utilized as the primary course format for the students to evaluate patients and manage common obstetric complications. Skills to prevent and manage common obstetric complications and life threatening problems of childbearing women will be emphasized. Skills for immediate assessment, supportive management of the newborn, including physiological, psychosocial and pharmacologic interventions will be incorporated. Students will have the opportunity to become certified in neonatal resuscitation. Interprofessional simulations with the nurse-anesthesia students and BSN maternal and newborn nursing students will be coordinated throughout the course to simulate actual patient scenarios with a focus on teamwork and communication.

**Course objectives**  
Upon completion of this course, the student is prepared to:

1. Evaluate the midwifery management and treatment of selected maternal medical complications of pregnancy.

2. Shape and define communication and relationship with all members of the healthcare team, specifically, the obstetrician, the obstetric anesthesiologist, and RNs to improve patient care.
3. Analyze the implications of preterm birth to intrapartum management and clinical decision-making.

4. Improve ability to assess clinical implications of fetal heart rate categories.

5. Generate management decisions for caring for women with pre-eclampsia and diabetes, as well as discuss collaborative management of these patients.

6. Apply assessment and therapeutic care techniques to the at risk newborn through learning neonatal resuscitation.

7. Assess then implications of the intrapartum period specific to vulnerable women.

**Teaching Methods**

- Case studies prepared and presented by students and faculty to foster class discussion during seminars
- Clinical practice examples
- Simulations (group and individual; interprofessional)
- Brief lectures

**Course Time: TBA**

**Evaluation**

- Quizzes (3) 25%
- Final exam 35%
- Case studies (4 – 10% each) 40%

**Required Texts**

*same texts as NSNM 707*


**Course Policies**

- Class attendance and participation are mandatory.
- In addition to readings there will be recorded lecture material available before class to flip the classroom and allow for learning through case studies. These materials will be posted and are to be watched before each class.

- The minimum passing grade in all SON graduate courses is an 83, “B”.

- If you have a documented disability and wish to discuss academic accommodations, please contact: Student Support Services (203) 254-4000, ext. 2445. If you have a documented disability and require academic accommodations, please inform faculty during the first week of the semester.

**Course Content**

Class 1: Breastfeeding Complications

Class 2: Postpartum complications: Hemorrhage and Psychological aspects

Class 3. Establishing gestational age in the newborn

Class 4. High Risk Newborn: resuscitation, NALS

Class 5. Abnormalities of labor / labor augmentation / labor induction (IOL) Post dates / oligo

Class 6. Shoulder dystocia / Cord Prolapse / Abnormal Presentation / VBAC

Class 7. Infections (intrapartum and postpartum) HIV, Chorio, Endometritis

Class 8. Preterm labor / PPROM / PROM

Class 9. Pre-eclampsia management / HELLP

Class 10. Diabetes labor management

Class 11. Cholestasis / Perinatal loss

Class 12. Operative vaginal deliveries

Class 13. Survivors of sexual abuse / intimate partner violence / child abuse / management of maternal substance abuse
*Sample syllabus*

**Fairfield University**  
**School of Nursing**  
**Graduate Program**  

**NSNM 710 Advanced Midwifery Management Clinical**  
**Spring 2019**

**Number and Title**  
NSNM 710 Advanced Midwifery Clinical

**Credits**  
2 (100 clinical hours)

**Pre-requisites**  
NSNM 701, NSNM 702, NSNM 703, NSNM 704, NSNM 705, NSNM 707, NSNM 708, NS 604, NS 640

**Co-requisites**  
NSNM 709, NS 612, NS 687

**Course Coordinator**  
Jenna LoGiudice, PhD, CNM, RN, Assistant Professor  
e-mail: jlogiudice@fairfield.edu

**Course Description**

Building on the prior clinical course NSNM 708, this course will provide application of theory and research to effectively implement advanced midwifery care in the intrapartum setting. In this course, potential complications arising during normal birth are explored and care will be provided to women with these conditions. Further, common medical, surgical, and obstetric complications are explored in depth. Further, students evaluate patients and manage common obstetric complications. Skills to prevent and manage common obstetric complications and life threatening problems of childbearing women will be emphasized. Skills for immediate assessment, supportive management of the newborn, including physiological, psychosocial and pharmacologic interventions will be incorporated. Students will have the opportunity to become certified in neonatal resuscitation. Interprofessional simulations with the nurse-anesthesia students and BSN maternal and newborn nursing students will be coordinated throughout the course and clinical seminars to simulate actual patient scenarios with a focus on teamwork and communication.

**Course objectives**

Upon completion of this clinical course, the student is prepared to:

1. Deliver midwifery management and treatment of selected maternal medical complications of pregnancy.

2. Shape and define communication and relationship with all members of the healthcare team, specifically, the obstetrician, the obstetric anesthesiologist, and RNs to improve patient care.

3. Analyze the implications of preterm birth to intrapartum management and clinical decision-making.

4. Assess clinical implications of fetal heart rate categories and intervene when appropriate.
5. Generate management decisions for caring for women with pre-eclampsia and diabetes, as well as discuss collaborative management of these patients.

6. Apply assessment and therapeutic care techniques to the at risk newborn through learning neonatal resuscitation.

7. Assess then implications of the intrapartum period specific to vulnerable women.

8. Collaborate and communicate effectively with interprofessional members of the healthcare team to provide evidenced based clinical practice.

9. Demonstrate leadership ability by independently functioning as a clinical resource and part of the interprofessional team in enhancing intrapartum care focused on intervention in the presence of common obstetric complications.

**Evaluation**

- Preceptor and Faculty Clinical Midterm and Final Evaluation: Pass / Fail
- Clinical Logs / Clinical Record of visits conducted: 50%
- Case presentations in clinical conference: 50%

**Clinical Conference**

4 meeting times throughout the semester (hours will count toward clinical hours)

**Course / Clinical Policies**

1) *Student must demonstrate clinical competency in order to complete/pass this course.*

Clinical competency is determined using the Daily Clinical Evaluation Tool. During this course if the student is low evaluations by mid semester the student will receive a warning from the course coordinators regarding the serious nature of the clinical problem and a learning plan will be developed. Failure to demonstrate consistent competency will result in a grade of F for the course.

2) *Students must obtain approval on the patient management from the faculty preceptor BEFORE THE PATIENT IS DISCHARGED from the clinical setting.*

The boundary of safety (ie the ultimate decision) in patient care issues rests with the faculty preceptor, not the student.

3) *Attendance at clinical is mandatory. Missed clinical sessions must be made up by the conclusion of the course.*

If for extraordinary circumstances a student is unable to attend a scheduled clinical practice experience, it is the responsibility of the student to so notify the course coordinator and the preceptor prior to the scheduled beginning of the clinical experience. All scheduled sessions that a student misses must be made up.

When students make a change in a previously posted schedule, it is the student’s responsibility to verbally communicate this change to the preceptor prior to the experience.

4) *Students must wear professional attire and ID badges at the clinical site.*

Students will wear attire appropriate to the specific clinical sites as determined by faculty preceptor. ID badges must be worn at all times at the clinical site.
5) **Students are expected to complete a Daily Clinical Evaluation Form and to turn this form into their clinical preceptor within 24 hours.**

Students are strongly encouraged to submit these forms to their clinical preceptor electronically. Students who do not turn in all forms and get each signed by the preceptor by the end of the course will receive an incomplete until these forms are turned in.

6) **Record keeping**

Student will maintain timely and complete records of types of patient visits completed and patient ages in a clinical log book, and turn copies of these records, as well as the daily clinical evaluations, in to the course coordinator mid-semester and at the conclusion of the course.

Students will assume the responsibility for maintaining current and accurate records of the clinical experiences on the designated forms. Students are responsible for completing course statistical record forms. Students must keep a copy of the stats in order to complete the final program statistics form. Failure to turn in the End of the Semester Evaluation Form and program stats by the last day of class will result in a grade of “I” until they are turned in.

7) **This course must meet the criteria set by the accreditation bodies of Certified Nurse Midwives.**

Students must attain clinical competency as defined above by the conclusion of the course.
*Sample syllabus

Fairfield University
School of Nursing
Graduate Program

NSNM 711 Integration to Nurse-Midwifery Practice
Fall 2019

Number and Title NSNM 711 Integration to Nurse-Midwifery Practice

Credits 6 (300 clinical hours)

Pre-requisites NSNM 701, NSNM 702, NSNM 703, NSNM 704, NMNM 705, NSNM 707, NSNM 708, NSNM 709, NSNM 710, NS 604, NS 640, NS 641
*Students must have completed and passed (83 or higher) all NSNM classes, clinicals, and pre-requisites prior to integration.

Faculty TBA – faculty hire or
Jenna LoGiudice, PhD, CNM, RN, Assistant Professor
e-mail: jlogiudice@fairfield.edu

Course Description
As the final midwifery course, transition to midwifery practice fosters the incorporation of all previous classroom and clinical experiences in order to prepare the nurse midwife for practice upon graduation. This course enables students to provide full-scope midwifery care while still having the advantages of being a student. This course is a final synthesis of primary care, gynecology, antepartum, intrapartum, postpartum, and newborn care, and therefore builds on all previous knowledge and skills from coursework and clinical. Students utilize both theory and evidence-based research to drive care and treatment decisions in the clinical setting. They will become familiar with the responsibility inherent to their emerging role as a nurse-midwife. In the healthcare setting, students will collaborate with members of the healthcare team and display evidence based clinical practice. Within the health care team, midwifery clinical assessment and management skills across the reproductive lifespan into older age will be utilized. Students will safely conduct and deliver evidenced based primary care visits emphasizing disease prevention. They will manage gynecologic, family planning, antepartum, intrapartum, and postpartum healthcare visits creating individual treatment plans and attend deliveries in the intrapartum setting. They will manage the care of the newborn from birth through 28 days of life. Students will each have a variety of primary care and inpatient care setting, including optional global health settings (Nicaragua), as they are available. Evaluation and critique of care approaches of women throughout the lifespan and of newborns is highlighted throughout clinical practice. Emphasis is placed on thorough examination of the impact of psychosocial and environmental factors on healthcare services in women's health.

Course Objectives
*taken from ACNM Core Competencies
Upon completion of this course and its related clinical activities, the student is prepared to:

1. Provide full-scope (primary care, antepartum, intrapartum, postpartum/neonate, well
woman, family planning) nurse-midwifery management of clients, with faculty preceptor supervision which includes:
   a. Investigate by obtaining all necessary data for the complete evaluation of the woman or newborn.
   b. Identify problems or diagnoses and health care needs based on correct interpretation of the subjective and objective data.
   c. Anticipate potential problems or diagnoses that may be expected based on the identified problems or diagnoses.
   d. Evaluate the need for immediate intervention and/or consultation, collaborative management, or referral with other health care team members as dictated by the condition of the woman, fetus, or newborn.
   e. In partnership with the woman, develop a comprehensive plan of care that is supported by a valid rationale, is based on the preceding steps, and includes therapeutics as indicated.
   f. Assume responsibility for the safe and efficient implementation of a plan of care that includes the provision of treatments and interventions as indicated.
   g. Evaluate the effectiveness of the care given, recycling appropriately through the management process for any aspect of care that has been ineffective.

2. Promote continuity of care and the hallmarks of midwifery;
3. Integrate the professional, legal, and ethical role of the nurse-midwife in a clinical practice setting;
4. Collaborate with other members of the interprofessional healthcare team.
5. Demonstrate proficiency in the American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice including:
   a. New antepartal visits
   b. Return antepartal visits
   c. Labor management experiences
   d. Deliveries
   e. Postpartum visit (0-3 days)
   f. Postpartum visits (4-8 weeks)
   g. Breastfeeding visits
   h. Newborn assessments
   i. Preconceptional visits
   j. Primary care visits
   k. Family planning visits
   l. Gynecologic visits
   m. Perimenopausal and postmenopausal visits
6. Empowerment of women as partners in healthcare

**Teaching Methods**
Seminars (one at the beginning if the semester and 2 at the end)
Online discussion posts
Individual conferences
In the clinical setting, a variety of teaching strategies will be used including direct and indirect clinical supervision, clinical conferences including presentation of clients, and written evaluation of clinical performance.

**Course Time:**
Seminar dates **TBA**

**Clinical Experiences:** Each student is assigned to a full-scope nurse-midwifery practice for the semester, which includes 12 weeks of clinical experience. The student and the site preceptor will mutually agree on specific dates and hours for the two-week spring break time. The full-scope practice experience includes ~ 32 hours (equivalent) per week of clinical experience including a 3:1 hour ratio for on-call time depending on clinical site and student’s ability to demonstrate clinical proficiency.

**Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practice, Clinical Log, Clinical Evaluations</td>
<td>P/F</td>
</tr>
<tr>
<td>Class Participation (discussions, seminars)</td>
<td>5%</td>
</tr>
<tr>
<td>Site Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Management paper</td>
<td>20%</td>
</tr>
<tr>
<td>MIDWIFERY Comprehensive Exam</td>
<td>60%</td>
</tr>
</tbody>
</table>
*will be given at the completion of Integration hours and will follow the format of the AMCB certification exam*

100%

**Required Textbook or Reading**

Articles will be posted.

All books listed for previous courses will be utilized:


*an updated edition is currently in production and the syllabus will be updated


**Online Resources**


**Course Content**

This course has no new didactic content. The topical outlines from prerequisite nurse-midwifery courses and the Core Competencies for Basic Midwifery Practice are supported by the course objectives of this Integration course. The core competencies for basic midwifery practice describe the fundamental knowledge, skills, and behaviors expected of a new practitioner. Accordingly, they serve as guidelines for educators, students, health care professionals, consumers, employers, policy-makers, and constitute the basic requisites for graduates of all nurse-midwifery and midwifery education programs preaccredited/accredited by the American College of Nurse-Midwives (ACNM), Accreditation Commission for Midwifery Education (ACME).

**Course / Clinical Policies**

1. **Student must demonstrate clinical competency in order to complete/pass this course.**
   Clinical competency is determined using the Daily Clinical Evaluation Tool. During this course if the student is low evaluations by mid semester the student will receive a warning from the course coordinators regarding the serious nature of the clinical problem and a learning plan will be developed. Failure to demonstrate consistent competency will result in a grade of F for the course.

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   The boundary of safety (ie the ultimate decision) in patient care issues rests with the faculty preceptor, not the student.

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7. **This course must meet the criteria set by the accreditation bodies of Certified Nurse Midwives.**
Students must attain clinical competency as defined above by the conclusion of the course.
### Appendix D
DNP Faculty and CVs

<table>
<thead>
<tr>
<th>Name/Title</th>
<th>Degree/Institution</th>
<th>Expertise</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally O'Toole Gerard, DNP, RN, CNL, CDE <em>Associate Professor</em></td>
<td>DNP (2008), Case Western Reserve University</td>
<td>Diabetes specifically glycemic control in the critically ill; nurses knowledge of diabetes care</td>
<td>NS 608</td>
</tr>
<tr>
<td>Sheila Grossman, PhD, FNP-BC, APRN, FAAN <em>Full Professor</em></td>
<td>Ph.D. (1985), University of Connecticut</td>
<td>Leadership, mentoring, gerontology, symptom management in palliative care, and adult patient outcome studies</td>
<td>NS 640</td>
</tr>
<tr>
<td>Harvey F. Hoffman, Ed.D, <em>Professor of the Practice Engineering</em></td>
<td>Ed.D, Fordham University</td>
<td>Aerospace engineering, informatics, quality management</td>
<td>NS 613</td>
</tr>
<tr>
<td>Alison Kris, RN, PhD, <em>Associate Professor</em></td>
<td>Ph.D. (2002), University of California San Francisco</td>
<td>Gerontology, quality of care in nursing homes, hospice care, staffing issues and symptom management</td>
<td>NS 601</td>
</tr>
<tr>
<td>Diana R. Mager, DNP, RN-BC <em>Associate Professor</em></td>
<td>DNP (2009), Case Western Reserve University</td>
<td>Care of older adults, home care nursing with focus on medication errors, certification in home health care</td>
<td>NS 611</td>
</tr>
<tr>
<td>Nancy A. Moriber, PhD, CRNA, APRN, <em>Assistant Professor</em></td>
<td>Ph.D. (2009), Rush University</td>
<td>Pediatric Postoperative Nausea and Vomiting, acute pain management, program assessment and evaluation, quality assurance and risk</td>
<td>NS 604, NS 697</td>
</tr>
<tr>
<td>Name</td>
<td>Degree, Institution</td>
<td>Focus Area</td>
<td>Course Number</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Kathryn E. Phillips, PhD, MS, MA, APRN</td>
<td>Ph.D. (2013) Boston College</td>
<td>Mental health, eating disorders, substance abuse, nursing theory, healing</td>
<td>NS 641</td>
</tr>
<tr>
<td>Carole Shea, PhD, RN, Adjunct Professor</td>
<td>Ph.D.</td>
<td>Nursing Research</td>
<td>NS 612</td>
</tr>
<tr>
<td>Joyce Shea, DNSc, APRN, PMHCNS-BC, Associate Dean for Graduate Programs and Associate Professor</td>
<td>DNSc, (2002) Yale University</td>
<td>Severe and prolonged mental illness, schizophrenia, changes in self-Identity, quality of life, recovery from severe mental illness, and qualitative research methods</td>
<td>NS 687</td>
</tr>
<tr>
<td>Catherine Sumpio, PhD, RN, Assistant Professor</td>
<td>Ph.D. Yale University</td>
<td>Medical surgical, oncology, ambulatory, models of practice, symptom management, psychological coping</td>
<td>NS 605</td>
</tr>
<tr>
<td>Kate Wheeler, PhD, PMHNPC-BC, APRN, FAAN, Full Professor</td>
<td>Ph.D. (1986), New York University</td>
<td>EMDR, trauma, advanced practice psychiatric nursing</td>
<td>NS 611</td>
</tr>
<tr>
<td>Replacement tenure-track Assistant/Associate CNM/ Women’s Health Faculty Position currently posted</td>
<td>DNP or Ph.D.</td>
<td>Primary care, Gynecology, Intrapartum Women’s Healthcare</td>
<td>*NSNM 703, *NSNM 704, *NSNM 705, *NSNM 709, *NSNM 710</td>
</tr>
</tbody>
</table>

*new course in NSNM program
Education

Case Western Reserve University, Cleveland, OH 2005-2008
Doctor of Nursing Practice
Thesis: Perceived and Actual Levels of Diabetes Knowledge among Acute Care Nurses.

Masters of Science in Nursing
Clinical Nurse Specialist

Pace University, Pleasantville, NY 1986-1988
Bachelors of Science in Nursing

Quinnipiac University 1984-1986
Associate Degree in Nursing

Certification and Licensure

Registered Nurse (#E49244) State of Connecticut, Department of Public Health 1986-present
Clinical Nurse Leader American Association of College of Nurses 2007-present
Certified Diabetes Educator National Certification Board of Diabetes Educators 2001-present
Certification Number 2021-0332
Certified Critical Care Nurse American Association of Critical Care Nurses 1996-2006
Basic Life Support Instructor American Heart Association 1995-2011
Gerontological Nurse Certification American Nurses Credentialing Center 2007-2012
Nephrology Nurse Nephrology Nursing Certification Commission 1998-2002

Teaching Experience

FAIRFIELD UNIVERSITY, Fairfield, CT 2008-present
Assistant Professor – 2008-present
Teaching undergraduate and graduate courses as well as track coordinator for the generic master’s program, Clinical Nurse Leader (CNL). Courses include undergraduate Health Assessment, Wellness to Illness, Transition to Practice and a variety of clinical and lab based courses. Graduate course work is in the CNL track: Clinical Nursing Leadership, Quality Outcomes 1 &2 in addition to Advanced Research and Informatics.

Nursing Leadership Track Coordinator Fall 2013-
Clinical Nurse Leader Track Coordinator 2007-2013

FAIRFIELD UNIVERSITY, Fairfield CT 2005-2008
Visiting Professor
Teaching undergraduate courses for sophomores and juniors and collaborative development of the Clinical Nurse Leader curriculum.

FAIRFIELD UNIVERSITY, Fairfield, CT 2003-2005
Adjunct Professor  Teaching nursing courses to the accelerated second-degree students. Course work included Health Assessment class and lab in addition to Wellness to Illness clinical.

**Professional Employment**

*Fairfield University* 2003- Present
Assistant Professor of Nursing, Track Coordinator Clinical Nurse Leader Track
Previous positions: Visiting Professor, Adjunct faculty

*Stamford Hospital / Certified Diabetes Educator (per diem)* 2003- Present
Inpatient Diabetes Educator: Supportive role to provide educational resources to direct care nurses related to diabetes mellitus. Responsibilities include development of professional experiences, strategies and resources to support education in a challenging environment.

Critical Care Educator: Responsibilities included various educational support for new technologies and coordination of mandatory educational requirements. 2004-2005

Staff Nurse Critical Care: Direct care of complex critically ill adults with a variety of medical, surgical and cardiac illnesses. Charge nurse and preceptor responsibilities also included. 2003-2004

*St. Vincent’s Medical Center, Bridgeport, CT* 1999-2003
Clinical Educator – Medicine /Diabetes Educator
Direct responsibilities included educational needs of staff on 5 inpatient nursing care units in an acute care medical center and the outpatient clinic. In addition to the medical units, this role is also responsible for direct education of acutely ill patients with diabetes and community education program to support diabetes management. Full time

*The Stamford Hospital, Stamford, CT* 1996-1999
Clinical Educator, Critical Care and Medicine
Hospital Educator for a medical unit with a special focus on end stage renal disease. Responsible for training and competency assessment of nurses, initiation of new therapies, development of patient education materials and leading interprofessional improvements. Full time

*The Stamford Hospital, Stamford, CT* 1991-1996
Staff Nurse, Critical Care
Direct care of complex critically ill adults with a variety of medical, surgical and cardiac illnesses. Extensive leadership role as charge nurse and preceptor to new staff. Full time

*United Hospital, Port Chester, NY* 1988-1991
Staff Nurse, Medical Respiratory Care
Entry level RN position caring for complex medical patients including those on long term ventilator support. Full time

*Nathaniel Witherell Care Center, Greenwich CT* 1986-1988
RN position dispensing medication and providing treatments to elderly patients on a 40 bed nursing home unit.
Research Grants
Kanerek Family Foundation (2012-2015) Innovation in the Master of Science in Nursing Program. A Global Approach. Redesign of the generic master’s program with a triangulated research approach to study the acquisition of leadership skills. $200,000.
Endowment Fund for Faculty Research and Curricular Excellence: (2012) Masters’ Education Conference, San Antonio Texas Grant funding to attend the national AACN Master’s Conference School as a representative of Fairfield University.

PUBLICATIONS
Peer Reviewed Published Journal Articles:


Books

Book Chapters


Publications prior to appointment of Assistant Professor:

TRAININGSHPES
2010-2011 The Dartmouth Institute Microsystem Academy & American Association of Colleges of Nursing Collaborative: Nursing Faculty and Clinical Partners Improving Health Care Together. Fully participated in 10 month program of Microsystems improvement training. Lead a collaborative improvement project with an interdisciplinary group at the West Haven Veterans’ Administration focused on Reducing errors with order transcription.
April 2012 Connecticut Medication Administration In Early Education and Child Care Settings
Yale University School of Nursing, Dr. Angela Crowley, Train the Trainer

RESEARCH
Current funded research initiatives:
A triangulated approach to evaluate the impact of a revised MSN curriculum.
S. Gerard, M. Kazer & J. Bartels

Current unfunded research initiatives:
A descriptive study of South Asian women with gestational diabetes and obstetrical outcomes. S. Gerard, DNP, RN, D. Milne, BSN, CDE & Bismruta Misra, MD, MPH

Other Sub-investigator, National Department of Nursing Quality Improvement study focused on treatment of pain in acutely ill adults. Stamford Hospital.

AWARDS AND HONORS
2014 Professional Nursing Education Award. Prestigious award for the redesigned Master’s of Nursing in Leadership.
2005 Nightingale Nursing Award
Recognized by peers for outstanding nursing service and dedication to the care of individuals with diabetes. Award is sponsored by a regional collaboration of nursing professionals.

2000 Rookie of the Year Award, American Diabetes Association
Recognized by the ADA for a significant contribution to the annual *Walk for Diabetes*, (the major fundraiser for the organization) for developing a Wellness fair at the event and asking corporate sponsors to contribute financially to the fair.

**Presentations**

(P=peer reviewed, I= invited)

**March 2015** Gerard, S. A Time of Rapid Change: Leading Graduate Nursing Students to Improve Outcomes with a Microsystems Model. National University of Ireland Galway. 5th International Nursing and Midwifery Conference 2015. (P)

**Nov. 2014** Gerard, S. Assessing Learning Needs for Diabetes Education in Adults with T2DM. St. Vincent’s Medical Center, Diabetes Symposium. (I)

**Sept. 2014** Gerard, S. Evidence Based Practice vs. Nursing Research. Nursing Research Workshop, St. Vincent’s Medical Center, Bridgeport CT. (I)

**Feb. 2014** Gerard, S. & Kazer, Evaluation of a New Master’s of Science in Nursing. AACN’s national Master’s Conference, Phoenix AZ, M. Poster (P)


**Feb. 2013** Gerard, S., Kazer, M., Babington, L., Quell, T. The History and Future of Master’s Education. Poster presentation. AACN’s Master’s Education Conference. Orlando, Florida (P)


**Jan 2013** Staff Development program, St. Vincent’s Medical Center. “Writing for Publication.” Invited collaborative with Magnet Director.

**Nov. 2012** Gerard, S. The latest research and evidence regarding insulin. Stamford Hospital, Stamford CT. (I)


2010  **Gerard, S.** *Incorporating Microsystems and Quality Improvement into the CNL Curriculum.* American Association of Colleges of Nursing, Clinical Nurse Leader Summit, presentation, San Diego, California (P)

2009  **Gerard, S.** *Transforming Evidence in Nursing: Achieving excellence in safety and quality outcomes.* Key Note Speaker: 3rd Annual Evidence Based Nursing Conference, Maine Nursing Practice Consortium. Bangor, Maine. (I)


2009  **Gerard, S.** *Diabetes in Pregnancy and Beyond.* Annual AWHONN CT Chapter Conference. New Haven, CT June, 2009. (I)

2008  Effect of an Acute-Care Geriatric Educational Program on Fall Rates and Nurse Work Satisfaction. Poster, American Nurses Association Annual Conference, Oct 2008 (P)

2008  **Gerard, S.** Presentation: Quality and Safety in the Treatment of Inpatient Hyperglycemia. St. Vincent’s Medical Center Diabetes Symposium. Nov. 08 (I)

2008  **Gerard, S.** Presentation: Quality and Safety in the Treatment of Inpatient Hyperglycemia, Stamford Hospital Diabetes Care Day. (I)

**FACULTY GUEST SPEAKER**

Microsystems Assessment Methodologies, Sept. 16th, 2014. NS 521 Nursing Leadership Roles for Systems Improvement. Faculty Dr. C. Sumpio.

Gerard, S. Diabetes Medications and Insulin Management. Fairfield University, NS 301 Wellness to Illness. Nov. 2013, 2 sessions. Faculty Coordinator J. Planas.

Gerard, S. Diabetes and Metabolic Syndrome overview. Fairfield University, NS 301 Wellness to Illness, Oct. 2013, Faculty K. Lovanio.

Gerard, S. *Translating Research to Practice.* Fairfield University, Doctoral course NS 612, Jan. 31st, 2013. Faculty J. Shea

Gerard, S. *Transitioning to Graduate Education.* Fairfield University, NS 356 Transition: Professional Nursing. Faculty C. Pomarico


Gerard, S. *Panel discussions of Advanced Practice Roles.* Fairfield University, NS 610 Advanced Nursing Roles and Reflective Practice. Dec. 12, 2012. Faculty M. Kazer
Gerard, S. *Diabetes Management for Improved Outcomes*. Fairfield University, NS 301 Wellness to Illness. Oct. 13, 2011, Faculty K. Lovanio


**JOURNAL ARTICLE REVIEW**


Group Diabetes Self-Management Education in a Primary Care Setting: A quality Improvements Project. *Journal of Nursing Care Quality*. April, 2013


**PROFESSIONAL ORGANIZATIONS/ BOARD MEMBERSHIPS**

2012- Member- St. Vincent’s Medical Center Institutional Review Board
2008- Member /Facilitator Nursing Research Council, Stamford Hospital
2010- Member- St. Vincent’s Nursing Research Council.
2004- Present Sigma Theta Tau Honor Society of Nursing, Mu Chi Chapter
2004 Induction as Community Leader
2005-2007 Chapter Vice President
2008-2010 Chapter President
2011-12 Research Symposium Planning Committee
2013 Research Subcommittee member

2002 - American Association of Diabetes Educators

**University Service**

Spring/Fall 14 2020 Fairfield University Task Force on Continuing Education.
June 2013 University Orientation Class of 2017. Two day program.
Spring 2013 Undergraduate Curriculum Committee: Subcommittee on Assessment
Elected to new sub-committee which started Jan. 2013
Spring 2013 Committee on the Arts, Culture, and Community Engagement
May 2012 Marshal 2012 Undergraduate Commencement ceremony.
Oct. 2011 College of New Rochelle Inauguration of President Judith Huntington, Representative of Fairfield University
2011 School of Nursing Dean Search Committee
2008 - 2011 Education Technology Committee. Active member, 2008 to Dec. 2010
2009 - 2010 Course Management Subcommittee: Charged with recommending a new CMS for adaptation of the university for fall 2010.

**School of Nursing Service**
Spring 2015  DNP Symposium Planning Committee
Sept. 2014  Graduate Open House (9.27)
June 2014  New Student Orientation
April 2014  Faculty leaders for DNP Poster Symposium
August 2013  Graduate Student Orientation
April 2013  Undergraduate Accepted Student event, School of Nursing
August 2013  Graduate Student Information session, Bridgeport Hospital
March 2013  Graduate Open House, School of Nursing
October 2012  School of Nursing Open House, Panel Discussion Participant.
April 2012  Sigma Theta Tau International Connecticut Collaborative Research Day
April 2012  Graduate School of Nursing Open House. Presentation and individual discussions with prospective graduate students.
April 2012  CCNE Accreditation Survey, Doctorate of Nursing Practice
Spring 2011  CCNE Accreditation Survey, Bachelors of Science program.
Oct. 2011  School of Nursing Open House, faculty volunteer for SON tours.
2007-2013  Clinical Nurse Leader, Track Coordinator
2008-2010  President- Sigma Theta Tau Honor Society of Nursing, Mu Chi Chapter
2005-2007  Vice President- Sigma Theta Tau Honor Society of Nursing, Mu Chi Chapter
2008-2010  Member-Doctorate of Nursing Practice Curriculum Committee
2006-2007  Member- Clinical Nurse Leader Development Committee

Community Service

• Good Looks Good Health- A Family Diabetes Event: Sponsored by the Connecticut Nurses Foundation, Nov. 17th, 2013 Dolan School of Business, Fairfield University.

• Nichol’s United Methodist Church: Sunday School teacher, Alter Flower coordinator, Sustainability Committee member. Active member 15 years.

• Appalachia Service Project: 2008- present. Full support and participation in community service organization serving disadvantaged families through an annual trip to Appalachia.


• American Diabetes Association – Annual Diabetes Walk volunteer for major fundraiser in Fairfield county.

Press Release

Fall 2013  MSN Fully Enrolled. The Pulse, Fall 2013 Edition
Aug. 2012  Fairfield University’s School of Nursing receives 200,000 grant for initiatives to produce nurse leaders to be architects of change. The Pulse Vol. 45 (28)

Pedagogical Development

Sept. 2013-  Teagle Foundation sponsored JUHAN/Humanitarian Advisory Board
Spring 2015  Curriculum Subcommittee.
June 2013  Engagement and Presence in Online Teaching, Dr. Gayle Bogel, Fairfield University
May 2012  The 2012 Summer Institute on Integrative Learning “Cultivating Integrative Teaching and Learning” III
May 16 through Friday, May 18, Funded by the Davis Educational Foundation

March 2012  Idea Diagnostic Report Forms: Interpreting the Numbers
May 2010  The 2010 Summer Institute on Integrative Learning “Cultivating Integrative Teaching and Learning”
2009 Baccalaureate Education Conference 2009, Nov. Chicago
2008 SON Faculty Development Workshop 11-7-08

Dissertation Committees & Preceptor
2013-2014 Virginie Le-Dru-Cohen, BSN
Role: Doctoral Committee Chair, Fairfield University School of Nursing BSN to DNP curriculum.
Expected graduation date May 2014

2010-2012 Veronica Egbunike, MSN, MPH, RN, APRN.
Role: Doctoral Committee Chair, Fairfield University School of Nursing.
  • Research Project: The impact of Point-of-Care A1C testing on Provider Compliance and A1C Levels in a Primary Setting.

2010 Roberta Chung, MSN, RN. Case Western Reserve University DNP student
Role: DNP faculty preceptor, fall 2010

Special Conference Series of the Institute of Medicine
Aug. 2012 Educating for Practice: Improving Health by Linking Education to Practice using Interprofessional Education.
CURRICULUM VITAE

Sheila Carey Grossman, PhD, APRN, FNP-BC, FAAN
184 Pawkannawkut Drive, South Yarmouth, MA 02664
Business: (203) 254-4000 x 2705; sgrossman@fairfield.edu
Residence: (508) 394-4998; sheilgrossman@comcast.net

EDUCATION
1999 Fairfield University, Post Masters Certificate, Family Nurse Practitioner
1985 University of Connecticut, Storrs, PhD, Professional Higher Education Administration
1976 University of Massachusetts, Amherst, MS, Clinical Nurse Specialist, Pulmonary Nursing; Pathophysiology
1973 University of Connecticut, Storrs, BS Nursing

CERTIFICATIONS & LICENSES
1973–present State of Connecticut Registered Nurse License #E34986
1999-present CT Advanced Practice Nurse License #002232

ACADEMIC EXPERIENCE
1991- present Fairfield University, School of Nursing, Fairfield, CT
2014 - present Director, Evaluation, Faculty Mentoring and Scholarship
2002- present Professor & Family Nurse Practitioner Specialty Track Coordinator
1996-2002 Associate Professor, Tenured, Graduate Program Director (1996 – 1997)
1991-1996 Assistant Professor; Undergraduate Program Director, (1993 – 1996)
1978-1984 University of Connecticut, School of Nursing, Storrs, CT
Instructor [concurrently doing PhD program]
1975 -1976 University of Massachusetts, School of Nursing, Amherst, MA
Research Assistant, Primary Nursing Study
1974 -1975 University of Massachusetts, School of Nursing, Amherst, MA
Teaching Assistant

CLINICAL DIRECT PATIENT PROFESSIONAL EXPERIENCE
2000-present Trinity Health Center, Hartford, CT, part – time and per diem Nurse Practitioner in Primary Care
1989 -1991 Hartford Hospital, Hartford, CT, Critical Care Instructor, Staff Nurse, CODE Supervisor, All Adult Units [MICU, CCU, CTICU, Neuro ICU, SICU]
1987-1989  Mount Sinai Hospital, Hartford, CT, Evening Supervisor, Coordinator, Evening Education & Research, ICU and Adult Units; Staff Nurse, MICU

1977-1978  St. Francis Hospital & Medical Center, Hartford, CT  Critical Care Instructor, Staff Nurse, Adult Critical Care Units

1976-1977  Fairview Hospital, Great Barrington, MA, CCU & Medical-Surgical ICU, Staff /Charge Nurse

1973-1974  University of Connecticut Medical Center, Hartford, CT, Medicine, Staff/Charge Nurse, Assistant Nurse Manager

**AWARDS, HONORS, AND FELLOWSHIPS**

The Top 25 Nurse Practitioner Program Faculty in USA Award, 7/2014

The Dr. Sheila Grossman Graduate FNP Student Scholarship Funded & Sustained by O. & W. Weeks, 5/2014

Covington’s Who’s Who in Education Award, Selected, 5/2014

Alpha Sigma Nu, Teacher of The Year – Graduate Programs. Fairfield University. April, 2014

Alpha Sigma Nu, Grand Marshall, Graduate Program Graduation, Fairfield University, May, 2014.

Covington Who’s Who, Selected, October, 2013.

Faculty Row “Best Professor”, Selected, June, 2013.

American Academy of Nursing Fellow, Inducted October, 2012.

Top 100 Nursing Professors in 2012, BSNtoMSN Organization. 9/2012.

Annual Nurse Practitioner Education Award, National Organization of Nurse Practitioner Faculty, 4/2011

Faculty Chair, Appointed by the University President, Fairfield University, 2011


Josephine Dolan Award for Outstanding Contributions to Nursing, CT Nurses Association, 10/2009

American Journal of Nursing Book of the Year Award for The new leadership challenge: Creating a preferred future for nursing. 3rd edition, 2009

Fellow, Gerontology Nurse Educator Consortium Faculty Development Institute, Atlanta, GA, Selected for 2007 - 2009
American Journal of Nursing Book of the Year Award for *Mentoring in nursing: A dynamic and collaborative process*, 2007

*Fellow, American Association of Colleges of Nursing Leadership Program, Selected for 2004 - 2005*

Fellow, Cincinnati Children’s Hospital Genetic Institute, Selected for 1/03 – 5/03

Fairfield University Faculty Leadership Service Award, 2001


Distinguished Lecturer Award, Sigma Theta Tau International, 12/97- 12/99.; 11/99-11/01, 11/01-11/03
Sigma Theta Tau Mu Chi Chapter Excellence in Service Award, 1998
Sigma Theta Tau Mu Chi Chapter Excellence in Nursing Research Award, 1995

Nursing Educator Award, University of Connecticut School of Nursing, Class of 1982


Federal Nurse Traineeship, University of Massachusetts, Amherst, 1974–1976

**BOOKS**


**BOOK CHAPTERS**


PEER REVIEWED JOURNAL ARTICLES


**Grossman, S.** (2007). Educating RNs regarding Palliative Care in LTC generates positive patient outcomes. *Journal of Hospice and Palliative Care Nursing, 9* (6), 323 -328


Grossman, S. & Valiga, T. (2006). The time is now for every nurse to be a leader!!! *ADVANCE for Nurses*, 4 (23 )22, 34


**PEER REVIEWED PUBLISHED CONFERENCE PAPER PROCEEDINGS**


**JOURNAL, BOOK, & CHAPTER REVIEWS (selected)**


Review of Musculoskeletal Disorders (Ch 59) and Musculoskeletal Medications (Ch 60) for *Silvestri: Saunders Comprehensive Review of the NCLEX PN Examination*, July, 2014.


Reviewer, *Introduction to Community-Based Nursing* by R. Hunt, 2 chapters, Philadelphia, PA: Lippincott, Williams, & Wilkins, 2009


Reviewer, Porth’s *Pathophysiology: Concepts of Altered Health Status* by C. Porth, 5 chapters, Philadelphia, PA: Lippincott, Williams, & Wilkins, 2004

CONSULTATIONS/PROJECTS

11/2014  *Faculty Scholarship Retreat*, School of Nursing, Fairfield University at Tunxis Monastery, West Hartford, CT.

2014  *Creating A Mentoring Model: Implications for Faculty and the School of Nursing Workshop*, Baylor University School of Nursing, Dallas, TX.

2013-present  *Developing A Mentoring Culture*. Mentoring Workshops for Fairfield University, Fairfield, CT.


2013  Australian Catholic University, Development of *Graduate and Undergraduate Nursing Exchange Programs, Leadership & Mentoring*, Brisbane & Sydney, Australia.

2013  Indiana University, Pennsylvania, School of Nursing, *Creating A Mentoring Culture: Faculty Mentoring Models & Becoming A Member of A Profession of*
Nursing Mentoring Network for Students, Mentoring Workshops & Program. Indiana, PA.

2012-2014
American Nurses Association, Mentoring Project Expert Resource

2010
St. John's College of Nursing and Health Sciences, Southwest Baptist University, Mentoring Workshop & Program, Springfield, MO

2009-2011
University College Oslo, Oslo, Norway
Innovative Teaching: Simulation Techniques
Leadership Development & Mentoring in Nursing

2008-10
Palliative Care in the Pediatric Population. Consultant. E. O'Shea, Funded by Daphne Culpepper Foundation

2006-2007
National University of Ireland Galway
Research Consultant, Leadership Development & Mentoring Critical Care Nursing

FUNDED PROJECTS

Co-Investigator, Implementing Shared Decision Making into the FNP Curriculum through Simulation. School of Nursing Foundation Funding, 2014 – 2015, $6,666.


Co-Investigator, The Art of Seeing: Enhancing the Observation and Diagnostic Skills of Graduate Nursing Students at Fairfield University (1/12-12/12, 1/13-12/13), Daphne Seybolt Culpeper Memorial Foundation & Colucci Foundation, $13,000, $13,000.

Primary Investigator, Use of Simulation with Older Adults for Graduate and Undergraduate Students: A Qualitative Survey (1/11 to 5/12), Fairfield University Office of Grants & Sponsored Research, $3500

Primary Investigator, P.R.A.C.T.I.C.E. Clinic: Geriatric Diversity Training for Advanced Nursing Education (9/10-8/11). HRSA Grant # 74431, $233,153

Co-Investigator, Screen Capture Classes for Student Learning and Success, Using Technology for Improved Learning Outcomes. (8/10-10/11) Technology Integration Program for Nursing Education and Practice. Duke University TIP-NEP Grant, $5,000

Co-Investigator, Simulation Based Pedagogy: Collaboration and Development between Fairfield University School of Nursing and Oslo University College. (9/10-5/11) Norwegian Centre for International Cooperation in Higher Education Funding Partnership, $14,000
Team Member, *Women’s Health Simulation Expansion Project*. (8/08-8/09) Connecticut Health and Education Facilities Authority (CHEFA) $99,999.


Primary Investigator, *Assessment & Development of RN’s Leadership Ability*, (2/06-5/07) Fairfield University Office of Grants & Sponsored Research, $3500

Co-Investigator, *Palliative Care: Nursing Research and Education regarding End Of Life*. (11/05-12/07) Pfeiffer Research Foundation, $74,000

Co-Investigator, *Development of School of Nursing Advisory Board*, (9/04-5/06), Gladys Brooks Foundation, $14,000

Primary Investigator, *Improving Communication and Collaboration Skills: Learning to Negotiate*, (7/01-7/03), Helene Fuld Health Grant, $26,500

Primary Investigator, *Leaders Are Made Not Born*. (7/00-5/01), Fairfield University Office of Grants & Sponsored Research, $3500

Co-Investigator, *State-of-the-Art Equipment for Enhancement of Students’ Abilities to Provide Acute Care to Patients in Hospitals and at Home*, (9/97-9/99), Helene Fuld Health Grant, $33,724


**REFEREED PRESENTATIONS**

International Mentoring Association Conference (Accepted, April, 2015). *The Nursing Faculty Mentoring Survey: Outcome Evaluation*. (International Conference). Phoenix, AZ.


International Conference on Mentoring, (October, 2014). *Promoting An Effective Mentoring Culture for Nurse Faculty*. Alburquerque, NM.

CT APRN Society. (April, 2014). *Managing Celiac Disease for Women: Implications for the Primary Care Provider*. (Regional Conference), Southbury, CT.

Association of American Colleges & Universities. (January, 2014). *Transforming Doctoral Education through the Clinical Portfolio*, (Regional Conference), Washington, DC.


Sigma Theta Tau Connecticut Collaborative Research Day 17th Annual Conference. (March, 2012). *The Acquisition of Leadership Characteristics in Clinical Nurse Leader Students*, (State Conference), Fairfield, CT

Sigma Theta Tau Collaborative Research Day State Conference, (March, 2012). *Use of Simulation with Older Adults for Graduate and Undergraduate Students: A Qualitative Study*, (State Conference), Fairfield, CT

Sigma Theta Tau Collaborative Research Day State Conference, (March, 2012). *Preliminary Planning for Implementing The Art of Seeing Pedagogy with Nursing Students*, (State Conference), Fairfield, CT


EDULEARN 10, International Conference on Education and New Learning Technology, (July, 2010) *Screen Capture Classes for Student Learning and Success*, (International Conference), Barcelona, Spain, Virtual

TIP-NET National Conference. Duke University, (August, 2010) *Screen Capture as Innovative Adjunct to Classroom Teaching*, (National Conference), Durham, NC

International Nursing Association for Clinical Simulation and Learning, (June, 2010) *Collaboration Using Simulation Technology Impacts Cultural Competence with Nursing Students in North America and Norway*. Plenary Session. (International Conference), Las Vegas, NV

International Nursing Association for Clinical Simulation and Learning, (June, 2010) *Developing Simulation Scenarios to Impact Student Perception of Skill Competency and Cultural Awareness*. (International Conference), Las Vegas, NV


National Organization of Nurse Practitioner Faculty Conference, (April, 2008) *Evidence Based Practice and Family Nurse Practitioner Track Education*. (National Conference), Louisville, KY

American Association of Critical Care Nursing Trends, (September, 2007) *Teaching Palliative Care in Critical Care*, (National Conference), Philadelphia, PA
Sigma ThetaTau International Biennium: Clinical Sessions, (November, 2007)  *An Exploration of Symptom Management among End-of-Life Older Patients for Palliative Care Symposium.* (International Conference), Baltimore, MD


Sigma ThetaTau International Biennium: Clinical Sessions, (November, 2007)  *Leveraging Partnerships to Strengthen A Clinical Nurse Leader Program.* (International Conference), Baltimore, MD

National Organization of Nurse Practitioner Faculty Conference, (April, 2007)  *End-of-Life Care Graduate Core Curriculum: Implications for Increasing NP Student Knowledge and Awareness of Providing Palliative Care.* (National Conference), Denver, CO

6th International Conference Enhancing Practice: Innovation, Creativity, Patient Care, and Professionalism, (October, 2006)  *An Exploration of Symptom Management among End-of-Life Older Patients, Symposium on Palliative Care,* (International Conference), Edinburgh, Scotland

Sigma ThetaTau International 17th International Research Congress, (July, 2006)  *Development of The Leadership Competency Checklist for Nurses.* (International Conference), Montreal, Quebec

Sigma ThetaTau International 17th International Research Congress, (July, 2006)  *Migraine Headache: Improving Diagnosis for Nurse Practitioners.* (International Conference), Montreal, Quebec

Sigma ThetaTau International Biennium Conference; Clinical Sessions, (November, 2005)  *Bridging Communities: Linking Community Health Centers and Universities to Educate Nurse Practitioners,* (International Conference), Indianapolis, IN

Sigma ThetaTau International Biennium Conference: Leadership Sessions (November, 2005)  *Student Input Facilitates Development of A Successful Leadership Mentor Experience,* (International Conference), Indianapolis, IN

Eastern Research Nursing Society Conference, (April, 2005)  *A Curriculum Model for Incorporating Gerontology Content,* (Regional Conference), Boston, MA

National Organization of Nurse Practitioner Faculty Conference, (April, 2005)  *Bridging Communities: Linking Community Health Centers and Universities to Educate Nurse Practitioners,* (National Conference), Chicago, IL

NPACE Primary Care National Conference, (December, 2004)  *Managing Headache Complaints in Primary Care.* (National Conference), Boston, MA

Messiah College Gerontology Pedagogy Conference, (June, 2004)  *Isolation Followed by Integration: A Model for Development of a Separate Geriatric Course.* (Regional Conference), Grantham, PA


National NPACE Conference, (November, 2003) Sexually Transmitted Infections in College Aged Students: Need for Increasing Awareness of Risky Behavior. (National Conference), Boston, MA

Gerontological Society of America Conference, (November, 2002) Strengthening Geriatrics in An Undergraduate Nursing Program. (National Conference), Boston, MA


National Teaching Institute, American Association of Critical Care Nursing National Conference, (May, 2002) Teaching Critical Thinking Skills to Enhance Effective Student Learning Outcomes in Critical Care, (National Conference), Atlanta, GA


Sigma Theta Tau International Biennium Conference: Clinical Sessions, (November, 2001) Providing Self Care Models for Well Adults Can Increase Cost-Effectiveness, (International Conference), Indianapolis, IN

National Organization of Nurse Practitioner Faculty Conference, (October, 2001) Providing Self Care Models for Well Adults Can Increase Cost-Effectiveness, (National Conference), Indianapolis, IN

American Association of Colleges of Nursing, Baccalaureate Program, (December, 2000) Creative Strategies for Maximizing Best Practice and Learning of Critical Care with BSN Students, (National Conference), Chicago, IL

American College of Nurse Practitioners, (September, 2000) Transitional Feeding Best Practice Guidelines, (National Conference) Salt Lake City, UT

Sigma Theta Tau 35th Biennium: Clinical Sessions, (November, 1999) Measuring Nutritional Outcomes of Critically Ill Patients, (International Conference), San Diego, CA
AACN National Teaching Institute and Critical Care Institute, (May, 1999) *RN/RD/MD Driven Transitional Feeding Protocol Improves Nutritional Outcomes of Critically Ill*, (National Conference), New Orleans, LO

Sigma Theta Tau 8th Annual CT Collaborative Research Day, (April, 1999) *Use of Transitional Feeding Protocol with Critically Ill*. (Regional Conference), Avon, CT

Sigma Theta Tau International 34th Nursing Biennium: Clinical Sessions, (December, 1997), *Role Modeling Experience and Nursing Students’ Attitudes Toward People Living with AIDS* (International Conference), Indianapolis, IN

Sigma Theta Tau International 34th Nursing Biennium: Clinical Sessions, (December, 1997), *Integrating Stress Management into an Undergraduate Nursing Curriculum* (International Conference), Indianapolis, IN

Sigma Theta Tau International 34th Nursing Biennium: Leadership Sessions, (December, 1997) *Leadership Skills of Student Nurses Enhance the Community Health Outreach Effort of a Health Promotion Center Serving an Inner City*, (International Conference), Indianapolis, IN

Sigma Theta Tau International 34th Nursing Biennium: Scientific Sessions, (December, 1997) *Comparison of Thermoregulation Devices on Hypothermic Postoperative SICU Patients*, (International Conference), Indianapolis, IN

Sigma Theta Tau International 34th Nursing Biennium: Leadership Sessions, (December, 1997) *Collaboration Yields Cost-Effective Research Based Protocols*. (International Conference), Indianapolis, IN

American Association of Critical Care Nurses National Teaching Institute, (May, 1997) *Development of Research Based Protocols in Critical Care Nursing*, (National Conference), Orlando, FL

American Association of Critical Care Nurses National Teaching Institute, (May, 1997) *A Comparison of Thermoregulation Devices with Hypothermic SICU Patients*, (National Conference), Orlando, FL

Sigma Theta Tau International Regional Assembly 5, Nursing Clinical Scholarship Worldwide, (December, 1996) *Collaboration Yields Research Based Protocols*, (Regional Conference), Providence, RI

5th Annual Research Conference, Connecticut Chapters of Sigma Theta Tau International, (March, 1996) *A Comparison of Thermoregulation Devices with Hypothermic Post-operative SICU Patients*, (Regional Conference), Branford, CT


Nursing Education Innovation Center, Institute of Critical Thinking, University of New Hampshire, (June, 1995) *Teaching Critical Thinking With Cue Recognition*, (Regional Conference), Durham, NH

Nursing Education Innovation Center, Institute of Critical Thinking, University of New Hampshire, (June, 1995) *High Acuity Patients Challenge New Graduates: Development of A Critical Thinking Seminar*, (Regional Conference), Durham, NH

Nursing Education Innovation Center, Institute of Critical Thinking, University of New Hampshire, (June, 1995) *Teaching Critical Thinking With Cue Recognition*, (Regional Conference), Durham, NH

International World Conference on Critical Care Nursing, American Association of Critical Care Nurses, (October, 1994) *Assessment of Clinical Decision Making Ability of Critical Care Nurses*, (International Conference), Toronto, Canada

International World Conference on Critical Care Nursing, American Association of Critical Care Nurses, (October, 1994) *Recognition of Cue Patterns In Selected Critically Ill Patients*, (International Conference), Toronto, Canada

Third National Nursing Practice Conference, University of West VA at Charleston, (September, 1994) *Current Practices of Sedating Critically Ill Patients*, (National Conference), Charleston, West VA

Eleventh Annual STTI Research Conference- Nursing Research: Qualitatively Speaking, (November, 1993) *Recognition of Cue Patterns in Selectively Ill Patients*, (Regional Conference), Lowell, MA


Zeta Delta STTI Research Conference for Research and Practice, The University of Tulsa, (September, 1993) *Recognition of Cue Patterns in Selected Critically Ill Patients* Plenary Session, (Regional Conference), Tulsa, OK

Fifth National Conference on Research for Clinical Practice: Key Aspects of Caring for the Acutely Ill, (April, 1991) *Minimizing Diagnostic Blood Loss in Critically Ill Patients*, (National Conference), Chapel Hill, NC

18th Annual Nursing Research Conference on Nursing Research: Road to Excellence, Vanderbilt University School of Nursing, (November, 1992) *Minimizing Diagnostic Blood Loss in Critically Ill Patients*, (Regional Conference), Nashville, TE

10th Annual Research Conference: The Cutting Edge, Nursing Honor Societies’ Alliance, (October, 1992) *Assessment of Clinical Decision Making of Critical Care Nurses*, (Regional Conference), Salem, MA
19th Annual Research Conference, Sigma Theta Tau, St. Louis University School of Nursing, (October, 1992) *Minimizing Diagnostic Blood Loss in Critically Ill Patients*, (Regional Conference), St. Louis, MO

University of Arkansas Department of Health Sciences, Regional Nursing Research Day, (October, 1992) *Minimizing Diagnostic Blood Loss in Critically Ill*, (Regional Conference), Little Rock, AR

Third Annual Research Conference: Shaping Education, Policy, and Practice, Penn State University, (October, 1992) *Factors Associated With Clinical Decision Making of Students Enrolled in Generic Baccalaureate Nursing Programs*, (Regional Conference), State College, PA

7th Annual STTI Nursing Research Conference, Celebration of Education, Administration, and Clinical Practice, Spaulding University, Louisville, (September, 1992) *Assessment of Clinical Decision Making of Critical Care Nurses*, (Regional Conference), Louisville, KY

International State of the Science Congress Nursing Research and Its Utilization, American Association of Colleges of Nursing (August, 1992) *Factors Associated with Clinical Decision Making of Students Enrolled in Generic Baccalaureate Programs*, (International Conference), Washington, DC

Seventh Annual Research Symposium, Nursing Honors Societies Alliance. (April, 1992) *Factors Associated with Clinical Decision Making of Students Enrolled in Generic Baccalaureate Programs*. (Regional Conference), Salem, MA

Sixth Annual Nursing Research Symposium, University of Chicago Hospitals, (November, 1991) *Factors Associated with Clinical Decision Making of Students Enrolled in Baccalaureate Nursing Programs*, (Regional Conference), Chicago, IL

Sigma Theta Tau Research Conference, University of Massachusetts, (November, 1975) *Nurse Involvement with Primary Nursing*, (Local Conference), Amherst, MA

**INVITED PRESENTATIONS** (Selected)

Baylor University School of Nursing. (4/2014). *Creating A Mentoring Model: Implications for Faculty and School of Nursing.*


Australian Catholic University. (2013). *Post Graduate Nursing Education in The United States*, (International), Brisbane, Australia

Indiana University School of Nursing. (February, 2013). *Creating A Mentoring Culture: Faculty Mentoring Models & Becoming A Member of A Profession of Nursing Mentoring Network for Students*, (Regional Workshop). Indiana, PA.
Massachusetts Registered Nurses Association Annual Conference. (April, 2012). *Developing Nurse Leaders and Mentors for the Future*, (State Conference), Norwood, MA.

Bridgeport Anesthesia Practice. (March, 2012). *Benefits of Mentoring Anesthesia Employees And Students*, (Local Conference), Bridgeport, CT.

Fairfield University Board of Trustees. (December, 2011) *Implications of Using the P.R.A.C.T.I.C.E. Geriatric Clinic with Graduate Students in School of Nursing*, Fairfield, CT

Fairfield University School of Nursing Council, (September, 2011) *Interdisciplinary Health Care*, Fairfield, CT


St. John's College of Nursing and Health Sciences, Southwest Baptist University, (October, 29, 2010) *Mentoring : A Dynamic and Collaborative Process Workshop* Full day, Springfield, MO

University College Oslo, Norway, (October, 2009) *Simulation Technology Creates Excellence*, Oslo, Norway

University College Oslo, Norway, (October, 2009) *Leadership & Mentoring in Nursing*, Oslo, Norway

University College Oslo, Norway, (October, 2009) *American Nursing Educational Pedagogy*, Oslo, Norway


School of Nursing Advisory Board Retreat, Fairfield University School of Nursing, (June, 2005) Panel Discussion Coordinator, *Profession of Nursing & Academic Culture*, Fairfield, CT


Connecticut Nurses Association Convention, (October, 1999) *Nutritional Outcomes of Critically Ill Patients Undergoing Transitional Feeding*, Stamford, CT


CT Department of Mental Health, (May, 1994) *Nursing Perspective on Health Care Reform*, Bridgeport, CT

Facilitating Unit Based Research, Northern Connecticut Chapter of American Association of Critical Care Nurses, (January, 1994) Keynote Speaker, *Facilitating Unit Based Research*, Hartford, CT

Fall Research Symposium, Sigma Theta Tau, Mu Chi, (September, 1992) Keynote Speaker, *Minimizing Diagnostic Blood Loss in Critically Ill Patients*, Fairfield, CT

Manchester Memorial Hospital Medical - Surgical Seminars. (November, 1989) *Gastrointestinal Bleeding Update*, Manchester, CT

Backus Hospital, (May/October, 1983) Keynote Speaker, *Sexuality and the Heart Patient*, Norwich, CT


University of Connecticut Health Center Health Assessment of the Adult Client Seminars, (April – June, 1979) *Respiratory Assessment*, Farmington, CT

Newington Children’s Hospital Critical Care Management Seminars, (January, 1979) *Respiratory Assessment, Fluid Replacements, and Acid-Base Balance*, Newington, CT

Fairview Hospital, (April, 1977) Keynote Speaker, *Psychosocial Aspects of Cardiovascular Patients*, Great Barrington, MA
Fairview Hospital, (May, 1977) Keynote Speaker, *Patient Teaching Implications for Drug Administration*, Great Barrington, MA

Johnson Memorial Hospital, (February, 1976) Keynote Speaker, *Introduction to Primary Nursing*, Stafford, CT

The New England Deaconess Hospital, (November, 1975) *Primary Nursing Workshop*, Coordinator, Boston, MA

**PROFESSIONAL MEMBERSHIPS AND BOARDS**

American Academy of Nursing, Member, 2012 – present.

American Nurses Association – American Nurses Credentialing Center
Commissioner, Commission on Credentialing, Family Nurse Practitioner Representative
Appointed by ANA Board, 7/11- present
Complaint Review Committee, 2012 – present; Executive Committee, 2014 – present.

CT Nurses Association (1973 -1974, 1997 -2001, 2009- present), Member, Awards Committee, Research Council, Staff Nurse Honoring Committee

International Nursing Association for Clinical Simulation and Learning, Member, 2010- 2011.

American College of Nurse Practitioners, Member, 2008 – 2012. [Organization no longer exists]

American Academy of Nurse Practitioners, Member, 2008 – 2012.

CCNE Site Visitor, School of Nursing Accreditation Visits, 2005 – present

National Organization of Nurse Practitioner Faculties, Member, 2005 - present
Faculty Development Committee, 2010- present; Mentoring NP Faculty Initiative Taskforce member; Writing Test QuestionsTeam member, Abstract Review Committee, 2011, 2012, 2013;
Research DNP Curriculum Taskforce, 2013 - 2014
Program Director SIG Group, 2008 – 2010
Palliative Care SIG Group, 2006 -2007

Nurse Practitioner Collaborative, Fairfield County, Member, 2004 – present

American Association of Critical Care Nurses, Member, 1989 - 2013
CE Article Renew/Retire Panel, 2006 - 2013
Faculty Advisory & Liaison Board, 1999 - 2005
Continuing Education Panel, 2001 - 2005

Northern CT Chapter AACN,
Research Committee, Presenter, 1989 - 1999

National Teaching Institute, Presenter, Roundtable Discussant, Introducer, Volunteer, 1994 - 2002
AACN International World Conference, Presenter, Volunteer, 1994
Sigma Theta Tau, The National Honor Society for Nursing, 1991 - present  
Collateral Review Board., 2000 - 2008  
STTI Mu Chi Chapter  
Past President, Past Vice President, President’s Circle, Nominating Committee, Newsletter Committee, Awards Committee, Bylaws, Eligibility Committee, Research Committee, Chair, State Research Collaborative  
Conference Program Committee, Chair, Program Committee, Mu Chi Chapter  1997 – present  
STTI Beta Zeta Chapter, Member, 1976 - 1991  
STTI Regional Conference Program Abstract Reviewer, 1990 -1996  
STTI Regional Assembly, Presenter, Media Print Award Chair, 1996  
CT Board of Examiners for Nursing, Hartford, CT, Baccalaureate Educator Representative, 1995 -1997  
American Association of University Professors, Member, 1991 – present  

**Service to Fairfield University**  
Honors Project Advisor (since 2007)  

**Fairfield University-wide Committees**  
University Faculty Chair, 2011  
Freshman First Week Seminar, 9/07, 9/08  
Magis Scholars Program, Come to Class, 2 & 3/09, 2/10, Interview Taskforce for Generation Visit for Admission Publications, 9/06  
School of Nursing FNP Track Website Development, 11/08  
University Continuing Education Committee, 91-92.  
University Curriculum Committee, 92-95.  
Speaker, Orientation for New Faculty, 92, 93, 01, 02  
Attendee, Invited luncheon with Board of Trustees, Fairfield University, 07, 08, 09  
Admissions & Scholarships Subcommittee on Recruitment, 94-present.  
Admissions & Scholarships Subcommittee on Review of Merit Candidates, 98-08  
School of Nursing Dean's Search Committee, 94-95.  
Library Subcommittee on Consultation, 95.  
School of Nursing Library Liaison, 94- 97; 07 – 09.  
Annual Participant at Recruitment presentations, 1991 – present
Marketing Subgroup on Academic Programs, 95.
University Academic Council, 94-97.
New England Colleges & Universities Self-Study, Subcommittee on Instruction, Subcommittee on Undergraduate Degree Programs, 96.
Valedictory Committee / Faculty Mentor, 96, 97, 98, 04.
Graduation Marshall, 96, 01, 02, 12,
Doctoral Chair, 12, 13, 14,
Long Range Planning Subcommittee, Academic Excellence and Curricular Rigor, 2000, Co-Chair
University Educational Planning Committee, 01, 10 -13
Search Committee for Research Director, 5/01
University Library Committee, 03-06
University Committee on Committees, 05-08.
CAE Seminars on Community Engagement, 201
CAE Workshops Integrating the Core, 2010, 2011, 2012
University Merit Appeals Committee, 2012 - 13

School of Nursing Committees (With New Organizations Structure Some Committees No Longer Exist)

Dean's Leadership Committee, 7/14 - present
Director, Faculty Mentoring & Scholarship, 7/14 - present
School of Nursing STTI Mentoring Sub Committee, May 2014 – present.
Fairfield University School of Nursing Advancement Committee, Presenter, 2007 – present.
MSN Review Committee, 5/2012 – present.
SON Building Restoration Simulation & Technology Subcommittee, 9/13 – present.
Co- Director, Australia Study Abroad – Graduate Program, 9/2012 - present
Multicultural Taskforce between Oslo University College and Fairfield University, Chair, 6/09 – 12/11.
Reflective Practice DNP Curriculum Taskforce, Co-Chair, 2009
DNP Taskforce, 9/08 – 5/10 [Interim chair & presenter to SON faculty, EPC Committee, & Board of Trustees Academic Committee for approval status]
DNP Steering Committee, DNP Curriculum Sub-Committee, 9/08 – 11.
DNP Curriculum Development Subcommittee, Chair, 10/08 – 5/09.
DNP Admission Committee, 3/10 – present.
Recruitment Committee for Senior Faculty Position, Chair, 12/08 – 5/09
Recruitment Committee for 3 General Faculty Positions, 9/10 – 5/11.
Organizational Structure Committee, 2010
Promotion & Tenure Mentoring Committee, 07 – 12; 13 – 16.
Promotion & Tenure Mentor, 09 – present.
Recruitment Committee for Senior Faculty Position, Chair, 8/09 – 11/09
Curriculum Assessment Sub Committee, 4/08
Website SON – FNP Specialty Track, 4/09 - present
Faculty Learning Committee, 3/07 – 5/08
Freshman Advisor, 92-93, 95-96. 96-97.97-98, 98-99, 03 –04, 04-05, 05-06, 06-07
Advisor to Nursing Graduate Student Teacher, 92, 93, 94. 05, 09
Senior Level Faculty Committee, 91-96, 92-96, Chair.
Research Committee, 91-93.
Faculty Development Committee, Co-Chair, 93-94.
Recruitment & Selection Committee, 91-93, 94-95, Chair; Adult Health Recruitment & Selection Committee, 00-01, Chair.
Virtual Physical Assessment Committee, 10/12
Graduate Level Faculty Advisor for Research Theses/Scholarly Projects, 94-02, 2008 - 10;
Valedictory Speeches, 04,06
Undergraduate Curriculum Committee, 91-96, Graduate Curriculum Committee, 94-96.
Resource Committee, 96 – 98, Chair, 98
Faculty Issues Committee, Chair-Elect, 96, Chair, 97, - 98.
NLN Accreditation Undergraduate Curriculum Committee, 96 - 97,Chair.
NLN Accreditation Steering Committee, 96 - 97.
Undergraduate Program Committee, 96 – 98, 99-01, Director & Chair, 99-01.
Graduate Program Committee, 98 – 99, Acting Director & Chair, Spring’99
Chair, Undergraduate Curriculum Revision Task-force, 5/02-12/02
Structure & Governance Committee, Spring, 99 – Spring 01.
Administrative Team Committee, Spring, 99 – Spring 01.
State Accreditation Report, 00-01, Coordinator of Report
AACN Accreditation Subcommittee, Criteria II – Mission, 01, Chair.
Coordinator, Family Nurse Practitioner Program, 2001- present
Curriculum Committee, 02- present, Chair, 02 -03
School of Nursing Dean’s Executive Council, Fall 02- 2007 (committee was disbanded)
Chair, Search Committee for Adult Medical & Surgical Position(s), 03, 07-08
Fuld Leadership Grant Committee, Chair, 01 –03
Hartford Geriatric Grant Committee, 01 – 05
GNEC Project Co-Director, 2007 – 08.
AACN Accreditation Subcommittee, Criteria III – Curriculum, 04 – 05; DNP Report – Co-Chair, 2010 - 2011
Chair, School of Nursing Faculty, 03 -05
Faculty Representative, School of Nursing Development Advisory Board, 04 - 05
ANP/FNP Track Revision Committee, 04 – 2006
School of Nursing Palliative Care Research Committee, Co-investigator, 05 – 2007.
School of Nursing Pediatric Palliative Care Steering Committee, 2008 – 2010.
School of Nursing Spirituality Research Committee, 05- 2007.
Taskforce on Faculty Workload, Chair, 2005-2006
AACN CCNE Accreditation Subcommittee, Standard IV, Chair, 05- 07
Graduate Program Capstone Taskforce, 2006
Annex Development Taskforce, 2006
Doctoral Dissertation Committee Member, J. Filakovsky, DNP, Case Western University, 9/06 - 4/07.
Safety Education Faculty Group, Director, 4/07.
Safety Committee with St. Vincent’s Medical Center, 11/08 – 11.
CNL-NS 521 Clinical Nursing Leadership Committee, 9/08 – 5/09
Disability Committee, Co-Chair, Spring- Fall 07.
IDEAS subcommittee, Faculty Development, 10/07 – 09.
Jesuit Identity and Nursing Taskforce, Coordinator, 4/08
Awards Taskforce for Undergrad and Grad Students, 5/08
Hartford Foundation Geriatric Project, 4/08 -6/08
SON Library Liaison, 2007 – 2009
School of Nursing FNP Track Website Development, 11/08, 2011.
Simulation Taskforce 08 – 5/12.
Peer Review of Teaching (PRoT) Final Focus Group, 5/12
APT Committee, 9/2013 – present, Chair, 2014-2015,
Mentoring Model Coordinator for School of Nursing, 9/13 – present

SG:12/14
Curriculum Vitae for

Harvey F. Hoffman, Ed.D.
101 Linley Drive
Fairfield, CT 06825
harveyhoffman@yahoo.com
(203) 767-3781 (Mobile phone)
(203) 367-2734 (Home phone)

PROFILE

Educational administrator and engineering teacher. Record of accomplishment in program and curriculum development; student and program outcomes assessment; preparations for state, regional and professional accreditation reviews including the development of strategic initiatives, institutional assessment and self-study plans. Competencies include strategic and operational planning, new program development, program evaluation, teaching, grant writing, and establishing and monitoring operating budgets. Proficient in identifying and using techniques and metrics to support the collection, analysis and reporting of data. Extensive knowledge of adult learning techniques. Implement continuous quality improvement methods. Develop and implement policies and procedures to assure institutional compliance with federal, state and accreditation agency regulations. Managed engineering research and development teams.

Experienced supervisory and management skills. Proven leadership and team building experience. Adept in developing effective, loyal and cohesive staffs. Collective bargaining experience including tri-annual contract negotiations, arbitration and grievance management. Accreditation evaluator for New York State Department of Higher Education (institutional), ABET (program), ACICS and Malcolm Baldrige award. Implemented service-learning methodologies as a retention tool.

Experience with establishing educational partnerships with corporate entities, colleges, high schools and community stakeholders. Thorough familiarity with the issues involving nontraditional students and the education of a diverse student body. Successfully work with international students. Involved in student recruitment, advisement and career development. Conduct faculty teaching workshops.

EDUCATION

Ed.D. (Higher Education Administration) Fordham University
M.S.M. (Management) Hartford Graduate Center
E.E. New York University
M.E.E. New York University
B.E.E. City College of New York

ACADEMIC EXPERIENCE

Fairfield University, School of Engineering, Fairfield, CT 06824
Professor of the Practice, Director of the Master of Science in Management of Technology (MOT) program. Sep 2009 – Present

• Mentor graduate student research and provide graduate student advisement
• Developed graduate courses and teach Leadership, Project Management, Principles of Quality Management, Introduction to Systems and mentor MOT Capstone courses
• Liaise with industry companies to verify that the graduate program serves its needs.
• Implement continuous quality improvement. Develop and implement assessment survey instruments. Analyze and evaluate survey results. Make appropriate program changes.
• Recruit domestic and international graduate students
• Discuss currency and delivery of courses to keep the program curriculum up-to-date. Lead recruitment and faculty hiring.
• Created a Management of Technology program advisory board
• Teach quality management and Finance methods to graduate students in the School of Nursing (DNP program)

Adjunct Professor 9/94- 9/09
Chair of the Electrical Engineering Department 9/94-6/97
  • Contributed to the development of the Management of Technology master’s degree program.
  • Served on the Fairfield University search committee selecting the School of Engineering Dean (1994).
  • Taught graduate courses

Mentor and Advisor for MOT Graduate Program Projects including the following:

Biometric Signature Solution for a CT State Medical Facility
Student team developed and implemented a HIPAA compliant electronic biometric signature system using an electronic fingerprint sensor. The electronic biometric signature was developed for clinicians who sign patient's progress notes at the CT Department of Mental Health and Addition Services in Fairfield County, which serves over 4000 patients annually and operates out of five locations. Eliminates the need for physicians, clinicians and nurses to sign hard copies of each patient's progress report, which are then filed. The project dramatically reduced costs and increased the efficiency of the signature process at the facility.

Parking Solutions
Project created a stand-alone optimized parking management solution for small institutions (e.g., Fairfield University) that interfaces to an existing computer system. It included online vehicle registration/renewal capability and vehicle information. Made information accessible to end user/customers and allowed parking stickers to be mailed to a home address. Included customizable features that provide the flexibility to interface with current institution systems.

Emergency Operations Center (EOC) Design and Implementation
Project improved the ability of small towns to operate critical services during weather or other emergency events. Town and state officials were consulted in an effort to understand their EOC needs (primary or backup) and budgetary constraints. A baseline Emergency Operation Center design was developed and implemented at Fairfield University. Organized a collaborative drill conducted by the Town of Fairfield together with the University.

Chimney Sweep
The lack of periodic chimney cleaning is a leading cause of home fires in the United States. Other than a traditional chimney sweep, currently there very few options exist for a homeowner to clean a chimney conveniently by themselves. The team built and tested a cost effective, reliable chimney cleaning system that is easy to use, efficient, and requires minimum clean-up.

Green Fertilizer
The team designed a self-sustaining fertilizer system using rain water, solar power, and natural ingredients, which were aerated to create compost tea. The team constructed and tested the system which is capable of pumping the compost tea to fertilize a grass lawn up to 1/2 acre in size. This system was targeted to be effective, cheaper, and environmentally friendlier than
common chemical based fertilizers. The system is compliant with Connecticut State laws for public schools.

**Snow Melting Mat**
The team designed, fabricated and tested a prototype for an affordable and disposable snow melting mat for private home walkways. The snow melting capability operated for several hours and was competitive with electrically powered snow melting mats.

**Snow Load Sensor PAD**
The team designed and tested a prototype (“proof-of-principle”) Snow Load Sensor Pad to measure snow load on flat commercial building roofs. The sensor had the ability to alert building occupants when the snow load on a roof exceeded a pre-set limit.

**Mini-Hydro Potable Water System**
The team developed an inexpensive reliable, efficient system using local resources to produce potable water for underdeveloped areas or disaster afflicted zones based on the use of a nearby moderate flow river or stream.

**Fire Hydrant Locator**
The team analyzed, developed, and demonstrated a wireless detection system to aid firefighters in locating hidden fire hydrants during fire emergencies in severe conditions where hydrants could either be buried under deep snow, heavy brush, or weed growth.

**LED Outdoor Lighting Project**
The team compared and analyzed the cost effectiveness of LED outdoor lights versus High Pressure Sodium (HPS) outdoor lights by examining cost, power consumption and lighting performance. Hardware systems were constructed and evaluated at United Illuminating and Fairfield University.

**The “Ladder 11” Vent Simulator**
The team designed and fabricated a system to fulfill a fire service training gap with a realistic, vent cutting simulator. The prototype was evaluated by several fire training departments in CT. The team believed that the use of the training device would contribute to reducing the line of duty death rate among US firefighters.

**PROtectums**
The PROtectums team developed a reusable flexible bag solution to prevent a variety of damages that occur to machined parts and gears. The unit provided protection against corrosion and physical damage such as nicks, dents, and scratches caused by handling, storage and/or handling. The bag was vacuum sealable as well as waterproof to aid in eliminating the environmental damages and foam lined to prevent physical damage. Unlike similar products in the market that are bulky and use up valuable space in factories and storage units, the PROtectums bags used as little space as an average size magazine or book.

**Bridgeport Engineering Institute (Predecessor to Fairfield University School of Engineering)**
Chair of the Information Systems Engineering (ISE) Department 9/92-9/94
(Note: The ISE program was the predecessor of the Fairfield University Computer Engineering department.)
Adjunct Professor 1973 - 1994
**Academic Administration**

- Developed undergraduate curriculum, prepared syllabi, selected and scheduled courses, prepared staff development programs, prepared budgets, recruited teachers, managed resources, and prepared long range plans.
- Developed plan that related college mission to department and course objectives. The plan defined desired student outcomes in terms of measurable, observable student achievements.
- Prepared multi-year plan for the acquisition of engineering laboratory equipment and integration of laboratory activities into the classroom.
- Developed Information Systems Engineering (ISE) baccalaureate degree program. Guided effort through college and State approval process. Selected as first ISE department chairperson.
- Collaborated with and guided the faculty in introducing a minimum level of computer usage in courses.
- Member of faculty committees that prepared for 1983, 1993 and 1996 Accreditation Board for Engineering and Technology (ABET), and 1990, 1993 and 1997 New England Association of Schools and Colleges (NEASC) accreditation reviews.
- Prepared and submitted study exploring a college teacher self-evaluation process for the 1990 NEASC review.
- Member of faculty committee preparing for 1999 ABET review. Participated in developing outcomes assessment criteria and learning goals in an effort to quantify program quality and student professional preparation.
- Chaired committee that prepared a submittal for an electrical engineering master’s degree program.
- Encouraged faculty professional and career development. Organized and coordinated conferences and meetings that advocated new instruction methods, Internet usage, software applications, and discipline unique seminars.
- Advised transfer students.

**Teaching**

- Taught four segments of the Professional Engineer’s program.
- Taught software applications including Excel, Mathcad, and Pspice.
- Mentored student capstone research projects.
- Developed and led personal computer and software application workshops aimed at faculty development.
- Authored electrical engineering laboratory manual.
- Introduced a professional ethics program into the electrical engineering curriculum.

**Service**

- Served on faculty committee that aided the merger of the Bridgeport Engineering Institute (BEI) with Fairfield University and created the School of Engineering.
- BEI Faculty Senate chairperson for four years.
- Chaired committee that prepared the BEI governance document.
- Participated in student recruiting. Visited high schools, community colleges, businesses, and industrial establishments. Interviewed students.
- Prepared grant request proposals for the National Science Foundation, the State of Connecticut, and the Advanced Research Projects Agency (ARPA) for the Technology Reinvestment Project.
• Prepared survey instruments and performed statistical analyses for student and faculty purposes.
• Participated in developing articulation agreements with area community colleges.
• Served on committee that prepared the curriculum and other documentation for a Management of Technology master's degree program (1988).
• As part of an urban youth outreach program, consulted with local Bridgeport High School teachers to introduce space related technology concepts into the high school science programs.

Continuing Education (BEI Professional Education Division)
• Developed, introduced and taught PC workshops promoting computer literacy.
• Developed and taught courses targeted to selecting software and hardware for small businesses.
• Developed and taught the first microprocessor applications course offered by a college in Connecticut.
• Prepared and conducted in-plant courses designed for engineers and technicians in the Northeast part of the United States and Puerto Rico.

ASA Institute, 81 Willoughby Street, Brooklyn, NY 11201 Jan 2009 – Sep 2009
Vice President for Assessment and Institutional Effectiveness
• Led preparations for initial Middle States regional accreditation. (SWOT development and analysis; self-study editor; strategic planning; student, faculty and employer survey instrument development, implementation, and analysis; academic and institutional assessment planning and reports)
• Introduced outcomes assessment tools and methods as part of continuous quality improvement
• Introduced capital and operational budget planning.

The Art Institute of New York City, 75 Varick Street, New York, NY 10013 Jan 2008 – Dec 2008
Director of Institutional Effectiveness
• Chief compliance officer. Assured compliance with State and accrediting agency regulations.
• Led accreditation activities and new program development.
• Developed, introduced and implemented outcomes assessment tools and methods. Instituted a continuous quality improvement process.
• Responsible for completion of annual Institutional Effectiveness Plan.
• Led institution to integrate Strategic Plan and Institutional Effectiveness Plan.
• Responsibility for NYS Department of Education reporting functions.
• Responsibility for catalog development and preparation.

Lehigh Valley College, 2809 East Saucon Valley Road, Center Valley, PA 18034 2006-2007
Provost
• Responsibility and accountability for academic activities. Directed activities of registrar, library, student services office, 3 Deans, 38 full-time and 30 part-time instructors.
• Planned and organized projects. Budget and schedule responsibility. Led accreditation efforts.
• Created industry advisory boards to provide guidance in selecting courses that met adult needs.
• Led faculty in developing new certificate and degree programs.
• Participated in preparing plans for program marketing and student recruitment.
Provided academic, intellectual, and administrative leadership to reflect the highest quality of learning. Institution had 4 Deans, 86 full-time, 90 part-time instructors divided into three major divisions offering 15 degree and certificate programs. 4000 urban students from more than 90 countries.

Supervised the quality of the academic program. Initiated and developed campus-wide continuous quality improvement (CQI) and outcomes assessment efforts. Worked collaboratively with administrators and faculty to set educational standards and goals and formalized academic policies and procedures.

Successfully organized and implemented a five-year plan to gain initial Middle States regional accreditation. Led accreditation preparations. (Created contributing teams for chapter writing; SWOT development and analysis; self-study editor; strategic planning; student, faculty and employer survey development, implementation, and analysis; academic and institutional assessment planning and reports)

Organized and led successful accreditation efforts conducted by the New York State Board of Regents and the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

Led the development and introduction of six new academic degree programs and the continual evaluation and upgrade of existing programs.

Participated in the process of recruiting and hiring academic administrators, faculty and staff.

Led collective bargaining negotiations.

New York Institute of Technology, New York, NY

Adjunct Assistant Professor (9/69 - 6/71)
Lecturer in the Department of Electrical Engineering (9/68 - 6/69)

averse electrical engineering undergraduate courses.

Developed the initial digital electronics curriculum at the Manhattan Campus.

INDUSTRY EXPERIENCE

Canberra Industries, Meriden, CT (1995-1999)

Project Management Department Manager

Created and managed department responsible for project management and proposal development. Overall responsibility for software and hardware design, manufacture, and delivery of electro-mechanical waste characterization systems delivered to government and private industry customers worldwide. Recruited and trained personnel. Established project management processes and procedures. Profit and loss responsibility for projects exceeding $45 million in annual sales. Approximately 35% of the customers were located in Europe and Asia.

Formalized the project management operation with the introduction of formal schedules, cost accountability, work breakdown structure (WBS), and statement of work (SOW) usage. Developed structured proposal submittals.

Developed a methodology for preparing and submitting more than 20 technical and cost proposals monthly.

Technical, schedule, and cost responsibility for the health physics information system software database project. Responsible for the installation and maintenance of database software.
Norden Systems, (Division of United Technologies Corporation), Norwalk, CT
Managed functional engineering organization that designed, fabricated and tested avionics and ground support electronic hardware and software systems. Strong team facilitation, interpersonal, mentoring and communications skills. Conceived and implemented cost-effective customer driven solutions.

- Identified, led proposal preparation and received three product improvement development contract awards worth $4.5 million for upgrading a high quality, high reliability fielded electronic control system.
- Cost, schedule and technical responsibility for a computer used in a military radar system. Led team that designed, developed, tested and integrated six units within budget and 24-month schedule.
- Principal investigator for R&D program that successfully developed a communications gateway. Unit interfaced with different communications protocols. Led teams to complete effort on schedule and within budget.

Computer Products Engineering Manager (Prior to 1989)
Managed the computer products division. Transferred the production and engineering operations in a New Hampshire facility computer product line to a Connecticut manufacturing plant. Managed over 100 electrical, software, mechanical, and drafting engineers and technicians and a corresponding number of non-technical personnel.

- Supervised groups responsible for special purpose computer design and development.
- Designed a microprocessor-based scan converter for aircraft.
- Developed digital video data compression coding techniques.

United Technologies Corporation (UTC) Special Assignments
- Member of UTC Technical Education and Training Council. Identified courses, course suppliers, and delivery methodologies to improve the technical capabilities of UTC engineers and scientists worldwide. Performed cost/benefit trades to determine course effectiveness. Participated in identifying corporate-wide methodology for upgrading and restoring the skills of practicing engineers & scientists using distance learning.
- Led UTC team (1987) reporting to the Chemical Systems Division investigating electronic system issues surrounding a mishap with the Titan 34 rocket at Vandenberg Air Force Base.
- Led UTC teams investigating electronic system issues associated with the space shuttle including the Challenger tragedy. Interacted with UTC’s United Space Boosters Inc. division (1984-1986).
- Supervised groups responsible for special purpose computer design and development.
- Designed a microprocessor-based scan converter to display radar in aircraft.
- Developed digital video data compression coding techniques.

PATENT
Digital Scan Converter Employing an Accelerated Scan (No. 3,904,817)

HONORS
Received TCI Outstanding Service Award (2001)
1988-89 Educator of the Year at the Bridgeport Engineering Institute.
Received the 1987 UTC Horner Citation for technical contributions to the Titan 34D program.
Selected for membership in Sigma Xi, Eta Kappa Nu, and Phi Delta Kappa.
Former holder of a National Science Foundation Fellowship.
AFFILIATIONS
Principle consultant at www.collegeaccreditationservices.com
Member of the Board of Trustees of the Technical Career Institutes (2002-2005)
American Society for Engineering Education – member
Institute of Electrical and Electronics Engineers – member
Project Management Institute – member
United Technologies Technical Education and Training Advisory Council (1991-94)

PROFESSIONAL SERVICE
Examiner for the Malcolm Baldrige Performance Excellence Program conducted by the National Institute of Standards and Technology (NIST) at the Department of Commerce 2011-2012
Institutional accreditation peer reviewer for the NYS Office of Higher Education
  o Chaired a six person team reviewing the accreditation status of the Keller Graduate School of Management for the NYS Office of Higher Education on June 18, 2012.
Institutional accreditation peer reviewer for the Accrediting Council for Independent Colleges and Schools.
  o Visited ITT Technical Institute (Grand Rapids) on February 10-12, 2008
  o Visited ITT Technical Institute (Baltimore) on May 22, 2008
Institute of Electrical and Electronics Engineers program evaluator for the Technology Accreditation Commission – Accreditation Board for Engineering and Technology.
  o Visited Penn State Beaver Valley campus on November 12-14, 2000
  o Visited Fayetteville Technical Community College on October 26-28, 2003
Member of the Computer Technology Industry Association (CompTIA) Project + Cornerstone Committee (2002-2005)

SELECTED PUBLICATIONS, PAPERS, AND PRESENTATIONS
Hoffman, H. F. (1997, June 17-19). Organizer and Chairperson of the 1997 Annual Health Physics Information System Software Conference. Sponsored by Canberra Industries (Meriden, CT) for professionals managing radiological personnel data at nuclear power plants, pharmaceutical companies, Department of Energy sites, or other organizations using radioisotopes for research.

Hoffman, H. F. (1996, June 25-27). Organizer and Chairperson of the 1996 Annual Health Physics Information System Software Conference. Sponsored by Canberra Industries (Meriden, CT) for professionals managing radiological personnel data at nuclear power plants, pharmaceutical companies, Department of Energy sites, or other organizations using radioisotopes for research.

Hoffman, H. F. (1995, June 19-21). Organizer and Chairperson of the 1996 Annual Health Physics Information System Software Conference. Sponsored by Canberra Industries (Meriden, CT) for professionals managing radiological personnel data at nuclear power plants, pharmaceutical companies, Department of Energy sites, or other organizations using radioisotopes for research.


EDUCATION

UNIVERSITY OF CALIFORNIA, San Francisco, CA
John A. Hartford Foundation Postdoctoral Fellowship 2002-2004

UNIVERSITY OF CALIFORNIA, San Francisco, CA
Doctor of Philosophy in Nursing 2002

Special Studies Program 1997-1998
Graduate course work in Sociology and Public Policy

UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA
Bachelor of Science in Nursing 1996
Concurrent Bachelor of Arts, Biological Basis of Behavior
Concentration in Biological Psychology of Animal and Human Organisms

TEACHING EXPERIENCE

FAIRFIELD UNIVERSITY, Fairfield, CT Fall 2012
ASSOCIATE PROFESSOR
Promoted to the rank of Associate Professor. Participated in interdisciplinary research through the Integrative Health Sciences Initiative. Directed a team of undergraduate research assistants, supervised doctoral level coursework and undergraduate theses. Taught a diversity of courses at the undergraduate and graduate level, including Research Methods, Biostatistics, Geriatrics, Pathophysiology and Pharmacology.

FAIRFIELD UNIVERSITY, Fairfield, CT Fall 2006
ASSISTANT PROFESSOR

Taught a variety of undergraduate core courses in the nursing curriculum including Pathophysiology/Pharmacology, Geriatrics and Medical-Surgical Nursing, participated on a number of committees and engaged in scholarly research.

YALE UNIVERSITY, New Haven, CT Fall 2005
CLINICAL INSTRUCTOR
Provided first semester clinical instruction for Graduate Entry in Nursing Program (GEPN) students on an adult cardiac (Medical-Surgical) unit (516A). Topics included patient assessment, documentation, medication administration, wound care, etc.

FAIRFIELD UNIVERSITY, Fairfield, CT
ADJUNCT PROFESSOR Fall 2005
Advanced Physiology and Pathophysiology
Taught concepts in advanced pathophysiology to Masters’ level students.

UNIVERSITY OF CALIFORNIA, San Francisco, CA
TEACHING ASSISTANT Winter 2003
Research Issues In Aging: Interdisciplinary Perspectives
Teaching assistant for N248B, a course focused on exploring the methodological and theoretical approaches to research in aging. Faculty of Record, Dr. Jeanie Kayser-Jones.

TEACHING ASSISTANT Fall 2002
Gerontological Nursing Research
Teaching assistant for N248A, an introductory course in Gerontological Nursing Research for first and second year doctoral students. Faculty of Record, Dr. Jeanie Kayser-Jones.

GUEST LECTURER Fall 2002
Symptom Management
Guest lecturer for Symptom Management: Perception and Evaluation (N223A). Faculty of Record, Dr. Sally Rankin and Dr. Diana Taylor.

GUEST LECTURER Winter 1999
Financial Management
Guest Lecturer for Financial Management (N287), part of the nursing administration core curriculum. Faculty of Record: Dr. Jean Ann Seago.

RESEARCH AND CLINICAL EXPERIENCE
UNIVERSITY OF CALIFORNIA, San Francisco, CA
Visiting Assistant Professor 2005-2006
Continued work with a research team involving analysis and dissemination of data on pain management and pressure ulcers.

YALE UNIVERSITY SCHOOL OF NURSING, New Haven, CT
Associate Research Scientist / Project Director 2004-2005
Management of a randomized controlled trial of a nursing intervention to improve care for women with ovarian cancer. Responsible for the timely and accurate collection and analysis of subject data, as well as the supervision and training of a staff of 10 data collectors and research assistants.

UNIVERSITY OF CALIFORNIA, San Francisco, CA

**Project Director**  
2002-2004

Promoted to project director of study. Additional responsibilities included oversight of an interdisciplinary project to analyze the appropriateness of pharmacological therapy at the end of life and assistance with the dissemination of research results.

**Graduate Student Researcher II**  
1998-2002

Participated in an ethnographic study of the experience of death and dying in long-term care facilities entitled, “An Ethnography of Dying in a Nursing Home”. Interviewed patients, families and staff, wrote field notes and theoretical memos, and coded and analyzed data. Funded by NIH, NIA, NINR, NCI. Principal Investigator, Dr. Jeanie Kayser-Jones.

UNIVERSITY OF CALIFORNIA, San Francisco, CA  
2000-2002

**Graduate Student Researcher II**

Assisted on a study entitled, “Nursing Unit Characteristics and Quality of Care”. Obtained Institutional Review Board approvals, traveled extensively throughout the state of California, managed research sites, and collaborated with nurse managers. Conducted interviews with nurse managers, patients and families in both English and Spanish. Funded by UCSF Academic Senate. Principal Investigator, Dr. Jean Ann Seago.

UNIVERSITY OF CALIFORNIA, San Francisco, CA  
1997-1998

**Research Nurse**

Investigated the relationships between social support and health outcomes as part of a study entitled, “Enhancing Recovery in Coronary Heart Disease Patients”. Work involved inpatient screening through the administration of standardized questionnaires. Funded by NIH, National Heart, Lung and Blood Institute. Principal Investigator, Dr. Erika Froelicher.

ALTA BATES MEDICAL CENTER, Berkeley, CA  
1997

**Registered Nurse Care Coordinator**

Staff nurse on medical unit. Cared for diverse patient population of acutely ill patients with all major medical diagnoses. Caseload of 7 to 10 patients using a patient focused care model.

NOB HILL HEALTH CARE CENTER, San Francisco, CA  
1996-1997

**Charge Nurse**

Acted as sole licensed nurse on a 45 bed skilled nursing and rehabilitation unit. Administered all medications; managed multiple I.Vs, central lines, NG and PEG tubes. Performed wound, colostomy and trachestomy care.

HOSPITAL OF THE UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA  
1994-1996

**HIV/AIDS Database Manager**
Collected and integrated data into a large database servicing an HIV/AIDS outpatient clinic. Tabulated basic statistics and correlation analyses for various research grants and the Centers for Disease Control.

**Smell and Taste Center Researcher**
Investigated the impact of smell testing methodology as part of a study entitled, “Influence of Ascending and Descending Trial Presentations and the Role of Feedback on Odor Detection Performance”. Funded by the National Institute on Aging and the National Institute on Deafness and Other Communication Disorders. Principal Investigator, Dr. Richard Doty.

**Research Assistant**
Interviewed patients and their families on the Medical Intensive Care Unit as part of a study to test the validity of surrogate decision-making as part of a study entitled, “Quality of Life and Worthwhileness of Care in Critical Illness.” Funded by the Picker/Commonwealth Scholars Program. Principal Investigator, Dr. Tracy Barrett-Tangoren.

**RESEARCH GRANTS**

Elizabeth McInerney Chair of Health Sciences (2014).


Culpeper Foundation (2009-2011). Kris, A., PI. Improving Symptom Management in Long-Term Care Settings: Barriers and Facilitating Factors. $7000.00

Duke University TIP-NEP Grant (2010). Campbell, S, Kris, A., Grossman, S., Screen Capture Classes for Student Learning and Success, Using Technology for Improved Learning Outcomes. Technology Integration Program for Nursing Education and Practice.$3,000.00


**TRAINING GRANTS**

**Geriatric Nursing Education Consortium (GNEC) (2008).** Participant in the Faculty Development Institute, Enhancing Gerontology Content in Senior-level Baccalaureate Courses. San Antonio, TX.

**Leadership Institute Participant, (2005).** Selected from a national group of scholars to participate in forum on utilization of research to inform public policy. Washington DC
Postdoctoral Scholar, University of California, San Francisco (2002-2004). Funded by the John A. Hartford Foundation Building Academic Geriatric Nursing Capacity Initiative. $100,000.00


HONORS AND AWARDS


Western Institute of Nursing Board of Governors Poster Award, First Place, 2003 Best poster presentation of work completed while a student.

Sigma Theta Tau International Honor Society, 2001 Research Award 2001

PRESENTATIONS


University 14th annual Sigma Xi Poster Session, Fairfield, CT. (*note this is the same poster as presented at the Yale School of Nursing Scholarship Day)


Pharmacologic Management of Nursing Home Residents During The Last Week of Life (Poster Presentation, February, 2006). Florez, R., Bookwalter, T., Inciardi, J., McCart, G., Kris, A., Kayser-Jones, J. Poster Presentation at the Annual Conference of the National Hospice and Palliative Care Organization.


Pharmacologic Management of Nursing Home Residents During The Last Week of Life (April, 2003). Florez, R., Bookwalter, T., Inciardi, J., McCart, G., Kris, A., Kayser-Jones, J. Poster Presentation at The 5th Annual Spring Research Seminar, School of Pharmacy, Department of Clinical Pharmacy, University of California, San Francisco.

Symptom Experience of Adult Medical-Surgical Patients (April, 2003). Kris, A. Poster presentation at the Western Institute of Nursing, Scottsdale Arizona.


Symptom Status as an Outcome of Nursing Care Quality in Acute and Long Term Care (November, 2002). Kris, A. Poster presentation at the Annual Meeting of the Gerontological Society of America, Boston, MA.
Factors that Influence the Quality of Care of Terminally-Ill Nursing Home Residents (November, 2001). Kayser-Jones, J., Schell E., Lyons, W., Beard, R., Chan, J., Kris, A. Presented by Dr. Jeanie Kayser-Jones at the Annual Meeting of the Gerontological Society of America, Chicago, IL.

PUBLICATIONS

Refereed Journals


Peer Reviewed Published Abstracts


Factors that Influence the Quality of Care of Terminally-Ill Nursing Home Residents (2001). Kayser-Jones, J., Schell E., Lyons, W., Beard, R., Chan, J., Kris, A. The Gerontologist (41) Special Issue I, p. 263.

Books


Book Chapters

Dying Well (2014). Kris, A. In Kazer, M. Improving the Quality of Life of Older Adults Across Environments of Care. Springer Publishing, NY

Staff education and patterns to promote quality of life (2014). Kris, A. In Kazer, M. Improving the Quality of Life of Older Adults Across Environments of Care. Springer Publishing, NY


Conference Proceedings


COURSES TAUGHT

Undergraduate

NS112 Healthcare Delivery Systems
NS272 Geriatric Nursing
NS272 Geriatric Nursing (clinical)
NS303 Basic Concepts of Pathophysiology and Pharmacology
NS310 Research in Nursing
NS312 Patterns of Illness I
NS325 Patterns of Illness II (clinical)
HS 300 Honors Seminar

Graduate

NS 608 Application of Nursing Theory & Research Methods to Practice
NS 610 Biostatistics
NS 612 Research Translation for Clinical Practice

CONSULTING

Magnet Hospital Research Consultant, Stamford Hospital 2009-2010

Statistical Consultant, New York University, School of Nursing 2005

Dissertation: “An Intervention to Improve Oral Fluid Intake Among At-Risk Nursing Home Residents”, New York University, Zembruski, C.

DOCTORAL STUDENT ADVISING

** plus an additional 3? **


SERVICE

University

Faculty Athletics Fellow 2014-2015

*Academic Council 2013-2015
Valedictory Speech Selection Committee
Fairfield University IRB
Fairfield University Undergraduate Curriculum Committee (Chair)
Fairfield University Undergraduate Curriculum Committee
Graduate Ceremony Commencement Speaker Committee
Faculty Marshall, Graduate Commencement
Fairfield University Library Committee, (Chair, 2009)
*Fairfield University Undergraduate Curriculum Committee (Chair)
Faculty Learning Community

*denotes handbook committee service

**School of Nursing**
Lourdes Selection Committee
CCNE/AACN standards subcommittee
BSN essentials, SON Undergraduate Curriculum Committee
Commission of Collegiate Nursing Education (CCNE)
  Standard IV Subcommittee
Fairfield University School of Nursing Advisory Board
Fairfield University School of Nursing Open House Faculty Panel
Fairfield University School of Nursing Curriculum/Faculty Committee
Fairfield University School of Nursing Curriculum/Faculty Committee (Chair)
Fairfield University School of Nursing Curriculum/Faculty Committee (Chair)
Freshman Orientation, Faculty Liaison
School of Nursing Library Liaison
Sigma Theta Tau International, Abstract Reviewer for Regional Conference
Sigma Theta Tau International, Mu Chi, Vice President
Sigma Theta Tau International, Mu Chi, President
Student Health Advisory Council, School of Nursing Representative

**National**
National Nursing Home Collaborative
American Academy of Nursing, Expert Panel on End-of-Life Care 2002-2005
Gerontological Society of America, Abstract Reviewer 2002-2014
Geriatric Nursing, Reviewer 2012-2014
Journal of Palliative Medicine, Reviewer 2014

**International**
International Conference on Chronic Illness, Abstract Reviewer 2005

**Board Memberships**
United Methodist Homes, Shelton, Board Member 2013-2015
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Gerontological Society of America 2000-present
Western Institute of Nursing 2002-2004
Sigma Theta Tau International Honor Society 1998-2011
Nursing Pain Association 1999-2000

SKILLS
Certifications: Registered Nurse licensure in the State of Connecticut, CPR
Jenna A. LoGiudice, PhD, CNM, RN
25 Verbena Ct, Cheshire, CT 06410 | (203) 437-2624 | jlogiudice@fairfield.edu

Education:

University of Connecticut: School of Nursing
PhD
December 2014

Yale University: School of Nursing
Master of Science: Nurse-Midwifery
May 2008
New Haven, CT

Fairfield University: School of Nursing – Summa Cum Laude
Bachelor of Science: Nursing
May 2006
Fairfield, CT

Licensure & Certification:

Licensed Nurse Midwife, Connecticut 000319
2008-present

Registered Nurse, Connecticut 079787
2006-present

Certified Nurse Midwife, American Midwifery Certification Board, 12731
2008-present

BCLS certification
2003-present

Professional Membership & Committees:

Eastern Nursing Research Society
Member 2014-present

American College of Nurse Midwives (ACNM)
Member 2008-present

Connecticut ACMN Affiliate
Secretary 8/2015 – present
Member 2008-2015

Sigma Theta Tau, Mu Chi Chapter
Member 2005-present

Sigma Theta Tau, Mu Chapter
Member 2013-present

Professional Experience:

A. Experience in Higher Education

Assistant Professor, tenure track
Jan. 2014-present
Fairfield University, School of Nursing
Fairfield, CT

• Teach Maternal and Newborn Nursing to undergraduate and second degree nursing students.
• Teach Women’s Health to Family Nurse Practitioner and DNP students.
• Foster conversation on maternal/newborn needs through case based learning.
• Incorporate VSIM in the classroom in order to flip the class.
• Advise DNP students and work with them extensively on their research projects.

**Visiting Instructor**
Fairfield University, School of Nursing
Fairfield, CT

• NS303 Basic concepts of Pathophysiology and Pharmacology, NS314 Nursing of Women and the Childbearing Family, Clinical Instructor for NS314, and DNP advisor
• Deliver up-to-date materials in the classroom setting while consistently using clinical cases to provide context for student learning
• Facilitate learning through case studies and by encouraging small group discussion

**Adjunct Faculty in the Graduate Program**
June 2010-Sept. 2013
Fairfield University, School of Nursing
Fairfield, CT

• Women’s health content of NS643 Adult Health II
• Developed current and evidenced based women’s health class sessions with case studies and presentations Utilized simulation pedagogy and case based learning to enhance student learning related to women’s healthcare

**B. Experiences in other than Higher Education**

**Certified Nurse Midwife, per diem**
July 2015-present
Yale Medical Group / Greater New Haven OB-GYN
New Haven, CT

• Granted hospital privileges and credentialing
• Provide full scope obstetric care to women and families at Yale New Haven Hospital
• Triage gynecological patients concerns

**Certified Nurse Midwife, per diem**
May 2013-present
Planned Parenthood of Southern New England
CT

• Provide full scope gynecologic care to ethnically and socioeconomically diverse women throughout CT, who otherwise may not have access to healthcare services
• Evaluate and treat male patients with STD complaints
• Educate patients regarding contraception and natural family planning choices
• Provide STD screening and counseling

**Certified Nurse Midwife**
July 2008-Jan. 2013
Specialists in Women’s Healthcare, P.C.
Waterbury, CT

• Provided full scope obstetric and gynecologic care to a socioeconomic and ethnically diverse community
• Managed high risk obstetric patients with conditions including gestational diabetes, pre-eclampsia, clotting disorders, Hepatitis B, and HIV
• Offered psychosocial counseling to women with complex social issues including depression, drug abuse, domestic violence, and/or a history of sexual abuse
• Independently managed intrapartum and postpartum patients at two community hospitals
• Offered natural childbirth education and performed deliveries in a low intervention birthing room
• First assisted on cesarean sections and performed circumcisions on newborn males
• Educated women regarding family planning options, importance of self breast exams, and pap smear results

Registered Nurse, State of CT  
2008
Maternal Fetal Care, P.C.  
Stamford, CT
• Conducted antepartum and postpartum visits with high risk patients
• Educated women about their pregnancy and counsel women regarding genetic testing options
• Managed women with chronic diseases, such as type I and II diabetes and hypertension, throughout pregnancy
• Managed women during their pregnancy with pre-eclampsia, gestational diabetes, cholestasis, twins, triplets, preterm labor, and clotting disorders
• Provided gestational diabetes counseling and management and lovenox/heparin teaching to patients
• Performed and interpreted non-stress tests

Student Nurse Extern  
2005 – May 2006
Stamford Hospital  
Stamford, CT
• Responsible for aiding in all aspects of labor and delivery in both vaginal deliveries and cesarean sections
• Demonstrated effective pushing techniques and tailored my care to fit each woman’s individual birthing plan
• Helped new mothers with breastfeeding and provided constant support for the new mother and her family
• Aided in many emergency situations such as prolapsed cords and placental abruptions
• Supported women throughout the difficult delivery of a fetal demise
• Provided culturally competent, research based, holistic care to each patient

Grants & Fellowships:
• Predoctoral Fellowship from the University of Connecticut (2013-2014)

Awards:
• Carolyn Ladd Widmer Award for Outstanding Doctoral Research from the University of Connecticut (May 2015)

• Best Podium Presentation by the Division of Research of the ACNM at the 2015 National Conference (2015)

Publications – Peer-Reviewed Journals:
• **LoGiudice, J. & Beck, C.T.** (Accepted 9/2015). "It was the Best of Times, It was the Worst of times: The Lived Experience of Childbearing from Survivors of Sexual Abuse. *Journal of Midwifery and Women's Health.*


**Publications - Journals:**


**Publications – Peer-Reviewed Book Chapters:**


**Peer-Reviewed Presentations:**


• Awarded Best Podium Presentation by the Division of Research of the ACNM (American College of Nurse-Midwives)

• LoGiudice, J. “It was the Best of Times, It was the Worst of Times: The Childbearing Experience of Survivors of Sexual Abuse. Podium presentation at the 27th Eastern Nursing Research Society Conference, Washington, D.C., April 14, 2015.


• LoGiudice, J. It was the Best of Times, It was the Worst of Times: A Qualitative Meta-synthesis of Survivors of Sexual Abuse and their Childbearing Experiences. Podium presentation at the 11th Annual Nursing Research Day, St. Francis Hospital, Hartford CT, May 8, 2013.
• LoGiudice, J. It was the Best of Times, It was the Worst of Times: A Qualitative Meta-synthesis of Survivors of Sexual Abuse and their Childbearing Experiences. Podium presentation at the 16th Annual Evidence Based Practice Conference, Hartford Hospital, Hartford, CT, October 5, 2012.


• LoGiudice, J. The Lived Experience of Caring for Survivors of Sexual Assault: Insights from Women’s Healthcare Providers. Podium presentation at 10th Annual Nursing Research Day, St. Francis Hospital, Hartford CT, May 9, 2012.


Invited Presentations:

• “STD prophylaxis and Emergency Contraception following sexual assault.” Office of Victim Services, Wethersfield, CT, October 9, 2015. Expert educational presentation to Sexual Assault Nurse Examiners in training.

• “STD prophylaxis and Emergency Contraception following sexual assault.” Office of Victim Services, Wethersfield, CT, April 1, 2015. Expert educational presentation to Sexual Assault Nurse Examiners in training.

• “STD prophylaxis and Emergency Contraception following sexual assault.” Office of Victim Services, Wethersfield, CT, October 1, 2014. Expert educational presentation to Sexual Assault Nurse Examiners in training.


• “Coping with PTSD following sexual trauma.” Jane Doe No More at Naugatuck Valley Community College, Waterbury, CT, April 21, 2014. Presentation to survivors of sexual violence, students, and community members.


In the News:

• Currently working on: Hormone Imbalances in premenstrual and perimenopausal women. October 2015. For WebMD

SERVICE TO THE PROFESSION:

• Connecticut ACMN Affiliate Secretary 8/2015 – present
• Editorial Board
  o SAGE Open Nursing Summer 2015 – present
• Journal Peer Reviewer
  o Journal of Midwifery and Women’s Health (JMWH) Summer 2015 - present

SERVICE OUTSIDE OF FAIRFIELD UNIVERSITY:

• Educator for the Sexual Assault Nurse Examiner program in CT.
  o Present biannually a 1.5 hour educational session on sexually transmitted diseases and emergency contraception to SANE students through the Office of Victim Services in Wethersfield, CT.

• Partake in annual Sudden Infant Death Syndrome (SIDS) Awareness fundraiser/road race with former patients and colleagues.
Diana R. Mager, DNP, RN-BC
March 7, 2015
33 Brett Cliff Road
Milford, Ct 06461
(203) 254-4000 ext 2718 (w)
(203) 283-0628 (h)
(203) 543-1035 (c)
dmager@fairfield.edu

EDUCATION
2009 Case Western Reserve University, Cleveland, OH, DNP
1994 Western Connecticut State University, Danbury, CT, MSN
1988 Fairfield University, Fairfield, CT, Bachelor of Science in Nursing, Cum Laude

LICENSURE
Registered Nurse-CT. #E51513; 7/88-present

ADVANCED CERTIFICATION
ANCC certified in Home Health Nursing. #0242480; 1995-present

ACADEMIC EXPERIENCE
1998- present Fairfield University, Fairfield, CT
Assistant Professor 2011- present
Director of the Robyn Kanarek Learning Resource Center 1998-2011
Adjunct Clinical Faculty 1998

CLINICAL DIRECT PATIENT PROFESSIONAL EXPERIENCE
1991-present Visiting Nurse and Hospice of Fairfield County (formerly Nursing and Home Care), CT
Per Diem Staff Nurse 1998- present
Medicare Benefit Coordinator 1998
Team Supervisor 1993-1998
Home Care Staff Nurse 1991-1993
1988- 1991 Norwalk Hospital, Norwalk, CT, staff nurse, charge nurse
Medical/Surgical Unit, 1988 (six month assignment)
Pediatrics Unit, 1988-1989
Medical/Surgical Unit, 1990-1991

OTHER PROFESSIONAL EXPERIENCE
2000- present Home Health Care Consultant

AWARDS & HONORS
Sigma Theta Tau International Honor Society of Nursing Member since 1992

PUBLICATIONS
*designates a data-based article/chapter; (R) designates peer review

BOOK CHAPTERS
Mager, D. in Kazer (ed.) Medication Use and Misuse Chapter x, In Improving the Quality of Life of Older Adults Across Environments of Care. Springer Publishing; (accepted for publication June, 2014) (R)


**JOURNALS**


References


**MANUSCRIPTS IN PREPARATION**

**PROFESSIONAL ACTIVITIES/CONSULTATIONS/PROJECTS**

**Invited speaker**
- Stamford Hospital Research Day. Medication Use in the Home Care Setting. March 2014
- Stamford Hospital: Research Day (withdrew due to unexpected surgery the day before the event). May 2012
- Visiting Nurse and Hospice of Fairfield County: “Orthostatic Hypotension and Medications in the Home: Patho, Problems, and Prevention”. 2011

**Journal and Text Book Reviewer**
- Manuscript reviewer, *Journal of Medical Education and Curricular Development*, 2014-present
- Manuscripts reviewer, *Geriatric Nursing* journal 2012; 2013
- Manuscript Reviewer, *Canadian Journal of Nursing Research (CJNR)* 2011
Other Professional Activities

Stratford Visiting Nurse Agency Advisory Board Nominee (Jan 2015); awaiting decision

Abstract Review Committee for the International Home Care Nurse's Organization annual meeting 2014-2015 (IHCNO)

Editorial board member, Home Health Care Nurse journal, Feb. 2014 – present

Manuscript consultant for a team of nurses at the Jewish Home for the Elderly, Fairfield CT, June, 2014-present

Medication Management Committee Member, Visiting Nurse and Hospice of Fairfield County in Norwalk, CT July 2011 - present

Medical Expert as Reviewer of legal cases 2009- present

Consultant /case manager for older adults living at home who are in need of medical services and/or referrals, 2000-present

Doctoral committee member, as special member of the graduate faculty of the University of Connecticut, for Joanne Gatti-Petito: DNP candidate, 2009- Feb 2010. Research Thesis: Nursing Students’ Perceptions of Caring Before and After Simulation in Nursing Education.

Project Coordinator for ELDER Project Grant (2006-2009).

FUNDED PROJECTS


Fairfield University Grant award for Identifying Effective Methods for Teaching About Medication Side Effects in a Home Care Setting. $1276.00; 2014; D. Mager (P.I.)

Fairfield University Summer Stipend for Hospitalization of Home Care Patients: Adverse Drug Events. $3500.00; 2012; D. Mager (P.I.)

USDHHS HRSA funded Grant: Expanded Learning and Dedication to Elders in the Region (ELDER) Expansion Project. (grant number 2 D62HP06858-04-00) $414,614.00; 2009-2013; J. Lange (Co-P.I.); D. Mager (Co-P.I.), July 2009 – June 2011; D. Mager (P.I.) July 2011 - 2013.


Grant funded by the Norwegian Centre for International Cooperation. $14,000; 2009-2010. Simulation Based Pedagogy: Collaboration and Development. Collaborative project with Oslo University, Norway; S. Bancel (P.I.), Norway; S. Grossman (Co-P.I.), D. Mager (Project team member) Fairfield University. USA.

USDHHS HRSA funded Grant: *Expanded Learning and Dedication to Elders in the Region (ELDER) Project*. $467,865.00; 2006-2009. P. Greiner (P.I.), J. Lange (Co-P.I.), D. Mager (Project Director), K. Saracino (Education Director).

**GRANT/TRAINEE SHEIPS APPLIED FOR, NOT FUNDED**

USDHHS HRSA funded Grant: *Expanded Learning and Dedication to Elders in the Region (ELDER) Expansion Project: Inter Professional Education (IPE)*. Submitted March 2012: $364,020; Rated “90”, approved for funding, but funding insufficient to, so grant unfunded.

**PRESENTATIONS**

(R) designates peer review

*Use of Phosphodiesterase Type 5 Inhibitors in Assistive Living and Home Care Settings* (Iannino-Renz, R., and Mager, D. R., poster presentation, International Home Care Nurses Organization, Annual Meeting (Accepted to presentation in July, 2015) (International) (R)

*Identifying Effective Methods for Nursing Assessment and Teaching About Medication Side Effects in a Home Care Setting* (Mager, D.), poster presentation, Association for Gerontology in Higher Education (AGHE) 2015 Annual Conference. Nashville, Tennessee. Accepted but unable to attend; withdrawn. (National) (R)


*Identifying Effective Methods for Nursing Assessment and Teaching About Medication Side Effects in a Home Care Setting* (Mager, D.), April, poster presentation, 19th annual Connecticut Collaborative Research Day Conference, sponsored by Sigma Theta Tau International at Yale University, CT. (Regional)

*Hospitalization of Home Care Patients: Adverse Drug Events* (Mager, D.), June 2013 podium presentation, International Home Care Nurses Organization (IHCNO). Cleveland, OH. (R) (International)


*An Interprofessional Instrument to Evaluate Knowledge of End of Life Care: Modification of the ELNEC-KAT* (Lange, J., and Mager, D.), November 2013 poster presentation; Gerontological Society of America’s 66th Annual Scientific Meeting. New Orleans, LA. (National) (R)

Teambuilding Across Healthcare Professions: The ELDER Project (Mager, D., and Lange, J.), March 2013 podium presentation; 21st Annual Connecticut Collaborative Research Day Conference sponsored by Sigma Theta Tau International, Sacred Heart University, CT. (Regional) (R)

Medication Management in the Home (Mager, D.), February 2013 podium presentation, Fairfield University School of Nursing Advisory Board Meeting. Fairfield, CT.

Use of Simulation for Medication Management in a Home Care Setting (Mager, D., and Campbell, S.), June 2012 poster presentation, International Nursing Association for Clinical Simulation and Learning (INACSL) Conference. San Antonio, Texas. (International) (R)


The ELDER Project: A model for improved cultural competence in long term and home care settings (Lange, J., and Mager, D.), February 2012 poster presentation; Association for Gerontology in Higher Education (AGHE) Annual Conference. Arlington, VA. (National) (R)

Medication Management in a Home Care Setting: Patient Satisfaction (Mager, D., and Ross, M.), March 2012 poster presentation; 17th Annual Connecticut Collaborative Research Day Conference sponsored by Mu Chi Chapter of Sigma Theta Tau International. Fairfield University, CT. (Regional)

The ELDER Expansion Project: Promotion of Inter-Professional Collaboration (Lange, J., and Mager, D.), March 2012 poster presentation; 17th Annual Connecticut Collaborative Research Day Conference sponsored by Mu Chi Chapter of Sigma Theta Tau International. Fairfield University, CT. (Regional)


Peer Review of Teaching Project: School of Nursing (Conelius, J., Kazer, M., Lippman, D., Mager, D. and Shea, J.), December 2011 podium and poster presentation; Fairfield University Center for Academic Excellence event. Fairfield, CT.

Simulation Technology Impacts Cultural Competence of Undergraduate Students in North America and Norway (Grossman, S., Mager, D. Opheim, H., & Torbjornsen, A.), June 2010 podium presentation, Plenary Session of the International Nursing Association for Clinical Simulation and Learning (INACSL) Conference. Las Vegas, Nevada. (International) (R)

Developing Simulation Scenarios to Impact Student Perception of Skill Competency And Cultural Awareness ( Grossman, S., Mager, D., Opheim, H., & Torbjornsen, A.), June 2010 poster presentation, International Nursing Association for Clinical Simulation and Learning (INACSL) Conference. Las Vegas, Nevada. (International) (R)

Medication Use Among Older Adults in a Home Care Setting in the United States (Mager, D.), April 2010 podium presentation, Tasenhmett Nursing Home in Oslo, Norway. (International)


The ELDER Project: 3-Year Outcomes of a Community Based Geriatric Educational Initiative (Lange, J., Greiner, P., Mager, D.), March 2010 poster presentation, Association for Gerontology in Higher Education (AGHE) Annual Meeting. Reno, Nevada. (National) (R)

International Research: Oslo University, Norway and Fairfield University, United States (Grossman, S., and Mager, D.), December 2010 podium presentation, Innovative Teaching with Technology: Exemplars from the School of Nursing event at Fairfield University. Fairfield, CT.

The use of innovative methods with practicing health care professionals: the Elder Grant (Lange, J., and Mager, D.), December 2010 podium presentation, Innovative Teaching with Technology: Exemplars from the School of Nursing event at Fairfield University. Fairfield, CT.

Educational Model and 3-Year Outcomes of a Community-Based, Federally Funded Initiative (Lange, J., Greiner, P., and Mager, D.), November 2009 podium presentation, Gerontological Society of America (GSA) Annual Meeting. Atlanta, Georgia. (National) (R)

Medication use among older adults in a home care setting (Mager, D.), March 2009 podium presentation, Medical Professional Advisory Committee (MPAC) of Nursing and Home Care Visiting Nurse Association. Wilton, CT.

Expanded Learning and Dedication to Elders in the Region (ELDER) Project (Greiner, P., Lange, J., Mager, D., and Saracino, K.), December 2008 podium presentation, Health Resources and Services Administration (HRSA) Bureau of Health Professions (BHP) All Programs Meeting. Washington DC. (National)

PROFESSIONAL ORGANIZATIONS
Inter National Home Care Organization (INHCO)
  Member 2012-present
  Abstract Review Committee 2014-15 for 2015 Annual Conference
Connecticut Nurses Association
  Member 2010-present
  Awards Committee Member 2011
American Nurses Association
  Member 2014-present
International Nursing Association for Clinical Simulation and Learning (INACSL)
  Member 2010-2012
Mu Chi Chapter of Sigma Theta Tau (STT) International Nursing Honor Society
  Member 1992-present
  Board Member: Leadership Succession Chair Sept., 2012-May, 2014
  Chair of raffle fundraising committee 2013.
Assisted with organizing Induction Ceremony and distributed awards 2013
Chair of raffle fundraising committee 2014

UNIVERSITY SERVICE
Educational Planning Committee (Spring 2013--present)

Served as Marshall in Commencement Ceremony 2012

Member of the Integrative Health Science Initiative Task Force 2012

Member of the University Safety Committee 2011 - present

Peer Review of Teaching Project Member. Project sponsored by Center for Academic Excellence (CAE) and Faculty Development and Evaluation Committee (FDEC) 2011-2012

Advisor for the Build a House Program on campus 2011-2012

Involvement with Office of Advancement; invited to reception by Fr von Arx in recognition of work with this office 2009-2010

LEAD Program: Dr. Mager was asked to participate in this student program by attending luncheon dates with freshmen students (5 in total) who chose to enhance their leadership capabilities by interacting with a professor of their choice 2010

SCHOOL OF NURSING (SON) SERVICE
Clinical Evaluation Tool Task Force Member: Jan 2015-present

Chair of School of Nursing Faculty Organization Committee: Jan 2015-present

OSHA Task force Fall 2014

Ebola preparedness task force Fall 2014

Center for Continuing Education in Nursing: Summer 2014-present

Co-coordinator of Ireland Study Abroad Program in the School of Nursing Fall 2013-Summer 2014

Member: School of Nursing Undergraduate Program Committee 2013-present

Study Abroad Liaison for Galway, Ireland summer exchange program 2013-2014

Member of the BSN Essentials Revision Committee January – April 2013

SON Pinning Ceremony: Distributer of student pins; chosen by senior student body 2013

Participated in BSN Essentials Workshop April 2013

Member of the Health Science Consortium Building Work Groups for Laboratories and Simulation 2013
SON Pinning Award Presenter; Chosen by senior student body; 2012

Reader for Doctor of Nursing Practice (DNP) candidate: Dwanna Ward-Boahen 2012: Title: Improving Surgical Outcomes in Pancreatic Surgery with Preoperative Nutrition (Spring 2012).
Participated in the School of Nursing Graduate Program Open House by conducting tours through the simulation and laboratory settings March 2013

Chair of search committee for Director of the Robyn Kanarek Learning Resource Center
September 2011 - January 2012

Invited speaker to: “Women in Science, Technology, Engineering and Mathematics (WISTEM)” dinner March 2012


Coordinator of the School of Nursing Open House (October, 2010 and 2011)

Member, Graduate Program Standard IV Workgroup for CCNE Accreditation Self study

Traveled to Oslo, Norway for “Norway Project” to enhance partnership between Fairfield University School of Nursing and Oslo University School of Nursing  April 2010

School of Nursing Study Abroad Student Liaison for Norway 2010

Attended Washington D.C Alumni Event. Attended two alumni events with School of Nursing Advisory Board Members, Alumni, and friends of the school. (Invited)

Learning Resource Center Enlargement Project Member 2007 - 2011

School of Nursing Faculty Learning Community Member  November 2007 – May 2008

Member, Undergraduate Program Standard II Workgroup for CCNE Accreditation Self Study 2006 – 2007

Assistant Coordinator of the School of Nursing Annual Open House; conducted simulations and gave tours during the open houses yearly from 2005 - 2009

School of Nursing Faculty and Curriculum Committee  2000 - present
Professional Goals

Provide quality anesthesia care to patients across the lifespan

Engage in administrative, academic and clinical practice for the purpose of training well-qualified certified registered nurse anesthetists.

Improve patient care outcomes through the conduct of clinical and educational research

Education

2009  Doctor of Philosophy  
Rush University- College of Nursing

1990  Master of Science; Program of Nurse Anesthesia  
Columbia University – School of Nursing

1986  Bachelor of Science in Nursing  
SUNY Binghamton – School of Nursing

Professional Experience

2008-2010  Graduate Program Director- Fairfield University School of Nursing

2006-present  Assistant Professor- Fairfield University School of Nursing

2004-present  Program Director- Fairfield University & Bridgeport Hospital Nurse Anesthesia Program

2011- present  Per Diem Staff CRNA – Danbury Hospital Department of Anesthesiology

1990-2004  Staff CRNA – Danbury Hospital Department of Anesthesiology

1999-2004  Clinical Site Coordinator and Preceptor – Columbia University School of Nursing; Program of Nurse Anesthesia. Clinical site at Danbury Hospital, Danbury, Ct
1997-2004  **Faculty** – Columbia University – School of Nursing; Program of Nurse Anesthesia

1986-1989  Staff Nurse, New York University Medical Center, New York, NY, Surgical Unit/ICU

**Skills Summary**

**Management and Administrative Skills**

- Perioperative anesthetic case management for all surgical and diagnostic procedures including open heart and obstetrics.
- Clinical preceptor for nurse anesthesia program,
- Program Director Bridgeport Hospital Nurse Anesthesia Program. Involved in:
  - Organization of all educational activities within both department guidelines and Council on Accreditation of Nurse Anesthesia Educational Program standards.
  - Facilitation of effective communications with students, faculty, staff, and other departments.
  - Support of faculty and staff development by providing and/or sponsoring educational activities.
  - Assumes primary responsibility for the administrative direction of the nurse anesthesia program.
  - Development and revision of program goals, objectives, and the annual budget
  - Participates in the selection, recruitment, and evaluation of faculty.
  - Organization of the program’s admission process including enforcement of admission standards, establishing the interview process, and overseeing the Admissions Committee’s activity.
  - Instrument development and implementation for ongoing program evaluation and self-assessment
  - Program reassessment and curriculum development
  - Oversight of the program administration including the Assistant Director, Clinical Coordinator, Administrative Assistant and Program Secretary in their ability to fulfill their stated job responsibilities.
  - Quarterly counseling to students and as needed, concerning their academic and clinical performance
  - Chair of all program committees and member of designated department and/or hospital committees as requested.
  - Organization, delegation, and coordination of program related responsibilities
  - Curriculum development; Bridgeport Hospital nurse Anesthesia Program
• Member Quality Management Committee Bridgeport Hospital Department of Anesthesiology
  o Serve as a Practice Evaluation Committee
  o Periodic review of established indices of practice
  o Identification of quality assurance issues that need resolution and/or definition
  o Recommend actions designed to improve the quality of care
  o Protect the integrity of individual practitioners through confidential peer review process
  o Provide an appeal mechanism for practitioners whose privileges have been limited or delineated by the departmental chairman
  o Review critical incidents, near misses, adverse drug reaction, or adverse clinical events and recommend preventative measures to the department as part of quality improvement
  o Participate in institutional review of conscious sedation policy and procedures.

Research skills

• Development, Implementation and Evaluation Clinical Research Studies
  o Qualitative & Quantitative Research Designs
• Univariate and multivariate statistical analysis utilizing SPSS & AMOS
  o Descriptive and inferential statistics
  o Confirmatory factor analysis, exploratory factor analysis
• Grant Writing
• Participation in all aspects of the IRB approval process
• Mentor and Advisor Capstone/Practice Dissertation Projects

Educational Skills

• Instruction and evaluation of nurse anesthesia students in the clinical setting
• Didactic instruction, Fairfield University School of Nursing; Program of Nurse Anesthesia.
  o Course Coordinator and didactic instruction; involved in course construction and syllabi development
  o Academic Lectures
  o Examination construction and implementation
  o Student evaluation
  o Coordinator Anesthesia Simulation- Fairfield University Learning Resource Center
    ▪ Development and Implementation high-fidelity simulation scenarios
    ▪ Simulation Debriefing
• Didactic Instruction-Fairfield University School of Nursing Graduate Programs
• Maintenance and enhancement clinical teaching skills.
• Mentor & advise students during the development & implementation of evidence based practice capstone projects

**Professional Memberships**

1988-Present  American Association of Nurse Anesthetists  
1990-Present  Connecticut Association of Nurse Anesthetists  
2004-Present  New England Assembly of School Faculty (NEASF)

**Committee Membership**

2013-2014  Council on Accreditation for Nurse Anesthesia Educational Programs (COA, Annual Report Committee)  
2012-present  National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA), National Certification Exam Committee member (4-year term)  
2011-2013  National Board on Certification and Recertification, CPC Program Presenter  
2010-2012  Chair, National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA), Self Evaluation Examination (SEE) Committee  
2008-2012  National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA), Self Evaluation Examination (SEE) Committee member  
2007-2008  American Association of Nurse Anesthetists (AANA) Bylaws Committee  
2010-Present  American Association of Nurse Anesthetists (AANA) Foundation Advocate, CT  
2004-Present  Quality Management Committee Member, Bridgeport Hospital Department of Anesthesiology  
2010-2012  Chair, New England Assembly of School faculty (NEASF)  
2009-present  Chair, New England Assembly of School Faculty (NEASF)-Faculty Development Workshop, Annual Meeting  
2008-2010  Secretary, New England Assembly of School Faculty (NEASF)
2004- Present  New England Assembly of School Faculty

Publications


Book Chapters


**Presentations**


**Poster Presentations**


**Grants**
2011-2015  Comprehensive Anesthesia Training through Simulation (CATTS) Project-Health Resources & Services Administration (HRSA) Advanced Nursing Education Grant for $450,000.

2010-2014  Nurse Anesthesia Traineeship Grants- Health Resources & Services Administration (HRSA) $12,000-$23,000/year to support nurse anesthesia education and training

Awards and Honors

2008  The Golden Lamp Society Award for Doctoral Dissertation Studies ($10,000 scholarship), The Golden Lamp Society Rush University College of Nursing Chicago, IL

2008  Sigma Xi Award for Excellence in Poster Presentation, Rush University Research Forum Chicago, IL- April 23 & 24, 2008

2005-2008  Kellogg Scholarship, Rush University School of Nursing

2006  Mu Chi Chapter, Sigma Theta Tau International, Honor Society of Nursing

1986  Foundation Award for Academic Excellence – SUNY Binghamton, Binghamton, N.Y.

1986  Zeta Iota Chapter, Sigma Theta Tau, Honor Society of Nursing

References Upon Request
Eileen R. O’Shea, DNP, APRN, PCNS-BC, CHPPN

224 Carroll RD
Fairfield, CT 06824
203.610.2810 (C)
203.254.4000 ext. 2703

Fairfield University
School of Nursing
1073 North Benson RD.
Fairfield, CT. 06824
eoshea@fairfield.edu

EDUCATION

2007 DNP Case Western Reserve University, Cleveland, OH
Doctor of Nursing Practice:
  • Practice Leadership Track
  • Educational Leadership Track

Thesis: The Effect of an Educational Program on Pediatric Nurses’ Perspectives toward Providing Spiritual Care.

1991 MSN University of Pennsylvania, Philadelphia, PA
Master of Science in Nursing: Pediatric Critical Care
Practicum: The Children’s Hospital of Philadelphia
Capstone: Needs of Siblings of Children with Complex Medical Conditions

1983 BSN Boston College, Chestnut Hill, MA
Bachelor of Science in Nursing

CERTIFICATION AND LICENSURE

Advanced Practice Registered Nurse State of Connecticut, Department of Public Health

Registered Nurse (#R50712) State of Connecticut, Department of Public Health

Certified Hospice and Palliative Pediatric Nurse (#611300008)

2007 End-of-Life Nursing Education Consortium (ELNEC) – Pediatric Palliative Care Trainer

Reiki Levels I & II Certification

PROFESSIONAL EMPLOYMENT

Academic Work Experience

2013 – present Fairfield University School of Nursing
  Associate Professor: Pediatric Course Coordinator
Fairfield, CT

2007 - 2013 Fairfield University School of Nursing
  Assistant Professor: Pediatric Course Coordinator
Fairfield, CT
2003 - 2007  Fairfield University School of Nursing  Fairfield, CT  
*Visiting Assistant Professor; Pediatric Course Coordinator*

1995 - 2003  Fairfield University School of Nursing  Fairfield, CT  
*Adjunct Instructor*  
Provided didactic instruction and skill acquisition to students in Learning Resource Laboratory. Guest lecturer; Interim Lab Resource Director

1990 - 1991  University of Pennsylvania School of Nursing  Philadelphia, PA  
*Teaching Assistant, Learning Resource Center:* Instructed and evaluated undergraduate nursing students in clinical skill acquisition.

**Clinical Work Experience**

1995 - Present  Fairfield University School of Nursing  Fairfield, CT  
*Clinical Instructor at Yale New Haven Children’s Hospital:*  
Supervise and evaluate BSN nursing students both in providing direct patient care to children ages 0-18 years old, and their families. Provided supervision during final transition experience at Yale New Haven Hospital.

1995-1997  Norwalk Community Hospital  Norwalk, CT  
*Pediatric Staff Nurse- Per Diem:* Provide direct patient care for acutely ill children and their families.

1992 -1994  Vanderbilt Children’s Hospital  Nashville, TN  
*Pediatric Surgical Clinical Nurse Specialist/Case Manager:*  
Provided clinical expertise to pediatric surgical service patients, families, and staff. Managed plans of care for children with acute and chronic illness in collaboration with pediatric surgical team.

1991-1992;  Brenner Children’s Hospital  Winston-Salem, NC

1989-1990  Pediatric Critical Care Staff Nurse: Delivered tertiary care for acute, chronic, and terminally ill children.

1984 - 1989  Children’s Hospital Boston  Boston, MA  
*Pediatric Staff Nurse Level II:* Provided collaborative care on a surgical and organ transplant unit for school age children.

1983 - 1984  Massachusetts General Hospital  Boston, MA  
*Adult Staff Nurse:* Provided holistic care to adult patients on a neurologic medical and surgical unit.
HONORS & AWARDS

2012 National Award: Excellence in Education, Society of Pediatric Nursing

• 2001 Mu Chi Chapter Award for Excellence in Nursing Chapter Service, Sigma Theta Tau International Honor Society of Nursing.

1991 Sigma Theta Tau International Honor Society of Nursing.

PUBLICATIONS

Professional Refereed Journal Articles

*Indicates data-based paper


Chapters


Monographs & Conference Proceedings


Manuscripts in Preparation *Indicates data-based paper


RESEARCH & GRANTS

External Grants - Funded

8/2014 White Coat Ceremony. **Eileen R. O'Shea (PI)** Funded by the Arnold P. Gold Foundation. ($3,000.00)

7/2008 Pediatric Palliative Care: Assessing Comfort in Children. **Eileen R. O'Shea (PI)**. Funded by the Carroll Family. ($50,000).

1/2008 Nursing Curriculum Integration: Pediatric/Adolescent Cancer Palliative Care Project. **Eileen R. O'Shea (PI)**. Funded by the Kanarek Family Foundation ($50,000).

RESEARCH & GRANTS

External Grants - Funded


9/2007 Application for Quality Safety Education Nursing Grant, (QSEN), Sheila Grossman, P.I. Pilot Team: Suzanne Campbell, **Eileen O'Shea**.

6/2007 Nursing Curriculum Integration: Cancer Survivorship in our Youth, **Eileen R. O'Shea (PI)**. The Lance Armstrong Foundation.

6/2006 Pediatric Palliative Care and Survivorship Nursing Curriculum Integration. Meredith Wallace, (PI) and **Eileen O'Shea**, (Co-PI) The Lance Armstrong Foundation.

PEER-REVIEWED PRESENTATIONS

International


National


**Regional**


**State**


Local (Not Peer-Reviewed)


Invited Guest Lecturer Presentations


3. O’Shea, E.R. Communications in pediatric palliative care. Fairfield University, Communication Department, Fairfield, CT, March 31, 2011; April 19, 2012.

4. O’Shea, E. R. Childhood Respiratory Problems & Related Pharmacology. Fairfield University, Basic Concepts of Pathophysiology and Pharmacology, Course October 9, 2009


Presentations Prior to Appointment of Assistant Professor


**CONSULTING**


2011 *Premature Life Transitions.* (PI: Janet Parkosewich DNSc, RN, CCRN, FAHA) Picker Institute of Patient and Family Centered Care. **Eileen R. O'Shea**, Palliative and End of Life Care Consultant. Invited by Yale New Haven Children’s Hospital New Born Special Care Unit to be a member of the Premature Life Transitions Steering Committee. Expertise in pediatric palliative and end of life care was utilized to guide the team of interdisciplinary staff involved in creating and implementing the Transitions program to be recognized as best practice in the area of end of life care for infants and their families.

**PROFESSIONAL ACTIVITIES**

*Membership In/Service to Professional Organizations*
2011 - present  Hospice and Palliative Nursing  
2010 - 2013  Connecticut Cancer Partnership, Member  
2007 - present  Connecticut Coalition to Improve End-of-Life Care, Member  
  • 2014-2015  Executive Board, Secretary  
  • 2009-present  Board Member  
  • 2012-present  Education Committee  
  • 2012, 2007-2009, 2014  Annual Conference Planning Committee  
2007 - present  Eastern Nursing Research Society  
2007 - 2009  Bridgeport Alliance for Young Children  
2006 - 2013  Bridgeport Childhood Advocacy Coalition  
2006 - present  Connecticut Nurses Association  
2006 - present  American Nurses Association  
2006 - present  The Society of Pediatric Nursing  
  • 2014-2015 - Nominating Committee  
1995 - present  Mu Chi Chapter of Sigma Theta Tau  
  • 2007-2009 Leadership Succession Committee Chair  
  • 2000-2001 Vice-President  

University Service  

Handbook Committees  

2013-2016  Faculty Development and Evaluation Committee (FDEC)  
  • 2014 – 2015 Chair  
2012  Academic Council Subcommittee on Community-Engaged Scholarship  
2010-2013  Faculty Library Committee, member  
2007-2010  University Curriculum Committee Representative  
  • 2009 Subcommittee: Withdrawals and Incompletes Policies & Practices  

Appointed Committees/Invited  

2013-2015  Co-Faculty Facilitator of the Integrated Nursing & Health Studies Initiative (Appointed)  
2013-2014  Fairfield 2020 Strategic Plan, Candidates of the Future Task Force (Invited)  
2013-2014  Faculty Search Committee - Biology & Health Science (Invited)  
2013  Faculty Search Committee – GSEAP Early Childhood (Invited)  
2010-2014  Summer Undergraduate Orientation Program  
2009-present  Service Learning Advisory Board  
2009, 2011-2014  Faculty Graduation Marshall  
2011  Valedictorian Committee (Invited)  
2011  Paul L. Jones Fund Dinner, participant  
2011  21st Century Nursing and Judeo-Christian Values, panel presenter  
2010-2011  JT Babbitt Heart Club SON Faculty Sponsor  
2008  Collegium Participant College of the Holy Cross, Worcester, MA  

School of Nursing Service  

2014-present  School of Nursing Appointment, Promotion, and Tenure Committee (elected)  
2014  Clinical Evaluation Task Force  
2014  BSN Undergraduate Revision of Curriculum Plans  
2007-present  School of Nursing Faculty Organization & Curriculum Committee
2007-2014  Faculty Advisor for Student Nurse Association  
2013  Member, BSN Essentials Work group: Revision of Curricula Objectives  
2013  SON Graduate Open House  
2012-2013  Member, MSN Work group: Revision of Curriculum Plans  
2011-2012  Member, Standard IV Workgroup for CCNE Accreditation Self-study  
2011  School of Nursing Open House Faculty Panel  
2008-2013  SON Open House Participant  
2009  BSN Essentials Task Force Committee  
2006-2007  Member, Standard II Workgroup for CCNE Accreditation Self-study

Pedagogical Development

2014  Collaborations for Empowerment & Learning: Innovative Pedagogy & Course Redesign XIII  
2013  CAE Course Design Institute  
2011-2012  Service Learning Course Development  
2011-2012  Faculty Professional Learning Community – Mindfulness & Teaching  
2011  CAE Summer Institute on Integrative Learning  
2011  Re-envisioning Peer Review of Teaching  
2011  Community Engagement as Scholarship (CEaS) Panel & Discussion  
2008-2010  Innovative Pedagogy & Course Redesign (VIII, IX, X, XIII)  
2008-2009  Faculty and Professional Learning Community – Spirituality in Higher Education  
2009  Using Technology in the Classroom: Faculty Development Day  
2009  Using Quantitative Reasoning to Achieve Integrative Learning  
2008  Faculty Development Day: Workshop to Develop a Structure for Peer Review  
2008  Using the IDEA Rating System: What Students Can and Can’t Tell Us About Our Teaching  
2008  Peer Review of Teaching: Developing a Useful Process  
2008  Promoting Critical Thinking in the Disciplines: From Theory to Practical Strategy  
2007  Spirituality in Higher Education: Issues for Research & Curriculum Development  
2007  Integrative Learning Workshop  
2007  Promoting Reflective Writing

Special Projects/Reviewer/Preceptor/Research

2010  Enhancing Comfort in Pediatric Palliative Care, Fairfield University  
  • Developed second educational conference for community health care providers who care for children and adolescents who live with a life limiting condition. Program emphasized holistic approach, addressing pain/symptom management, as well as spiritual and emotional interventions. Supported by the Carroll Family Grant.

2009  Pediatric and Adolescent Palliative Care Workshop, Fairfield University
• Developed and organized an educational workshop for community health care providers who care for children and adolescents who live with a life limiting condition. Workshop was designed to open communication between caregivers, offer suggestions on how to improve care and communication with families, and help adolescents with appropriate decision making. Supported by the Kanarek Family Foundation & the Daphne Seybolt Culpeper Foundation.

• Served on the statewide taskforce for to revise asthma plan in accordance with new national guidelines.
• Assisted with the development of goals, objectives, strategies, actions and performance indicators to improve patient education and public awareness related to asthma.

2007-2009 Hudson River Center for Program Development
• Assisted in the development of the series The Healthy U: Skills to Promote Life-long Health, a peer reviewed educational initiative to address low health literacy skills of adults and families.
• Participated in pilot Study Circle in collaboration with adult health literacy educators from the State of New York to form strategies of implementation for the first Module in the Healthy U series.

Reviewer
2014 International Journal of Palliative Nursing

2013- present Journal of Pediatric Oncology Nursing

“Impact of Social Support on Bereaved Siblings’ Anxiety - a nationwide follow-up” May/July 2013.

2011-present NAPNAP Journal of Pediatric Health Care


Preceptor/Faculty Advisor/Thesis Reader

2015
Faith Claman, DNP, RN, CPNP, WHNP-BC
Assistant Professor – Marymount University
Role: Outside Reviewer for Tenure Portfolio

2015-present
Jane Hedirck, BSN, RN – Doctor of Nursing Practice Candidate
Role: Doctoral Committee Chair, Fairfield University School of Nursing.
• Research Project:

2015-present
Jenna DeMarseilles, BSN, RN – Doctor of Nursing Practice Candidate
Role: Doctoral Committee Chair, Fairfield University School of Nursing.
• Research Project:

2015-present
Elizabeth Doyle, APRN, MSN, RN – Doctor of Nursing Practice Candidate
Role: Doctoral Committee Chair, Fairfield University School of Nursing.
• Research Project: Describing Transition of Older Adolescents and Young Adults with Diabetes to Adult Care Clinic

2014-2015
Kayla Arnold, Undergraduate Student Honors Program
Role: Faculty Advisor
• Research Project: Enhancing the Quality of Life for Children With Life Threatening Conditions: The Need for Pediatric Palliative Care

2013-2014
Angela Rudas, Graduate student, Department of Communication
Role: Second Reader
• Research Thesis: How does art and music therapy enhance end of life communication?

2013-2014
Stephen Grayson, Graduate student, Department of Communication
Role: Second Reader
• Research Thesis: Hospice Interdisciplinary Team Meetings: An Ethnography.

2013-2014
Rachel Beauregard, Undergraduate student Honors Program
Role: Faculty Advisor
• Research Project: The Need for Increased Formal Pediatric Palliative Care Education in Nursing Curriculum

2012-2013
Morgan Zachary, Undergraduate student Honors Program
Role: Faculty Advisor

2011-2013
Jennifer DelSole, Undergraduate Corrigan Scholar
Role: Faculty Mentor
• Research Project: The effect of an educational intervention on preschooler’s knowledge related to lead poisoning prevention.
2011-2012 Maureen Roussel, APRN, MSN, RN- Doctor of Nursing Practice Candidate
Role: Doctoral Committee Chair, Fairfield University School of Nursing.
• Research Thesis: The effect of an educational intervention on cardiac nurses’
knowledge and perceived competency in the care of patients with Heart Failure.

2009 Christine Cross, BSN, RN- MSN Candidate
Role: Faculty Preceptor.
Pediatric Public Health Master’s Nursing Student, University of Hartford. Clinical
focus: Pediatric Palliative Care.

2009 Linda Roney, BSN, RN - MSN Candidate
Role: Faculty Preceptor.
Education Master’s Nursing Student, University of Southern Connecticut. Clinical
Focus: Nursing education curriculum and simulation pedagogy.

2008-2009 Audrey Beauvais, MSN, MBA, RN - Doctor of Nursing Practice Candidate
Role: Doctoral Committee Member, Case Western Reserve University.
• Research thesis: Emotional intelligence and Nursing Performance

2007 Carol Connery, MSN, RN - Doctor of Nursing Practice Candidate
Role: Faculty Preceptor, Case Western Reserve University.
Clinical focus: Nursing education curriculum and simulation pedagogy.

Press Releases & Public Relations


April 2, 2014 - Nursing students act out real scenarios.

May 16, 2013 - Walker and O'Shea to Facilitate Integrated Nursing, Health Sciences Plan
http://news.fairfield.edu/StaffNews/StaffHeadline,38047,en.html

April 17, 2012 – Dr. Eileen O'Shea is Awarded 2012 Excellence in Education Award
http://blog.fairfield.edu/web_features/2012/04/17/dr-eileen-oshea-is-awarded-2012-excellence-in-
education-award/

July 27, 2011 Improv Troupe Makes it Real for Nursing Students
http://blog.fairfield.edu/web_features/2011/07/27/improv-troupe-makes-it-real-for-nursing-students/
Fairfield University School of Nursing School of Nursing News

Apr 27, 2011 ... Eileen R. O'Shea, DNP, was among the Fairfield faculty who nominated Campbell for the
honor because of her commitment to the integration of ...
http://www.fairfield.edu/son/son_news.html?id=3093
Fairfield University - Nursing Conference

Sep 25, 2010... holistic approach to care, including pain and symptom management as well as spiritual and
emotional interventions. Contact: O'Shea, Eileen ...
http://www.fairfield.edu/calendar/event_layer.html?id=952545
Fairfield University School of Nursing School of Nursing News
Aug 24, 2010 ... Eileen O'Shea, DNP, RN, assistant professor of nursing at Fairfield and director of this initiative, said the event is an opportunity to share ... http://www.fairfield.edu/son/son_news.html?id=2795

Fairfield University School of Nursing School of Nursing News
Mar 10, 2009 ... Eileen O'Shea, DNP, RN, assistant professor of nursing at Fairfield, said the event will serve as an opportunity for the School of Nursing to ... http://www.fairfield.edu/son/son_news.html?id=2323

Pediatric & Adolescent Palliative Care Workshop
Fall 2009 ... Over 100 people turned out.... http://www.fairfield.edu/documents/academic/son_pulse_f09.pdf

Fairfield University School of Nursing School of Nursing News
Oct 30, 2009... and Stratford as part of a course, 'Nursing of Children and Family,' taught by Eileen O'Shea, DNP, RN, assistant professor of nursing. www.fairfield.edu/son/son_news.html?id=2553
KATHRYN PHILLIPS
2 Pages Lane Guilford, CT 06437 · 617-686-4868
KATYELPHILLIPS@gmail.com ·

EDUCATION

PhD Nursing Science
September 2010 To May 2013 Boston College Chestnut Hill, MA
• Coursework on research design, methods, and statistics. 3.7/4.0
• Advisor: Dr. Barbara E. Wolfe. Committee: Dr. David Jimerson, Dr. Susan Kelly-Weeder
• Dissertation: Plasma brain derived neurotrophic factor (BDNF) levels in women with anorexia nervosa and healthy controls before and after treatment with fluoxetine, fluoxetine plus 5-HTP, and placebo

MS Nursing Science
September 2006 To May 2010 Boston College Chestnut Hill, MA
• Adult and Geriatric Health Nurse Practitioner Program; graduated with distinction; GPA 3.7/4.0

MA Counseling Psychology
September 2003 To May 2010 Lesley University Cambridge, MA
• Coursework in family systems, trauma, cognitive-behavioral and humanistic therapy; GPA 3.96/4.0

BS Business Administration
September 1997 To May 2000 SUNY University at Albany Albany, NY
• Majors: Marketing and Information Technology; Minors: Psychology, Economics, Political Science
• Summa Cum Laude; graduated in 3 years of study; GPA 3.75/4.0

July 2000 To July 2001 Congress-Bundestag Exchange Stuttgart, Germany
• A Fulbright funded scholarship for which only 60 Americans are selected each year.

LICENSES/CERTIFICATIONS
• Registered Nurse/Nurse Practitioner (RN/NP) Massachusetts & Connecticut (APRN)
• Adult Nurse Practitioner (ANP-BC), American Nurses Credentialing Center (ANCC)
• Drug Enforcement Administration Registration (DEA)
• Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS)
• Stress Reduction from the Benson-Henry Mind-Body Medical Institute (Spring 2008)
• Alzheimer’s Association Train the Trainer Certification (Fall 2007)

PROFESSIONAL EMPLOYMENT

Academic Work Experience
August 2013 to Present Fairfield University Fairfield, CT
Assistant Professor
• Classroom and clinical instructor for Psychiatric Mental Health courses for undergraduate and second-degree students. Classroom instructor for healthcare delivery systems and graduate pharmacology. Clinical instructor for transition senior nursing students. Advise a group of undergraduate students. Serve on University committees.

2009-2013 Boston College Chestnut Hill, MA
Teaching Adjunct
• RN Refresher I and II – courses on nursing technical skills and updates to practice, Spring 2013
• Community Health – taught sections on elder care, Fall 2009
• Pharmacology – ran group discussions, Spring 2010
• Health Assessment – led classes and group work, graded assignments, Summer 2009 and 2010
• Medical Math – RN refresher course in medical math skills, Spring 2013

Clinical Work Experience
June 2013 to June 2013 Evercare/United Health Group Fairfield, CT
Nurse Practitioner
• Gave holistic nursing care to patients at the Jewish Home for the Elderly. The goal care was to preventatively manage long-term care patients, minimizing care transfers.

September 2010 to August 2013 McLean Hospital Belmont, MA
Nurse Practitioner
• Provided medical care to acutely ill psychiatric in-patient population ranging in age from adolescence to geriatrics. Taught health patients with metabolic syndrome about lifestyle change.

PUBLICATIONS
Professional Refereed Journal Articles


Chapters
CONFERENCE PRESENTATIONS


RESEARCH & GRANTS

Research Involvement

2014-Present

McLean Hospital GAINS Program
Belmont, MA

My Role: Consultant

GAINS: Getting Ahead: Integrated Nursing Solutions

Submitted to Rita and Alex Hillman Foundation Innovations in Care Program July 2014 – not funded

2013-2014

Capstone Project & Grant Submission
Fairfield, CT

My Role: Advisor

Student nurses’ confidence and performance of de-escalation: A pre-test post-test educational intervention study; Tanya Bassett, MA, APRN (P.I.)

- Fall 2013 - Pilot Study of Undergraduate Mental Health Students
- February 2014 – Submitted Grant to National League for Nursing – not funded

August 2010 To August 2012

NINR 5K23NR011175-02
Chestnut Hill, MA

My Role: Pre-doctoral Research Assistant

Binge eating and drinking: Screening and intervention for college students; Susan Kelly-Weeder, Ph.D. (P.I.)

January 2008 To May 2008

Robert Wood Johnson Foundation
Boston, MA

My Role: Research Practicum
The nursing ambulatory to hospital transitions program; Barbara Roberge, Ph.D. (P.I.)

AWARDS & HONORS

2013    Dorothy A. Jones Award in Nursing for scholarship, leadership and service, Boston College
2012-2013    Nurses Educational Funds, Lucy Perry Scholarship
2010-2012    University Fellowship, Boston College
2011-2012    National Student Nurses’ Association, Promise of Nursing Regional Faculty Fellowship
2009-2010    Tufts Health Plan Nurse Scholars Award
2009-2010    Genesis Nurse Scholars
2010    Mass Long Term Care Association Scholarship
2010    Clinical excellence award, geriatric nursing, Connell School of Nursing, Boston College
2010    Master’s Student nominee for Connell School of Nursing, Boston College graduation award
2006-2007    Matilda Goddard Scholarship
2000    Outstanding Graduating Senior award for Marketing; University at Albany/SUNY
1999    Ad Club Scholarship for exceptional communications major Albany, NY
1997    David V. Veatch Advocacy Award, from New York Senate
1997    Prudential Spirit of Community Award Winner for New York State
1997    Yoshiyama Award for Exemplary Service to the Community
1997    J.C. Penney Golden Rule Award

PROFESSIONAL ACTIVITIES

Professional Service
2013-Present    CT APRNs Education Committee
2012-Present    Boston College Nursing School Alumni Secretary
2013-Present    Congress-Bundestag Youth Exchange Candidate Interviewer
2009-2013    Northeast Regional Nurse Practitioner Conference
                  • 2012-2013    Volunteer Coordinator
                  • 2009-2012    Conference Volunteer
2013    Elected Student Representative, PhD Advisement Committee, Boston College
2012-2013    Student Member, Educational Policy Committee, Boston College School of Nursing
2007-2010    Elected Graduate Student Association Chair, Connell School of Nursing, Boston College
2008-2010    Board Member of Mass Gerontological Association
2007-2009    Board Member Mass Assisted Living Quality Committee

University Service
2013-2014    Jesuit Mission and Identity Events for New Faculty
2013    Safe Space Ally Training

Handbook Committees
2014-Present    Faculty Sustainability Committee
School of Nursing

2014  BSN Undergraduate Revision of Curriculum Plans
2014  Media Relations Training Day
2013-2014  Faculty Recruitment Committee
2013  Participant in Interview Process for Nutrition Faculty Candidate
2013  SON Open House Participant

Pedagogical Development

2015  Spring Semester – had 4 faculty members review my teaching
2015  Spring Mid-Semester Evaluation of Teaching
2014  Spring Mid-Semester Evaluation of Teaching
2013-2014  CAE Mentorship Program
2013  Fall Mid-Semester Evaluation of Teaching (MAT)
2013  CAE Using the IDEA Rating System
2013  CAE Annual Conference
2012-2013  Boston College Apprenticeship in College Teaching Certificate Course

Research/Publication Development

Fall 2014  SON Writing Retreat
Fall 2013  SON Writing Retreat
Spring 2013  SON Writing Retreat

Reviewer

2011  Abstract Reviewer for Sigma Theta Tau, Alpha Chi Chapter, Boston College

Preceptor/Faculty Chair/Reader

2014-Present  Hannah Nofsinger, undergraduate student Honors Program
  Role: Faculty Advisor on Honors Project
  Research Project: A Review of Mental Health in Dialysis Patients

Press Releases & Public Relations

Boston College School of Nursing Voice
CSON Turns Out for ENRS
http://www.bc.edu/content/bc/schools/son/aboutus/publications/Voice0/Spring2013Voice/pinnaclelecture.html
Nurses Educational Funds
Lucy Perry Scholarship Winner, 2012-2013
Kathryn Phillips, Gregory Charvat
Tufts Health Plan  June 2009
MHA Announces Tufts Health Plan Foundation Nurse Scholarship Awardees
Wickedlocal.com  March 24, 2009
ImprovBoston Performer Uses Theater Skills to Teach Caring for Dementia Patients in Brookline
http://www.wickedlocal.com/article/20090324/News/303249787
Fifty Plus Advocate March 1, 2009
Improv Comedy Lifts Mood Between Caregiver, Dementia Sufferers
Boston College School of Nursing Voice Spring/Summer 2008
Nursing Leadership: In the Footsteps of Amazing Women
http://www.bc.edu/content/bc/schools/son/aboutus/publications/Voice0/spring_summer_08/spr08_student_voice_katy_phillips.html
In Touch Goddard House Winter 2008
Honoring Matilda Goddard Scholars
The Hitachi Foundation 1997 Recipients
EDUCATION

2015    EdD    Southern Connecticut State University, New Haven, CT
         Doctorate of Education: Nursing Education
         • Dissertation: Technology Use, Technological Self-Efficacy and General Self-Efficacy Among Undergraduate Nursing Faculty
         • Practicum: Mentor- Meredith Wallace Kazer PhD, CNL, APRN, A/GNP- BC, FAAN, Interim Dean & Professor, School of Nursing, Fairfield University School of Nursing

2010    MSN    Southern Connecticut State University, New Haven, CT
         Master of Science in Nursing: Nursing Education
         • Thesis: Compassion Satisfaction and Compassion Fatigue Among Emergency Department Registered Nurses
         • Practicum: Mentor- Eileen O'Shea, DNP, RN, CHPPN, Associate Professor, School of Nursing, Fairfield University School of Nursing

1997    BSN    Villanova University, Villanova, PA
         Bachelor of Science in Nursing, Cum Laude

CERTIFICATION AND LICENSURE

Registered Nurse, State of Connecticut (#E59580)
Certified Pediatric Emergency Nurse, Pediatric Nursing Board Certification (#CP00034677)
Certified Pediatric Nurse, American Nurses Credentialing Center (#0339414)
End-of-Life Nursing Education Consortium (ELNEC) – Pediatric Palliative Care Trainer (2014)
Instructor, Basic Life Support, American Heart Association (#05110009338)
Instructor, Pediatric Advanced Life Support, American Heart Association (#05110009338)
Instructor, Trauma Nurse Core Course (#111911)
PROFESSIONAL EMPLOYMENT

Academic Work Experience

2015-present  Fairfield University School of Nursing  Fairfield, CT
Assistant Professor
• NS 610 Advanced Nursing Roles and Reflective Practice, Fall 2015
• NS 614 Information Technology for Healthcare Improvement, Fall 2015

2014 - 2015  Fairfield University School of Nursing  Fairfield, CT
Visiting Lecturer
• NS 323 Nursing of Children and Families, (Pediatric Theoretical Course), Spring 2015
• NS 323 Nursing of Children and Families, (Pediatric Clinical), Fall 2014, Spring 2015
• NS 610 Advanced Nursing Roles and Reflective Practice, Fall 2014
• NS 614 Information Technology for Healthcare Improvement, Fall 2014

2010, 2012, 2014  Fairfield University School of Nursing  Fairfield, CT
Adjunct Instructor
• NS 323 Nursing of Children and Families, (Pediatric Theoretical Course), Spring 2010
• NS 323 Nursing of Children and Families, (Pediatric Clinical), Spring 2012
• NS 614 Information Technology for Healthcare Improvement, Summer 2014

2012-2014  Yale School of Nursing  New Haven, CT
Adjunct Lecturer
• Clinical Practice Boot Camp, Spring 2012; Spring 2013; Spring 2014
• Community Health (Clinical), Summer 2012; Spring 2013; Summer 2014

2008-2009, 2011  Southern Connecticut State University  New Haven, CT
Adjunct Lecturer
• The Childrearing Family (Pediatric Clinical), Spring 2011
• Evidence Based Nursing Interventions (Theoretical Course), Fall 2009.
• The Childrearing Family (Pediatric Theoretical Course), Spring 2009.
• Health Assessment Lab, Fall 2008 and 2009.
• Evidence Based Nursing Interventions Lab, Fall 2008

Clinical Work Experience
2014 – present  Yale-New Haven Children’s Hospital at Bridgeport Bridgeport, CT
   *Pediatric Staff Nurse, Per Diem:* Provide direct patient care for acutely ill children and their families.

2009-2014  Yale-New Haven Children’s Hospital New Haven, CT
   *Pediatric Trauma Program Coordinator:* Provided oversight and leadership for a specialized interprofessional service line that evaluates approximately 1,500 severely injured children annually at American College of Surgeons verified and State of Connecticut designated Level I Pediatric Trauma Center.

1998-2009  Yale-New Haven Children’s Hospital New Haven, CT
   *Clinical Nurse III/ Charge Nurse, Pediatric Emergency Department:* Led unit as the first nurse to achieve Certified Pediatric Emergency Nurse credentials at Yale-New Haven Children’s Hospital. In the leadership role of charge nurse, managed staffing issues, direct staff in patient care, and collaborate with attending physician to provide optimal care for patients and families.

2005-2009  Medical Claims Analysis, LLC Roxbury, CT
   *Legal Nurse Consultant:* Consult on medical-related legal cases through review and written analysis of medical records.

1997-1998  Yale-New Haven Children’s Hospital New Haven, CT
   *Clinical Nurse, School-Aged Unit:* Provided nursing care for patients between the ages of 5 and 12 with medical and surgical diagnoses; between ages birth to 12 with hematologic and oncologic diagnoses. Administered chemotherapy.

**HONORS & AWARDS**

2014  Connecticut Emergency Nurses Association Educator of the Year Award

2014  Golden Key Honor Society

2012  National Award: Emergency Nurses Association Doctoral Student and Member Academic Scholarship

2012  Achievement of Excellence Award, Yale-New Haven Hospital

2011  The President’s Call to Service Award, President Barack Obama, President’s Council on Service and Civic Participation, Washington, D.C.

2010  Achievement of Excellence Award, Yale-New Haven Hospital
2009  Achievement of Excellence Award, Yale-New Haven Hospital
2002  Nurse of the Year, Yale-New Haven Hospital
2002  Achievement of Excellence Award, Yale-New Haven Hospital
2002  Advancement to Clinical Nurse III, Yale-New Haven Hospital
2001  Nightingale Award, Visiting Nurse Association of South Central Connecticut
2000  Advancement to Clinical Nurse II, Yale-New Haven Hospital
1997  Inducted into Sigma Theta Tau International Nursing Honor Society
1997  Inducted into Omicron Delta Kappa, Leadership Honor Society
1997  Alumni Award, Villanova University, College of Nursing, Villanova, PA.

PUBLICATIONS

Professional Refereed Journal Articles *Indicates data-based paper


Manuscripts in Preparation *Indicates data-based paper

2. *Auerbach, M., McKinnon, Roney, L., Violano, P. Factors delaying neuroimaging of the critically head injured child: screen-based simulation study (Manuscript submitted 9/2015 to Pediatric Emergency Care)


**RESEARCH & GRANTS**

**Internal**

1. Funding for Faculty Research, School of Nursing, Fairfield University ($1,600). *Technology Use, Technological Self-Efficacy and General Self-Efficacy Among Undergraduate Nursing Faculty* (2015). **Principle Investigator:** L. Roney


3. Award for Research Funding, Sigma Theta Tau International: Delta Mu Chapter, Yale University School of Nursing ($1000) for the following research project: *A Query of Drivers in the Community about their Activities while Driving Children* (2012). **Principle Investigator:** L. Roney.

4. Angela Vicenzi Graduate Research Grant, Sigma Theta Tau International, Mu Beta Chapter ($1,000) for the following research project: *Compassion Fatigue and Compassion Satisfaction in Emergency Department Registered Nurses* (2010). **Principle Investigator:** L. Roney.

5. Award for Research Funding, Graduate Student Affairs Committee, Southern Connecticut State University Chapter ($800) for the following research project: *Compassion Fatigue and Compassion Satisfaction in Emergency Department Registered Nurses* (2010). **Principle Investigator:** L. Roney.

**PEER-REVIEWED PRESENTATIONS**

**International**

National


4. Roney, L. (2013). Ready and Waiting. Keynote Address at the Gateway to the South Third Annual Pediatric Trauma Symposium, St. Louis Children’s Hospital, St. Louis, MO.

5. Roney, L. (2013). Distracted Driving Behaviors of Adults While Children are in the Car. Presentation at the Gateway to the South Third Annual Pediatric Trauma Symposium, St. Louis Children’s Hospital, St. Louis, MO.


11. Roney, L., Violano, G., Klaus, G. and Lofthouse, R. Society of Trauma Nurses 14th Annual Conference. Savannah, GA. March 30-April 1, 2012. Distracted Driving Behaviors of Adults While Children are in the Car. [Poster presentation]

Emergency Department Registered Nurses [poster presentation].


**State**

1. **Roney, L.** Connecticut Nurses Association 28th Annual Ascend Annual Conference Waterbury, CT, November 8, 2012. *What You Told Me: Experiences of Compassion Fatigue and Compassion Satisfaction Among Members of CT ENA.* [Closing Address]


5. **Roney, L.** (2010). 14th Annual Connecticut Nursing Alliance Nursing Research and Evidence Based Practice Conference, Hartford, CT. September 2010. *Compassion Fatigue and Compassion Satisfaction in Emergency Department Registered Nurses* [poster presentation].


**Local (Not Peer-Reviewed)**

**Invited Guest Lecturer Presentations**

2008 Center for Advanced Pediatrics, Norwalk, Connecticut. Presented a series of six lectures to nursing staff.

- **Pediatric code in the office setting: What is your role?** (November 12, 2008)
- **Pediatric advanced life support: Applying the basics to your nursing practice.** (September 24, 2008)
- **Head-to-toe pediatric assessment.** (August 27, 2008)
- **Nursing care for pediatric summer illnesses.** (July 30, 2008)
- **Pediatric injuries update 2008.** (July 16, 2008)
- **Starting on the road to pediatric nursing excellence.** (July 7, 2008)
PROFESSIONAL ACTIVITIES

Consulting/Projects

International Service

2010-2014 Queen Elizabeth Central Hospital in Blantyre, Malawi, Africa. Provide pro bono advisement for the establishment of a Pediatric Trauma Registry Program in Africa. Assembled and maintain multidisciplinary support team in the United States. Negotiated free web based trauma registry platform and web support for project.

2012-2015 International Pediatric Neurotrauma Education and Research Project. Collaboration with Royal Manchester Children's Hospital (UK) and Yale. Using cutting edge simulation technology and techniques, created an environment to encourage self reflection, to identify deficits in knowledge, skills and attitudes, the opportunities to develop performance and self-confidence, and to improve the patient care provided by an individual or a clinical team, directly where they work. The focus of this project is on technical and non-technical skills.

Membership In/Service to Professional Organizations

National/Regional Service

2013-present Appointed co-chair, Pediatric Trauma Steering Committee, Society of Pediatric Nurses. Selected as member of this elite group of twelve nursing leaders to mentor members and collaborate with other health care organizations such as the American Academy of Pediatrics, Emergency Nurses Association, and the Eastern Association of Surgery for Trauma on improving outcomes for children.


2011-present Invited member, New England Injury/Violence Prevention Research Collaborative. Invited member of this group of medical and public health researchers. Membership includes following universities: Boston University, Brown, Harvard, University of Connecticut, and Yale.

2011-2013 Invited content expert and reviewer, Pediatric Care After Resuscitation Course, TCAR Programs, Scappoose, Oregon. Content expert and reviewer.
**State Service**

2011-present  Appointed Committee Member. Department of Children’s and Families, State Subcommittee on Child Abuse Education.

2011-2014  American College of Surgeons Committee on Trauma, State of Connecticut.

2011-present  State of Connecticut, Department of Public Health, State Committee on Trauma Member and appointed sub-committee to explore child abuse.

2010-present  Appointed Advisory Board Member, Injury Free Coalition for Kids of New Haven, New Haven, CT.

2010-2014  Connecticut Trauma Conference Planning Committee, Connecticut Committee on Trauma Creator of online survey instrument compliant with accreditation standards that includes immediate personalized of web-based certificate.

2010-2012  Southwest Trauma Conference Planning Committee, Connecticut Committee on Trauma.

2009-2014  Connecticut Trauma Coordinators Group, Connecticut Hospital Association, Wallingford, CT.

  Elected Vice Chair and Chair: [2012-2013 Vice Chair; 2013-2014 Chair*]
  *Elected by representatives from state trauma programs for this two-year position

2009-present  Safe Kids, Connecticut Chapter, Hartford, CT.

1999-2008  Healthy Child Care Connecticut, Hartford, CT.

**Professional Organizations**

2013-present  Eastern Association for Surgery of Trauma (Elected Member)

2013-present  Pediatric Trauma Society (Founding member)

2010-present  Society of Trauma Nursing
  2010-2013  Pediatric Special Interest Group
  2010-2013  Membership Committee
  2013-present  Pediatric Steering Committee and Board (Appointed Member)
2014-present  Pediatric Steering Committee and Board Co-chair
(Additional position)
1998-present  Emergency Nurses Association/ Connecticut Nurses Association
1997-present  Sigma Theta Tau International Honor Society of Nursing
1997  Inducted into Alpha Nu Chapter
1997-2014  Member, Delta Mu Chapter and Mu Beta Chapters.
2009-2011  Leadership Succession Committee, Mu Beta
2014-present  Member, Mu Chi and Mu Beta
1997-present  Villanova University College of Nursing Alumni Association
1997-present  Connecticut Nurses Association/ American Nurses Association

University Service

2014-2015  Faculty Learning Community (FLC)- iPad Group
2015  Member, School of Nursing Innovation Committee
2015  Advisor, Build a House Community
2015  Advisor, Service Learning Associate Program

Pedagogical Development

2014  Center for Academic Excellence Writing Retreat (September 26, 2014)
2014  Center for Academic Excellence Blackboard Collaborate Workshop (October 15, 2014)

Preceptor/Faculty Advisor/Thesis Reader

2015-present  Ashley Harskins BSN, RN - Doctor of Nursing Practice Candidate
Role: Doctoral Committee Chair, Fairfield University School of Nursing.

2015-present  Chris Sage MSN, RN – Doctor of Nursing Practice Candidate
Role: Doctoral Committee Chair, Fairfield University School of Nursing.

2015-present  Jessica Wexler BSN, RN- Doctor of Nursing Practice Candidate
Role: Doctoral Committee Chair, Fairfield University School of Nursing.

2015  Kathryn Reagan, Undergraduate Nursing Student
Role: Service Learning Advisor for Service Learning Course
2015-present  Brian Fusco, Undergraduate Nursing Student
Role: Build-A-House Faculty Advisor for Childhood Cancer Awareness
Community

2014-present  Daniela Marcoccia, APRN, MSN, Doctor of Nursing Practice Candidate
Role: Doctoral Committee Member, Sacred Heart University School of Nursing

Press Releases & Public Relations

Media Appearances

distracted-driving-in-study-1.9503159

2014  Despite driving, many still text. [interview] It’s Relevant. September 27, 2014.
Weblink: http://westport.itsrelevant.com/content/20470/Despite-Driving-Children-Many-
Still-Text

CURRICULUM VITAE

Joyce M. Shea, DNSc, APRN, PMHCNS-BC
96 Plank Road, Prospect, CT. 06712
Business: 203-254-4000, Ext. 2575; jshea@fairfield.edu
Residence: 203-758-6266; joyceShea@aol.com

EDUCATION

2002 Yale University School of Nursing, New Haven, CT, DNSc, focus on Human Responses to Chronic Illness
1983 Yale University School of Nursing, New Haven, CT, MSN, Clinical Nurse Specialist in Adult Psychiatric-Mental Health Nursing
1979 Fairfield University, Fairfield, CT, BS Nursing

CERTIFICATIONS & LICENSES

1979-present State of Connecticut Registered Nurse (RN) License #E41529
1993-present State of Connecticut Advanced Practice Registered Nurse (APRN) License #003148
2006 Palliative Care Graduate Education Training Program, End-of-Life Nursing Education Consortium (ELNEC), funded by the National Cancer Institute.
2008 Geriatric Care Nursing Education Training Program, Geriatric Nursing Education Consortium (GNEC).
2012-2013 Certificate in Eye Movement Desensitization and Reprocessing, Level I Training at Fairfield University in August 2012, Level II Training at Fairfield University in January 2013

ACADEMIC EXPERIENCE

2014-present Associate Dean for Graduate Studies, Fairfield University, School of Nursing, Fairfield, CT
2010-present  Associate Professor, Fairfield University, School of Nursing, Fairfield, CT

2013-2014  Elizabeth DeCamp McInerney Professor of Health Sciences, Fairfield University, Fairfield, CT.

May, 2013  Visiting Professor, Australian Catholic University, School of Nursing, Midwifery, and Paramedicine, Brisbane, Australia.

2008-2012  Undergraduate Program Director, Fairfield University, School of Nursing, Fairfield, CT.

2004-2010  Assistant Professor, Fairfield University, School of Nursing, Fairfield, CT.

2003-2004  Adjunct Professor, Fairfield University, School of Nursing, Fairfield, CT.

2002  Adjunct Professor, Quinnipiac University, Department of Nursing, Hamden, CT.

1996-1999  Teaching Assistant, Yale University School of Nursing, New Haven, CT.

1994-1996  Research Assistant, Yale University School of Nursing, New Haven, CT.

1991-1994  Lecturer, Western Connecticut State University, Department of Nursing, Danbury, CT.

1989-1994  Lecturer, Psychiatric-Mental Health Nursing Program, Adult Division, Yale University School of Nursing, New Haven, CT.

**CLINICAL DIRECT PATIENT EXPERIENCE**

1997-2014  Nurse Clinical Specialist (Per Diem), Danbury Hospital, Community Center for Behavioral Health, Danbury, CT.

1994-1996  Nurse Clinician, Rushford Substance Abuse Treatment Center, Middletown, CT.

1990-92  Psychiatric Nurse Case Manager, Managed Health Benefits, North Haven, CT.

1987-89  Psychiatric Nurse Consultant, Connecticut Peer Review Organization, Middletown, CT.

1983-89  Psychiatric Clinical Nurse Specialist, Waterbury Hospital Health Center, Waterbury, CT.
1982-83 Nurse Clinician (Clinical Placement), Connecticut Valley Hospital, Middletown, CT.

1981-82 Nurse Clinician (Clinical Placement), Connecticut Mental Health Center, New Haven, CT.

1979-1981 Staff Nurse/Charge Nurse, Hartford Hospital, Hartford, CT.

AWARDS, HONORS, AND FELLOWSHIPS


Sigma Theta Tau, Mu Chi Chapter, Nursing Research Award, May, 2009.


Sigma Theta Tau, Induction into the International Nursing Honor Society, 1993.


USPHS, Alcohol, Drug Abuse and Mental Health Administration, Advanced Psychiatric Nursing Traineeship. Chronic Care Advanced Training Grant #5T01MH16168-04, 1981-83.

BOOK CHAPTERS


JOURNAL ARTICLES


**MONOGRAPHS**


**CONSULTATIONS/PROJECTS**

2009-Present Australian Catholic University, Brisbane; Director, Student and Faculty Exchange Program.

2006-2007 National University of Ireland, Galway; Research Consultant

**FUNDED PROJECTS**

Primary Investigator, *Primary-care Outcome Valued Initiative for Delivery of Education [PROVIDE]*. (9/14-present). Health Resources Service Administration [HRSA] Award # A10HP25177-03-00, $605,000.


Primary Investigator, *Attitudes of College Students Toward Mental Illness*, (10/13-6/14), Elizabeth DeCamp McInerney Research Fund, $12,000.

Co-Investigator, *Palliative Care: Nursing Research and Education regarding End of Life*, (11/05-12/07), Pfeiffer Research Foundation, $74,000.

REFEREED PRESENTATIONS


American Psychiatric Nurses Association 28th Annual Conference, (October, 2014). *The 6th annual Institute for Mental Health Advocacy interactive panel*. (National Conference), Indianapolis, IN.

Sigma Theta Tau Connecticut Chapters Collaborative Scholarship Day, (April, 2014). *Changing attitudes, changing care: Nursing students’ responses to those with mental illness*. (Regional Conference), Orange, CT.

International Society of Psychiatric Nursing 16th Annual Conference, (March, 2014). *Coordination, communication, and collaboration: Defining the essence of an integrated approach to physical and mental health care*. (International Conference), Greenville, SC.


QSEN National Forum, (May 31 - June 2, 2011). QSEN Competencies as essential guideposts: Integration across the BSN curriculum. (National Conference), Milwaukee, WI.

American Psychiatric Nurses Association 24th Annual Conference, (October, 2010). Igniting passions: Examining social justice issues in an undergraduate mental health nursing course. (National Conference), Louisville, KY.


International Qualitative Health Research Conference, (October, 2008). Recovery of self in those with schizophrenia. (International Conference), Banff, Canada.

Sigma Theta Tau International/Connecticut Chapters Collaborative Research Day, (April, 2008). Factors influencing the recovery of self in those with schizophrenia. (State Conference), Danbury, CT.


Drexel University Technology Innovations Conference, (March, 2008). Faculty Learning Communities for a Simulation-Based Pedagogy. (National Conference), Hilton Head Island, SC.

Drexel University Nursing Education Institute, (June, 2007). Reconsidering Course Evaluation Methods: What Did They Really Learn?. (National Conference), Miami, Florida.

NONPF Annual Conference, (April, 2007). End-of-Life Care Graduate Core Curriculum: Implications for Increasing NP Student Knowledge and Awareness of Providing Palliative Care. (National Conference), Denver, CO.

NAMI-CT Annual Conference, (October, 2006). *Establishing a NAMI-on-Campus Group at Fairfield University.* (State Conference), Meriden, CT.


**INVITED PRESENTATIONS**

American Psychiatric Nurses Association 28th Annual Conference, (October, 2014). *A case-based approach to improving long-term outcomes in schizophrenia across the lifespan.* (Luncheon Symposium, National Conference), Indianapolis, IN.

Fairfield University, Marriage and Family Therapy Department, Graduate School of Education and Allied Professions, (November, 2013). *Conversations around revisions to DSM-5.* Fairfield, CT.

American Psychiatric Nurses Association 27th Annual Conference, (October, 2013). *Strategies for promoting recovery in schizophrenia.* (Luncheon Symposium, National Conference), San Antonio, TX.


Australian Catholic University, (May, 2013). *Integrating recovery principles in undergraduate and graduate nursing curricula.* (Videoconference Presentation), Brisbane, Australia.

Australian Catholic University, (May, 2013). *Graduate nursing education in the United States.* (Videoconference Presentation), Brisbane, Australia.

National Catholic Radio: Life, Love and Health; (April, 2008). *Integrating Spirituality into the Nursing Curriculum.* (Live Radio Interview with C. Springmann), Fairfield, CT.

Sigma Theta Tau International/Connecticut Chapters Collaborative Research Day, (March, 2006). *Plenary Panel Presentation, Qualitative Research: Pearls and Pitfalls.* (Regional Conference), Trumbull, CT.
University of Massachusetts, School of Nursing, (February, 2003). *Qualitative Research in Nursing.* (Doctoral Program Workshop), Northampton, MA.

University of Massachusetts, School of Nursing, (February, 2003). *State of the Science: Conceptualizing Recovery From Severe Mental Illness.* (Doctoral Program Workshop), Northampton, MA.

**PROFESSIONAL MEMBERSHIPS AND BOARDS**

American Association of University Professors, Member 2004-present.

American Nurses Association, Member 1993-present.
   Member, Advisory Committee, ANA Code of Ethics Revision Panel, Appointed Fall, 2013.

American Psychiatric Nurses Association, Member 1993-present.
   Member, Research Council, 2004-present.
   Member, Steering Committee, Institute for Mental Health Advocacy, 2010-present.
   Member, Expert Panel, Recovery Council, 2011-present.
   Member, Undergraduate Education Workgroup, 2012-present.
   Member, Education Council Steering Committee, 2013-present.
   Co-chair, Continuing Education Committee, 2013-present.
   Elected member, 2014 Nominating Committee.

Connecticut Advanced Practice Registered Nurse Society, Member 2013-present.

Connecticut Nurses Association, Member 1993-present.
   PAC Member, 1994-1998.

Eastern Nursing Research Society, Member 1996-present.
   Qualitative Research Special Interest Group Member, 1998-2002.

International Society of Psychiatric-Mental Health Nurses, Member 2012-present.

Sigma Theta Tau International Nurses Honor Society, Member 1993-present.
   Mu Chi Chapter. Member, 2004-present.
      Region 15 Representative, 2005-2008.
   Delta Mu Chapter. Member, 1993-present.
      Program Committee Member, 1993-94.

**SERVICE TO FAIRFIELD UNIVERSITY**

**University Boards and Committees**

Member, Athletics Compliance and Grievance Committee, 2014-present.
Member, International Programs Committee, 2013-present.
Member, Core Curriculum Task Force, 2014.
Member, Faculty Research Committee, 2013-2014.
Member, Sexual Misconduct Policy Subcommittee of Academic Council, 2013.
Faculty Advisor, NAMI-Fairfield University Chapter, 2007-present.
Member, Academic Integrity Task Force, 2012-present.
Member, Center for Academic Excellence Advisory Board, 2007-2010, 2012-2013.
Member, Academic Council, 2009-2013.
Member, Merit Scholar Research Committee, 2004-2013.
Member, GSEAP/MFT Program Faculty Search Committee, 2011, 2012.
Member, School of Nursing Dean Search Committee, 2010-2011.
Member, Student Absence Policy Subcommittee of Academic Council, 2010-2011.
Member, Graduate Loyola Medal Committee, May, 2010.
Member, IDEA Form Subcommittee of AC, 2009-2010.
Member, Academic Support Group, 2009.
Member, Educational Planning Committee, 2007-2009.
Member, Organizing Committee, Jesuit-Feminist Pedagogy Conference, 2006.
Member, Undergraduate Curriculum Committee, 2005-2007.
Member, Integration of Living and Learning Committee, 2006-2007.
Member, School of Nursing Faculty Learning Community, 2007-2008.

School of Nursing Committees

Chair, Graduate Curriculum Committee, 2014-present.
Member, Graduate Curriculum Committee, 2013-present.
Member, School of Nursing Faculty Organization, 2004-present.
Member, DNP Project Symposium Planning Committee, 2013-2014.
Acting Track Coordinator, Psychiatric NP Program, Fall, 2012.
Member, SON Peer Review of Teaching Committee, 2011-present.
Member, Baccalaureate Essentials Task Force, 2010-2013.
Member, DNP Program Planning Task Force, 2008-2011.
Member, Standard III Workgroup for CCNE DNP Self-Study, 2011-2012.
Chair, Curriculum Committee, 2007-2009.
Chair, 2006 School of Nursing Professional Development Day: June 17, 2006.
Member, Faculty Workload Task Force, 2005.

SERVICE TO FAIRFIELD COMMUNITY

Member, Warren Harding High School Medical Careers Program Advisory Board, Bridgeport, CT, 2010-2011.
Kathleen Wheeler, Ph.D, APRN, PMHCNS-BC, PMHNP-BC, FAAN
3 Cedar Pond Road
Westport, Ct. 06880
(203) 254-4150 w
(203) 226-1984 h
(203) 919-1984 c

EDUCATION

1986       New York University, Ph.D. Nursing
1978       New York University, M.A. Nursing
1976       Cornell University-New York Hospital School of Nursing, B.S. Nursing
1968       Penn Valley Community College, K.C., Mo., A.D. Nursing

EXPERIENCE

Teaching
1992-present Fairfield University:
   • Professor 2001-present
   • Coordinator of PMHNP Graduate Program 2010-present
   • Associate Professor 1996-2001
   • Assistant Professor 1992-1996
   • Director of the Graduate Program in Nursing 1999-2002
   • Director of Psychiatric Mental Health Nurse Practitioner (PMHNP) Program 1994-2002;
     • Developed 1st PMHNP program in Connecticut 1994

1991-1992 Lehman College of the City University of New York:
   • Assistant Professor

1984-1989 Hunter-Bellevue School of Nursing:
   • Assistant Professor 1985-1989
   • Adjunct clinical instructor in psychiatric nursing 1984-1985.

Practice
1984-present Private practice in advanced practice psychiatric nursing, prescribing & psychotherapy, specializing in trauma.

1985-1990 Staff therapist at The Training Institute for Mental Health, 40E. 30th Str., N.Y.C.

1974-1976 New York Hospital, staff nurse, charge nurse.

1972-1974 Bellevue Hospital, staff nurse.

1968-1972 Kansas University Medical Center, K.C. Ks., staff nurse.
LICENSURE

Advanced Practice Registered Nurse - CT. #001100; 3/95-present

Registered Nurse – CT. #R46886 since 3/95-present; also currently licensed on an inactive basis in Kansas, Missouri and New York.

ADVANCED CERTIFICATE EDUCATION

EMDR Trainer March 2014-present

Trauma Recovery EMDR Humanitarian Assistance Program Facilitator 10/28/13-present

EMDRIA Approved Consultant 7/1/11-present

ANCC certified as Psychiatric Mental Health Adult Nurse Practitioner #2009003188; June 2009-present.


International Society for the Study of Dissociative Disorders (ISSD) Psychotherapy Training Program-Standard Course: 1/07- 6/07; Advanced Course 1/08-6/08 in NYC which included coursework and supervision; ongoing group supervision with other mental health disciplines in NYC bimonthly 2008-present.

Completed End of Life Nursing Education Consortium: Promoting Palliative Care in Advanced Practice Nursing held in Pasadena California June 2005.

Certificate in Eye Movement Desensitization Reprocessing Level I Training in Smithtown, NY 9/01 and Level II in Brooklyn, NY 12/01; certified in March 2004; ongoing collaboration & education through monthly meetings with interdisciplinary EMDR regional group in New Haven CT.

Certificates in Hypnotherapy awarded 1999 after completion of 114 hours of training at The National Institute for the Clinical Application of Behavioral Medicine in Hilton Head & American Hypnosis Training Academy in Silver Springs Maryland.

ANCC certification as Clinical Specialist in Adult Psychiatric and Mental Health Nursing #138739-01; 1990-2015.

Certificate in Psychoanalysis and Psychotherapy awarded June 1990 from the Training Institute for Mental Health, 40 E. 30th Str., N.Y.C. for completion of four year program consisting of coursework, supervision, personal analysis and 10 hrs./wk. patients in psychotherapy culminating in written case presentation of analytic patient and oral defense
Certificate awarded in 1988 for completion of two year U. of Maryland Measurement of Clinical and Educational Nursing Outcomes Project which culminated in the development of the Perception of Empathy Inventory.

PROFESSIONAL ORGANIZATIONS

American Academy of Nursing
   Member 2009-present
   Fellow 2009
   Task force member for Psychiatric Mental Health Nursing

National Organization of Nurse Practitioner Faculties
   o Member
   o Chair of Psychiatric-Mental Health Nurse Practitioner Special Interest Group; 2002-2005
   o Co-chair of the National Panel which developed the Competencies for Psychiatric-Mental Health Nurse Practitioners sponsored by NONPF 2002-2003. Project completed and available at www.nonpf.com

Eye Movement Desensitization and Reprocessing International Association
   o Member
   o Chair and founder of the Research SIG; 2007-2009
   o Editorial Board of the Journal of EMDR Practice and Research 2006-present
   o Research Committee; 2005-2010
   o Conference Committee; 2006-2010
   o Consultant to Conference Committee EMDRIA Asia
   o Member of the Board of Directors; 2010-2014
   o President of the Board of Directors; 2013-2014
   o Advisory Director; 2014-2015

American Psychiatric Nurses Association
   o Member
   o Scholarly Review Committee 2003-2008
   o Awards & Recognition Committee 2003-2007
   o Education Committee 2003-2007
   o APRN Website Project/Education Coordinator 2008-present
   o Steering Committee of CT. Psych APRN Coalition

American Nurses Association - Connecticut State Nurses Association - District #3
   o Member

Sigma Theta Tau, MuChi Chapter - The National Honor Society for Nursing
   o Member

N.Y.U. Alumni Association
   o Member

Cornell-N.Y.H. Alumni Association
   o Member

Psychoanalytic Society of the Training Institute for Mental Health
   o Member

American Association of University Professors
   Member
OTHER PROFESSIONAL ACTIVITIES

A Survey of Veterans Experience 2014 – research consultant

Advisory Board of Turkish Clinics Journal of Nursing 2014-

Member of the Trauma Recovery Network in Fairfield County which is under the auspices of the Humanitarian Assistance Program. This is a group of EMDR mental health clinicians who respond to disasters in the area such as the Newtown tragedy in 2013.

Chaired EMDRIA’s Response to IOM Report 2012 (emdria.org website)

EMDR consultation provided individually and in groups to licensed mental health providers 2011-

P.I. A Randomized Clinical Trial of Eye Movement Desensitization and Reprocessing (EMDR), Supportive Psychotherapy and Cognitive Behavioral Therapy in a Relapse Prevention Program (CBT-RP) for Sex Offenders: Treatment Effects and Long-Term Maintenance 2011-present

P.I. Recent Traumatic Episode Protocol (R-TEP) Fidelity Rating Scale Psychometric Study 2010-

P.I. EMDR Definition Delphi Survey, June 2010-May 2011

Program Evaluator for Women’s Therapy Center New Beginnings Program Integrating EMDR and Feminist Therapy in Philadelphia, PA, June 2010-June 2011

Consultant for R21 Grant Proposal for Susie Adams from Vanderbilt University EMDR in Women with Substance Use Disorders

Advisory Board for EMDR Humanitarian Assistance Program Project: Healing Combat PTSD; 2008-present

Research Consultant to EMDR-HAP project The Efficacy of Post Traumatic Stress Disorder Treatment through the Public Health Service in Aceh Province in Indonesia; 2008-present.

Reviewer for manuscripts submitted to journal Perspectives in Psychiatric Care 2007-present


Coordinator of Psychiatric Home Care Program for United Home Care of Fairfield County 3/94-9/99; developed Psychiatric Home Care Program with case consultation, inservice to staff and development of protocols, critical pathways, and policies for home-based psychiatric care. Also a member of United Home Care’s Nursing Research Committee.
Research consultant for Nurse Practice Council of Greater Bridgeport Mental Health Center 93-95; co-investigator of collaborative research project “An investigation of health teaching needs of clients with serious and persistent mental illness: Client and provider perspectives”.

Research consultant for Nursing Research Committee at Norwalk Hospital 4/93-4/95; advisement to nurses on research project examining outcomes for total hip replacement patients using nursing critical pathways.

**GRANTS**

The Brinkman Foundation for *Group Intervention Study for Children and Adolescents Exposed to Trauma*, $4,000 awarded 2014.

The Brinkman Foundation for *Group Intervention Study for Children and Adolescents Exposed to Trauma*, $7,000 awarded 2013.

EMDR Research Foundation for *A Randomized Clinical Trial of Eye Movement Desensitization and Reprocessing (EMDR), Supportive Psychotherapy and Cognitive Behavioral Therapy in a Relapse Prevention Program (CBT-RP) for Sex Offenders: Treatment Effects and Long-Term Maintenance*, $10,000 awarded 2012-2014. P.I. for interdisciplinary multi-site research project.

Senior Summer Fellowship from Fairfield University: *An Outcome Study of Psychotherapy Patients Treated with EMDR*, $7,000 awarded, 2008-present P.I. for national interdisciplinary multi-site research project, I wrote the proposal and other mental health professionals are collecting data on their clients under my direction.

Fairfield University grant award for *A Prospective EMDR Outcome Study*.$1000.00; 2005-2006; I wrote the grant and collected data on my clients as a pilot study.

vonAmerigen Foundation for Mental Health Services Program at The Health Promotion Center; $95,545; 1999-2002; Project Director and P.I. I wrote the proposal and directed other APRNs, RNs & nursing students who did data collection and program delivery.

USDHHS Professional Nurse Traineeship Grant of $17,350 from 1999-2000 for MSN students at Fairfield University; Project Director, I wrote the grant with the secretary assisting with disbursement.

USDHHS Professional Nurse Traineeship Grant of $33,096.00 from 1998-1999 for MSN students at Fairfield University; Project Director, I wrote the grant with secretary assisting with disbursement.

USDHHS Professional Nurse Traineeship Grant of $34,556.00 from 1997-1998 for MSN students at Fairfield University, Project Director, I wrote the grant with secretary assisting with disbursement.

Fairfield University Summer Stipend for *Alexithymia, Depression and Binge Eating in Women*; $2500; 1995-1996; Project Director and P.I., I wrote the proposal & collected the data & the research assistant coded the data and the 2nd author of the resulting publication analyzed the data.
Fairfield University for Measurement of Nursing Student’s Empathy,$600; 1993-1994; Pl. I wrote the grant, collected and analyzed the data.

PSC-CUNY for Empathy as a Nursing Outcome Variable, $4,000; 1992-1992; P.I. I wrote the proposal, collected and analyzed the data & 2 other faculty who collected the data.

PSC-CUNY for Development of HIV Assessment Tool, $6,030; 1990-1992, (co-investigator); I was the tool development expert and co-investigator who helped the P.I. who is an expert in HIV+ to develop the tool; the 3rd author of the resulting publication collected the data; I contributed 35% and wrote the resulting publication with the 1st author.

PSC-CUNY for tool development of empathy measure, $6,200; 1987-1989; P.I. I wrote the grant, collected and analyzed the data and wrote the manuscript.

NIMH Title Traineeship for M.A. and Ph.D.

AWARDS & HONORS

2015 AJN Book of the Year Award for Psychotherapy for the Advanced Practice Psychiatric Nurse.

2009 Fellow in the American Academy of Nursing (FAAN)

2008 AJN Book of the Year Award for Psychotherapy for the Advanced Practice Psychiatric Nurse.


2008 American Psychiatric Nurses Association Award for Excellence in Practice APRN

2004 American Psychiatric Nurses Association Award for Excellence in Education.

2004 Distinguished Alumni Cornell University-New York Hospital School of Nursing.

October 2002 2nd place poster award at APNA’s 16th Annual Conference in Dallas,Texas, Integrating Research, Education, and Practice in an APRN Mental Health Services Program.

2001 Sigma Theta Tau Chapter Newsletter Article Award for Evidence Based Practice in MuChi Newsletter.

Honorable mention in Holistic Nursing Newsletter 2001-submitted by one of my graduate students in recognition of innovative holistic course developed for graduate program
1996 Annual Sigma Theta Tau MuChi Award for Excellence in Nursing: Nursing Research

Award for Innovative Curricular Design of $1000 from Lehman College of CUNY for proposal Integrating Empathy Training Into the Undergraduate Nursing Curriculum 2/92.

Who’s Who in American Nursing

PUBLICATIONS
*designates a data-based article/chapter

JOURNALS


**BOOKS & BOOK CHAPTERS**


Preface
Wheeler, K. Chapter One-The Nurse Psychotherapist and a Framework for Practice
Wheeler, K. Chapter Two- The Neurophysiology of Trauma and Psychotherapy
Wheeler, K. Chapter Four- The Initial Contact and Maintaining the Frame
Wheeler, K. Chapter Five- Supportive and Psychodynamic Psychotherapy
Wheeler, K. Chapter Six-Eye Movement Desensitization and Reprocessing Therapy
Barry, P. & Wheeler, K. Chapter Nine-Interpersonal Psychotherapy
Wheeler, K. Chapter Thirteen—Stabilization for Trauma and Dissociation
Wheeler, K. Chapter Twenty-Termination and Outcome Evaluation


NEWSLETTERS AND OTHER PUBLICATIONS


PRESENTATIONS (selected)


“Panel: Psychoanalytic Therapies and EMDR in Psychiatric Nursing” at International Viith National Psychiatric Nursing Congress at Hacettepe University, Ankara Turkey, Septmber 2, 2014.

WBAI Radio Show Healthstyles. Interviewed by Diana Mason on Suicide, PTSD and Veterans. 4.3.14

“EMDR Treatment of Pain and Trauma-Related Medical Illness” April 2013 CT-APRN Preconference in Southbury, CT.

“Transforming Doctoral Education for Nurse Practitioners Using a Clinical Portfolio April 2013 at NONPF in Pittsburgh, PA

“Transforming Doctoral Education Through the Clinical Portfolio” January 2013 poster presentation at AACN Doctoral Conference in San Diego, CA.

“A Neuroscience Relationship-Based Framework for Psychiatric Nursing” invited preconference at APNA Annual Conference October 2012 in Pittsburg, PA.

“Research EMDR in Your Practice” at EMDRIA Annual Conference 2010 in Minneapolis, Minnesota; 2011 in Anaheim, California, 2012 in Arlington, VA.

“Integrating Outcome Measurement and EMDR Research into Your Practice” at EMDRIA Annual Conference 2009 in Atlanta, Georgia.

“A Hierarchical Treatment Framework for Psychiatric Nursing Practice” at the International Society of Psychiatric Mental Health Nursing 2009 Annual Conference in Greenville, South Carolina.

“Neuroscience: A Relationship-based Framework for Psychiatric Nursing Practice” at the International Society of Psychiatric Nursing, 2008 Annual Conference, in Louisville, KY.

“Neuroscience, Psychotherapy and Advanced Practice Psychiatric Nursing” co-presented with Dr. K. Delaney at the International Society of Psychiatric Nursing, 2007 Annual Conference in Montreal Canada

“Resolution of Adult ADHD and Depression with EMDR—A Case Study of a Childhood Medical Trauma” poster presentation co-presented with Dr. R. Broad at EMDRIA 2006 Annual Conference in Philadelphia.

"Trauma Care: Psychotherapeutic and Psychopharmacological Strategies for Healing" presented and chaired preconference course at the American Psychiatric Nurses Association 2005 Annual Conference in Nashville Tennessee.

"Challenges and Realities of Teaching Psychotherapy: A Survey of Psychiatric Mental Health Nursing Graduate Programs" co-presented with Dr. K. Delaney at the American Psychiatric Nurses Association 2005 Annual Conference in Nashville Tennessee in November 2005 and at NONPF 2007 Annual Conference in Denver.

“Psychotherapeutic Strategies for the Treatment of Trauma of Children” presented at the Connecticut Youth Services Association 2005 Annual Conference in Southington, CT.

“Psychosocial Management of Pain” presented at the Connecticut Hospital Association/Connecticut Holistic Health Association 2005 Annual Conference in Waterbury, CT.

“An Adult with Childhood Medical Trauma Treated with Psychoanalytic Psychotherapy and EMDR: A Case Study” at the American Psychiatric Nurses Association 2004 Annual Conference in Phoenix.
“Hypnosis and Meditation: Getting to the Source of Emotional Pain with EMDR and the Color Breathwork Method” co-presented with Dr. P. Barry at the U. Connecticut Health Sciences Center sponsored by the Connecticut Holistic Health Assn 2004.


Chaired panel “Contemporary Influences for Graduate Psychiatric Nursing Education” at the American Psychiatric Nurses Association 2003 Annual Conference in Atlanta.


“Utilization of Mental Health Services Among an Urban Underserved Population”, co-presented with L. Greiner at the American Public Health Association 2002 Annual Conference in Philadelphia,

“Integrating Research, Education, and Practice in an APRN Mental Health Services Program” at the American Psychiatric Nursing Association 2002 Annual Conference, won 2nd place poster award in Dallas, Texas.

“Critical Pathways in Home Care” at the International Council of Nursing 1999 Annual Conference in London.


“Learning about Reliability & Validity Through an HIV Assessment Tool”.at MuChi Chapter of Sigma Theta Tau Fall 1994 Research Seminar at Fairfield University

“Empower Yourself Against Depression”, 1993, 1994, & 1995 at Fairfield University and the community as part of National Depression Screening Day- organized depression screening for community as member of National Depression Coalition for Connecticut Mental Health Association

“A Validity Study of Empathy as a Nursing Outcome Variable”, at Sigma Theta Tau 1993 Research Conference at California State University in Fresno, Cal.

“Integrating Empathy Training into the Undergraduate Curricula”, 1992 at Lehman College, Bronx, N.Y. at college-wide faculty recognition workshop


“An Investigation of Impulsivity and Stimulus Seeking in Mothers of Hyperactive Children”, at City University of NY 1986 Research Day

11/20/14