Clemson University
School of Nursing
Annual Report

2013-2014

College of Health, Education, and Human Development
510 Edwards Hall
Clemson, SC 29634-0743
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Accredited 2010-2020 by:

Commission on Collegiate Nursing Education (CCNE)
One DuPont Circle, NW, Suite 530, Washington, DC  20036
School of Nursing Chronology

1965
- Associate Degree Program in Nursing established in the College of Arts and Sciences; Dr. Geraldine Labecki appointed to establish the Bachelor of Science as a degree in Nursing.

1968
- Baccalaureate Degree program in Nursing was established.

1972
- Baccalaureate Nursing program approved by the South Carolina State Board of Nursing; Baccalaureate Nursing program received initial National League for Nursing (NLN) accreditation; First baccalaureate students graduated; College of Nursing established.

1974
- Master of Science degree in Family Health Nursing approved by the South Carolina Commission on Higher Education.

1975
- First students admitted to the Master of Science degree in Family Health Nursing.

1978
- Initial accreditation of the Master’s degree with an emphasis in Family Health Nursing granted by NLN.

1982
- Associate Degree program closed.

1987
- Graduate degree changed to Master of Science with a major in Nursing; Clinical Nurse Specialist (CNS), Nursing Education, and Nursing Administration role options offered.

1991
- Undergraduate and graduate programs renamed with approval of the Department of Health Science.

1994
- Family Nurse Practitioner program developed and approved by the South Carolina Commission on Higher Education.

1995
- School of Nursing and the Department of Public Health became academic units in the College of Professional Studies; School of Nursing became a unit in the new College of Health, Education, and Human Development; Dr. Barbara Logan appointed as Director of the School of Nursing.

1996
- Dr. Harold Cheatham appointed as Dean: College of Health, Education, and Human Development.

1997
- Gerontology Nurse Practitioner option developed and approved by the South Carolina Commission on Higher Education.

2000
- Nursing Administration option revised and reinstated.

2001
- Nursing Education option revised and reinstated.
# School of Nursing Chronology

**2002**
- Dr. Larry Allen appointed as Interim Dean: College of Health, Education, and Human Development.
- The Center for Architecture & Health and the School of Nursing begin Collaborative project for a state of the art learning center.

**2003**
- Clinical Learning Research Center (skills lab) renovation project begins.

**2004**
- Dr. Kaye Hearth appointed as Director of the School of Nursing.

**2005**
- Dr. Rosanne Pruitt appointed as Director of the School of Nursing.
- School of Nursing receives CCNE accreditation.
- Clinical Learning Research Center renovation completed.

**2007**
- Interdisciplinary PhD in Healthcare Genetics launched with CHE and SACS approval.

**2008**
- RN to BS program moved to web enhanced format at University Center.

**2009**
- Second degree undergraduate nursing program for students with degrees in other fields approved for implementation January 2011.

**2010**
- SON receives top marks and ten years of continuing accreditation from CCNE.

**2011**
- First cohort of accelerated second degree students admitted fall 2011.

**2012**
- First graduates of interdisciplinary PhD in healthcare genetics, December 2012. First cohort of accelerated second degree students graduates, December 2012.

**2013**
- SACS Accreditation and Site Visit for the University

**2014**
- Applied for national Center of Excellence Designation from the National League for Nursing.
Director’s Report
Accomplishments of 2013-2014

With a successful University SACS continuing accreditation and CCNE accreditation through 2020, we made the bold move to apply for designation as a National League for Nursing (NLN) Center of Excellence. This designation requires that every program demonstrate innovation and creativity beyond what is expected of an accredited nursing education program. We will hear from the National League for Nursing selection committee later this summer.

Each of the program coordinators has submitted a report highlighting their respective programs. I would like to highlight a few of these accomplishments.

In the Health Care Genetics interdisciplinary PhD program, we will have a record number of graduates this year. Dr. Mary Beth Steck graduated in May and three additional candidates are on track to graduate in August. Dr. Mary Beth Steck was selected to participate in the National Institute of Nursing Research Summer Genetics Institute at the National Institutes of Health. This is a highly prestigious recognition. She was also selected as a member of the American Nurses Credentialing Center content expert panel and item writer for the Genetics Specialty Certification. Dr. Steck joined our faculty as a doctoral candidate and now continues as an Assistant Professor in the School of Nursing. Several other students have also received national recognition. Two of the doctoral students, Elizabeth Hassen and Katie Edwards, have been selected as Jonas Nurse Leaders Scholars. Elizabeth Hassen and Tracy Lowe were awarded with the Sigma Theta Tau Rising Star to recognize future leaders in nursing. Elizabeth was also awarded a 2014 Doctoral Scholarship by the Oncology Nursing Society Foundation. Scott Moore was named a Fellow with the National Geriatric Leadership Academy and was recognized by the National Hartford Centers of Gerontological Nursing Excellence as one of 4 national Archbold scholars. Additional details of these awards are in the HCG Doctoral Program Report, Dr. Julie Eggert, Program Coordinator.

As the need for primary care continues to rise, we had a record number of Masters Program graduates, total of 35, with 31 family nurse practitioners, 3 adult/gerontology nurse practitioners, and 1 nurse administrator. Admissions have been adjusted to January and May to allow students to begin the program part time as they transition into graduate level coursework. Drs.
Davis, Wetsel, Meehan and Hoskins have been implementing a grant funded by the Johnson and Johnson Promise of Nursing Foundation to develop online modules in connection with the Area Health Education Consortium (AHEC). Nurses and nursing faculty will have the opportunity to complete the modules to enhance their teaching skills with technology. The integration of the modules within the graduate course to allow interested individuals more in depth knowledge and discussion with other educators is being explored. More information about the program is available in the graduate section of this report, Dr. Stephanie Davis, Graduate Program Coordinator.

The **RN/BS Completion Program** located at the University Center provides associate degree RNs the opportunity to complete the baccalaureate program in 12 months once all pre-requisites are completed. Courses are blended with students meeting with faculty in the classroom on alternate weeks with additional materials and discussion online. Dr. Ann Wetsel is Program Coordinator for the RN/BS program. Additional details are available in the program highlights.

The **Accelerated Second Degree program** transitions to the University Center this fall. The first three cohorts were integrated into the traditional program except for the summer immersion semester. We have been preparing the clinical lab at the University Center and will welcome the new class this fall to the University Center. This group will return to Clemson for the more advanced Simulation lab each spring which uses the human patient simulators and other more advanced medical surgical equipment. Highlights of this program are detailed in the report by Dr. John Whitcomb, Program Coordinator.

The **Traditional Undergraduate Program** continues at a high level of excellence. Faculty have been integrating national recommendations from both the Institute of Medicine (IOM) and the Robert Wood Johnson Quality and Safety for Nurses Initiative (QSEN) throughout the curriculum. Dr. Deborah Willoughby’s report further discusses simulation which has also been integrated into nursing courses throughout the curriculum to allow students to practice critical skills. The white coat ceremony for the first semester freshman has become a tradition. Funding from the Gold Foundation and AACN will underwrite this ceremony which will be held Parents Weekend in 2014.

Thomas Godfrey gives the response for the graduating Masters students.

Rebecca Garcia poses for Dr. Pruitt to adjust her hood.

Rebecca Clark is pinned.

Sheri Webster gives the Alumni welcome.

Rashana Keller proudly displays her pin.
Drs. J. Zavertnik and R. Pruitt welcomed two groups of 20 alumni and their daughters for a Saturday afternoon visit in the Clinical Learning Research Center.
Faculty

Faculty member, Dr. Bonnie Holaday, retired this spring. She was a visiting professor in China during May/June 2014 and will continue to work part-time in the International Family and Community Studies doctoral program. Holaday received a certificate for 16 years of service to Clemson University.

New School of Nursing Faculty

**Dr. Wanda Taylor**

- PhD Georgia Health Sciences University 2012
- BS Nursing Clemson 1995
- BS Health Science Education
- Assistant Professor as GHSU Working with NURS 312 A. Pye, NURS 303 L. Wagner, and NURS 303L and will be teaching in Accelerated 2nd Degree Program

Mentor: Dr. Shirley Timmons

**Dr. Mary Beth Steck**

- PhD candidate Healthcare Genetics
- MS Clemson
- BS University of Iowa
- Teaching in Accelerated 2nd Degree and Graduate Programs while completing her dissertation

Mentor: Dr. Bonnie Holaday
The South Carolina Palmetto Gold program, now in its thirteenth year, recognizes nurses across the state for exceptional excellence. This year four faculty members were recognized in the statewide Palmetto Gold Ceremony.

**Dr. Jean Ellen Zavertnik**

DNP Radford University 2012  
MN University of South Carolina  
BS Radford University  
CNS Adult/Gerontology  
Clinical Assistant Professor at Virginia Commonwealth University  
Director of CLRC, teaching NURS 312L and Simlab in the fall  
Mentor: Dr. Tracy Fasolino

**Lindsey Montjoy**

BS and MS Clemson University  
ADN, TriCounty Technical College (LPN to RN)  
AnMED Behavioral Health  
Teaching NURS 401 Psychology Mental Health, lead Teacher, lab and Clinical Coordinator  
Mentor: Dr. Ann Wetsel

The South Carolina Palmetto Gold program, now in its thirteenth year, recognizes nurses across the state for exceptional excellence. This year four faculty members were recognized in the statewide Palmetto Gold Ceremony.

Dr. Ann Wetsel  
Dr. Tracy Fasolino  
Dr. Heide Temples  
Mrs. Angela Pye
In Memory:

Dr. Lyn Larcom came to the School of Nursing to assist in the launch of the doctoral program after he retired from Physics. He retired last year and passed away in June. His research continues and the mentorship he provided to doctoral students and faculty will be treasured.

Award recipients Dr. Ann Wetsel, Mrs. Anglea Pye, Dr. Stephanie Davis, (2012 Palmetto Gold Recipient), Dr. Heide Temples, and Dr. Tracy Fasolino
Competition for Research Funding has become even stronger. The following faculty members were successful in obtaining external funding to support their research efforts.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Research Title</th>
<th>Percentage</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amerson, Roxanne</td>
<td>Investigation of Effective Training of promotoras* in Oral Rehydration Therapy</td>
<td>100%</td>
<td>$69,036.00</td>
</tr>
<tr>
<td>Fasolino, Tracy</td>
<td>Nursing Surveillance Training using Interactive Virtual Simulation</td>
<td>50%</td>
<td>$49,990.50</td>
</tr>
<tr>
<td>Fasolino, Tracy</td>
<td>PhD Nurse Researcher</td>
<td>100%</td>
<td>$24,511.00</td>
</tr>
<tr>
<td>Parker, Veronica</td>
<td>The Uninsured and Hot Spots in SC: Their Health Status &amp; Access To Healthcare</td>
<td>10%</td>
<td>$35,683.00</td>
</tr>
<tr>
<td>Wetsel, Ann</td>
<td>SNAPOCUP- SNAP Outreach Community-University Partnership</td>
<td>100%</td>
<td>$473,099.00</td>
</tr>
</tbody>
</table>

After a very productive year, the end of 2014 will be a time of transition. June 30 is my last official day as Director of the School of Nursing. I will be returning to a full time faculty role. All of the programs are in excellent hands with outstanding faculty.

We are pleased with our continued progress toward excellence. Thank you for your partnership and contributions to our success.

Gratefully,

**Rosanne Pruitt**

Rosanne H. Pruitt, PhD, RN, FNP, BC  
Professor and Director, School of Nursing  
Associate Dean, College of Health, Education and Human Development  
Clemson University
Mission, Vision & Goals

Mission
The mission of Clemson University School of Nursing, as a scholarly center of learning, is to educate students at the baccalaureate, master’s, and doctoral levels to become healthcare professionals who advance scientific knowledge and evidence-based practice through research and outreach.

Vision
Clemson University School of Nursing will shape the future of nursing and healthcare through leadership, scholarship, and practice to optimize the health and quality-of-life for the people of South Carolina, the nation, and the global community.

Goals
Goals of the School of Nursing at Clemson University are to:

* Deliver state-of-the-art education to aspiring healthcare professionals to prepare them for excellence in practice and leadership within a dynamic healthcare environment.

* Create a vibrant, interdisciplinary community of scholars who contribute to knowledge generation and dissemination, thereby shaping practice and policy.

* Engage in leadership, research, and service to optimize health and quality of life for people locally, nationally and globally.

* Increase diversity among faculty, students, and staff within a mutually respectful, professional environment.

* Expand opportunities and resources through the development of relationships with clinical, community and corporate partners, and alumni.
Linkages with College and University Goals

School of Nursing
1. To prepare practitioners from diverse backgrounds for leadership in a dynamic health care environment
2. To promote a creative and collaborative environment for scholarship and research
3. To develop nurse leaders for engaged and innovative services that improve the health of people of South Carolina and the global community
4. To enhance diversity, interdisciplinary collaboration and global outreach

Clemson University
1. Excel in teaching (academics; student performance)
2. Increase research and sponsored programs (research; Clemson’s national reputation)
3. Set standard in public service for land grant university (academics, research, and service)
4. Strengthen sense of community; Increase focus on collaboration (campus life)

Academic Emphasis Areas
1. Family and Community Living
2. Biotechnology & Biomedical Sciences
3. Leadership and Entrepreneurship

HEHD
1. Focus and enhance academic programs
2. Increase research focus and capabilities
3. Expand outreach linkages
   Promote faculty, staff, and student achievements (expand interdisciplinary collaboration)
# Student Enrollment

## Undergraduate

### Fall 2013
- Freshmen: 57
- Sophomores: 92
- Juniors: 84
- Seniors: 100
- RN/BS: 44
- Total: 377

### Spring 2014
- Freshmen: 56
- Sophomores: 53
- Juniors: 93
- Seniors: 88
- RN/BS: 37
- Total: 327

## Graduate

### Fall 2013
- FNP: 74
- GNP: 0
- CNS-Adult: 0
- CNS-Maternal: 0
- Administration: 2
- A/GNP: 8
- Education: 3
- Post Masters FNP: 2
- Post Masters ANP/GNP: 1
- Total: 90

### Spring 2014
- FNP: 93
- GNP: 0
- CNS-Adult: 0
- CNS-Maternal: 0
- Administration: 1
- A/GNP: 7
- Education: 4
- Post Masters FNP: 2
- Post Masters ANP/GNP: 1
- Total: 108
May 2014 Graduation
# National Council Licensure Exam (NCLEX) 2013-2014

<table>
<thead>
<tr>
<th>Name of Exam</th>
<th>Year</th>
<th>Number of First Time Examinees</th>
<th>Number of First Time Passing</th>
<th>% of First Time Examinees Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clemson University</td>
<td>2013</td>
<td>101</td>
<td>91</td>
<td>90.10</td>
</tr>
<tr>
<td>SC NCLEX Pass Rate*</td>
<td>2013</td>
<td>2297</td>
<td>1995</td>
<td>86.85</td>
</tr>
<tr>
<td>National NCLEX Pass Rate**</td>
<td>2013</td>
<td>155,095</td>
<td>128,792</td>
<td>83.04</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; quarter 01/01/2014-03/31/14</td>
<td>2014</td>
<td>54</td>
<td>50</td>
<td>92.59%</td>
</tr>
<tr>
<td>Clemson University</td>
<td>2014</td>
<td>189</td>
<td>152</td>
<td>80.42%</td>
</tr>
<tr>
<td>SC NCLEX Pass Rate*</td>
<td>2014</td>
<td>152,393</td>
<td>124,186</td>
<td>81.49%</td>
</tr>
<tr>
<td>National NCLEX Pass Rate**</td>
<td>2014</td>
<td>155,095</td>
<td>128,792</td>
<td>83.04</td>
</tr>
</tbody>
</table>
Convocation
The Undergraduate Nursing Program continues to grow and thrive. Again this year we had a large pool of well-qualified applicants for both freshman and change of major acceptance. We are able to accept only about 15% of our freshman applicants and fewer than half of our change of major applicants – evidence of the quality and reputation of the program. Our applicant pool has the highest SAT scores among Clemson University applicants and maintains the highest grade point average (GPA) of all majors.

Program Outcomes
NCLEX
We also continue to have very positive outcomes from the program. Our NCLEX pass rate for 2013 was 90.1% compared to the national pass rate of 83.04% and state pass rate of 86.85%. Exit surveys again reflect very positive evaluations of the program and the School of Nursing faculty and staff. For the first quarter of 2014, our pass rate was 92.59%, compared to 80.42% for the S.C. and 81.49% for national.

Exit Surveys
Again for 2013-2014, graduating students rated the program and their preparation very positively. For Fall 2013 and Spring 2014, 98 to 100% of graduating students reported that they were completely or almost completely able to demonstrate the following skills:

- Utilize Critical thinking
- Communicate effectively
- Provide professional nursing care
- Use the nursing process
- Accept responsibility and accountability
- Use leadership/management skills.
- Apply current research
- Use computer technology
- Incorporate legal, ethical, and cultural concepts
- Care for diverse populations across lifespan in multiple settings

As to their experience in the School of Nursing, greater than 90% of traditional undergraduates were fully or almost fully satisfied with their preparation for NCLEX and greater than 95% were fully or almost fully satisfied with their overall experience in the program. Again this year, the most frequent responses of graduating seniors to the question of “What did you like best about the program” addressed the faculty’s knowledge, caring, and availability and the student-faculty relationships established in the program.

International Experiences
SON faculty have developed unique opportunities for students to experience the culture and healthcare systems of developing countries. As the number of undergraduate international learning opportunities has increased, Faculty have collaborated to establish guidelines to ensure the quality of international educational experiences for students. Guidelines included:
• Primarily an educational experience in health care settings, preferably hands on
• Academic component with integration of course requirements when feasible
• Pre-departure assignments focused on cultural sensitivity

These guidelines ensure that students are prepared to deliver effective and culturally competent care to diverse populations within cultures that are very different from their own.

Two faculty, Dr. Lisa Duggan and Dr. Stephanie Davis, work with the international organization Volunteers in Medical Missions (VIMM) to include both graduate and undergraduate students as participants in health care outreach clinics that see patients in remote regions of Ecuador, Honduras, or the Dominican Republic. Students work in interdisciplinary teams with physicians, nurse practitioners, and undergraduate nursing students to provide care in clinics set up to see those needing care. In 2014, nursing students took part in an international medical mission trip to the remote areas of the Dominican Republic with a “Volunteers in Medical Missions” team. This experience provided students with the opportunity to interact with the people of the Dominican Republic. The eight days of the mission trip were spent providing care to members of nearby small villages. During the daily clinics, students worked directly with the indigenous people in their natural environment. Students were given the opportunity to make strictly monitored house calls and were able to experience housing, diet, and daily activities of the local people. Clinics were set up to provide the following services:

- Triage-determine if medical care was needed
- Medical Stations-to provide medical care by nurse practitioner students supervised by Dr. Davis
- Pharmacy-fill prescriptions for any necessary medications supervised by Dr. Duggan
- Vitamins and de-worming-provided to all eligible clients
- Education about hand washing, water safety, tooth brushing and condom use (students bought items with donated money)
- Students observed health conditions common to the area, including chicken pox, severe dehydration, failure to thrive, pneumonia, intestinal worms, burns, abscesses, severe arthritis and machete accidents to name a few.

Each student maintained a reflective journal for each day at the clinic to explore their impressions and experiences and how the experience was shaping their values and developing their practice. Students also completed Community Health Assessment, including an interview with someone native to the area concerning health care in the Dominican Republic. Prior to the trip students had reviewed the literature to identify common health problems among the population and a survey of the health status of Hondurans, including examining major risk factors and most common illnesses. While in the Dominican Republic, students created and implemented teaching plans on the topics named above.

Dr. Roxanne Amerson has involved students in international health experiences in Pixabaj, Guatemala since 2010. Her focus has been on improving the health of women and children in Pixabaj through the use of promotoras. She began the process of establishing a promotoras program in Pixabaj in 2010 by providing health education classes to the local women of Pixabaj. Dr. Amerson and her students surveyed the health needs of the women of the area and developed programs to educate the women about how to maintain their own health. The students were able to provide teaching on female anatomy, breastfeeding, prenatal care, urinary
tract infections, and other health problems that commonly occur in women. In addition, students were able to tour the hospital in Sololá and the local health clinic in Pixabaj. Seeing these facilities helped the students to understand the barriers to healthcare that exist in this rural region of Guatemala. Dr. Amerson received an NIH grant in the amount of $145,481 from 09/01/2012 to 08/31/2014 to sustain her work with the promoters in Guatemala.

Again this year, Janice Lanham led an international health experience for students who travel to Eleuthera, Bahamas. Her program provides an immersion experience in the Bahamas with a focus on health, health care, education and social welfare. Students examine the socio-cultural influences of a faith-based health care system in a low resource country with an emphasis on enhancing cultural competence/understanding of the health care professional.

**Lead Teachers**
The Lead Teachers’ group undertook several initiatives this year to address recommendations for nursing and nursing education from both the Institute of Medicine (IOM) and the Robert Wood Johnson Quality and Safety for Nurses Initiative (QSEN). We examined the placement of the QSEN competencies in the curriculum, identifying where and how each competency is incorporated and how we can enhance our teaching of those competencies. Lead teachers are utilizing the materials on the QSEN web-site as appropriate. Students also complete several quality and safety modules in the Institute for Healthcare Improvement (IHI) curriculum.

We are finding ways to meet the IOM and QSEN “technology” recommendations. As recommended by both QSEN and the IOM, we adopted a policy to allow students the use of personal digital devices (PDD’s) in the clinical area to access needed information at the point of care. We formulated requirements and limitations for the use of PDD’s to comply with infection control and protected health information policies. We also have chosen to invest in a new Electronic Health Record (EHR) system – the Pearson “Real EHR with Cerner” system.

Lead teachers are also working with doctoral students in the Interdisciplinary PhD in Healthcare Genomics to identify and expand genetics content within the curriculum. Students take a stand alone “Healthcare Genetics” course, but lead teachers want to ensure that such an important and ever growing area is incorporated throughout the curriculum in addition to the genetics course. A survey of faculty and review of course objectives within the curriculum allowed the doctoral students to assist lead teachers in identifying genetics content in the curriculum and write appropriate course objectives to reflect that content.

**Summary**
The Undergraduate Program in Nursing continues to make strides in nursing education. This progress is accomplished through the hard work and dedication of an exceptional faculty and the enthusiasm and receptivity of very gifted students. The faculty in the undergraduate program are committed to preparing our graduates to be exceptional nurses who will provide safe, compassionate, effective care and become the leaders of the future in nursing. Because our students are drawn from of pool of the very brightest students, they have the capability to contribute to improvements in the healthcare system as well as the health of individuals, families, and communities.

Submitted by Dr. Deborah Willoughby, Professor and Undergraduate Coordinator
Simulation

The exponential growth in our simulation program has necessitated the addition of space to allow for full implementation. We have adapted the former “studio” space on the 2nd floor of Edwards Hall for use in Simulation. This year, Dr. Jean Ellen Zavertnik joined the faculty in the role of Director of the Clinical Learning and Research Center and has become active in the implementation of simulation, as well as other lab based experiences. Dr. Zavertnik has been instrumental in moving our Simulation Program forward.

The incorporation of simulation into the curriculum has been an on-going process for several years, but has greatly accelerated during the past few years. Research shows that, even though students experience stress and anxiety during simulations, they enjoy simulated clinical experiences and find them to be valuable (Jeffries & Rizzolo, 2006; Wotton, Davis, Button, & Kelton, 2010, Mould, White & Gallagher, 2011). Well-designed and well-executed simulation experiences have been shown to enhance student confidence, increase knowledge and facilitate knowledge retention, develop clinical judgment and decision-making abilities, improve practice through the transfer of knowledge, and improve interprofessional communication and team performance (Baker et al, 2008; Robertson, Schumacher, Gosman, Kanfer, Kelley, DeVita, 2009; Liaw et al, 2012; Kirkman, 2013; Shinneck, Woo & Evangilista, 2012; Weaver, 2011; Fisher & King, 2013). Structured debriefing, which allows reflection on and integration of the experience, is critical to meeting the objectives of the simulation and to consolidating and expanding the learning (Dreifuerst, 2009; 2012; Chronister & Brown, 2012).

In the Undergraduate Program at CU SON, simulation is now integrated into most clinical courses, with additional experiences in the planning stage (e.g. Psych Nursing). Each simulation has established learning objectives that address the QSEN competencies and interprofessional collaboration. In order to foster clinical judgment, all simulations require that the student notice, interpret, and respond to cues in order to care for the patient (Tanner, 2006). Students critically assess patients and the clinical environment, utilize clinical reasoning to determine priorities, and make decisions about how best to intervene.

Students are introduced to the simulation lab and to electronic health records as freshmen through interactive, hands-on experiences with human patient simulators and by working with simulated electronic health records. During the first semester of the junior year, the first clinical semester, students utilize the simulators to build health assessment and foundational clinical skills. Simulation has been found to be effective for enhancing the QSEN competencies and these are stressed in all simulations (Pauly-O’Neill, Prion, and Nguyen, 2013) Students participate in scenarios in which they must critically assess the patient, utilize appropriate terminology to describe their findings, identify nursing problems, and begin to consider nursing interventions. These experiences begin the development of the students’ clinical judgment and communication skills. As second semester juniors, students have weekly structured simulations, using both static manikins and human patient simulators. These simulations are more advanced, further developing clinical judgment and both written and verbal interprofessional communication. During this semester, scenarios present patients from
Simultaneously, the academic and professional world is rapidly changing, and nurses need to position themselves in a dynamic and ever-changing environment. To accomplish this, nurses need to continually develop their professional qualities and abilities and acquire the skills required for optimal reimbursement. Nursing care needs to be given in an atmosphere conducive to the patient’s total well-being. Therefore, one of the goals of the University of Granada and the University of Malaga is to ensure that nursing education, through the use of innovative teaching strategies, is improved and that the students are adequately prepared to meet the challenges of the profession.

Simulation is a powerful teaching tool that provides nursing students with the opportunity to develop their clinical judgment and critical thinking skills in a safe and controlled environment. It prepares them to work with multidisciplinary teams, develop their leadership skills, and enhances the learning of different cultural and socioeconomic backgrounds, fostering the development of cultural sensitivity and appreciation of diversity. The culminating simulation experience requires students to identify and intervene for a rapidly deteriorating patient. This type of simulation is effective in facilitating the development of multiple skills (Buykx et al., 2012; Liaw et al., 2012; Fisher & King, 2013). It requires students to synthesize all they have learned to date, to employ teamwork and inter-professional communication, to utilize critical thinking and psychomotor skills to manage patient situations. As always, debriefing is a major part of simulation. Through structured, reflective debriefing, students consolidate their learning, evaluate their performance, consider what they would do differently, and expand the learning to similar and contrasting situations (Dreifuerst, 2009, 2012; Garrett, McPhee, and Jackson 2010).

Simulation experiences continue in both semesters of the senior year. During this year, students participate in pediatric and obstetrical simulations, that again involve patients of different ages and ethnic and socioeconomic backgrounds (Robertson, Schumache, Gosman, Kanfer, Kelley & DeVita, 2009). Students are encouraged to consider their approaches to patients in light of their backgrounds, strengths, and challenges and how they, as nurses, can assist underserved groups to have improved access to care. Again, structured reflective debriefing consolidates and expands the learning. In the final semester, students are met with two new challenges through simulation.

For the past four years, each senior 2 cohort has experienced a “Capstone Senior Simulation”, which involves prioritization, delegation, and direct care. This simulation assesses where the students are in their preparation for their first nursing role and provides the students with an opportunity to “work and think like a nurse.” Students are assigned as charge nurse to a group of patients. They must critically assess the situation and make decisions involving nursing judgment. These include which patients can be safely assigned to a practical nurse, who should be seen first, and in what order treatments should be given. In this simulation, students also must manage concerned family members, communicate with other health care professionals, and manage emergency situations that arise during their shift. Such complex simulations have been shown to be effective in improving leadership and emergency management skills (Kaplan and Ura, 2010; Mould, White, and Gallagher, 2011).

In 2012-2013, we added a community health simulation to the senior year. This experience is focused on diversity and providing care in the home. Research has shown that simulation is a useful tool for teaching community health and diversity to nursing students (Gotwals and Yeager, 2014; Patterson and Hulton, 2012; Mast, Sawin, and Pantaleo, 2012).

In the community health simulation, students care for older adult patients from different cultures and religions in a simulated home environment. This experience involves both human patient simulators and standardized patients. Students must provide culturally appropriate care to a variety of patients, including Mennonites, Hindus, and migrant workers from Mexico. They are presented with the challenges of providing care in a home with limited access to electricity and to caring for a dying patient in ways that are appropriate to the beliefs of the patient and family.

In summary, simulation is being extensively used in the Undergraduate Nursing Program at Clemson University to enhance student learning, provide students with the opportunity to manage rapidly deteriorating patients, develop cultural sensitivity, and experience leadership/management and decision making roles. Students report high levels of satisfaction and learning with the simulation experiences within the curriculum and frequently ask for more of these experiences. Undergraduate faculty continue to develop and implement innovative, pedagogically sound simulation to meet the QSEN and IOM objectives.

Respectfully Submitted by Dr. Deborah Willoughby, Professor and Undergraduate Program Coordinator
Honors Program

The Honors Program in Nursing at Clemson University is an extremely strong program and its student numbers are increasing. This academic year enrollment in the Nursing Honors program was 26 students. Starting this fall enrollment will reach 39 students. This Honors Program in Nursing is designed to provide high achieving students an opportunity for collaborative, in-depth study of a clinical problem or professional issue in nursing under the guidance of a faculty mentor. Dr. Nancy Meehan serves as Honors Advisor for the School of Nursing and, working with other faculty who serve as mentors, guides the students through the process of completing their honors projects. Departmental Honors is a two-year series of specifically designed courses to facilitate student involvement in faculty research. Nursing honors students develop and implement, in close collaboration with their faculty mentors, an honors project concerning a topic in which they have special interest.

The Honors Experience as Clemson University School of Nursing is unique and valuable, in part, because honors students work together in small groups designed to allow them to learn and develop in ways that accommodate their high intellectual ability and strong work ethic. In these small groups, students develop close relationships with classmates and with the faculty members who serve as their mentors. They initiate the plan for their honors project, establish their team, and contract with a faculty mentor during the first semester of their junior year, and build each semester on that foundation to complete the project during the senior year. Pursuing departmental honors is an experience that can be extremely rewarding, especially when connected with future career or educational goals. Students will be challenged in their honors coursework to not only learn content but also apply it to their research project. Students present at the College Research day, the Focus on Creative Inquiry (FoCI), and at other research forums when possible. Below is a description of Honors projects completed by the senior students this year and current Honors projects that the junior students are participating in.

Graduating Seniors (Spring 2014):

1. **Introducing the Basics of Palliative Care to College Level Students**
   - Student(s): Casey Gooden and Lauren Rhodes
   - Mentor: Nancy Meehan, PhD, RN and Janet Timms, EdD, RN
   - Clemson University School of Nursing Departmental Honors
   - Spring 2014

   **Abstract:** This research explored the knowledge of college students regarding palliative care. The focus was on background information regarding palliative care. This information was analyzed and implemented into modules in order to teach Clemson University Nursing students to communicate with those loved ones who are at risk of losing their life. An in-depth literature review is provided to showcase present research regarding the topic of palliative care and how this research pertained to the goal of educating students about communication with the dying. After the presentation of the teaching module, students completed a survey that compared their comfort levels before the module to after. These surveys were analyzed using a t-test to determine significance of the module after its presentation. The data presented concludes that there is a significant difference in the comfort level regarding palliative care in students after completion of the teaching module. The aim of this research was to emphasize the importance of understanding the needs of those at the end of their lives, so that students can communicate effectively and provide adequate palliative care.
2. **Hospice and Palliative Care: Exploring Barriers to Referral**  
Student(s): Michelle Johnson, Laura Batson and Rebecca Clark  
Mentor: Deborah Willoughby, PhD, APRN, BC  
Clemson University School of Nursing Departmental Honors  
Spring 2014

Abstract: Hospital nurses are often the first line care givers who receive questions from patients and families regarding hospice and palliative care services. Research has identified underutilization of these services due to multiple barriers in the referral process. This comparative descriptive survey aimed to identify nurses’ knowledge levels concerning the similarities and differences between hospice and palliative care and to determine their level of comfort in, and frequency of, discussing or recommending hospice or palliative care to patients, families, and physicians.

3. **Exercise-induced Allergy**  
Student(s): Emily Klug and Jessica Genoble  
Mentor(s): Karen Kemper, PhD  
Clemson University School of Nursing Departmental Honors  
Spring 2014

Abstract: Exercise-induced hypersensitivity disorders accepted in current literature include exercise-induced asthma (EIA), exercise-induced bronchoconstriction (EIB), exercise-induced rhinitis (EIR), exercise-induced anaphylaxis (EIA), and exercise-induced urticaria (EIU) (Schwartz et al.). More recently, food-dependent exercise-induced anaphylaxis has also been explored (Barg, Medrala, Wolanczyk-Medrala, 2010). This study proposes a new addition to the classification of exercise-induced hypersensitivities distinct from those listed above. Exercise-induced allergy (EIA) is defined in this study as a disorder manifesting with sneezing, rhinorrhea, watery eyes, and swelling of the hands within 6 hours after cessation of moderate-vigorous outdoor exercise. This study discusses the creation and preliminary validation of the Patient Survey for Exercise-induced Allergy (PSEAL). PSEAL was based on student researchers’ identification of factors that most likely contribute to the phenomenon of EIA and factors that would exclude patients from future studies. PSEAL and literature review of EIA were presented to and reviewed by experts in related fields via email and during interviews (both over the phone and in person). A survey assessing PSEAL was created and completed by a majority of these experts. Answers to the survey and feedback from the experts were used to make corrections to PSEAL so that it could be used to effectively identify individuals who experience EIA. Conclusion: After preliminary validation by experts and applying revisions recommended by the experts, PSEAL is ready to be administered to subjects to potentially identify individuals experiencing EIA. Further study is needed to determine predictive validity.

Seniors (Graduating Fall 2014):

1. **Effects of Breast Cancer on Families**  
Student(s): Aubrey Crawford, Emily Griffin, Katlyn Howell and Weslyn Jones  
Mentor(s): Stephanie Davis, PhD, APRN, BC  
Clemson University School of Nursing Departmental Honors  
Fall 2014

Abstract: The purpose of this study is to examine the degree that breast cancer diagnosis and treatments impacts family dynamics, and to devise and implement a program to support families. The research question being evaluated is how the diagnosis and treatment of breast cancer impacts the female patient and her relationship with family members.
psychosocially and emotionally. Previous studies have found that breast cancer diagnosis and treatment negatively impacts both the patient and her family. As nursing students, this research team is interested in discovering the impact of a breast cancer diagnosis on a family and learning how nurses can provide support based on these findings.

2. Cardiac Arrest Documentation In the Hospital Setting
Student(s): Callie Hahn, Taylor Hunnicutt and Ivey Sumner
Mentor: John Whitcomb, PhD, RN, CCRN, FCCM
Clemson University School of Nursing Departmental Honors
Fall 2014

Abstract: Research shows that cardiopulmonary arrest documentation is lacking in the healthcare industry. The inaccurate documentation does not allow for further research to help improve cardiac arrest outcomes. The review focuses on a new way to document cardiac arrest. The study was done at a Saint Francis Hospital in Greenville, SC. Two different systems were used to document cardiac arrests in this hospital setting. One was the current system of charting at the hospital, which was partly on paper and partly on the computer. The second system was with a new device, CodeNet. CodeNet was used in this pilot study to compare the documentation to the system currently in place at the hospital. CodeNet is electronically synced with the defibrillator used in cardiac arrest events. It records information such as the time the cardiac arrest began, how many shocks were given, and what interval the shocks were given. The study on the CodeNet device provides support for using electronic devices to increase the accuracy of cardiac arrest documentation. This information can be used to look for patterns that correlate to the survival rates and hopefully be used to create new protocols that will improve patient outcomes.

Juniors (Graduating Spring 2015)
1. Wellness Programs: Utilizing Incentives to Shrink American’s Waistlines
Student(s): Gabrielle Tantillo and Taryn Miller
Mentor(s): Paula Watt, PhD, FNP and Caitlin Moore, BS, RN, Health Educator
Spring 2015

Abstract: Chronic diseases such as heart disease, cancer, stroke and diabetes, despite being preventable, are the leading causes of death in America (“Chronic Disease,” 2012). These life-threatening, preventable illnesses are becoming an epidemic in the United States. Therefore, the need for effective health interventions has become a chief concern. Due to the substantial amount of time that Americans spend in the workplace, companies are resorting to employee wellness programs in an attempt to combat the issue of chronic illnesses. Employee wellness programs serve as a convenient way for individuals to achieve healthier lifestyles and reduce their risk of developing chronic illnesses. CU WELL, Clemson University’s wellness program, offers employees health risk appraisals, health screenings, and opportunities to participate in health-related activities. However, incentives are currently not offered to CU WELL participants. As nursing students interested in the health and the well-being of the Clemson community, our team intends to enhance the health of Clemson University’s staff by creating an incentive-based wellness program for employees.
2. Improvement of Employee Wellness Programs
   Student(s): Nicole Clements and Grace Stonecypher
   Mentor(s): Paula Watt, PhD, FNP and Caitlin Moore, BS, RN, Health Educator
   Clemson University School of Nursing Departmental Honors
   Spring 2015
   
   Abstract: The nurse managed Sullivan Center of Clemson University operates an incentive based wellness program called CU4Health to address the need for preventative health management among employees. The program carries the intention of identifying participants' health needs through initial screenings and then educating the participant about the health needs and implementing goals in a follow-up consultation sessions. In order for the effectiveness of the program to increase, researchers from Clemson School of Nursing propose to study the return of investment from the program, defined by the improvement of health goals following consultations with the participants. Samples are to be taken from participants who had no consultation, one consultation, or more than five consultations. The findings from the study will yield information about the return of investment available from CU4Health.

3. Determining Delirium in the Intensive Care Unit Utilizing the Z Machine for Assessment
   Student(s): Sydney Edwards, Elizabeth Ethridge and Sarah Fogle
   Mentor: John Whitcomb, PhD, RN, CCRN, FCCM
   Clemson University School of Nursing Departmental Honors
   Spring 2015
   
   Abstract: Delirium is a mounting issue in intensive care units (ICU) across the world. A call to new research pertaining to independent factors such as sleep, environment, prevention, and long term effects has been established by medical administrations. The direct cause of delirium is still unclear, but it has a direct link to the Rapid Eye Movement (REM) cycle not being reached during a critically ill patient's sleep patterns. There are several factors that interrupt patients' sleep that can lead to the delirium experienced later. Different types of ICU floors have proven to disrupt sleep, but it varies from one environment to another. Earplugs have proven useful in providing patients with a way to reach the REM cycle and avoid developing delirium. The reduction environmental noise, using prevention methods, and education will reduce the amount of delirium seen in the ICU. Delirium has also been linked to extended hospital visits, increased hospital costs, and eventually a worsening prognosis. The Intensive Care Delirium Screening Checklist (ICDSC) was chosen by the research team as the most effective in evaluating delirium in the ICU. The research team aims to close the gap between the topics of sedation and delirium. Since sleep patterns are greatly tampered with by sedation, it could be a contributor to delirium onset. If this is the case, decreasing sedation in the ICU would lead to sleep improvement, increase of time spent in the REM cycle, precipitating a decrease delirium in ICU patients.
1. **Determining the Effect of Social Media on Children with Autism**  
   Student(s): Erika McMillion  
   Mentor: Julie Eggert, PhD, RN and Rebecca Garcia, BA, MLT(ASCP), HCG Doctoral Student  
   Clemson University School of Nursing Departmental Honors  
   Fall 2015

   Abstract: The focus of the research is to determine how social media could be used to better understand how children with Autism are able to self-manage their condition and to see the correlation between the social interactions as a way to self-manage the symptoms associated with children with Autism versus children without Autism. Social media can help relieve stress of individuals with Autism and improve their communication with others to the level of individuals without Autism. Therefore this study will be done to see if video game usage can be used to help children with Autism communicate with their peers and others.

2. **Enhancing Parent Satisfaction in the Neonatal Intensive Care Unit**  
   Student(s): Jamie Dobbins, Allie Dowe and Elizabeth Wright  
   Mentor: Nancy Meehan, PhD, RN  
   Clemson University School of Nursing Departmental Honors  
   Fall 2015

   Abstract: This research proposal aims to address how educating and empowering Neonatal Intensive Care Unit parents in areas of health and nutrition can improve their satisfaction during their child’s stay. Since technology is becoming more and more prevalent in the healthcare system, the research team decided to further explore how the use of technology can empower parents in the care of their child. In today’s society, technology is a crucial tool for communication, as well as education. The nursing student research team aims to utilize software application technology to determine if and how parent involvement significantly contributes to an enhanced NICU experience for both the family and infant. By addressing how these parental needs in the NICU can be met, preterm infant care can ultimately be enhanced.

   Respectfully Submitted by Dr. Nancy Meehan, Associate Professor and Honors Advisor
Accelerated Second Degree Program

The Accelerated Second Degree in Nursing program is designed for students who have previously earned a bachelor’s degree from an accredited college or university. Admission requirements include a minimum GPA, an essay, a resume, and an academic recommendation. All prerequisite courses for the BS in Nursing program must be completed prior to entry to the program including sciences: biology, chemistry, anatomy, physiology and microbiology; statistics, research and all general education requirements. Students complete a sixteen month program consisting of four consecutive semesters (fall, spring, summer, and fall). The first cohort of 16 students was admitted in August 2011 and graduated in December 2012. The second cohort of 17 students was admitted in August 2012 and graduated December 2013. In August 2014 we selected 21 students were selected for this program.

The Accelerated Second Degree program provides an opportunity for college graduates to pursue a career in nursing. Fifty percent of students in cohorts entering in 2011, 2012, 2013 and 2014 include previous Clemson students with undergraduate or graduate degrees. A large portion of graduates from 2011-2013 expressed a long term goal of earning an advanced degree in nursing.

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Graduates shared the following comments about their experiences in the Accelerated Second Degree program:

"This program opened up many new and exciting opportunities for me. As an individual from a completely different background and educational field, I was nervous and anxious to make such a life-changing shift in career paths. This program made the transition both easy and manageable. Overall, I feel sound in my critical thinking skills and my abilities to provide the most efficient and effective nursing care to my patients." Amy Altman, BS, RN

“I can't thank you enough for giving me this wonderful opportunity to be a nurse. Just the other day I accepted a position in the ICU… I am so excited and anxious about beginning my career. It's been a long journey but with the help and support of you and your staff I made it through, and I couldn't be happier. I truly feel that making the decision to apply to the Accelerated nursing program was one the best and most life changing decisions I have ever made.” Laura Alonso, BS, RN
Example of job placements:

- Orthopedic unit at Palmetto Health Baptist in Columbia
- Nephrology unit Palmetto Health Richland in Columbia
- Telemetry Unit (5 North) at Spartanburg Regional
- Medical surgical unit at AnMed Health
- John F Sullivan Center at Clemson University
- Orthopedic trauma unit at Greenville Hospital
- Medical ICU at AnMed Health
- Neuro ICU at Greenville Hospital
- Surgical ICU Southeast Georgia Health System
- Critical Care Vanderbilt
- Critical Care New Jersey

We inducted our first group into Sigma Theta Tau in summer of 2013. The 2013 Graduates all have secured nursing jobs in a variety of settings including critical care.

In our current 2014 cohort, some of the current students had an experience that truly defines nursing: This story was published in campus magazines.

_The Story_ - Defensive tackle Grady Jarrett and punter/placekicker Bradley Pinion recently visited cerebral palsy patient and Clemson fan Paul “Vinnie” Brock in the respiratory unit of AnMed Health Medical Center in Anderson – thanks to the efforts of Clemson School of Nursing students.

Earlier this semester, Brock met Andrea Addington and other Clemson nursing students who were serving clinical rotations in the AnMed respiratory unit.

Addington and her classmates were assigned to care for Brock, and bond between them was instant. “Upon meeting him, he was so friendly with the most positive attitude,” Addington said. “At this point, he was pretty much bed-bound, but he was very involved with his care and was awesome at helping you understand how to care for him.”

Over time, the student nurses learned more about Brock’s life and his illness, including his frequent visits to the hospital and an upcoming surgery. They also learned that he was a big fan of Clemson football who often went to home games in earlier, healthier days.

It was soon time for the student nurses to go to their next rotation, but the hearts of Addington and the other student nurses remained with Brock. “I asked my instructor how he was doing, and she informed me that he had the surgery and had to be transferred to CCU (cardiac care unit).”
Two weeks later, Addington returned for another rotation at the respiratory unit, and there she found Brock, who had been transferred from CCU back to the respiratory floor.

“I went in to visit him,” she said. “I spoke with him and he seemed very tired and weak, and was wondering what life would be like after he got home.”

It was then that Addington began to wonder what else she could do.

“I wanted to make him happy,” she said. “I wanted so badly to take all of his fears away. I said goodbye and left his room with a heavy heart. I started to think that night what I could do. I then remembered how much he loved Clemson football and thought that a visit from some football players would cheer him up.”

So, Addington called Clemson’s Athletic Department and explained the situation to staff members, who put her in touch with Jarrett and Pinion. Within 24 hours, the Clemson football standouts were in Brock’s hospital room, visiting and taking photos with him, and presenting him a signed Clemson hat.

“Their visit made such an impression on the patient – he smiled so big,” Addington said. “It was a great experience that brought tears to my eyes.”

“Grady and Bradley said, ‘This is what it is all about,’” Addington added. “And this is what nursing is all about, too – not only treating the patient with medicine, but also remembering that they are people and that we need to treat their spirit as well.”

Nancy Ewing, a senior lecturer in the School of Nursing who supervises the students’ clinical rotations, agrees. “Our students show patients great compassion and view their budding careers as a calling. That is great news for the patients they will serve and the places that will employ them.”

We have 21 students for the 2014 cohort who will begin summer courses and begin full time as a Junior I in Aug 2014. Beginning with the 2014 cohort all classes will be held at the University center Greenville. The School of Nursing received permission from the State Board of Nursing of SC to move the program full time to UCG in an effort to increase admissions into the nursing program.

Respectfully Submitted by Dr. John J Whitcomb, Assistant Professor and Accelerated Second Degree Coordinator
RN/BS Completion Program

The RN/BS Completion Program in Nursing at Clemson University School of Nursing provides registered nurses with an Associate Degree in Nursing with an opportunity to earn a Bachelor of Science Degree with a major in Nursing. The RN/BS Program utilizes a blended approach to create a community of scholars by alternating face to face meetings between students and faculty every other week with online activities on the alternate weeks. Best practices in online education engage students with the course material/content, students with faculty and students with their peers (Garrison, 2011). The blended nature of the courses allows additional flexibility, further facilitating the return to school for those nurses who are working and want to continue their education (Ezeonwu, Berkowitz & Vlasses, 2014; Lyons & Evans, 2013; Petty, 2013; Hsu, 2012).

Research shows that a greater proportion of baccalaureate prepared nurses on a unit leads to better outcomes of care and increasing the number of nurses with baccalaureate degrees has been recommended by the IOM (2011) and Carnegie Foundation (2010). Specifically, the 2010 Institute of Medicine (IOM) Report: The Future of Nursing: Leading Change, Advancing Health recommended that 80% of registered nurses should be baccalaureate prepared by 2020, and that seamless academic progression for associate degree prepared registered nurses should be in place to facilitate this goal. The Clemson University RN/BS program has partnerships with Tri-County Technical College and Greenville Technical College. The School of Nursing Director and the RN/BS Program Coordinator are members of these nursing schools’ Advisory Boards and their Deans/Directors are members of the Clemson University School of Nursing Community Advisory Board. In addition, the School of Nursing Director liaisons with all of the Chief Nursing officers in healthcare institutions throughout Upstate South Carolina, in statewide meetings with the South Carolina Deans and Directors of Nursing, and with the RN/BS Program Coordinator is a member of the South Carolina Future of Nursing Task Force.

In preparation for admission to the RN/BS Program, applicants complete 47 credit hours of foundational coursework in composition and speaking, mathematical sciences, biological and natural sciences, literature, cross-cultural awareness in humanities, computer skills/technology, and nutrition. In addition, 15 hours of electives provide applicants with opportunities to explore areas of individual interest. Cohorts are admitted twice yearly in order to develop strong, collaborative, supportive relationships among the students themselves and with their faculty.

### Enrollment Summary 2013 - 2014

<table>
<thead>
<tr>
<th>Semester/ Academic Year</th>
<th>Students Accepted</th>
<th>Returning Students</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>18</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>12</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>0</td>
<td>35</td>
<td>20</td>
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</table>
At the upper division, RN/BS students complete 32 semester credit hours of nursing coursework and scientific writing and communication. RN/BS students receive an additional 31 semester hours of credit based on validation of their nursing knowledge when they successfully complete Nursing 4060: Issues in Professionalism. Students enrolled full time are able to complete this program in a twelve month period. Part time and full time plans of study are also available to meet the needs of working students. Students are admitted in the fall and spring. Many of these graduates continue with graduate studies.

Because these students come to the program as licensed, experienced registered nurses, the RN/BS Completion Program focuses on socializing the RN to the roles of the baccalaureate prepared nurse and shaping their values to further promote integrity and ethical decision-making, intellectual curiosity and critical thinking, appreciation of diversity, and interdisciplinary collegiality. From these values evolves an understanding of and capacity for scholarship, independent critical judgment, academic rigor, and intellectual honesty. Courses provide additional depth to the RNs’ current knowledge base and introduce new concepts and roles. Courses within the curriculum that are designed to both enhance current knowledge and introduce new concepts and roles include *Issues in Professionalism*, *Healthcare Genetics, Scientific Writing and Communication, Pathophysiology for Healthcare Professionals, Health Assessment, Family Nursing, Community Nursing, Leadership and Management in Nursing, Research in Nursing* and *Nursing Elective*.

Programmatic changes are made based on feedback from students, clinical agency partners, and employers. Students have opportunities to provide program feedback directly to course faculty using the Student Assessment of Instructor, through their representatives on the RN/BS Program Student Advisory Committee established this year, and the RN/BS Student Services and Program Coordinators. The RN/BS Student Services Coordinator, Ellen Chiles, was recognized with the 2013 HEHD Award for Exceptional Performance and Outstanding Service. Student members of the RN/BS Student Advisory Committee are selected by their peers from each cohort group (6 from each cohort for a total of 12 members). Using a focus group format, student representatives share their feedback and recommendations for the program in Fall and Spring Semester meetings (Kamberelis and Dimitriadis, 2013). Below is a sample of RN/BS Program student responses when asked what they liked about the program:

“The format of online and in-class.”

“All of my instructors were phenomenal. They are experienced, full of knowledge, encouraging, and care about their students.”

Exit Survey results and RN/BS Student Advisory Committee feedback revealed that students highly valued the expertise of their faculty and opportunities for direct face-to-face connections, have discussions about issues and/or ask questions directly, and to receive immediate feedback.
Exit Surveys 2013

<table>
<thead>
<tr>
<th>#</th>
<th>Indicate the extent to which you were satisfied with the following SON components:</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
<th>Mean % fully/almost</th>
</tr>
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<tr>
<td>1</td>
<td>Opportunity to express opinions and concerns.</td>
<td>0</td>
<td>2</td>
<td>16</td>
<td>12</td>
<td>93.3%</td>
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<td>2</td>
<td>Class schedule</td>
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<td>0</td>
<td>24</td>
<td>14</td>
<td>100%</td>
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<tr>
<td>3</td>
<td>Overall experience in the program</td>
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<td>4</td>
<td>15</td>
<td>21</td>
<td>90%</td>
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</table>

A 2013-2014 initiative implemented as a joint student-faculty recommendation focused on the articulation of Health Assessment courses at the ADN and BS levels. RN/BS students recognize the need for additional knowledge and skills in health assessment and new graduates at all levels continue to face challenges in the preparedness in recognizing and responding to a deteriorating patient (Purling and King, 2012). With similar content being taught in both ADN and BS programs, the potential for content and skills duplication is present. The SON Director, RN/BS Program Coordinator and Kelly Smith, MS, RN, FNP-BC, course faculty, initiated a series of meetings with our ADN counterparts to share program and course objectives, syllabi, learning activities and discuss student health assessment outcomes at each level. The feedback from ADN Directors and faculty has been extremely positive.

A second initiative focused on the ePortfolio, a digital portfolio that is evidence of academic and experiential mastery of Clemson’s core competencies. Through December 2013, RN/BS students presented exemplars of their work in ePortfolios linked to competencies in Written and Oral Communication; Reasoning, Critical Thinking and Problem Solving; Mathematical, Scientific and Technological Literacy; Social Science and Cross-Cultural Awareness; Arts and Humanities; and Ethical Judgment. The SON Student Advisory Committees and Nursing faculty supported other Clemson University faculty in removing the ePortfolio as a graduation requirement in May, 2014. SON faculty believe that the development and utilization of an ePortfolio is an important part of the professional socialization and development of RN/BS students. Nursing 4050: Leadership and Management has been suggested as the best fit for this important activity as the focus of this course is preparing future leaders for professional nursing practice.

Professional ePortfolios have a variety of potential uses by graduates, e.g. providing evidence of competency mastery, provide evidence of professional growth and progress over time, applying for a promotion, seeking a new position, and as part of a graduate school application. Program feedback, including the ePortfolio, is gathered each semester from clinical partner employer and agency representatives serving on the School of Nursing Advisory Community Advisory Board. Information from all sources is compiled and become the action items for RNBS Program meetings held each semester. At the April 18, 2014 School of Nursing Community Advisory Board meeting, a nurse executive from a major health care institution with ANCC Magnet Recognition for Nursing Excellence affirmed the importance of the ePortfolio.
"I would definitely take a closer look at an applicant with an ePortfolio than one with a paper resume because it demonstrates the level of professionalism we are looking for in our institution. Employees who are applying for merit increases and promotions are required to prepare a similar type of digital portfolio of their qualifications and accomplishments."

This nurse executive’s position on ePortfolio was echoed by all of the nurse executives in attendance. It is also supported in the literature as a technological advancement from paper-based resumes and/or competency evaluation instruments (Nursing Management, 2014; Green, Wyllie and Jackson, 2014; Garrett, MacPhee and Jackson, 2013; Skiba, 2005; Lorenzetti, 2005).

In the RN/BS Program, faculty develop innovative pedagogies to enhance learning and RN/BS students have opportunities throughout the program to engage in student service learning.

In Nursing 4060: Issues in Professionalism, many RN/BS students shared with faculty that they have never attended a nursing professional meeting and did not belong to any nursing organizations. In this course with Dr. Shirley Timmons, RN/BS students are introduced to a wide variety of nursing professional organizations and groups, e.g. Oncology Nurses Society, the Association of Critical Care Nurses and Sigma Theta Tau International Nursing Honor Society. An important outcome is that RN/BS students report either joining or expressing an interest in joining the organization that sponsored the meeting. An innovative learning activity developed for this course is debate assignment. It is designed to socialize students to the BS nursing role, foster critical thinking, and enhance oral and written communication skills. In addition, this assignment promotes the development of the College of HEHD Learner Disposition of “ethical decision making and conduct and the ability to collaborate and succeed within a diverse community.” Working in teams and enacting a variety of roles, students take positions on resolutions of current concern to society. Elements of a professional presentation are also included in the evaluations, e.g. professional dress, organization, and oral presentation style.

“We really enjoyed working on the debate project. We didn’t realize what all went into creating a position and how much you need to know to present your side and be ready to speak against their arguments.

“It helped me with my presentation skills. The next time I’m asked to present something before one of the nursing committees at my hospital, I’ll be better prepared.”

CU SON is one of a limited number of RN/BS Programs to require a course focused on healthcare genomics/genetics taught by Dr. Jane DeLuca and Dr. Mary Beth Steck. In Nursing 3330: Healthcare Genetics, learning activities designed by Dr. Jane DeLuca enable students to meet the Essential Genetic and Genomic Nursing Competencies (Essentials, 2008), a set of clinical and professional skills required of all nurses baccalaureate degrees. There are several assignments designed to introduce students to the competencies and to the tools and concepts required in caring for patients with genetic health issues, e.g. a genetic health history and three generational pedigree using the electronic genetic/genomic resource, the “My Family Health Portrait” tool (U.S. Department of Health and Human Services, 2014); conduct a literature search on a selected genetic disorder and summarize their findings; review information for
consumers on disease-related support group websites, such as the Marfan Society, to critique the web-based information and identify resources for patients and families; and explore roles in healthcare genetics such as professional genetic counselors.

Student service learning is an important component of Nursing 3070: Family Nursing in the Community and Nursing 4250: Community Health Nursing. In Family Nursing in the Community, students conduct family health assessments on and present teaching projects to underserved families in a community context led by Dr. Shirley Timmons and Ms. Kristen Massa. In this course, students’ definitions of client are expanded from individual patients to include the family and the community. As adult learners, RN/BS students in pairs independently contact and conduct home visits with families who have been identified by community agencies partnered with the SON. At the time of the initial visit, an assessment is completed utilizing Friedman’s Family Assessment Model and information for an eco-map is obtained. RN/BS students use Duvall’s Family Life Cycle and other selected family theories as they examine the care needs of families across the lifespan. Genetic, environmental, psychosocial, cultural, spiritual and economic factors impacting the families are also explored. Family health promotion or health maintenance learning needs are identified and a teaching plan is prepared. The use of current, peer-reviewed nursing and other journal articles are required to provide an evidence-base for family education. Students make a return visit to conduct the teaching. Two follow-up telephone contacts are made to evaluate the family’s progress toward their learning outcomes and make recommendations.

“I feel like my whole approach to nursing has changed. I feel like now I look at more than just my patient, but how the whole family is affected and what support they could benefit from…”

In Spring 2014, RN/BS students assessed two unique families at Collins Children’s Home and Family Ministries. Living in a family design, there are two homes for children, one for boys and one for girls, on the Collin’s campus. Each home has a set of volunteer house parents who live in the home fulltime with the children. Two groups of RN/BS students assessed these unique families and completed their teaching projects with them. The responses of the children and their house parents to the RN/BS students exceeded everyone’s expectations. The learning experience was viewed as tremendously beneficial by the children and their house parents as well as the RN/BS students.

In Nursing 4250: Community Health Nursing, RN/BS students assess the health of groups within communities and develop health promotion activities with Dr. Roxanne Amerson. RN/BS students engage with a variety of at-risk populations such as: homeless families, victims of domestic abuse, homebound elderly, pregnant teens, ethnoculturally and economically diverse groups. Community screenings and health teaching/counseling are conducted at the Charter Legacy School, industries, public health departments and other community agencies. Research shows that such independent, community based experiences foster growth in the roles of educator and advocate and in the values of caring, altruism, autonomy, and human dignity.

In Nursing 4050: Leadership and Management with Sheri Webster, PhD(c), RN/BS students have the opportunity to select the healthcare institution and the nurse manager, nursing supervisor, or clinical nurse educator to work with on refining their leadership skills and developing a change project that will benefit the unit/area as well as student learning. These projects involve collaboration with a preceptor and multiple stakeholders, the application of critical thinking and use of evidence, evidence-based practice guidelines and potentially related regulatory guidelines. The process involves all aspects of planned change from identifying the problem through evaluating the impacts of the change and making recommendations for
sustainability. Students have completed projects involving culture, process, educational, plan of care, and policy/documentation changes.

On a nursing unit where HCAPS scores were low, an RN/BS student developed a culture/process change entitled “WOW our Patients!” in which nursing staff learned about the importance of customer service, its impacts on patients and their families and ways to improve it using a PowerPoint presentation and activities. Two RN/BS students worked together on a project creating a new hand-off communication procedure at shift change, replacing a process in which key patient information was not consistently communicated and was time consuming. The new process was fully implemented in August, 2013 and included walking rounds, using the JIT Kardex, and standardizing the hand-off process while incorporating SBAR/ICARE Program. Post-change evaluations showed increased patient satisfaction as patients had a chance to discuss their plan of care with their nurses. The change also had “buy-in” from all staff and highlighted the need for unexpected process component on how changes were recorded on the Kardex. On-going follow-up by the nurse executive was planned (observation and Kardex audits) as well as a six month patient safety and satisfaction study. Another process change example involved a quality assurance/performance improvement project involving nursing staff and hospital maintenance. This change involved developing a system of enhanced communication between nursing and maintenance to allow for timely repairs to be made on the nursing unit. An RN/BS student also presented an informative program for Emergency Department staff on identifying signs/symptoms of neglect and abuse in children and other vulnerable populations, e.g. elderly.

A plan of care project focused on acute vs chronic pain management and the use of complementary alternative interventions, e.g. labs, nutrition, support, relaxation, music, TENS, etc. This RN/BS student graduated in May 2014 from Clemson University’s Master’s Program in Nursing as a Family Nurse Practitioner. Her interest in complementary alternative interventions was further developed in the master’s program and she has an article in press on the use of music therapy with Palliative Care and Hospice patients. Another plan of care project was completed with a labor and delivery unit that did not offer rooming-in. A “Baby Friendly” culture, practice, policy and documentation project was successfully implemented. This facility continues to be “Baby Friendly” with positive feedback from patients and their families, staff and healthcare providers.

In the RN/BS Program, students have the opportunity to take a Nursing Elective to expand their knowledge and skills in an area of concentration or specialization. In summer 2014, two, three credit hour electives are offered, Contemporary Healthcare Ethics with Janice Lanham and Adult Critical Care with Dr. John Whitcomb.

In Contemporary Healthcare Ethics, students are actively engaged in the exploration of ethical theories and principles in issues focused on individuals, healthcare organizations and societal health through case studies, discussion and group projects. Issues for individuals may include gametes and embryos: storage & surrogacy, reproductive technologies, competency, aging issues, and end of life issues. Critical issues for healthcare organizations include pre-hospital care, hospital ethics committees, technological advances and spirituality. Societal issues focus on health inequalities, health disparities, disaster planning, healthcare reform and trends. This critical examination and discussion of current issues impacts students in a profound way:

“…in our Ethics class, Janice Lanham gave us a voice. She allowed us to express our concerns and opinions without the fear of criticism or judgment. From her, we learned the importance of agreeing to disagree. We realized it was alright to disagree, as long as our opinions didn’t harm
She instilled within us the idea of never being afraid to express what we're feeling and be willing to accept responsibility for our choices in life."

Upon graduation from an ADN program, RNs may take a position in a critical care unit or a medical-surgical unit with acutely ill, highly complex patients involving technology, e.g., mechanical ventilation. ADN graduates lack information about critical care nursing concepts, leadership and best practices in clinical care, e.g., QSEN, National Patient Safety Goals, Institute for Healthcare Improvement bundles, AACN Practice Alerts, the Surviving Sepsis Campaign, Centers for Medicare and Medicaid Services quality indicators, Surgical Care Improvement Project indicators and Institute for Safe Medication Practices. To expand the professional knowledge and skills of RNBS students in complex care, “Adult Critical Care,” was developed by Dr. John Whitcomb who is a nationally recognized clinician, educator and scholar/researcher in critical care. Building upon the foundation of RN/BS students’ acute/critical care nursing experience, this course actively engages students in content discussion, multimedia presentations, group work, and case studies. A key teaching-learning outcome is to narrow the practice-education gap by presenting content and concepts students can implement immediately in their practice as the foundation for providing clinically competent care. AACN’s Synergy Model in Critical Care (1999), Standards for Establishing and Sustaining Health Work Environments (2005), Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and QSEN underpin this course. RN/BS students develop knowledge and skills in acute/critical care clinical judgment, advocacy/moral agency, systems thinking, response to diversity, facilitation of learning, caring practices, collaboration, clinical inquiry and skilled communication. RN/BS students learn about fundamentals of critical care nursing; cardiovascular alteration; burns; acute respiratory failure and ventilator assistance; endocrine, hematologic, immune, gastrointestinal renal and nervous system disorders; trauma and surgical management; shock, sepsis and multiple organ dysfunction syndrome. Psychosocial needs of patients with complex care needs, their families and care providers, and nurses in critical care areas are explored.

In summary, the Clemson University School of Nursing RNBS Completion Program facilitates and supports the professional development of future nursing leaders and scholars by preparing them with knowledge and skills at the baccalaureate level.

Respectfully Submitted by Dr. Margaret Ann Wetsel, RN/BS Completion Program Coordinator
April L. Baur graduated on May 9, 2014

Her passion for helping others and working with children led April to pursue a career in pediatric nursing. After earning her associate degree and working for a few years, April knew she needed to further her education in order to achieve her goal of becoming a Pediatric Nurse Practitioner. She decided to go back to school to advance her career with a Clemson degree.

April graduated with her B.S. in Nursing this May through CUinGreenville’s RN to BS program for registered nurses. She is currently a clinical coordinator at The Children’s Clinic with Greenville Health System. In her role, April manages the nursing staff at three office locations and is responsible for scheduling, lab management, inventory and vaccine management, and overseeing the Clinic’s social media and website. She is also a member of the Society of Pediatric Nurses and keeps busy outside of the office by taking care of her two children and husband, who is also a Clemson student.

Prior to coming to CUinGreenville, April earned her Associate Degree in Nursing (AND) from Greenville Tech in 2006. She worked as an elementary school nurse before becoming an RN at The Children’s Clinic in 2007. April chose to advance her degree to help prepare her for graduate school. She plans to resume her studies and earn a Doctor of Nursing Practice (DNP) so she can become a Pediatric Nurse Practitioner.

April feels prepared to pursue her career goals thanks to what she learned in the RN to BS program. “My Clemson education broadened my knowledge base and provided me with a heightened appreciation for seeking out best practices in evidence-based medicine,” she said. “The experience I gained through the program will help me be a better nurse and manager.”

At CUinGreenville, April expanded more than her knowledge – she expanded her family as well. The support of her professors and classmates made April feel at home in the Clemson family, and gave her the encouragement she needed to achieve her goals. “A degree from Clemson is highly regarded by any graduate school, and I couldn’t have asked for a better program and support to help me earn it,” she said. “The faculty is genuinely committed to every student’s individual success. The community feeling established among the students and faculty made us feel like we were all in this together.”

Earning her bachelor’s degree has brought April one step closer to her dream of becoming a Pediatric Nurse Practitioner. The RN to BS program made it possible for April to work toward her goals, despite her busy schedule. “Trying to fit college classes around a full-time job and my responsibilities as a parent would have been impossible without the convenience of CUinGreenville,” she said. “I enjoyed the opportunity to get a world-class education from knowledgeable Clemson professor’s right down the road in Greenville.”
Graduation/Certification:

For the May 2014 graduation, there were 35 graduate students who completed master’s degrees or received post-master’s certificates. Of the 35 graduate students 31 completed the Family Nurse Practitioner specialty option. There were 3 graduates who completed the Adult/Gerontology Nurse Practitioner option. One graduate student completed the Nursing Administration specialty option and two graduates received certificates for completing a post-master’s FNP option.

The American Nurses Credentialing Center (ANCC) reported 12 family nurse practitioner students (FNP) and 6 adult/gerontology nurse practitioner (AGNP) students taking the AANP Certification Examination. Of the 12 FNP students 2 students were unsuccessful on their first attempt but all 6 AGNP students were successful. Thus, the overall AANP pass rate for 2013 was 91.67% (above the national average).

The American Association of Nurse Practitioners (AANP) reported 14 graduating Family Nurse Practitioner students taking the certification examination and all passed on the first attempt (100%). Only 1 student took the Adult Nurse Practitioner and Gerontology Nurse Practitioner certification examinations. AANP does not report for less than 5 students. The 1 student who took the AGNP Certification Examination self-reported as passing.

Thus, the overall pass rate for both the ANCC and AANP Certification Examinations was 95.8% for 2013. Graduates from the May 2014 graduation are awaiting approval to schedule the national certification exam at this time.

May 2014 Graduating Master students
Honors/Awards:

At the 2014 College of Health, Education and Human Development Honors and Award’s Ceremony held in May, four graduate students received School of Nursing Graduate Excellence Awards. The recipients were: FNP: Margaret Kelley, AGNP: Thomas Godfrey, Administration: Krystal Boggess, Education: Rachel Coates. Chenille Taylor, Family Nurse Practitioner specialty option, received the Master’s Excellence Award.

2014 Award Recipients

Curriculum Program & Curriculum Review:

The Master’s Program Committee voted to change the Fall admission dates to Summer admissions due to the heavy course load that would be required for students starting in the Fall. Students had been encouraged in the past to take summer courses but several chose not to and struggled in the fall. Thus the change.

In response to difficulties in finding preceptors for NURS 8190: Developing Families and NURS 8200: Pediatrics these courses will now be offered twice yearly. A collaboration with Minute Clinic has been established in which graduate students may spend a maximum of 25 hours of clinical time in Minute Clinics during the pediatrics and gerontology courses.

Dr. Tracy Fasolino piloted a competency based check-off, to replace clinical site visits, in NURS 8210: Care of the Adult. The faculty developed case scenarios and grading criteria. The competency based check-off system worked well and will be implemented in NURS 8200: Gerontology in fall 2014.

Faculty passed a motion to allow students to take an additional course rather than complete a research project or systematic literature review to meet graduation requirements. FNP students may take NURS 8850: Mental Health (no clinical component) and AGNP students may take NURS 8180: Developing Families (no clinical component) instead of completing research projects or papers.
Drs. Davis and Pruitt met with the Master's Program Advisory Committee once in the fall and once in the spring to allow class representatives the opportunity to provide student feedback and to identify strengths and concerns regarding their programs. Topics were shared with the individual course faculty.

All newly admitted students received an individualized program plan of study with the Graduate Program Coordinator acting as interim advisor to support the graduate students during their initial adjustment and matriculation. Students completing a research project/paper were assigned to their research/paper committee and the Chair served as the students' advisor. Comprehensive examination advisors were randomly assigned to all students not completing a research project/paper.

**Johnson & Johnson Grant**

The SON was awarded $22,500 from the Johnson & Johnson Promise of Nursing Foundation. Funding began August 2013. The funded project will enhance the ability of faculty to teach online or blended courses in an efficient manner while maintaining the integrity of courses. Dr. Nancy Meehan and Dr. Barbara Hoskins have been developing the teaching modules. The pilot course is being offered summer 2014 in two sessions (students in one and faculty in the other). At the completion of the summer semester the modules will be revised, based on faculty and student feedback, then the modules will be offered to nurse educators across the state of South Carolina for continuing education in collaboration with the South Carolina Area Health Education Consortium (AHEC).

**Community Outreach:**

Graduate students have been involved in a variety of community outreach clinics and activities, beginning in the initial advanced health assessment course (NURS 8060), in each clinical management course and the final NP Practicum (NURS 8230). These activities include the Hispanic Clinic in Walhalla, the Best Chance Network, Migrant Health, Free Medical Clinics, and a variety of clinics serving the health care needs of low income and medically underserved populations in rural and urban settings throughout Upstate South Carolina. Students in NURS 8060: Advance Assessment participated in a clinic providing physicals to Boy Scouts and their leaders Anderson and Greenville.

Thirteen graduate nurse practitioner students attended a medical trip to the Dominican Republic over Spring break in March 2014. This was the largest group of NP students to attend the medical trip since its inception 8 years ago. The graduate students, along with 6 undergraduate students, provided healthcare to over 500 people in poor, underserved communities near San Juan de la Maguana in the Dominican Republic.
2014 Dominican Republic Medical Team

Fourteen graduate NP students participated in the Upstate Advanced Practice Registered Nurses (UAPRN) South Carolina Legislative Day at the capitol in Columbia South Carolina on April 3, 2014. Students were paired with practicing NPs and were encouraged to meet and greet their state representatives.

2014 Legislative Day

The following statement is representative of the comments received from preceptors about our Master’s students -

“I have had the opportunity to work with 3 Clemson NP students over the past year, and have really enjoyed the experience. They were all strong students and will become great NPs. We don’t often take the time to share that with our colleges, but in my experience Clemson is preparing our future NPs well. The three I worked with had a strong foundation and were eager to learn. They were a pleasure to work with.”

Submitted by Dr. Stephanie Davis, Associate Professor and Graduate Program Coordinator
Interdisciplinary PhD Healthcare Genetics

During the 2013-14 academic year the Healthcare Genetics (HCG) program continued its successful progression with a total of 21 doctoral students. All of the first three doctoral students have now graduated and have jobs in academia, one is part-time. Three candidates plan to graduate in August. Two of these individuals are nurses and the other is a multi-disciplinary student. The multi-disciplinary student has already taken a position as a Director of a laboratory which develops genetics associated assays for disease diagnosis.

The next wave of students have started to plan the schedule for their comprehensive exams with implementation of the research study once the exams are successfully completed. This cohort of approximately eight students includes both multidisciplinary and nursing students. One is an Internal Medicine physician from China (interested in pharmacogenomics), a male advanced practice nurse with a doctorate in clinical nursing (interested in the genetics of pain), two master’s prepared nurses interested in an academic career (one interested in genetics education in practice and the other the genetics of obesity), a student originally from Iran but now a U.S. citizen (interested in breast cancer research), a nurse from India (interested in the epidemiology of Indian-Asian incidence of breast cancer) and two multidisciplinary students with undergraduate degrees in Psychology (already has worked with a mouse model and an educational study for staff working with children) and Biology (interested in working with cell free DNA to answer her research question). All of these students hope to graduate by December 2015.

The “youngest doctoral students” are all nurses. They have completed their first year of genetics and research courses. As they progress in the program they will be immersed in actual research studies. This change is based on student suggestions by the previous cohorts.

Of the students enrolled in the HCG interdisciplinary doctorate (iPhD) two are internationals, two are males and 12 are from disciplines other than nursing. In addition, two of the students are of minority designation. Four students have completed the master’s level portion of the BS-PhD option designed for nurse educators with one completing as a family nurse practitioner. Three students from outside of South Carolina are taking online program courses to enhance their coursework.

Two students made decisions to change their education trajectory, but plan to return to complete the HCG doctoral. One has started medical school and the other a physician’s assistant program.

Statistics are kept regarding inquiries, accepted versus enrolled students and those continuing in the program. (See the Healthcare Genetics Program Recruitment and Admissions table directly below.) Evaluation and outcome criteria have been established for the HCG program. (See the Healthcare Genetics Program Scholarly Outcomes table below.)

Healthcare Genetics Program Recruitment and Admissions

To address recruitment needs the Student Services Coordinator and HCG faculty plan to meet with various healthcare institutions, schools with Master's degrees, especially those with diverse populations of students. The website is undergoing revision to enhance visibility of the interdisciplinary faculty
and partnerships available for doctoral student research. The doctoral student handbook was revised to more specifically address needs of students as they move through the program.

The HCG Society was established by HCG students from HEHD. One person from outside the program has joined the group. The students meet with advisors Drs. Jane Deluca and Julie Eggert bi-monthly with an educational program at each meeting. Annually the students plan and implement a seminar. This year the seminar, August 18th, will focus on the topic of “Pharmacogenomics: a key to personalized medicine” A multidisciplinary group of expert speakers and vendors will be available during the breaks.

<table>
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<tr>
<th>Cohorts</th>
<th>Inquiries</th>
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<th>Enrolled</th>
<th>Continuing Enrollment</th>
<th>Graduates</th>
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<td>15</td>
<td>4</td>
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</table>

### Research and the Healthcare Genetics Laboratory

The Healthcare Genetics Laboratory in 105 Edwards Hall has been active under the direction of Research Professor, Dr. Lyn Larcom and Research Scientist Dr. Patilee Tate. Multiple research studies from three teams of researchers have been conducted. Two new pieces of equipment were purchased to provide up-to-date laboratory technology for molecular research. One of the students graduating in August completed her research on the macromolecule zonulin and the possible association with Autism Spectrum Disorders using the newly acquired PCR machine. The new cell flow cytometry is being used to identify markers on cells associated with cancer risk.

One research study continued to accrue patients to determine the “Effect of Raspberries on Cognitive Decline in Women with Breast Cancer who are Receiving Chemotherapy”. A doctoral student completed the foundational laboratory work on the effect of epigenetics (hypermethylation) of nerve cells treated by chemotherapy and raspberries. The clinical trial continues and focuses on memory changes in two groups of women with a breast cancer diagnosis who have been treated with chemotherapy. One group of women receives standard of care while the second group is provided raspberries. An amendment adds another level of experiments looking at the activity of white blood cells in women with breast cancer. This is a collaborative study with Greenwood Genetics Center and Upstate Oncology Program of the Bon Secours Saint Francis Hospital.
The Healthcare Genetics Research Professor and Professor Emeritus, Dr. Lyndon Larcom, passed away in late June 2014. His death brings a great loss to Clemson University; especially the HCG research team. Their goal is to continue and complete the projects he initiated and publish the results as a last testimony to his contributions to the world of Science, especially nutraceuticals and their effect(s) on the biology of cancer.

**Instruction**

HCG courses continue to utilize Adobe Connect® online format for class. Students access the course from home via computer or mobile technology (or anywhere) and interact synchronously while viewing lectures or making their presentations to classmates and faculty. Break-out sessions are available online where the faculty could move between the groups to facilitate discussions and respond to questions without leaving the virtual classroom. Other internet resources such as You Tube are incorporated to engage a variety of learning styles. A whiteboard is available for students or faculty to make notes and develop directions for student to follow during the weekly class time. Some classes have been recorded and available for download to MP3 players, iPODs, iPADs or home computers. Pre- course preparation is completed following a typical syllabus outline with expanded discussion of technological requirements and accessibility instructions. The goal is that all courses in the HCG program will be available with all or a portion of the noted technology so students can be recruited from other states and internationally for this innovative doctoral program.

**Innovation**

The HCG faculty have been working closely with the Greenwood Genetic Center (GGC), Upstate Oncology Associates with St Francis Health System, Greenville Hospital System (GHS) faculty and staff to collaborate in courses, research, clinics and innovative projects that will offer better health to the people of SC. This academic year two courses (Advances in Healthcare Genetics and Applications of HCG to Medical Genetics) were taught in conjunction with faculty from these institutions.

Drs. DeLuca and Eggert work in clinics (Metabolic and Inherited Cancer Genetics, respectively) to provide examples of cases that can be reviewed (without identifiers) to facilitate the understanding of genetics in the healthcare setting. An inherited genetics clinic is planned to open through the Sullivan Wellness Center in the Fall. Students will work with the faculty to analyze family history of cancer, learn focused assessment and provide education to families that may help them prevent or access early detection for their loved ones.

Two doctoral students worked with staff at GHS to develop focused educational modules targeting how to incorporate genetics into their specialized areas of patient care, oncology and behavioral pediatrics. Learning was evaluated and shared with the staff. One of the students presented a more detailed discussion of her topic for the monthly hospital-wide Grand Rounds program for the nursing staff.

**Scholarship**

During 2013-14 doctoral students provided peer-reviewed presentations including two national/international podium with poster presentation at the international, national and regional/local levels. One poster on epigenetics was presented at a meeting in Singapore. See the Appendix for a detailed list.

Dr. DeLuca is working with students and some of the GGC staff on a genetic focused research study.

**Dr. Eggert** was recently funded to implement a research study with GGC faculty, **Drs. Chaubey and Frierz** to develop Next Generation Sequencing targeting specific cancer
susceptibility genes. One outcome for the information obtained will be to answer questions regarding breast cancer and leukemia in diverse populations of women in SC. Two doctoral students have been funded as research assistants to help collect data and learn the research process.

**Healthcare Genetics Program Scholarly Outcomes**

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<tr>
<th>Year</th>
<th>Publication</th>
<th>Posters</th>
<th>Podia</th>
<th>Scholarshi</th>
<th>GTA Positions</th>
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<td>6</td>
<td>6</td>
<td>5</td>
<td>1 (3)</td>
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Please see Appendix for a detailed list.

Two groups of *Creative Inquiry* research projects included direction from doctoral students.

**Tracy Lowe** and **Elizabeth Hassen** worked with three undergraduate students on a project entitled “GENE: Genetic Essentials in Undergraduate Nursing Education”.

These five individuals measured nursing student knowledge (undergraduate and graduate) with a published tool and reviewed course materials to determine the genetic content for each specific course. The group submitted an abstract which was accepted for presentation at the (April 3, 2014) *National Council on Undergraduate Research Conference*, Lexington, KY. More than 4,000 abstracts were submitted and only 400 were accepted for presentation at the undergraduate conference.

The *HEHD 2013-14 Outstanding Doctoral Student* was jointly awarded to **Rebecca Garcia** and **Heide Temples**. Both PhD candidates for August graduation.
Elizabeth Hassen and Tracy Lowe were awarded with the Sigma Theta Tau Rising Star. The purpose of this award is to recognize future leaders in nursing. Elizabeth was also awarded a 2014 Doctoral Scholarship by the Oncology Nursing Society Foundation. This scholarship is for doctoral students who are interested in and committed to oncology nursing to continue their education by pursuing a research doctoral degree (PhD or DNSc) or clinical doctoral degree (DNP).

Elizabeth Hassen and Katie Edwards received recognition from Jonas Nurse Leader Scholars to support educational development of new nursing faculty and stimulate models for joint faculty appointments between Schools of Nursing and clinical affiliates. The grants, made through institutional awards, also prepare doctoral candidates to help students address the needs of future patients – from dealing with co-morbidities and chronic illnesses to providing culturally competent care.

Scott E. Moore was named a Fellow with the Geriatric Nursing Leadership Academy (GNLA) Cohort IV. Funded by the Hearst Foundations and Hill-Rom, Inc., the GNLA is the premier leadership development opportunity for nurses with a dedication to work with elders in order to improve their health outcomes. The GNLA Fellowship offers grantees a stimulating, intense and professional life-changing experience. The purpose of the academy is to prepare emerging nurse leaders, through individualized leadership development, to lead and motivate multi-professional teams in order to improve health care quality for older adults and their families. Scott Moore’s focus is on elder decision-making in the ever changing world of genomics in medicine.
Scott Moore was also recognized by the National Hartford Centers of Gerontological Nursing Excellence (NHCGNE), located at The Gerontological Society of America, as one of four 2014-2016 national Patricia G. Archbold Scholars. This program assists in the support of doctoral training and strives to launch careers in academic gerontological nursing.

In addition, Scott Moore continues as the 2013-2017 Betty Cecil Family scholarship recipient for incorporating genetics into the advancement of healthcare for older adults.

Doctoral graduates in Healthcare Genetics for 2013-2014 include Drs. Steck, Temples, Garcia (pictured above) & Farrell.

Submitted by Dr. Julie Eggert, Mary Cox Professor and Doctoral Program Coordinator
HCG Publications and Presentations  
2013-2014

**Publications:**


Jenks, A., & Chismark, E. (Submitted for Publication). Implementing genetics into primary care through the Patient Protection and Affordable Care act. *Policy, Politics, & Nursing Practice*.


Temples, H. Doubling the Lifespan of Marfan Syndrome Patients through Early Identification and Management. The Journal for Pediatric Health Care (Accepted with revisions-under revision). (2013).


Wu, B., Eggert, J., & Alexov, E. [Accepted]. Molecular mechanisms underlying pathogenic missense mutations. eLS.

Podium Presentations:
DeLuca, J. (April 8, 2014) Upstate Nurse Practitioner Association, Greenville, SC.


Lowe, T. Epigenetics and Disease (Sep 17, 2013) 20th Annual Perinatal Partnership-North Carolina, South Carolina Perinatal Association, Concord, NC.


Poster Presentations:


DeLuca, J. Emotional Responses of Parents to Abnormal Newborn Screen Results and Evaluative Processes" (February 12-14, 2014). Southern Nursing Research Society Annual Conference, San Antonio, TX.


Hassen, E., Lowe, T., & Eggert, J. ACTG: Assessment of Curricula in Teaching Genetics (Nov. 16-17, 2013) Sigma Theta Tau International Biennial Conference, Indianapolis, IN.


Moore, S.E. (April 8, 2013) Exploring mHealth as a New Route to Bridging the Nursing Theory-Practice Gap” Clemson GRADS: Graduate Research and Discovery Symposium, Clemson University Graduate School. April 2013.
Dissertation Titles:

Carolyn Farrell “Genomic Information as an Individual Health Value: Perspectives for healthcare Based on Health Status and Health Goals of DTC Testing Users”

Heide Temples “The Advanced Pedigree: Predicting Childhood Obesity Risk Utilizing a Pluralistic Model of Heredity”

Rebecca Garcia “Translating Knowledge of Healthcare Genetics to Action through Tool Development and Exploitation”

Mary Beth Steck “Assessing Awareness of the Genetic Information Nondiscrimination Act of 2008 (GINA) Among Nurse Practitioners”
Clemson University's Student Nurses Association is a pre-professional organization for students enrolled in Clemson's nursing program. CU-SNA is a constituent member of the larger fellowship of nursing students known as the National Student Nurses' Association [NSNA]. Through CU-SNA, its members are able to obtain educational opportunities, leadership experience, participation in legislative processes, community service, and career networking.

During 2013-2014, the Clemson University Student Nurses Association was, once again, a very active student service organization. The year began with the annual Back to School Picnic in August where pizza, veggies, and cake were served in front of Edwards Hall. At the picnic, our new freshmen students had the chance to meet and mingle with sophomores, juniors, seniors, and many faculty from the School of Nursing. The CU-SNA officers, led by President Alainah Farrell, welcomed and gave everyone an overview of the year's upcoming activities. Freshmen were introduced to the many committees of SNA and they were given the opportunity to join in any area that interested them! Dean Allen and Dr. Pruitt welcomed our group and offered words of wisdom to start the new school year.

Alainah Farrell was an exemplary President and served the organization with extreme dedication during 2013-2014. She attended almost every event and was an outstanding representative. The CU SNA board consisted of the following student leaders: President Elect: Madeline Welsh, Vice President (VP): Camille Bisel, Treasurer: Lauren McCorkle, Secretary: Megan Moore, Legislative Director: Abbie Robinson, BTN Coordinators: Katelyn Beardsley and Lindsay LeGrand, Community Health Director: Caitlin Crosby and Colleen Harris, Historian: Sarah Fogle, Membership Chair: Lauren McCorkle, Relay for Life Coordinator: Sarah Fogle, Website Editor: Megan Moore, and Newsletter Editor: Heather Berg. Faculty Advisors this year were Terry Busby, Kristen Massa, Catherine Murton, and Leslie Wagner. These executive board members met at least monthly as a group as well as separately with their committees as needed to identify and meet team goals. Each CU-SNA officer participated in the National Student Nurses Association “Leadership University” program and received course credit and a recognition certificate during their senior year for their very hard work.

The general member meetings were held the first Tuesday of every month in Vickery Hall. At each meeting the President and VP, offer members a meal and wonderful selection of speakers, e.g., military nursing, tobacco cessation programs in China, and the annual spring break mission trip. The board meetings were held the last Tuesday of every month. At the monthly board meetings, utilizing parliamentary procedure, each board member presented their committee updates and any upcoming information requiring discussion, financial and membership status reviewed, and upcoming meeting plans were confirmed. These board meetings were student led with advisors’ supervision. These meetings are a wonderful learning experience in leadership, meeting mechanics, and Roberts Rules.
Executive board members also send a representative to monthly South Carolina Student Nurses’ Association Council of School Representatives (COSR) meetings in Columbia, SC. They even attend on football Saturdays! The COSR meetings are attended by officers from other SNA chapters across the state, and they report to the National Student Nurses Association.

Financial support for CU SNA events, conventions, and activities are raised by the members through the sale of Clemson nursing T-shirts, clinical supplies, nursing scrub tops, football game day recycling, baseball and basketball concessions, Yankee Candles, etc. Fiscal responsibility and accountability are vital and our treasurer does a tremendous job. Catherine Murton has worked diligently this semester to develop a computerized budgeting system to categorize and simply much of our financial record-keeping. A brief financial overview of this term is provided below:

**Major sources of revenue:**

- Fundraisers (less expenses) $2,090
- Other Income, Donations $1,447
- All Store Sales (less expenses) $2,600
- Membership income (less exp.) $ 45

**Major expenses:**

- State Convention expenses $2,282
- National Convention expenses $2,376

Donations were made to the American Cancer Society (Relay for Life) and MUSC Children’s Hospital. SNA sponsored the “Day in the Life” event for incoming freshman. SNA Co-sponsored an event with STTI featuring Pam Redman from Emory University on her work to reduce tobacco abuse in China.

Our SNA’s financial goals for the upcoming year are to develop a membership tracking system (by expiration date and name), develop weekly store sales and inventory checks and balances system, and to establish a savings account with automatic monthly deposits in order to assist in financing conventions.

CU-SNA students and advisor, Kristin Massa, attended the State of South Carolina’s Student Nurses Association Convention in October. Terry Busby and Dr. Jean Ellen Zavertnik attended the National Student Nurses Association Convention in Nashville, TN in April. Dr. Zavertnik attended this convention as a new advisor for the fall of 2014. Convention events included pre-professional leadership workshops, educational sessions for students and faculty, presentation, debates, and the voting of student resolutions, poster research presentations, resume reviews, mock interviews, career counseling, NCLEX reviews, and much, much, more. All students attend the House of Delegates and participate in the presentation and passage of the prepared resolutions. It is a wonderful learning opportunity to participate in this process.
Many community events and campus activities were held throughout this year including monthly trips to the local hospice center where we provided various activities such as painting nails, making bouquets of flowers, and playing games with the residents. The SNA community health team also purchased and solicited donations of toothbrushes and toothpaste for children in elementary schools and taught them the importance of proper dental hygiene. They partnered with Gamma Sigma Sigma and Alpha Phi Omega to host a bone marrow drive called, “Be the Match.” At this event they assembled test kits, made appointments, and promoted the event on campus. They also held a “spa day” at Lila Doyle Residential Home. They made and shared Christmas and Valentine cards with residents of a long term care facility and for servicemen in Iraq and Afghanistan, They hosted a Christmas party for the residents of Lila Doyle, as well as a bingo party! The BTN crew revised and presented a promotional nursing Power Point presentation for SNA members to take to their home communities to show to classes in their high schools over the winter and summer breaks! The SNA members have been extremely busy this year!

The CU-SNA chapter also raised money and collected items for a number of different charities including the Red Cross, St. Jude, Ronald McDonald House, box tops for schools, and health kits for student/faculty mission trip to Guatemala. Our Relay for Life team hosted monthly fundraising events and raised an impressive amount for our team!

Each month, Breakthrough to Nursing Directors hosted events for our mentor-mentee program; they also assisted with a nursing phone-a-thon, and planned and presented the “A Day in The Life of a Clemson Nurse” event for incoming nursing students in March. Students have the opportunity to meet faculty, tour our facilities, ask questions, etc. in this day-long event. They did an outstanding job! Several parents told me that this event directly influenced their final decision to choose Clemson!
Each month the SNA newsletter editor also publishes our *SNA UPDATE*. This monthly digital newsletter not only keeps SNA members and the nursing faculty informed of upcoming events, but it also shares wonderful articles about general health issues. Our SNA website archives past newsletters, contains contact information for our board and advisors, other interesting information.

Faculty advisors, Terry Busby, Kristin Massa, Catherine Murton, and Leslie Wagner provide officer support, leadership development of individual board members, oversight, and general guidance of activities, committees, and events. These officers and advisors are appreciative of the support from Dr. Rosanne Pruitt, Dr. Deborah Willoughby, and all of the staff and faculty of the school of nursing!

The Clemson Student Nurses Association is made up of a group of amazing, dedicated, and passionate future Clemson nurses!

*Submitted by Terry Busby, MS, RN, CU-SNA Lecturer and Faculty Advisor*
The Gamma Mu Chapter, along with AnMed Health, Greenville Health System, and Mu Rho Chapter in Spartanburg, South Carolina, co-sponsored the 11th Annual Research Symposium at Greenville Technical College on September 27, 2013. This conference encourages healthcare provider collaboration and provides recognition for nurses conducting research both locally and internationally. Several Clemson nursing students presented posters related to ways research findings or evidence-based projects contribute to nursing practice, education, and quality health outcomes.

In November 2013, Gamma Mu Chapter provided pizza for a Clemson University Student Nurses Association (SNA) event held in Vickery Auditorium. Gamma Mu’s presence gave nursing students an opportunity to gain information about Sigma Theta Tau International. And on November 7, 2013, Elaine Payne, Leadership Succession Chair represented Gamma Mu at the Professional Practice Fair held in Greenville, SC. The event attracted nurses and nursing students from across the Upstate and featured many educational opportunities and evidence-based practice guidelines.

The Gamma Mu Chapter was well represented at the STTI 42nd Biennial Convention held in Indianapolis, Indiana. More than 2,000 STTI members from around the world came together to mark the 90th anniversary of Sigma Theta Tau International. Nandel Smith, President, and Dr. John Whitcomb, Past President 2011-13, served as convention delegates and member Dr. Roxanne Amerson (STTI Service Task Force 2011-13) was a featured speaker at the historic event. During the 2013 STTI ballot Dr. John Whitcomb was elected to the National Leadership Succession Committee. He will be working alongside other members and former STTI President Suzanne Prevost as Chair.

The annual STTI Induction ceremony was held April 12, 2014 at the Hendrix Student Center on the Clemson University Campus. Thirty-six students and 1 community leader were inducted.
supported by approximately 50 family and friend attendees. The guest speaker for the event was Juana Spears Slade, Director of Diversity and Language Services for AnMed Health, Anderson, South Carolina. Slade was named one of AnMed Health’s Extraordinary Women in Healthcare in 2011 and Woman of Achievement by the YWCA of Greenville, SC in 2012. Being a life-long United Way volunteer, she currently serves on the USA United Way Board of Trustees. Another STTI induction is planned for August 2014.

**Gamma Mu Board of Directors:**

Nandel Smith, MS, RN, NE-BC - President
Heide Temples, PhD (C), RN, PNP-BC – Vice President/President Elect
John Whitcomb, PhD, RN, CCRN, FCCM – Past President 2011-13
Andrea Briscoe, MS, RN, CCRN – Treasurer
Margaret Kroposki, PhD, RN – Secretary and Webmaster
Bonnie Holaday, PhD, DNS, RN, FAAN – Historian
Catherine Murton, MS, RN-BC, CNE – Faculty Counselor
Corky Harmon, EdD, RN – Faculty Counselor
Leslie Wagner, MS, RN – Faculty Counselor
Elaine Payne, MSN, RN, CCRN – Leadership Succession Chair

Submitted by Dr. John Whitcomb, President, Gamma Mu Chapter
<table>
<thead>
<tr>
<th>Roxanne Amerson, PhD, MSN, RN, 1999, Clarkson College</th>
<th>Portia A. Botchway, MSN, RN, 1979, University of Maryland</th>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>Senior Lecturer and Skills Lab Coordinator, CLRC</td>
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<tr>
<td>Clinical Specialty: Home Health and Community Health</td>
<td>Clinical Specialty: Adult Health and Medical-Surgical Nursing</td>
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<tr>
<td>Research Interests: Service learning and cultural competence; Latino health issues; international nursing</td>
<td>Research areas: Breast Cancer, Psychosexual Implications, and Chronic Disease</td>
</tr>
<tr>
<td>Email Address: <a href="mailto:roxanna@clemson.edu">roxanna@clemson.edu</a></td>
<td>Email Address: <a href="mailto:bportia@clemson.edu">bportia@clemson.edu</a></td>
</tr>
<tr>
<td>Office: UCG</td>
<td>Office: 440 Edwards Hall</td>
</tr>
</tbody>
</table>

| Terry H. Busby, MS, RN, 1998, Clemson University     | Stephanie Davis, PhD, FNP, University of South Carolina   |
| Lecturer                                             | Associate Professor, graduate coordinator               |
| Clinical Specialty: Adult Health, Pediatrics         | Clinical Specialty: Women's Health                     |
| Email Address: Tbusby@clemson.edu                    | Research Areas: Quality of life with breast cancer; Social Support; Coping; Sexuality; Body Image |
| Office: 433 Edwards Hall                             | Email Address: stephad@clemson.edu                      |
| Phone: 864-656-4385                                   | Office: 411 Edwards Hall                                |
|                                                      | Phone: 864-656-2588                                      |

<p>| Jane M. DeLuca, PhD, BS, MS; University of Rochester |                                                       |
| Assistant Professor                                  |                                                       |
| Clinical Specialty: newborn screening, genetics, and pediatrics |                                                       |
| Research Interests: newborn screening                 |                                                       |
| Email: <a href="mailto:jane_deluca@urmc.rochester.edu">jane_deluca@urmc.rochester.edu</a>                |                                                       |
| Office: 421 Edwards                                   | Phone: 864-656-5522                                    |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree, Title, Institution</th>
<th>Role</th>
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<th>Office, Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Duggan</td>
<td>PhD, BSN, MS, 2007, Clemson University</td>
<td>Assistant Professor</td>
<td>Women’s Health</td>
<td>Postpartum depression, Elective cesarean sections</td>
<td><a href="mailto:duggan@clemson.edu">duggan@clemson.edu</a></td>
<td>437 Edwards, 864-656-3268</td>
</tr>
<tr>
<td>Julia A. Eggert</td>
<td>PhD, GNP, 1997, Clemson University</td>
<td>Professor and Coordinator, Doctoral Program</td>
<td>Gerontological Nursing and Oncology</td>
<td>Breast Cancer – early detection and prevention; dementia care mapping and culture change interventions</td>
<td><a href="mailto:jaegger@clemson.edu">jaegger@clemson.edu</a></td>
<td>528A Edwards Hall, 864-656-7938</td>
</tr>
<tr>
<td>Nancy Ewing</td>
<td>BS, MS, Clemson University</td>
<td>Lecturer</td>
<td>Adult Geriatric, Medical/ Surgical</td>
<td></td>
<td><a href="mailto:newing@clemson.edu">newing@clemson.edu</a></td>
<td>530 Edwards, 864-656-1765</td>
</tr>
<tr>
<td>Tracy Fasolino</td>
<td>FNP, PhD, University of South Carolina</td>
<td>Assistant Professor</td>
<td></td>
<td>Systems and simulation</td>
<td><a href="mailto:tfasoli@clemson.edu">tfasoli@clemson.edu</a></td>
<td>405 Edwards Hall, 864-656-5078</td>
</tr>
<tr>
<td>Jackie S. Gillespie</td>
<td>MN, RN, 1979, University of South Carolina</td>
<td>Senior Lecturer</td>
<td>Community Health Nursing</td>
<td>Service learning; fundamentals of nursing</td>
<td><a href="mailto:gjackie@clemson.edu">gjackie@clemson.edu</a></td>
<td>429 Edwards Hall, 864-656-5861</td>
</tr>
<tr>
<td>Christina Hernandez</td>
<td>PhD, BSN, MSN, University of North Carolina at Greensboro</td>
<td>Assistant Professor</td>
<td></td>
<td>health disparities, health promotion and prevention</td>
<td><a href="mailto:cmhernan18@gmail.com">cmhernan18@gmail.com</a></td>
<td>516 Edwards</td>
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<tr>
<td>Name</td>
<td>Institution</td>
<td>Position</td>
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<td>Bonnie Holaday</td>
<td>Arizona State University</td>
<td>Professor</td>
<td>Pediatrics/Neonatology/Newborn Intensive Care/International Programs</td>
<td></td>
<td><a href="mailto:holaday@clemson.edu">holaday@clemson.edu</a></td>
<td>412 Edwards</td>
</tr>
<tr>
<td>Janice Lanham</td>
<td>Clemson University</td>
<td>Lecturer</td>
<td>Critical Care, CNS</td>
<td>Health disparities in minority and underserved populations; Use of technology and innovative teaching in the classroom; Critical care</td>
<td><a href="mailto:janicel@clemson.edu">janicel@clemson.edu</a></td>
<td>425 Edwards Hall</td>
</tr>
<tr>
<td>Kristen Mauney Massa</td>
<td>Clemson University</td>
<td>Lecturer</td>
<td>Maternal/Child Nursing</td>
<td></td>
<td><a href="mailto:mauney@clemson.edu">mauney@clemson.edu</a></td>
<td>520 Edwards</td>
</tr>
<tr>
<td>Nancy K. Meehan</td>
<td>University of Texas</td>
<td>Associate Professor</td>
<td>Nursing Informatics and Research; Adult Health</td>
<td>Health communication and Information; Nursing informatics</td>
<td><a href="mailto:nmeehan@clemson.edu">nmeehan@clemson.edu</a></td>
<td>439 Edwards Hall</td>
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<tr>
<td>Lindsey Montjoy</td>
<td>Clemson University</td>
<td>Lecturer</td>
<td>Mental health</td>
<td></td>
<td><a href="mailto:lmontjo@clemson.edu">lmontjo@clemson.edu</a></td>
<td>522 Edwards</td>
</tr>
<tr>
<td>Catherine Murton</td>
<td>Clemson University</td>
<td>Lecturer</td>
<td>Medical Surgical and Geriatrics</td>
<td>End of life care, simulation and nursing education</td>
<td><a href="mailto:cmurton@clemson.edu">cmurton@clemson.edu</a></td>
<td>419 Edwards Hall</td>
</tr>
</tbody>
</table>
Veronica G. Parker, PhD, 1994, Medical University of South Carolina
Professor
Specialty: Bio-statistics
Research Areas: Health disparities related to obesity and related illnesses; Health risk assessment
Email Address: veronic@clemson.edu
Office: 404 Edwards Hall    Phone: 864-656-0984

Rosanne H. Pruitt, PhD, RNCS, FNP, BC, 1989, University of Maryland
Professor and Director
Clinical Specialty: Community Health Nursing and Primary Care
Research Areas: Health promotion and policy evaluation
Email Address: prosan@clemson.edu
Office: 510 Edwards Hall    Phone: 864-656-7622

Angela Pye, MS, BS, RN, Clemson University
Lecturer
Clinical Specialty: Adult Health
Research Areas: Improving clinical learning; health care issues of the adult client
Email Address: apye@clemson.edu
Office: 436 Edwards Hall    Phone: 864-656-0625

Kelly Smith, MS, BS, RN, Clemson University
Lecturer
Clinical Specialty: Community Health/ Pediatrics
Research Areas: Nurse practitioner autonomy
Email Address: kelly5@clemson.edu
Office: 418 Edwards Hall    Phone: 864-656-1145

Mary Beth Steck PhD, BS, MS, ANCC, FNP Clemson University
Instructor
Clinical Specialty: Genetic Information Nondiscrimination act
Office: 442 Edwards
email: steck@clemson.edu

Wanda Taylor PhD, RN, BS, BSN, Georgia Health Sciences University
Assistant professor
Clinical Specialty: Geriatric Nursing, hospice, palliative care
Research Interests: Hispanic/Latino populations, underserved populations and aged populations
office: 433 Edwards    Email: wandat@clemson.edu
<table>
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<tr>
<th>Name</th>
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<tr>
<td><strong>Heide S. Temples</strong></td>
<td>BSN, Michigan State University; MSN,</td>
<td>Instructor</td>
<td>Pediatrics, Adolescent &amp; College Health</td>
<td>Obesity, Genetics, Breastfeeding,</td>
<td><a href="mailto:Heidet@clemson.edu">Heidet@clemson.edu</a></td>
<td>518 Edwards Hall</td>
<td>864-656-4384</td>
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<td></td>
<td>University of Texas</td>
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<td><strong>Shirley Timmons</strong></td>
<td>PhD, MN, BSN, University of South</td>
<td>Associate Professor</td>
<td>Community Health</td>
<td>Minority health; Health Disparities;</td>
<td><a href="mailto:stimmon@clemson.edu">stimmon@clemson.edu</a></td>
<td>528B Edwards Hall</td>
<td>864-656-2169</td>
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<tr>
<td></td>
<td>Carolina</td>
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<tr>
<td><strong>Joy Vess</strong></td>
<td>PhD, BSN, MN, DNP, University of South</td>
<td>Lecturer</td>
<td>Community Health</td>
<td>Minority health; Health Disparities;</td>
<td><a href="mailto:joy_vess@bshsi.org">joy_vess@bshsi.org</a></td>
<td>444 Edwards</td>
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<td><strong>Leslie Wagner</strong></td>
<td>BS, The University of Iowa; MS, Clemson</td>
<td>Lecturer</td>
<td>Med/Surg Nursing</td>
<td></td>
<td><a href="mailto:wagner3@clemson.edu">wagner3@clemson.edu</a></td>
<td>442 Edwards Hall</td>
<td>864-656-1437</td>
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<tr>
<td><strong>Sheri Webster</strong></td>
<td>MSN, BSN, Mercer University</td>
<td>Instructor</td>
<td></td>
<td>Administrative innovations for the nation’s poison control centers; Advanced education for the career nurse; Life-long learning</td>
<td><a href="mailto:swebste@clemson.edu">swebste@clemson.edu</a></td>
<td>524 Edwards Hall</td>
<td>864-656-3271</td>
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<td><strong>M. Ann Wetsel</strong></td>
<td>PhD, RN, CS, 1988, University of Texas</td>
<td>Associate Professor and Coordinator, Graduate Studies</td>
<td>Psychiatric and Mental Health Nursing</td>
<td>Limited Nutrition, Poverty and Food Stamps, Attention Deficit Disorder</td>
<td><a href="mailto:mwetsel@clemson.edu">mwetsel@clemson.edu</a></td>
<td>438 Edwards Hall</td>
<td>864-656-4758</td>
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<td>John J Whitcomb</td>
<td>Assistant Professor</td>
<td>BSN, Medical University South Carolina; MSN, Marymount University; PhD, University of San Diego; Fellow of Critical Care Medicine</td>
<td>Critical Care, Resuscitative Outcomes, Ethics, Military Nursing, Leadership Certification: CCRN</td>
<td>Email: <a href="mailto:jwhitco@clemson.edu">jwhitco@clemson.edu</a>; Office: 514 Edwards; Phone: 864-656-1741</td>
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<tr>
<td>Deborah F. Willoughby</td>
<td>Professor; Coordinator of Undergraduate Studies</td>
<td>1995, Georgia State University</td>
<td>Diabetes, foot care, underserved populations, lay health advisors</td>
<td>Email Address: <a href="mailto:willoud@clemson.edu">willoud@clemson.edu</a>; Office: 409 Edwards Hall; Phone: 864-656-1437</td>
<td></td>
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<tr>
<td>Jean Ellen Zavertnik</td>
<td>BSN Radford University, MN,</td>
<td>University of South Carolina, DNP Radford University</td>
<td>Adult Health Cardiology, Simulation, Heart Failure</td>
<td>Email: <a href="mailto:jzavert@clemson.edu">jzavert@clemson.edu</a>; Office: 200A Edwards Hall</td>
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Faculty Pursuing Doctoral Study

Sheri Webster, MS, RN, CSPI continues in the PhD in Nursing graduate program at the University of South Carolina. Sheri Webster received the Renatta Loquist Graduate Scholarship at the Palmetto Gold Banquet.

Nancy Ewing is a student in the Doctor of Nursing Practice graduate program at the University of South Carolina.
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Kimberly Finley</td>
<td>Student Services Program Coordinator</td>
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<td>Undergraduate Program</td>
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<tr>
<td>Janice Martin</td>
<td>Administrative Assistant to</td>
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<td></td>
<td>Director of School of Nursing</td>
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<tr>
<td>Robin Metler</td>
<td>HR and Clinical Coordinator</td>
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<td>Nancy Watkins</td>
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<tr>
<td>Dr. Patilee Tate</td>
<td>Research Staff</td>
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### School of Nursing Support Staff
#### University Center of Greenville

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillarie Brown</td>
<td>Student Services Program Coordinator</td>
<td>Masters and Accelerated Second Degree Program</td>
</tr>
<tr>
<td>Ellen Chiles</td>
<td>Student Services Program Coordinator</td>
<td>RN-BS and Doctoral Programs</td>
</tr>
<tr>
<td>Cynthia Mihalchick</td>
<td>Administrative Assistant</td>
<td></td>
</tr>
</tbody>
</table>

Hillarie Brown will receive a Master’s degree in Counselor Education at the August 2014 graduation.
# National Certifications of School of Nursing Faculty 2013-2014

**Certified Nurse Educators (NLN)**
- Roxanne Amerson PhD, RN, CNE
- Jackie Gillespie, MN, RN, CNE
- Catherine Murton, MS, RN, CNE
- Shirley Timmons, PhD, RN, CNE

**Clinical Nurse Specialists (ANCC)**
- Nancy Ewing MS, CNS, BC (Adult)
- Deb Willoughby, PhD, CNS, BC (Adult)

**Nurse Practitioners (ANCC)**
- Stephanie Davis, PhD, FNP, BC
- Lisa Duggan, PhD, MS, FNP, BC
- Julie Eggert, PhD, GNP, BC
- Tracy Fasolino PhD, FNP, BC
- Rosanne Pruitt, PhD, FNP, BC
- Kelly Smith, MS, FNP, BC
- Joy Vess, DNP, ACNP, BC

**National Board of Pediatric Nurse Practitioners**
- Heide Temples, MS, CPNP

**Healthcare Simulation Education**
- Catherine Murton, CHSE

**Oncology Nursing Society**
- Julie Eggert, PhD, APRN, BC

**Transcultural Nursing Society, Advanced, International Public Health Academic Certificate**
- Roxanne Amerson, PhD, RN, BC, CTN-A

**Certified Specialist in Poison Information**
- Sheri S. Webster, RN, MSN, CSPI

**American Association of Critical Care Nurses Certification Corporation**
- Janice Lanham, MS, CCRN
- John Whitcomb, PhD, CCRN
Amerson, Roxanne

Funded Research Projects
• **Role:** Principal Investigator, % of Team Credit: 100, Direct Award Credit: $48,704, Indirect Award Credit: $20,332, Direct Expenditure Credit: $53,155, Indirect Expenditure Credit: $26,570, Last Updated: 08/05/14, CUBS Project Number: 2009130
  Investigation of Effective Training of "promotoras" in Oral Rehydration Therapy; project manager is Amerson, Roxanne.

Research Publications
• **Status:** In press, **Peer Reviewed:** Yes, **Role:** Primary, **Category:** Academic/research journal
  Revised and resubmitted a manuscript to the Journal of Emergency Nursing. The manuscript was entitled: Intimate Partner Violence Affecting Latina Women and Their Children. It was re-submitted on 10/16/13.
• **Status:** Submitted for review, **Peer Reviewed:** Yes, **Role:** Author, **Category:** Academic/research journal
  Submitted a manuscript to the Journal of Nursing Education entitled A Pilot Study of the Learning Instruction Congruency Impact Scale in a Baccalaureate Completion Nursing Program.
• **Status:** Submitted for review, **Peer Reviewed:** Yes, **Role:** Primary, **Category:** Academic/research journal
• **Status:** Published, **Peer Reviewed:** Yes, **Role:** Primary, **Category:** Academic/research journal
• **Status:** Published, **Peer Reviewed:** Yes, **Role:** Member, **Category:** Academic/research journal
  Submitting for dollars: Playing the funding game to promote transcultural nursing. Online Journal of Cultural Competence in Nursing and Healthcare, 3(3), 16-23.

Presentations / Performances / Exhibits
• **Status:** Presented, **Peer Reviewed:** Yes, **Role:** Member, **Category:** Academic/research presentation
  Presented International Service-Learning: A Synthesis of the Research Literature at the 7th SoTL Commons Conference sponsored by Georgia Southern University on March 26, 2014 in Savannah, GA.
• **Status:** Submitted for review, **Peer Reviewed:** Yes, **Role:** Primary, **Category:** Academic/research presentation
  Submitted an abstract entitled: Research-based Recommendations for Implementing International Service-Learning for the 2013 Baccalaureate Education Conference sponsored by AACN. Conference is scheduled for Nov 21-23, 2013 in New Orleans, LA.
• **Status:** Scheduled, **Peer Reviewed:** Yes, **Role:** Primary, **Category:** Academic/research presentation

• **Status:** Submitted for review, **Peer Reviewed:** Yes, **Role:** Member, **Category:** Academic/research presentation

• **Status:** Presented, **Peer Reviewed:** Yes, **Role:** Primary, **Category:** Academic/research presentation
  Presented a podium presentation, "International Nursing Service: At Home and Abroad," at the 42nd STTI Biennial Convention in Indianapolis, IN on Nov. 18, 2013. This presentation was completed in conjunction with my work with the STTI International Service Taskforce.

• **Status:** Presented, **Peer Reviewed:** No, **Role:** Member, **Category:** Invited presentation
  Presentation as part of the Student Panel for the Clemson University Global Outreach Symposium on Feb. 7, 2014.

**Other Scholarship and Research**

• **Status:** Project initiated this period
  Submitted an invited chapter related to cultural competency: service-learning to the Encyclopedia of Nursing Education. This book will be edited by Mary Smith, PhD, Joyce Fitzpatrick, PhD, & Roger Carpenter, PhD. Jan. 24, 2014,

**Davis, Stephanie Clark**

**Research Proposal Submissions**

• **Status:** Submitted; Unfunded, % of Team Credit: 50, **Award Credit:** $350,000.00, **Role:** Principal Investigator, **Category:** Federal
  Advanced Education Nursing Traineeship (AENT) Program; Sponsored by Health Resources and Services Administration/DHHS from 7/1/2014 to 6/30/2016.

**Other Research Funding**

• **Status:** Received as single payment or gift, **Category:** Unspecified, **Amount/Value:** $22,500
  Johnson & Johnson Promise of Nursing Grant.

**Research Publications**

• **Status:** Published, **Peer Reviewed:** Yes, **Role:** Author, **Category:** Electronic media

• **Status:** Submitted for review, **Peer Reviewed:** Yes, **Role:** Co-Author, **Category:** Unspecified
DeLuca, Jane Marie

Research Proposal Submissions

- Status: Pending, % of Team Credit: 100, Award Credit: $483,030.00, Role: Principal Investigator, Category: Foundations
  Increasing Diversity in PhD Prepared Nurse Educators; Sponsored by BlueCross BlueShield of South Carolina Foundation from 1/1/2015 to 12/31/2017.

Research Publications

- Status: Published, Peer Reviewed: Yes, Role: Co-Author, Category: Academic/research journal

- Status: Published, Peer Reviewed: Yes, Role: Co-Author, Category: Academic/research journal

- Status: Published, Peer Reviewed: Yes, Role: Co-Author, Category: Academic/research journal

- Status: Published, Peer Reviewed: Yes, Role: Co-Author, Category: Academic/research journal

- Status: Published, Peer Reviewed: Yes, Role: Co-Author, Category: Academic/research journal

Presentations / Performances / Exhibits

- Status: Presented, Peer Reviewed: Yes, Role: Principal Investigator, Category: Academic/research presentation
Grants


Duggan, Lisa Marie

Research Proposal Submissions

- Status: Pending, % of Team Credit: 20, Award Credit: $140,327.80, Role: Co-Investigator, Category: (247) Foundations/Societies
  Head Start Project Littlejohn Community Center; Sponsored by Littlejohn Community Center from 7/1/2014 to 6/30/2019.
- Status: Pending, % of Team Credit: 80, Award Credit: $35,817.60, Role: Principal Investigator, Category: (247) Foundations/Societies
  A Program to Improve Maternal Self-Confidence and Decrease Post-Partum Depression; A Collaborative with Clemson University School; Sponsored by Greenville Health System (GHS) from 5/1/2014 to 4/30/2016.

Research Publications

- Status: In press, Peer Reviewed: Yes, Role: Author, Category: Academic/research journal
  Revised and resubmitted a manuscript to the Journal of Emergency Nursing. The manuscript was entitled: Intimate Partner Violence Affecting Latina Women and Their Children. It was re-submitted on 10/16/13.

Eggert, Julia A

Funded Research Projects

- Role: Principal Investigator, % of Team Credit: 100, Direct Award Credit: $89,718, Indirect Award Credit: $0, Direct Expenditure Credit: $0, Indirect Expenditure Credit: $0, Last Updated: 08/05/14, CUBS Project Number: 2020089
  Evaluating Knowledge and Needs of Geriatric Patients and Families in Genetic Decision Making; project manager is Eggert, Julia A.

Research Proposal Submissions

- Status: Awarded, % of Team Credit: 100, Award Credit: $179,436.00, Role: Principal Investigator, Category: Professional/Academic Assoc & Soc.
- Status: Awarded, % of Team Credit: 100, Award Credit: $20,000.00, Role: Principal Investigator, Category: (247) Foundations/Societies
  Jonas Nurse Leaders Scholars Program 2014-2016; Sponsored by Jonas Center for Nursing and Veterans Healthcare from 8/1/2014 to 7/31/2016.
• **Status:** Withdrawn, % of Team Credit: Unspecified, Award Credit: $0.00, Role: Principal Investigator, Category: Federal

Research Publications
• **Status:** Published, Peer Reviewed: Yes, Role: Primary, Category: Academic/research journal
  Sanchez, G.C., Dizon, R.D., Miclat, A.F, Bulao, M.S. & Eggert, J. Soybean-Genistein as endocrine disruptor on estrous cyclicity and ovarian follicular development in albino rats (Rattus norvegicus). International Research Conference on Innovations in Engineering, Science & Technology. ISSN 2350--756X.

Presentations / Performances / Exhibits
• **Status:** Presented, Peer Reviewed: Yes, Role: Member, Category: Invited presentation
  Indolamine 2,3 dioxygenase (IDO) Inhibitors say No You Don't. Description of molecular mechanisms and genetics associated with IDO and TDO as they relate to the development and metastases of cancer. ONS Congress, Anaheim, CA.

**Fasolino, Tracy King**

Funded Research Projects
• **Role:** Principal Investigator, % of Team Credit: 34, Direct Award Credit: $0, Indirect Award Credit: $0, Direct Expenditure Credit: $588, Indirect Expenditure Credit: $88, Last Updated: 08/05/14, CUBS Project Number: 2008438
  project manager is Fasolino, Tracy King

• **Role:** Principal Investigator, % of Team Credit: 50, Direct Award Credit: $47,024, Indirect Award Credit: $2,967, Direct Expenditure Credit: $35,918, Indirect Expenditure Credit: $2,281, Last Updated: 08/05/14, CUBS Project Number: 2009671
  Nursing Surveillance Training using Interactive Virtual Simulation; project manager is Fasolino, Tracy King.

• **Role:** Principal Investigator, % of Team Credit: 100, Direct Award Credit: $24,511, Indirect Award Credit: $0, Direct Expenditure Credit: $24,511, Indirect Expenditure Credit: $0, Last Updated: 08/05/14, CUBS Project Number: 2099708
  PhD Nurse Researcher; project manager is Fasolino, Tracy King.

Research Proposal Submissions
• **Status:** Pending, % of Team Credit: 100, Award Credit: $24,837.00, Role: Principal Investigator, Category: (247) Foundations/Societies
  Transference of Psychomotor Skill from Simulation to Clinical: An Evaluation of Foley Catheter Insertion by Undergraduate Nursin; Sponsored by National League for Nursing from 8/1/2014 to 7/31/2015.

• **Status:** Pending, % of Team Credit: 50, Award Credit: $9,999.50, Role: Principal Investigator, Category: Professional/Academic Assoc & Soc.
  An Evaluation of the Transfer of Psychomotor Skill Foley Catheter Insertion from Simulation to Clinical by Undergraduate Nursing; Sponsored by Sigma Theta Tau International from 10/1/2014 to 9/30/2015.

• **Status:** Unknown, % of Team Credit: 100, Award Credit: $24,895.00, Role: Principal Investigator, Category: (247) Foundations/Societies
Research Publications

- **Status:** Published, Peer Reviewed: Yes, Role: Member, Category: Meeting proceedings

- **Status:** Published, Peer Reviewed: Yes, Role: Member, Category: Academic/research journal
  Effects of Virtual Human Animation on Emotional Contagion in Simulated Inter-Personal Experiences. IEEE Transactions on Visualization and Computer Graphics 20,4, pp. 626-635.

Lanham, Janice Garrison

Research Proposal Submissions

- **Status:** Pending, % of Team Credit: 25, Award Credit: $4,999.75, Role: Co-Investigator, Category: Professional/Academic Assoc & Soc.
  An Evaluation of the Transfer of Psychomotor Skill Foley Catheter Insertion from Simulation to Clinical by Undergraduate Nursing; Sponsored by Sigma Theta Tau International from 10/1/2014 to 9/30/2015.

Presentations / Performances / Exhibits

- **Status:** Presented, Peer Reviewed: Yes, Role: Member, Category: Invited presentation
  International Service-Learning and Research Colloquium that Clemson Study Abroad, hosted with Creative Inquiry and the Clemson Service Alliance on Friday, March 28, 2014. Presented with undergraduate on international service-learning.

Meehan, Nancy K

Research Proposal Submissions

- **Status:** Pending, % of Team Credit: 75, Award Credit: $326,649.75, Role: Principal Investigator, Category: Federal
  Development of Virtual Pediatric Patient Scenarios to Enhance Patient Outcomes; Sponsored by National Institutes of Health/DHHS from 8/15/2014 to 8/14/2016.

Other Research Funding

- **Status:** Received as single payment or gift, Category: Unspecified, Amount/Value: $22,500
  Johnson & Johnson Promise of Nursing Grant.

Research Publications

- **Status:** Published, Peer Reviewed: Yes, Role: Member, Category: Meeting proceedings
  The effects of interaction and visual fidelity on learning outcomes for a virtual pediatric patient system. 2013 IEEE International Conference on Healthcare Informatics, pp. 209-218. (30% acceptance rate.)
Parker, Veronica G

Research Proposal Submissions

- **Status**: Awarded, % of Team Credit: 10, Award Credit: $65,857.20, Role: Co-Investigator, Category: Foundations
  The Uninsured and Hot Spots in South Carolina: Their Health Status and Access to Healthcare; Sponsored by BlueCross BlueShield of South Carolina Foundation from 1/1/2014 to 9/15/2015.

- **Status**: Pending, % of Team Credit: 20, Award Credit: $8,954.40, Role: Co-Investigator, Category: (247) Foundations/Societies
  A Program to Improve Maternal Self-Confidence and Decrease Post-Partum Depression; A Collaborative with Clemson University School; Sponsored by Greenville Health System (GHS) from 5/1/2014 to 4/30/2016.

Other Research Funding

- **Status**: Unspecified, Category: Unspecified, Amount/Value: $6,000
  CU Curriculum Internationalization Seed Funding, entitled, "Community Development and Health Disparities Field Study in South Africa" -Dr. Kenneth Robinson and Dr. Veronica Parker. Award: $6,000.

- **Status**: Unspecified, Category: Unspecified, Amount/Value: $30,000
  Funded by GHS/CU IAHC: In-Person, Video, and Telephonic Interpretation Services: A Comparative Effectiveness Cost and Quality Assessment.

Research Publications

- **Status**: Submitted for review, Peer Reviewed: Yes, Role: Author, Category: Academic/research journal

Presentations / Performances / Exhibits

- **Status**: Submitted for review, Peer Reviewed: Yes, Role: Presenter, Category: Academic/research presentation

Smith, Kelly Jordan

Research Proposal Submissions

- **Status**: Pending, % of Team Credit: Unspecified, Award Credit: $0.00, Role: Co-Investigator, Category: (247) Foundations/Societies
  Head Start Project Littlejohn Community Center; Sponsored by Littlejohn Community Center from 7/1/2014 to 6/30/2019.
Steck, Mary B

Research Publications
- **Status:** Published, Peer Reviewed: Yes, Role: Author, Category: Academic/research journal

Presentations / Performances / Exhibits
- **Status:** Presented, Peer Reviewed: No, Role: Member, Category: Invited presentation
- **Status:** Presented, Peer Reviewed: No, Role: Presenter, Category: Academic/research presentation
- **Status:** Presented, Peer Reviewed: No, Role: Presenter, Category: Academic/research presentation
  Assessing the Awareness of GINA among NPs. HCG9910 class. May 9, 2014.

Temples, Heide S.

Research Proposal Submissions
- **Status:** Pending, % of Team Credit: 20, Award Credit: $140,327.80, Role: Co-Investigator, Category: (247) Foundations/Societies
  Head Start Project Littlejohn Community Center; Sponsored by Littlejohn Community Center from 7/1/2014 to 6/30/2019.

Other Research Funding
- **Status:** Promised/Expected, Category: Clemson University School of Nursing Research Award, Amount/Value: $9,700
  The Mary Lohr Faculty Endowment Award is designed to provide faculty support to:
  1. Develop or maintain a program of research; or,
  2. Develop and submit a research proposal for external funding or
  3. Develop scholarly activities in the international arena.

Presentations / Performances / Exhibits
- **Status:** Scheduled, Peer Reviewed: Yes, Role: Primary, Category: Academic/research presentation
  Research finding will be presented as a podium and poster presentation at:
  1. The International Society of Nurses in Genetics (ISONG) 2013 conference in Bethesda, MA.
  2. The international conference of the Developmental Origins of Health & Disease (DOHaD) in Singapore.

Timmons, Shirley Mae

Research Proposal Submissions
- **Status:** Pending, % of Team Credit: 100, Award Credit: $5,303.00, Role: Principal Investigator, Category: Professional/Academic Assoc & Soc.
  Southern United States African Americans and the Process of Adherence to Antiretroviral Therapy (ART); Sponsored by American Nurses Foundation, Inc. from 9/1/2014 to 8/31/2015.
• **Status:** Pending, % of Team Credit: 100, Award Credit: $7,000.00, **Role:** Principal Investigator, **Category:** (247) Foundations/Societies
Rural, Southern United States, African Americans and the Social Process of Adherence to Antiretroviral Therapy (ART); Sponsored by Southern Nursing Research Society from 1/1/2015 to 12/31/2015.

**Research Publications**

• **Status:** Published, **Peer Reviewed:** Yes, **Role:** Member, **Category:** Electronic media

• **Status:** Submitted for review, **Peer Reviewed:** No, **Role:** Member, **Category:** Unspecified

• **Status:** Submitted for review, **Peer Reviewed:** No, **Role:** Member, **Category:** Unspecified

• **Status:** Submitted for review, **Peer Reviewed:** Yes, **Role:** Member, **Category:** Unspecified
Book submission: Using Population and Social Determinants of Health Frameworks to Establish a Congregational Health Ministry.

• **Status:** Published, **Peer Reviewed:** Yes, **Role:** Author, **Category:** Academic/research journal

**Webster, Sheri Smith**

**Research Publications**

• **Status:** Submitted for review, **Peer Reviewed:** Yes, **Role:** Member, **Category:** Academic/research journal
Serum Neuron Specific Enolase (NSE) Predicting Neurological Outcomes Post Cardiac Arrest: A Review of the Literature.

**Presentations / Performances / Exhibits**

• **Status:** Presented, **Peer Reviewed:** No, **Role:** Member, **Category:** Invited presentation
Newly Licensed Nurse Attrition from Practice- dissertation proposal presented to Community Advisory Board.

• **Status:** Presented, **Peer Reviewed:** No, **Role:** Member, **Category:** Academic/research presentation
Newly Licensed Registered Nurses Transition to Practice- doctoral dissertation proposal.

**Other Scholarship and Research**

• **Status:** Unspecified
Established research group with Gail Ring and graduate student, Joe Rainwater, on ePortfolio development to be used by nursing graduates transitioning to practice.
Wetsel, Margaret Ann

Research Proposal Submission
- **Status:** Funded, % of Team Credit: 100, Award Credit: $509,270, **Role:** Principal Investigator, **Category:** United States Dept of Agriculture
  Supplemental Nutrition Assistance Community-University Partnership with eight faith based & community partner agencies in Anderson, Grenville, Oconee and Pickens counties to provide SNAP education and outreach for some of South Carolina’s most vulnerable populations including families with children, elderly, minorities and low income persons.

Other Research Funding
- **Status:** Received as single payment or gift, **Category:** Unspecified, **Amount/Value:** $22,500
  Johnson & Johnson Promise of Nursing Grant.
- **Status:** Submitted % of Team Credit: 100, Award Credit: $626,308, **Role:** Principal Investigator, **Category:** United States Dept of Agriculture
  Supplemental Nutrition Assistance Community-University Partnership with nine faith based & community partner agencies in Anderson, Grenville, Oconee and Pickens counties to provide SNAP education and outreach for some of South Carolina's most vulnerable populations including families with children, elderly, minorities and low income persons.

Research Publications
- **Status:** accepted for publication 2nd Author "Utilization of Music Therapy in Palliative and Hospice Care" Jl of Hospice and Palliative Care, vol 16, no. 4, June 2014.
- **Status:** Submitted for review, **Peer Reviewed:** Yes, **Role:** Co-Author, **Category:** Unspecified

Whitcomb, John Joseph

Research Proposal Submissions
- **Status:** Pending, % of Team Credit: 100, Award Credit: $37,436.00, **Role:** Principal Investigator, **Category:** Professional/Academic Assoc & Soc.
  Can serum neuron-specific enolase (NSE) with other neurological assessments be a predictor of outcomes in a cardiac-arrest survi; Sponsored by American Association of Critical Care Nurses from 2/1/2014 to 2/1/2016.
- **Status:** Submitted; Not Funded, % of Team Credit: 60, Award Credit: $36,000.00, **Role:** Principal Investigator, **Category:** Foundations
  Enhancing Diversity in Nursing through New Careers in Nursing; Sponsored by Johnson (Robert Wood) Foundation from 9/1/2014 to 8/31/2015.

Other Research Funding
- **Status:** Promised/Expected, **Category:** Other, **Amount/Value:** $10,000
  Understanding female military service members’ experiences with community reintegration after injury Internal Clemson OSP grant.
Research Publications

- **Status:** Published, **Peer Reviewed:** Yes, **Role:** Co-Author, **Category:** Academic/research journal

- **Status:** Submitted for review, **Peer Reviewed:** Yes, **Role:** Co-Author, **Category:** Academic/research journal
  Serum Neuron Specific Enolase (NSE) Predicting Neurological Outcomes Post Cardiac Arrest: A Review of the Literature.

- **Status:** Published, **Peer Reviewed:** Yes, **Role:** Author, **Category:** Academic/research journal

- **Status:** In Preparation, **Peer Reviewed:** Yes, **Role:** Author, **Category:** Academic/research journal
  Resuscitative Outcomes using CodeNet versus Connect care.

- **Status:** Published, **Peer Reviewed:** No, **Role:** Author, **Category:** Electronic media
  Research completed published in the Greenville Newspaper, research related to Zeo study.

Other Scholarship and Research

- **Status:** Project continuing
  Extent of Lean Operations Implementations in Hospitals.

Willoughby, Deborah F

Presentations / Performances / Exhibits

- **Status:** Presented, **Peer Reviewed:** Yes, **Role:** Co-Investigator, **Category:** Academic/research presentation
School of Nursing Faculty Positions on University, College & School Committees, 2013-2014

University Committees

**Academic Integrity Committee**  
Ann Wetsel (2014)

**Library Advisory Committee**  
Shirley Timmons (2014)

**Bookstore Advisory Committee**  
Lisa Duggan (2013-2016)

**Online Education Advisory Board**  
Janice Lanham

**Faculty Senate Alternate**  
Roxanne Amerson (2014)

**Research Grants**  
Julie Eggert (2015)

**Faculty Senate Lecturer**  
Jackie Gillespie (2016)

**Undergraduate Continuing Enrollment**  
Christina Hernandez (2016)

**Graduate Academic Integrity**  
Ann Wetsel (2014)

**Undergraduate Curriculum Committee**  
John Whitcomb

**Institutional Review Board**  
Julie Eggert  
Deborah Willoughby, Alternate

College of Health, Education and Human Development Committees

**Academic Advising**  
Heidi Temples (2016)

**Research**  
Shirley Timmons (2014)

**College Advisory**  
Stephanie Davis (2015)

**Scholarships Awards & Honors**  
Portia Botchway (2015)

**Community & Diversity Committee**  
Roxanne Amerson (2016)

**Technology, Learning Resources & Public Relations**  
Nancy Meehan (2015)

**Curriculum**  
John Whitcomb (2016)

**Ad Hoc Advisory Committee for Leadership Dispositions**  
John Whitcomb (Dean’s Appointment)

**Elections**  
Ann Wetsel (2015)
School of Nursing Committees

Executive Council - Rosanne Pruitt, HEHD Associate Dean and SON Director, Chair
Deborah Willoughby (Undergraduate Coordinator), John Whitcomb (Accelerated/Second Degree Coordinator & SON Rep to HEHD Curriculum Committee), Ann Wetsel (RN/BS Coordinator), Stephanie Davis (Graduate Program Coordinator), Julie Eggert (iPhD Coordinator), Veronica Parker (Chair, Evaluation Committee), Sheri Webster (Faculty Member at Large, 2016).

Evaluation Committee - Veronica Parker, Chair
Kristen Massa (2015), Kelly Smith (2016), Deborah Willoughby (Undergraduate Coordinator), John Whitcomb (Accelerated/Second Degree Coordinator), Ann Wetsel (Ex-officio RN/BS Coordinator), Stephanie Davis (Graduate Coordinator), Julie Eggert (iPhD Coordinator).

Faculty Search Committee – John Whitcomb, Chair

Graduate Curriculum Committee – Ann Wetsel, Chair
Tracy Fasolino (2014), Shirley Timmons (2015), Lisa Duggan (2015), Ann Wetsel (2016), Ex-Officio members: Julie Eggert (iPhD Coordinator), Stephanie Davis (Graduate Coordinator) & John Whitcomb (SON Representative to the HEHD Curriculum Committee).

Nominating Committee – Ann Wetsel, Chair

Tenure, Promotion and Appointment Renewal Committee – Deborah Willoughby, Chair

Scholarships and Awards Committee – Portia Botchway, Chair

Undergraduate Curriculum Committee – Roxanne Amerson, Chair
School of Nursing Representatives on College of Health, Education and Human Development Committees

Academic Advising
Heide Temples (2016)

College Advisory
Stephanie Davis (2015)

Community & Diversity Committee
Roxanne Amerson (2016)

Curriculum
John Whitcomb (2016)

Elections
Ann Wetsel (2015)

Research
Shirley Timmons (2014)

Scholarships Awards & Honors
Portia Botchway (2015)

Technology, Learning Resources & Public Relations
Nancy Meehan (2015)

Ad Hoc Advisory Committee for Leadership Dispositions
John Whitcomb (appointed by Dean Allen)

Report submitted by the School of Nursing Nominations and Elections Committee
Dr. Ann Wetsel and Dr. Wanda Taylor
# Community Advisory Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Title or Position</th>
</tr>
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<tbody>
<tr>
<td>Peggy Deane, PhD, MBA, RN, Consultant for NeuStrategy</td>
<td>Board Chair</td>
</tr>
<tr>
<td>Tammy McConnell, Clinical Coordinator</td>
<td>Greenville Technical College</td>
</tr>
<tr>
<td>V. Leigh Beasley, MS, RN, Medical Director of Health Services</td>
<td>Region I Public Health District</td>
</tr>
<tr>
<td>Tina Jury, MS, RN, Sr. VP of Patient Care Services and CNO AnMed</td>
<td>Anderson Area Medical Center</td>
</tr>
<tr>
<td>Teri Ficicchy, CNO</td>
<td>Bon Secours St. Francis Health</td>
</tr>
<tr>
<td>Amon Martin, DDS</td>
<td>Private Practice</td>
</tr>
<tr>
<td>Brad Moorehouse, Administrator</td>
<td>NHC Health Care</td>
</tr>
<tr>
<td>Patricia Smith, RN, MHRD, CAN, VP of Nursing</td>
<td>Oconee Memorial Hospital</td>
</tr>
<tr>
<td>Jan Murdoch, Dean of Undergraduate Studies</td>
<td>Clemson University</td>
</tr>
<tr>
<td>Pam Melbourne, RN, MN, President and CEO</td>
<td>Hospice of the Upstate</td>
</tr>
<tr>
<td>Lynn Lewis, EdD, RN, Dean, Health Education Division</td>
<td>TriCounty Technical College</td>
</tr>
<tr>
<td>Mary Ann Hunter, MS, RN, Director of Nursing Services</td>
<td>Palmetto Health Baptist – Easley</td>
</tr>
<tr>
<td>Stoney Abercrombie, MD, Medical Director</td>
<td>Family Practice Residency Program, AnMed</td>
</tr>
<tr>
<td>Don Shirley, President</td>
<td>Foundation Medical</td>
</tr>
<tr>
<td>Catherine Garner, Interim Executive Administration</td>
<td>Greenville Health System</td>
</tr>
</tbody>
</table>
Robert Cook “R.C” Edwards School of Nursing building