



Academic Practice Partnership 2004-present

Arizona State University College of Nursing and Health Innovation and Mayo Clinic, Scottsdale AZ.

A partnership has existed between Arizona State University and Mayo Clinic Hospital since Mayo Clinic Arizona's opening in 1998. This relationship started partnering for clinical placements for nursing students. However in 2004, the partnership was taken to a new level. The nursing leadership teams created a program to educate Arizona State University BSN nursing students at the Mayo Clinic Hospital campus using the resources of the two institutions. The program entailed a 16-month program cycle with a 20- student cohort in each cycle. This collaborative endeavor was a comprehensive sharing of administrative oversight, teaching responsibilities and costs. This initial collaboration increased enrollment, provided excellent student learning experiences and employment opportunities, increased the number and quality of faculty, and laid the foundation for maximizing the strengths of each partner.

The academic program on the Mayo campus provided unique learning opportunities as students completed all clinical rotations at the Mayo campus except for Community Health, Obstetrics, Pediatrics and Behavioral Health. In addition to faculty instruction, students learned from clinical experts from many disciplines including physical therapy, respiratory therapy, Wound Ostomy Care Nurses, research manager, transplant nurse practitioner, and dietitians. Students also had the opportunity to participate in interdisciplinary simulation experiences with Mayo employees. The partnership has graduated 8 cohorts (134 students) since 2004. Due to the success of the program and strong interest from students the cohort size was expanded to 30 students each cycle in 2014. The success of this academic partnership can be seen in the number of years of 100% NCLEX pass rate (98%) overall rate, the percent of students not only hired at Mayo (58% but also retained (89%)), and the expanded collaboration of CONHI and Mayo Adjunct faculty in curriculum development and committee service.

A handwritten signature in black ink, appearing to read 'B. Pipe', is written over the text.

Mayo Clinic "three shield" culture of patient care, education and research is seen in the Mayo Clinic nursing professional subcommittee structure. There are nursing subcommittees representing each of the three areas and CONHI faculty are invited to serve on each of the three committees (practice, education and research), which further integrates the cultures of the two institutions. Another effect of the faculty serving on the three nursing committees increases the familiarity between individuals and leads to increased opportunities for deeper collaboration. Mayo adjunct faculty also serve on CONHI committees, and participate in developing curriculum and standards for the BSN program.

This Academic Partnership also led to developing expert faculty through collaborative faculty development. A "Faculty Bootcamp" course was developed for Mayo Clinic adjunct faculty to address self-identified learning needs. Ongoing academic professional development is provided by the College Professional Development department. To date, 52 Mayo Clinic nurses have been granted release time from their primary role to teach in the program at some time during its inception in 2004.

Simultaneous with the development of the academic program partnership there were joint supported evidenced based practice training and research between CONHI and Mayo clinic. Two major areas of research collaboration developed - Cancer Prevention & Treatment and Health Disparities. The partnership research collaborations have begun to reach beyond nursing and have become transdisciplinary in nature. To expand evidence –based practice, an EBP Mentor workshop was created

with Mayo Clinic and two other community partners. This has resulted in faculty who are better prepared to mentor students in EBP projects that also align with Mayo clinic initiatives.

Another outcome of this partnership relationship resulted in a Mayo executive leader being chosen as Dean of ASU's CONHI in 2011 (Dean Teri Pipe). Since there was a high level of trust and collegiality between Dr. Pipe and the nursing staff, leadership and upper administration at Mayo Clinic, it has paved the way for deeper levels of connection between the two nursing organizations. The clinical academic partnership that began with cohorts from the undergraduate nursing program hosted on the Mayo Clinic Arizona campus has broadened significantly in scope and grown in depth as well. While ASU and Mayo Clinic are not exclusive in this partnership (we each collaborate with many other organizations), the focus of this particular partnership continues to yield powerful results for our students, faculty and most importantly, our patients. The collaboration has grown to include accomplishments in EBP and research, faculty development, and dissemination products. The most exciting aspect of the partnership is that the work is never complete and there are always new ways to work together to improve the health and healthcare of our community.



**Complete This Template to Develop Your
Academic-Practice Partnership Summary Document**

PLAYERS

Selecting Partners

Academic School:

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Practice Setting:

Mayo Clinic Hospital

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Preparing for Your First Meeting

Date/Time of Meeting:

Not Applicable

Place of Meeting:

Not Applicable

What do you and your partner need to know about you and your organization?

In 2004 when ASU College of Nursing and Health Innovation (CONHI) and Mayo Clinic, Arizona formed the academic partnership to launch a Mayo campus BSN program we had already had a connection with Mayo clinic Arizona since the hospital was built in 1998. We had collaborated for clinical placement of our BSN students. So when representatives from ASU CONHI and Mayo Clinic Arizona decided to expand to form the academic-practice partnership, each organization already had knowledge of each other's strengths, challenges and potential for the future.

PARTNERSHIPS

Initial Meeting

What is the right partnership activity for you and your partner?

In 2004, the main focus was establishing a new ASU CONHI BSN program site at the Mayo campus and to utilize clinical RN experts at Mayo Clinic as adjunct faculty. The purpose of this collaboration was to address the nursing shortage, by increasing enrollment as per Arizona Senate Bill 1260. This bill legislated a doubling of enrollment in Arizona nursing programs. Additionally, because of the trend to fill RN vacancies at Mayo Clinic with new graduate nurses, having a nursing program hosted on the Mayo campus would increase the applicant pool of nurses who would be more familiar with this acute care environment. It was anticipated that students who were hired at Mayo would have a smoother, faster transition into the role of RN and also already be familiar with the Mayo organization and culture, and thus increase retention of new graduate hires.

This ongoing close partnership relationship resulted in a Mayo executive leader being chosen as Dean of ASU's College of Nursing and Health Innovation in 2011. Dean Teri Pipe was the Director of Nursing Research and Innovation for eleven years at Mayo Clinic, Arizona prior to accepting the Dean of Nursing and Health Innovation role at ASU as interim in 2011, then becoming permanent in 2012. Since there was a high level of trust and collegiality between Dr. Pipe and the nursing staff, leadership and upper administration at Mayo Clinic, it has paved the way for deeper levels of connection between the two nursing organizations. Simply knowing the right contact individuals, teams or departments has streamlined communication and made efforts toward collaboration more effective.

What documents about your organization should you bring to the meeting?

For the initial academic partnership, two documents were brought to the meeting. The first was the project description, which identified the vision of the collaboration. The project description also detailed the objectives of the collaboration, the needs of both parties, the project specifications including space, staffing and student selection and the timeline for implementation. Furthermore, this document included the Mission Effect Analysis, the Financial Effect Analysis and the Market Analysis. Opportunities, weaknesses and potential threats were reviewed.

One other document was provided by ASU. It was titled: Growing Capacity at the College of Nursing: Adding a New Site. This document explored in detail the logistics of the implementation of the partnership, including enrollment, reporting structures, curriculum and evaluation.

Each year since the initial agreement, a MOU is reviewed by both partners and revised as needed.

What do you have to offer?

The partnership is an important place for mutual learning; ASU learns the relevant competencies and skillsets desired by employers and Mayo Clinic learns about pedagogy and faculty/professional development opportunities that are timely and effective. We also identify shared challenges that extend beyond our individual organizations such as talent acquisition, succession planning and leadership development.

Currently:

- **Mayo Clinic Arizona** provides:
 - Financial support to ASU CONHI to help offset the costs of enrolling additional students at the Mayo Campus,
 - Program Manager
 - Learning Resource Center Manager
 - Support from Mayo Clinic Nursing Leadership and release time for selected Mayo Clinic Nurses to operationalize the role of Adjunct Faculty

- **ASU CONHI Provides:**
 - Student admission, progression and retention services
 - BSN curriculum
 - Faculty to mentor Mayo Clinic Adjunct Faculty
 - Didactic and clinical faculty for specialties not offered at Mayo Clinic (i.e. obstetrics, pediatrics, psychiatric/mental health)
 - New faculty orientation and high fidelity simulation training.
 - Professional development activities

What is your vision for this partnership and does your partner share this vision?

Initially, the shared vision for the partnership was stated as follows:

"Mayo Clinic in Scottsdale aspires to be the premier academic medical center in the Southwest, and to fulfill the three shields of Practice, Education and Research. Arizona State University CONHI (desires to comply with increased enrollment capacity legislated by SB 1260 that mandated a doubling of enrollments in Arizona schools of nursing. To these ends, it is proposed that Mayo and ASU CONHI collaborate to initiate a BSN program housed primarily at Mayo clinic that offers:

- A mutually beneficial cost-effective strategy to increase enrollment in ASU' College of Nursing; and
- a methodology to offer a cohort of 20 students (now 30 currently) the clinical and didactic education to fulfill the Junior and Senior requirements of the BSN program using ASU's curriculum and selected Mayo Clinic Registered Nurses as faculty. "

ASU CONHI vision and major goal are supported by Mayo Clinic.

Vision: to distinguish the College of Nursing & Health Innovation as a model for excellence and inspiration in nursing and interprofessional practice, education, and research to advance knowledge, innovative practice models, and new solutions to optimize the health and well-being of our diverse local, national and global communities

Goal: Deliver excellent, innovative, nationally-recognized nursing and interprofessional programs that are accessible, inclusive, and learner-centered.

Dean Pipe and Dr. Teresa Connolly (Chief Nurse Executive at Mayo Clinic in Arizona) meet every 6 weeks to update about the partnership and identify new possibilities for collaboration. The nursing leadership team from each organization meets at the dean's home every 4-6 months for strategic planning and reflection about the partnership. These retreats have been particularly effective in bolstering professional relationships between individuals and extending the shared vision.

Who else needs to be involved in both organizations? Is top leadership involved?

Top leadership from both Mayo and ASU were involved and supportive. At the time the partnership was conceived in 2004/2005, stakeholders were: Dr. Bill Stone (Chair Mayo Clinic Scottsdale Education Committee), Debra Pendergast (RN, Chair, Nursing Services Division, Mayo clinic), Sheila Collins (Chair, Mayo Clinic Scottsdale Education Services), Vicki Buchda, RN, Director of Nursing Services, Mayo Clinic, Rita Buss, RN, Director, Clinical and Patient Education, Mayo Clinic, Dr. Teri Brit, RN, Director of Nursing Research; associate professor of nursing, Mayo Clinic, Dr. Barbara Durand, Dean and professor, College of Nursing, Arizona State University, Dr. Mary Killeen, Associate Dean of undergraduate programs and continuing and extended education, Arizona State University.

Current leadership includes: Dr. Teri Pipe (Dean, ASU College of Nursing and Health Innovation), Teresa Connolly (Chief Nursing Officer, Mayo Clinic), Brenda Morris (Assistant Dean, Academic Affairs), and Katherine Peterson (Program Manager, ASU/Mayo campus). **In addition leadership teams have been added from both ASU CONHI and Mayo clinic which include other academic administrators as well as research leaders.**

What is the business case for the partnership?

The cost sharing arrangement benefits both parties. The cost to ASU of educating these students is reduced, since costs are shared. Space constraints at ASU CONHI are somewhat relieved due to the hosting of the students at the Mayo Clinic campus. Faculty shortage issues are improved, since most faculty are pulled from the existing pool of nurses practicing in all environments at Mayo clinic. In return, Mayo has

access to a larger applicant pool from which to hire new graduate nurses. Mayo nursing management have an extended exposure (16 months) to this applicant pool, and are better able to assess applicants' readiness for practice, suitability, and conformity with the Mayo culture.

The expansion of the partnership to include more collaborative research and practice in addition to the BSN program has given both partners national recognition through publications and presentations.

Subsequent Meetings

Do you have clarity on goals and vision?

Our institutional visions are very similar and compatible.

Mayo Clinic Arizona aspires to be the premier academic medical center in the Southwest, and to fulfill the three shields of Practice, Education and Research.

ASU CONHI vision is to distinguish the College of Nursing & Health Innovation as a model for excellence and inspiration in nursing and interprofessional practice, education, and research to advance knowledge, innovative practice models, and new solutions to optimize the health and well-being of our diverse local, national and global communities.

ASU CONHI major goal also is supported by Mayo Clinic" Deliver excellent, innovative, nationally-recognized nursing and interprofessional programs that are accessible, inclusive, and learner-centered.

What are the details and time line of the initiative?

The first cohort of 20 students was admitted in August of 2005. The initial Memorandum of Understanding (MOU) covered three cohorts, each in a 16 month cycle. **In November 2009, due to the success of the program, the MOU was amended to extend the term indefinitely**, for as long as both parties were agreeable. Currently the cohort has been increased to 30 students attending the Mayo campus.

Since 2012 there has been a surge also in collaborative research, professional development and community leadership events.

Whom can we call for expert consultation if needed?

Administrators at both sites are equally informed of the program. The executive leadership from both institutions meet every 6 weeks. Administrative leaders of both organizations meet quarterly. Faculty from both institutions meet together monthly to plan and do curriculum development.

Typically, the first persons to be contacted are Dean Teri Pipe at ASU CONHI and Dr. Teresa Connolly, Chief Nurse Executive at Mayo Clinic; then the Assistant Dean Brenda Morris and the Mayo Program Director Katy Peterson.

What are the expected outcomes of the activity?

Establish an Academic Partnership that will create and maintain a Mayo Campus to:

A. Increase:

- the number of qualified nursing graduates in Arizona
- the hire and retention rate at Mayo of graduates
- clinical learning/mentoring experiences

and decrease

- the gap between graduates' level of competency and employment expectations upon graduation

B. Increase the number of qualified nursing faculty

- C. Enrich clinical learning and interprofessional practice opportunities of the students in the program
- D. Create opportunities for professional advancement of Mayo Clinic nurses as adjunct faculty at ASU CONHI and for life –long learning.
- E. Promote engagement of faculty, administration and staff in organizational affairs and as members of committees in their colleagues organizations
- F. Strengthen the standard of evidence-based practice (EBP) in the clinical and academic setting
- G. Develop and maintain collaborative research partnerships
- H. Maintain ongoing leadership collaboration and mutual support between ASU College of Nursing & Health Innovation and Mayo Clinic

ENVIRONMENT

Time

Is this the right time for this partnership?

The timing of the partnership in 2004 was ideal. It addressed the state mandate to increase enrollment in nursing programs, the nursing workforce shortage and the faculty shortage. This collaboration allows us to address the recommendations in the IOM Future of Nursing Report from 2010 to increase the proportion of nurses with a Baccalaureate degree.

In addition, since the initial agreement this ongoing collaboration has:

1. Created opportunities for professional advancement of Mayo Clinic nurses as adjunct faculty at ASU CONHI and for life –long learning
2. Developed a supportive environment to maximize strength of partners to improve clinical education and practice
3. Improved the standard of evidence-based practice (EBP) in the clinical and academic setting
4. Developed and maintained collaborative research partnerships
5. Maintained ongoing leadership collaboration and mutual support between ASU College of Nursing & Health Innovation and Mayo Clinic

What are the issues that will facilitate or impede the development of the partnership?

Support from high level administrators at the academic and clinical organizations was imperative, and served to facilitate the development of the partnership. In later years, financial constraints became an issue but with collaboration and creative thinking on both sides, these issues were overcome. This experience taught us all that we need to commit to regular meetings to review protocols, finances and logistics. In addition other leadership meetings began to occur when Teri Pipe became Dean in 2012. She and Dr. Teresa Connolly (Chief Nurse Executive at Mayo Clinic in Arizona) meet every 6 weeks and leadership teams of faculty and researchers meet quarterly. Adjunct Faculty teaching in the Mayo clinic program attend all planning and curriculum meetings with ASU CONHI faculty on a monthly basis.

What is the time commitment for the partners?

The original Memorandum of Understanding (MOU) was extended indefinitely in 2009 and since 2012 the partnership has significantly expanded through the leadership in both organizations to include collaborative research, practice and leadership activities in addition to the shared academic BSN program.

Whose time will be required?

Dean, administrators, faculty and researchers from ASU CONHI.

The Chief Nursing Executive Officer, the Director of Patient and Clinical Education, administrators, faculty and researchers from Mayo Clinic.

Currently leadership teams from both institutions are involved in academic, clinical and research collaborations in addition to the faculty and staff at both institutions.

When will the meetings be scheduled?

Executive Leadership meetings are every 6 weeks; Leadership Team meetings are every quarter, and faculty and program director meetings occur monthly and more frequently if needed.

ENVIRONMENT**Space****What space is required for the activity?**

It was agreed that Mayo Clinic would provide the classroom and clinical space. A skills lab was constructed for the express purpose of hosting ASU CONHI Mayo campus students. Construction of this lab was completed in 2009. ASU CONHI provides additional clinical sites for specialties not at Mayo clinic.

What equipment and supplies are needed?

The space that is utilized by the Mayo-ASU nursing cohort is a fully equipped classroom which seats 32. Technology includes Smartboard and Turning Point. The clinical skills lab has all the equipment needed for all four semesters of the program. It is a 6 bed skills lab with one simulation room. We have both high and low fidelity patient simulators, in addition to other needed equipment and technology. In addition, our students have access to a highly sophisticated simulation environment on the hospital campus for more complex simulation scenarios.

What money is needed?

Costs were and continue to be shared by both Mayo Clinic and ASU CONHI to develop and support this program. Funding is required to recruit and orient in-house nursing faculty, to stock the skills lab, and for ongoing program expenses. The program is supported by a program manager who is housed at Mayo Clinic and Associate Dean and faculty at ASU CONHI. Administrative oversight for the program is jointly provided by ASU CONHI and Mayo Clinic.

We were fortunate to have an endowment that is used to purchase needed equipment, and to provide Mayo Clinic faculty with educational opportunities to support their growth in the faculty role. Additional benefactor support resulted in the naming of the clinical skills laboratory. This support resulted from the recognized success of the collaboration.

Where are we meeting?

Meetings are rotated between Mayo clinic and ASU CONHI or at Dean's house which is in the middle.

Where will we present outcomes?

Throughout the 10 years of the BSN program, outcomes have been presented on a regular basis to administrators and other key players at both Mayo Clinic and ASU. Such outcomes include standardized test scores, graduation and attrition rates, NCLEX success data, and hire rates. These presentations were made to various committees; including the Mayo education subcommittee and Mayo/ASU leadership meetings, which include the Dean, Mayo Clinic CEO and ASU CONHI and Mayo Clinic Administrators and Faculty.

The most recent presentation of partnership outcomes on other collaborations such as research and practice occurred at WIN 2015 conference and at the AONE 2013 conference. Faculty and researchers from both institutions have presented and published together on research, EBP, clinical practice and the partnership.

ENVIRONMENT

Regulation

What are the policies or regulatory issues that will impede or facilitate development of the partnership on both sides?

The program adheres to CCNE standards and Arizona Board of Nursing regulations as well as all other relevant governing and regulatory bodies.

There have been no negative or unforeseen consequences. The focus of AONE/AACN on academic/clinical partnerships has been quite helpful as a facilitator as it provides external rationale that can be used for internal audiences.

Context

How will the partnership be funded?

As described above, the partnership is jointly funded by both Mayo Clinic and ASU CONHI since 2004.

What are the constraints of both partners?

One initial constraint was the shortage of classroom and lab space at the Mayo campus. As noted above, this was addressed in 2009.

No other significant constraints have occurred.

What history do the partners have with each other and each other's' institutions?

Mayo Clinic and ASU CONHI have a long history of practice, research and education collaborations. A future collaboration is the Mayo Medical School. This partnership was spurred, in part, by the success of the nursing partnership. This collaboration has also led to ASU nursing faculty serving on three key Mayo nursing subcommittees: Practice, Research and Education.

The clinical academic partnership that began with cohorts from the undergraduate nursing program hosted on the Mayo Clinic Arizona campus has broadened significantly in scope and grown in depth as well. While ASU and Mayo Clinic are not exclusive in this partnership (we each collaborate with many other organizations), the intentionality and focus on this particular partnership continues to yield powerful results for our students, faculty and most importantly, our patients. The collaboration has grown to include accomplishments in EBP implementation, faculty development, scientific advances, and dissemination products. The most exciting aspect of the partnership is that the work is never complete and there are always new ways to work together to improve the health and healthcare of our community.

References

Research Activities

Researchers

ASU

Matthew Buman, PhD
Dawn Coletta, PhD
Jennifer Huberty, PhD
Sunny Kim, PhD
Linda Larkey, PhD, CRTT
Rebecca Lee, PhD
Lawrence Mandarino, PhD
Julie McNulty, RN, PhD, CPHQ
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Mayo

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Rueben Mesa, MD
Denise M. Millstine, MD
Don Northfelt, MD
Sumedha Penheiter, PhD
Edna Ramos, Clinical Research Coordinator
Jane Sederstrom, RN

On-going Research

Arring, N, **Kim, S., McNulty, J.** (2015-present). Primary Care Providers' Needs for Survivorship Care Planning.

Buman, M. & Huberty, J. (Co-PI), **Larkey, L.** (Co-I) (2015-present). BeWell24: Optimizing a smartphone app for health in breast cancer survivors. Collecting pilot data for future submission. Partnered with Mayo oncologists and patients.

Huberty, J., Mesa, R., Gowin, K., **Larkey, L.** (2015-present). Feasibility of online yoga to improve quality of life in MPN cancer patients. Mayo/ASU Virginia G Piper Foundation.

Khera, N., **Kim, S., McNulty, J.,** Ramos, E. (2014-present). Race/Ethnicity and Insurance-Based Disparities in Financial Burden After Hematopoietic Cell Transplantation (HCT). This pilot study will evaluate the impact of race/ethnicity and insurance on financial distress in a cohort of HCT survivors at the Scottsdale, Arizona, campus of Mayo Clinic.

Kim, S., McNulty, J., Khera, N. (2013-present). Financial Burden after Allogeneic Hematopoietic Cell Transplantation. Aim is to describe financial burden after bone marrow transplantation from patients' perspective in order to build knowledge of the impact of HCT on financial burden and psychosocial outcomes.

Kim, S., McNulty, J., Khera, N., **Larkey, L.** & Center for Digital Storytelling (2015-present). Digital storytelling intervention for cancer patients undergoing hematopoietic cell transplantation. Partnering for recruitment and consent of bone marrow transplant (BMT) patients and survivors to build knowledge of the impact of HCT on BMT patients' quality of life and emotional well-being.

Larkey, L., Khera, N., Gowin, K. (2014-present). Novel Support Options in Autologous Stem Cell Transplant for Multiple Myeloma.

Larkey, L., Lee, R. Northfelt, D. & Community Oncologists (2014-present). Physical Activity for Healthy Weight. Partnering in this study, including recruitment and consent of breast cancer patients to build knowledge of mind-body and exercise (dance) supportive care options.

Larkey, L., Leischow, S., **Todicheeny, R.** & Phoenix Indian Medical Center (2014-present). Digital Storytelling for Navajo's Experiencing HCV. Support from Mayo for mentoring and supporting study: To describe lived experience of Navajo to build knowledge of impact of HCV on Navajo persons.

Larkey, L., Northfelt, D., Maricopa Integrated Health Systems & UA (2015-present). Testing Effects of Meditative Movement (Qigong/Tai Chi Easy) on Fatigued Breast Cancer Survivors. Partnering for recruitment and consent of breast cancer patients to build knowledge of mind-body supportive care options. NIH Funded.

Larkey, L., Northfelt, D. (2013-present). Novel Support options for Cancer Survivors: Testing Tai Chi Easy vs Educational Support Group. Partnering in this study, including recruitment and consent of breast, colorectal, lung and prostate cancer patients to build knowledge of mind-body supportive care options.

Leischow, S., **McNulty, J., Kim, S.,** Ramos, E. & Maricopa Integrated Health Systems, Cancer Support Community (2014-present). Supportive Care Needs and Resource Assessment in Cancer Patients. Partnering for recruitment and consent of cancer patients who are receiving or who have recently completed treatment for cancer in order to build knowledge of unmet supportive care needs, and levels of social support and distress in adult cancer patients.

Millstine, D. **Kim, S., McNulty, J.** (2014-present). Pilot Program of Cancer Patients Regarding Integrative Medicine Preferences While Undergoing Radiation Treatment. Partnering for recruitment and consent of cancer patients who are undergoing radiation to build knowledge of integrative medicine supportive care options.

Sederstrom, J., **Kim, S.** (2015-present). Use of the Delirium Triage Screen and Brief Confusion Assessment Method for delirium in screening non-intensive care patients.

Shaibi, G., Mayo Clinic Center for Individualized Medicine (2012-present). Establish a biobank and patient registry of Latino patients from a Federally Qualified Community Health Center who agree to provide clinical laboratory findings, psychosocial and behavioral data, and biospecimens to support future research. An additional goal, is to bring biomedical research opportunities to Biobank patients.

Completed Research

Pipe, T., Mayo Clinic/ASU Seed Grant (January 2010-2011). Coping with Breast Cancer and Long-term Health Promotion: Examining Maladaptive Communication between Mothers and Young-Adult Daughters.

Research Publications

McNulty, J., & Khera, N. (in press). Financial hardship: An unwanted consequence of cancer treatment. *Current Hematologic Malignancy Reports*.

González-García, Z., Kullo, I., **Coletta, D.**, **Mandarino, L.**, & **Shaibi, G.** (in press). Osteocalcin and Type 2 Diabetes risk in Latinos: A life course approach. *American Journal of Human Biology*.

Kim S., McNulty J., Chang Y., Weise, M., Hashmi S., Ailawadhi, S., Khera, N. (in press). Financial Burden after Allogeneic Hematopoietic Cell Transplantation: A Qualitative Analysis from Patient Perspective. *Bone Marrow Transplantation*.

Kim, S., Abel, G.A., Chang, Y-H., **McNulty, J.**, Coronado, D.S., Weise, M., Hashimi, S., Roy, V., Tilburt, J., Albelda, R., Khera, N. (2014). Patient and provider perspective on financial burden after an allogeneic hematopoietic cell transplantation. Manuscript accepted for *Journal of Clinical Oncology*, 32 (supplement), e17539.

Research Presentations

Reifsnider, E., **Pipe, T.** Connolly, T., Arring, N. (2015, April 1). Creation of an academic/clinical interprofessional partnership – Cancer survivorship connection. *2015 Western Institute of Nursing Conference*. Presentation conducted from Western Institute of Nursing, Albuquerque, NM.

Shaibi, G., **Mandarino, L.**, Singh, D., Hernandez, V., Rosenfeld, W., Mendez, J., De Fillippis, E. (2015, June). HbA1c Is a Poor Predictor of Cardiometabolic Risk and Abnormal Glucose Tolerance in Latinos. *2015 American Diabetes Association Annual Meeting*. Presentation conducted at the Boston Convention and Exhibition Center, Boston, MA.

Joint Membership on Research Committees

Larkey, L., **Kim, S.**, **McNulty, J.**, Leischow, S. & Penheiter, S. (2014-present). Health Equity Research Initiative Internal Advisory Committee. This committee serves to advise Mayo Clinic Arizona on health equity and health disparities activities.

Kim, S., **Larkey, L.**, **McNulty, J.**, Mesa, R. (2014-present). Collaboration - Cancer Supportive Care Mayo/ASU Team Meetings.

Honor Student Thesis within the Past 3 Years

Acuna, K. (2014). *Accelerometers: Best physical activity measurement*, with Diana Jacobson (Thesis Director), Leigh Small (Committee Member).

Knochel, A. (2014). *Understanding the daily challenges faced by one individual with chronic Lyme disease*, with Bella Panchmatia (Thesis Director), Dr. Ken Mishark (Committee Member).

Thompson, S. (2014). *The development of mentorship program facilitating positive health outcomes in pregnant adolescents*, with Marcia Jasper (Thesis Director), Ana Murphy (Committee Member).

ASU & Mayo Adjunct Faculty Authors and Presenters

JoAnn Anderson, MSN, RN, BC-ACNS, CCRN, CPAN
Dorilee Farnsworth, RN, CNP
Melanie Frederixon, MSN, RN, CNP
Lindsey M. Kriz, DNP, RN, CNP
Kara L. Mangold, DNP, RN-BC, CCTN
Katherine Markiewicz, MSN, RN, CHSE

Katherine S. Peterson, MSN, RN
Tamara J. Redden, MSN, RN, FNP-BC
Jane R. Sederstrom MSN, RN, CCRN
Nancy Spahr, EdD, RN-BC, CNS
Candice Stievo, MSN, RN
Pamela A. Zimmerman, MS, RN, CNP

Select Faculty Publications within the Past 3 Years

Arnold, R., **Peterson, K.**, McLemore, R., Hentz, J., Shepard, M., & Stayer, P. (2015, May). Pain relief achieved at discharge from the emergency department when comparing patients treated with opioid versus non-opioid medications in those presenting with chronic headache syndromes. *Academic Emergency Medicine*, 22(S1), S326-S327.

Mangold, K., & Markiewicz, K. (2015). Integrating an obesity simulation into baccalaureate nursing education. *Clinical Simulation in Nursing*, 10(9), 476-484.

Mangold, K. (2014). Principles of successful partnerships. *Nursing Administration Quarterly*, 38(4), 340-347.

Zimmerman, P. (2014, June). Unusual use of radiation therapy for pelvic pain. *The Clinical Advisor*.

Nyquist, S. K., **Anderson, J.**, Donahue, R., Caruso, E., Alore, M., & Larson, J. (2012, May/June). Nurse-driven titration of continuous insulin infusion in post-cardiac surgery patients. *Dimensions of Critical Care Nursing*, 31(3), 188-192. doi: 10.1097/DCC.0b013e31824e013b

Spahr, N. P. (2012). *Perceptions of recent male nursing graduates regarding gender bias and gender-based educational barriers* (Doctoral dissertation, Walden University). Available from ProQuest Dissertations and Theses database. (UMI No. 13010)

ASU & Mayo Leadership Publication

Pipe, T. B., Connolly, T., Spahr, N., Lenzion, N., Buchda, V., Jury, R., & Cisar, N. (2012). Bringing back the basics of nursing: Defining patient care essentials. *Nursing Administration Quarterly*, 36(3), 225-233. doi:10.1097/NAQ.0b013e31825afb3c

Select Faculty Presentations at Conferences within the Past 3 Years

Frederixon, M. (2015). *Perceived towards achieving academic rank among nurse practitioners and physicians assistance*. Poster presented at Mayo Clinic, Arizona.

Lindsey, M. (2015). *Reducing 30 day heart failure readmissions: A quality improvement project*. Presented at University of Colorado Denver, Denver, CO.

Mangold, K. (2015). *Upping the "Anti": Improving anticoagulation education on an inpatient nursing unit*. Presented at the American Nurses Association Quality Conference, Lake Buena Vista, FL.

Markiewicz, K. (2015). *An interprofessional approach to education through use of simulation technology*. Presented at the American Occupational Therapy Association Annual Conference, Nashville, TN.

Peterson, K. (2015). *Pain relief achieved at discharge from the emergency department when comparing patients treated with opioid versus non-opioid medications in those presenting with chronic headache syndromes*. Poster presented at the Society for Academic Emergency Medicine Annual National Conference, San Diego, CA.

Anderson, J. (2014). *Mayo Nursing Practice Professional Model*. Poster presented at the Mayo Annual Nursing Conference, Phoenix, AZ.

Mangold, K. (2014). *The heart of the art of nursing: Understanding and applying emotional intelligence in nursing practice*. Presented at the 23rd Annual ITNS Symposium: One World of Caring, Houston, TX.

Markiewicz, K. (2014). *Use of simulation technology in intern and geriatric resident clinical education*. Poster. 26th Arizona Geriatrics Society Fall Conference, Phoenix, AZ.

Farnsworth, D. (2013). *Patient centered home care and diabetic population management*. Presented at Arizona Association of Diabetes Educators, Phoenix, AZ.

Mangold, K. (2013). *Early mobility in adult hospitalized liver transplant recipients*. Poster presented at Arizona Nurses' Association Biennial Convention, Arizona.

Sederstrom, J. (2013). *Not all VADS are created equal: Understanding the care and management of patients with ventricular assist devices*. Presented at AACN National Teaching Institute, Boston, MA.

Stievo, C. (2013). *Evidence-based practice project: S.M.I.L.E. model and the therapeutic effects of using humor at the bedside with patients diagnosed with cancer*. Poster presented at Mayo Clinic Nurses Week, Phoenix, AZ.

Redden, T. (2012). *Secondary prevention of cardiovascular disease*. Presented at the American Academy of Nurse Practitioners National Conference, Toronto, Canada.

Zimmerman, P. (2010). *Supportive care for breast cancer patients*. Presented at the Mayo Clinic 5th Annual Multidisciplinary Breast Conference, Scottsdale, AZ.

Joint Academic Committee Memberships

(ASU faculty on Mayo committees or Mayo Adjunct faculty on ASU CONHI committees)

Katherine Markiewicz, MSN, RN, CHSE: Adjunct Faculty, ASU COHNI

ASU SimUser

Curriculum Redesign Committees:

NUR 352 Fundamental concepts (A)

NUR 336 and 346 Experiential learning 1 (C) and Nursing Practice (B)

Katherine S. Peterson, MSN, RN: Adjunct Faculty, ASU CONHI

Several curriculum Redesign Committees

Kimberly Vana, DNP, RN, FNP-BC, ENP-C: Clinical Associate Professor, Arizona State University CONHI
Mayo Clinic in Arizona, Nursing Education Subcommittee Membership 2015

**Academic-Practice Partnership between Arizona State University College of Nursing & Health
Innovation and Mayo Clinic, Arizona
Partnership Expectation and Outcome Metrics Worksheet**

Partnership Goals	Activities	Outcomes
<p>Establish an Academic Partnership between Arizona State University College of Nursing and Health Innovation (ASU CONHI) and Mayo Clinic that will create a Mayo Campus</p> <p>to Increase:</p> <ul style="list-style-type: none"> • the number of qualified nursing graduates in Arizona (as per SB 1260). • the hire and retention rate at Mayo of graduates • clinical learning/mentoring experiences <p>and decrease the gap between graduates' level of competency and employment expectations upon graduation.</p>	<ul style="list-style-type: none"> • The Mayo Clinic-ASU CONHI partnership program was launched by enrolling 20 students in the upper division Prelicensure clinical nursing program. Students have been enrolled since 2005 at the Mayo Campus. • Maintain an ongoing partnership that enables nursing students to be taught at the “Mayo Campus” with the majority of their clinical experiences at the Mayo Clinic and hospital. 	<ul style="list-style-type: none"> • The Mayo Clinic-ASU partnership has 134 graduates since 2005. • Currently, there are 30 students enrolled in the 8th cohort. • ASU-Mayo Clinic graduates maintain an average First-time NCLEX pass rate of 98%. • On average, 55% of program graduates have been hired by Mayo Clinic Arizona. • 58% of program graduates from spring 2014 were hired by Mayo Clinic Arizona. • Overall, 52% of all new graduate nurses hired in summer 2014 were graduates from the Mayo Clinic Arizona /-ASU CONHI Partnership program. • The program boosts an 89% one-year retention rate of all ASU-Mayo Clinic partnership program graduates hired by Mayo Clinic Arizona. This has increased to 100% for the May 2014 cohort of program graduates.

Partnership Goals	Activities	Outcomes
	<ul style="list-style-type: none"> • Provide a student nurse mentor program: students who wish to participate are assigned a mentor who has graduated from the ASU/Mayo collaborative program and is currently employed at Mayo Clinic Arizona. 	<ul style="list-style-type: none"> • Participation rate of 100% of current students in ASU/Mayo Student Nurse Mentor Program.
<p>Establish an Academic Partnership between Arizona State University College of Nursing and Health Innovation (ASU CONHI) and Mayo Clinic that will create a Mayo Campus through joint resources</p>	<ul style="list-style-type: none"> • ASU CONHI provides: <ul style="list-style-type: none"> ○ Student admission, progression and retention services ○ Prelicensure BSN curriculum ○ Faculty to mentor Mayo Clinic Adjunct Faculty ○ Didactic and Clinical faculty for specialty content areas, where Mayo Clinic Arizona does not offer the service areas (i.e.- Obstetrics, Pediatrics, Psychiatric/Mental Health) ○ New faculty orientation to college, Prelicensure BSN program, and high fidelity simulation ○ Professional development opportunities • Mayo Clinic Arizona provides: <ul style="list-style-type: none"> ○ Financial support to ASU CONHI to help offset the costs of enrolling additional students at the Mayo Campus, ○ Program Manager ○ Learning Resource Center Manager ○ Support from Mayo Clinic Nursing Leadership and release time for selected Mayo Clinic nurses to operationalize the role of Adjunct Faculty 	

Partnership Goals	Activities	Outcomes
<p>Establish an Academic Partnership to increase the number of qualified nursing faculty.</p>	<p>Promote opportunity to participate as adjunct faculty at Mayo Clinic through Mayo leadership support.</p> <ul style="list-style-type: none"> ○ Experienced Mayo Clinic nurses who meet faculty requirements are jointly selected to teach clinical and didactic coursework for the program. The selected nurses receive adjunct faculty appointments at ASU. ○ Using this partnership model, Mayo Clinic nurses teach the majority of didactic and clinical content on-site to upper division Prelicensure clinical nursing, using the ASU Prelicensure BSN curriculum. ○ The same ASU CONHI Prelicensure BSN curriculum is implemented at all campus locations (Downtown, Mayo Clinic). 	<ul style="list-style-type: none"> ● Fifty-two (52) Mayo Clinic nurses have been appointed as Adjunct Faculty. ● The Mayo Clinic Adjunct Faculty have received release from their primary RN responsibilities by Mayo Clinic Arizona nursing leadership. ● The majority of the Mayo Clinic Adjunct Faculty have taught multiple courses in the partnership program; or taught multiple cohorts of students. ● Four new Adjunct Faculty have been hired in the past year. ● All Mayo Clinic Adjunct Faculty have received satisfactory peer, student and program manager evaluations.

Partnership Goals	Activities	Outcomes
<p>Establish an Academic Partnership to increase the number of qualified nursing faculty. (continued)</p>	<ul style="list-style-type: none"> • ASU CONHI faculty teach clinical specialty content at the Mayo Campus location, when the clinical specialty is not offered at Mayo Clinic Arizona (such as Obstetrics, Psych/Mental Health, and Pediatrics) • Mayo Clinic Adjunct Faculty are mentored by ASU CONHI faculty and participate in ASU CONHI new faculty orientations to the course, program, and simulation; as well as faculty development opportunities such as the annual Mary Killeen Visiting Scholar program • ASU CONHI and Mayo Clinic Adjunct Faculty created and implemented a Faculty Boot Camp course for adjunct faculty to address self-identified learning needs. 	<ul style="list-style-type: none"> • It is anticipated that 19 Mayo Clinic Adjunct Faculty will participate in the inaugural Faculty Boot Camp beginning in August 2015.
<p>Create opportunities for professional advancement of Mayo Clinic nurses as adjunct faculty at ASU CONHI and for life –long learning.</p>	<ul style="list-style-type: none"> • Mayo Clinic nurses teaching in program are provided opportunity to apply for academic rank at Mayo Clinic Arizona. • ASU sponsored professional development workshops (live and via webinar) are provided to Mayo Clinic nurses teaching in program and Mayo Clinic provides compensation to attend. 	<ul style="list-style-type: none"> • Four (4) faculty members have achieved academic rank through Mayo Clinic, including appointments as: Instructor in Medicine, Instructor in Nursing, Assistant Professor of Radiation Oncology. • Mayo Clinic/ASU adjunct faculty attends professional development workshops hosted by ASU annually. <ul style="list-style-type: none"> ○ Two Mayo Clinic Adjunct Faculty attended the ASU CONHI hosted Mary Killeen Visiting Scholars Workshop in April 2015.

Partnership Goals	Activities	Outcomes
	<ul style="list-style-type: none"> • The partnership collaborated to create a Faculty Boot Camp course for Mayo adjunct faculty to facilitate the transition of experienced RNs to the Nurse Educator role. 	<ul style="list-style-type: none"> • The first Faculty Boot Camp is scheduled for August 2015. Nineteen (19) Mayo Clinic Adjunct Faculty have been invited to attend.
<p>Establish and maintain collaborative relationships to enrich clinical learning and interprofessional practice opportunities of the partnership students</p>	<ul style="list-style-type: none"> • Mayo Clinic Arizona will provide the following experiences/opportunities to students participating in the ASU-Mayo Clinic partnership program: <ul style="list-style-type: none"> ○ optional shadowing experiences for any nursing specialty (including advanced practice nursing), ○ access to Mayo Clinic Multidisciplinary Simulation Center, ○ inter-professional simulation education alongside Mayo Clinic employees, ○ summer Nurse Externship opportunities, and guest presentations by Mayo Clinic Arizona clinical practice experts in Physical Therapy, Respiratory Therapy, Wound/Ostomy Care, Endoscopy, Nursing Research, Nursing Administration, Dietetics, Transplant Nursing, and Nursing Education 	<ul style="list-style-type: none"> • 20% of program students complete an additional shadowing experience to learn more about a clinical specialty • Program students complete Intensive Care (Complex Care) labs at the Mayo Clinic Multidisciplinary Simulation Center, which provides access to state of the art complex care equipment used in practice. • Approximately 30% of the current students have participated in inter-professional simulation learning experiences. • Approximately 30% of the current students have been selected to participate in the Mayo Clinic Hospital Summer Externship program. ASU/Mayo students account for 34% of all externs in, summer 2015. • More than 15 Mayo Clinic staff provided supplemental education for the program students from spring 2014 to spring 2015 academic semesters.

Partnership Goals	Activities	Outcomes
<p>Establish active partnership between Mayo Clinic Arizona and ASU CONHI Barrett Honors College (BHC) to promote student excellence and facilitate development of research skills.</p>	<ul style="list-style-type: none"> • Provide unique learning experiences and mentoring support in order to promote completion of Barrett Honors credit and the thesis. • Provide opportunity to participate in the Mayo Clinic Barrett Honors College Premedical Scholars Program. • Develop a nursing specific Mayo Clinic Barrett Honors College Nursing Scholars Program. 	<ul style="list-style-type: none"> • Seven Mayo Clinic Adjunct Faculty engaged in honors enrichment contracts with BHC program students from spring 2014 to spring 2015. • Two Mayo Clinic Adjunct Faculty are serving as thesis directors/readers. • BHC students completed high level learning activities such as: assisting in the development and implementation of an experiential learning scenario involving a standardized patient, delivering didactic content to Junior year students, and assisting with the use of high fidelity simulation to teach health assessment techniques. • 86% of current BHC students are participating in program activities with premedical students, including lectures, skills labs and cadaver dissection. • Workgroup formed with BHC nursing advisors, ASU/Mayo program manager, and physician director of Mayo Clinic Barrett Honors College Premedical Scholars Program. Verbal support for program development received from Dean of ASU CONHI and CNO of Mayo Clinic Arizona. The goal of the program is to foster the career development of nursing students within the Honors College

Partnership Goals	Activities	Outcomes
<p>Promote engagement of faculty, administration and staff in organizational affairs and as members of committees in their colleagues organizations</p>	<ul style="list-style-type: none"> • Mayo Clinic Adjunct Faculty participate as integral members of ASU CONHI Undergraduate (UG) faculty governance, as demonstrated by membership on UG curriculum development work groups, participation in UG faculty forum, participation in course development work groups. • Mayo Clinic Adjunct Faculty routinely make substantial contributions to developing new curricula and revising existing curricula. 	<ul style="list-style-type: none"> • The Mayo Clinic Program Manager actively participates in UG Curriculum Redesign work groups. • Most recently, the Program Manager and select Mayo Clinic Adjunct Faculty participated with ASU CONHI faculty in the development of a concept-based curriculum. • The Mayo Clinic Learning Resource Center Coordinator actively collaborates with ASU CONHI Simulation and Learning Resource Center to develop and implement experiential learning activities (psychomotor lab, simulations, etc.) to support implementation of the UG Prelicensure BSN curricula. • ASU CONHI and Mayo Clinic Adjunct Faculty collaborate on all aspects of course development, implementation and revision. • ASU CONHI and Mayo Clinic Adjunct Faculty routinely meet to discuss curricular items and develop approaches to address any curricular concerns.

Partnership Goals	Activities	Outcomes
<p>Promote engagement of faculty, administration and staff in organizational affairs and as members of committees in their colleagues organizations (continued)</p>	<ul style="list-style-type: none"> ● ASU/CONHI Faculty have membership on the following Mayo Clinic Arizona committees: <ul style="list-style-type: none"> ○ Education Committee ○ Nursing Education Subcommittee ○ Inter-professional Education Workgroup ○ Simulation Video Capture Workgroup ○ Nursing Research Subcommittee, ○ Health Equity Research Initiative, ○ Internal Advisory Committee 	<ul style="list-style-type: none"> ● Eight (8) ASU faculty members serve on Mayo Clinic Arizona committees or workgroups.
<p>Strengthen the standard of evidence-based practice (EBP) in the clinical and academic setting.</p>	<ul style="list-style-type: none"> ● Collaboration between Junior and Senior year faculty to create level EBP content throughout the curriculum. ● Collaborative meetings and effort between Mayo Clinic Manager of Nursing Research and Mayo Clinic Adjunct Faculty to better align academic learning assignments, such as the EBP project with current trends in nursing and Mayo Clinic organizational initiatives. <ul style="list-style-type: none"> ○ Created and implemented Nursing EBP Mentor Workshop with Mayo Clinic Arizona and two other ASU community partner organizations. 	<ul style="list-style-type: none"> ● EBP is first introduced to students in the first semester of their Junior year, and the concept is built upon in future semesters, culminating with student completion of an EBP capstone project. ● 90% of current students selected EBP topics which align with Mayo Clinic organizational initiatives. ● Two ASU CONHI faculty presented at fall 2014 workshop; 35 nurses from ASU community partner organizations attended.

Partnership Goals	Activities	Outcomes
<p>Develop and maintain collaborative research partnerships.</p> <ul style="list-style-type: none"> • Joint Research Initiatives on Cancer Prevention and Treatment 	<ul style="list-style-type: none"> • Quarterly meetings between researchers and clinicians from both entities where mutual interests are discussed and plans made for collaborations. • Ongoing research studies conducted with clinicians and researchers from both entities. • Plans created to extend research partnerships into additional areas such as the effect of bariatric surgery on other family members. 	<ul style="list-style-type: none"> • Two teams have emerged on Cancer Caregiving and Care for Survivors of Cancer. • Presentation at Western Institute of Nursing “<i>Creation of an Academic-Clinical Partnership: Cancer Survivorship Connection</i>”.
<ul style="list-style-type: none"> • Joint Research Initiatives to Address Health Disparities 	<ul style="list-style-type: none"> • Ongoing Physical Activity for Healthy Weight in Breast Cancer Survivors pilot study which involves clinicians and researchers from both entities. This study is a randomized control trial targeting Latina breast cancer survivors. The aims of this study are to determine the impact of a Latin dance or meditative movement intervention on weight gain, physical activity, and psychosocial variables such as social support and body awareness. • Coordinated recruitment efforts between researchers and clinicians from both entities. • Plans established to extend research, physician, and community partnerships into future projects. 	<ul style="list-style-type: none"> • Build participative and collaborative capital with underserved communities within Phoenix • Increased knowledge of Latina breast cancer survivor’s baseline levels of physical activity and weight gain patterns and how they respond to and participate in two very different exercise options. • Publications and presentations from data related to this pilot study are forthcoming. • Pilot data will also be used as a foundation for other grant funded studies that the team will lead continue to build capacity for recruitment of racial and ethnic minority participants to such healthy equity studies.

Partnership Goals	Activities	Outcomes
<p>Maintain ongoing leadership collaboration and mutual support between ASU College of Nursing & Health Innovation and Mayo Clinic</p>	<ul style="list-style-type: none"> • Leadership meetings quarterly between Dean, Mayo Nursing CEO, Associate Deans and Mayo Administrative personnel • Dean and Chief Nurse Executive from Mayo Clinic Arizona meet every 6 weeks to update on progress of partnership and identify new points of connection 	<ul style="list-style-type: none"> • Enhanced communications between all levels of administration in both partner's organizations. • New research collaborations • Participation in Strategic Planning • Collaborative local conferences in research annually • Collaboration regional and national meetings and presentations • Shared data and outcomes