Scholarship Committee
Patricia Neff
Here are some examples of HOW the Humanities and Sciences model the world around us just as they model us in the world...
Michael Rubinoff

TEACHING THE UNSPEAKABLE: HOLOCAUST AWARENESS IN THE CLASSROOM

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Gary Saxena & Troy Adams
Frank Roberts
Judy Longmeyer

TEACHING HORSEPOWER AND NATURE AWARENESS IN THE 21ST CENTURY

Hypothesis:
Learning through hands-on experience promotes equity in education and appreciation of the natural world.

Purpose:

Hands-on Teaching

Methods:

Abstract

Abstract: Learning through hands-on experience promotes equity in education and appreciation of the natural world. The hands-on learning approach involves students gaining real-world experience and knowledge relating to animals and nature. This approach fosters a deeper understanding of the natural environment, encouraging critical thinking, problem-solving, and decision-making skills. As students engage with animals and nature, they develop a sense of responsibility and empathy, which can lead to a greater appreciation for the natural world and its inhabitants.

Study Goal

Benefits

Partial References:

Applying Boyer’s Domains

Methodology

University of Phoenix

Phoenix Zoo

Judy Longmeyer

Hands-on Teaching
Frank Czarny
Joel Maier
Brent Scholar
What the patient really means when they tell their nurse they don’t have any questions...

Michael LeGal, RN, MSN, CCRN
Andrea Warwick, RN, MSN, BSN, FPCN

Abstract

Positive psychology principles and teach-back method to improve patient compliance of treatments and medications.

Patients on the hospital ward are confronted with interventions from their providers. Many times patients do not understand what is being done to them and due to different health care levels they do not know what questions to ask or if they are asking the right questions at the right time being perceived as ignorant. Often this results in non-compliance of treatments or medications. Supported by the Institute of Medicine (2001), faulty health needs the teach-back method on evidence-based techniques previously used by healthcare providers to evaluate patient understanding of information described to them by healthcare providers.

Teach-back Process

- Rephrase
- Clarify
- Assess
- Understood

Banner Health Clinical Education Guiding Principles

Mission
We exist to create a collaborative clinical learning environment to provide consistency, new knowledge, advanced clinical skill, exemplary professional practice, and innovative education for our employees in order to provide excellent patient care.

Tips for Healthcare Professionals

- Use plain language
- Label information
- Be specific and concrete
- Demonstrate, drive home use models
- Provide instruction in audio/video format
- Repeat information
- Have a positive attitude
- Use teach-back or Ask Me 3 methods
- Involve family members or caregivers
- Minimize length/dependency exams
- Use computer-based programs/technology
- Respect patient privacy
- Consider physical or emotional limitations
- Consider diverse populations and cultural differences
- Be consistent throughout process

References


Health literacy is defined as the patient's ability to:

- act on the information obtained
- understand health information

**Every patient in the hospital will encounter medical history, medications, appointments, and referral slips, prescriptions for medications, instructions for medications, and instructions about their illness.** Research shows patients will understand and remember less than half of what the healthcare provider tells them, although they may not even be aware of it. To change this reality, researchers are designing better methods of patient education. The approach to teaching health literacy should include more than just the information; it should be delivered in a way that is both understandable and memorable. This can be done by simplifying the language used in the education, using visuals, and providing opportunities for practice and feedback. The patient's understanding of their own health is crucial in promoting health literacy.

**Tools and Tips**

- Teaching healthcare professionals techniques that will enable them to provide their patients with the knowledge and tools needed to manage their care at home. Techniques such as simplifying healthcare literacy or conjunction with the teach-back method.
- Nurses can bridge gaps in health literacy by utilizing the teach-back method with patient education and this can significantly increase patient satisfaction and improve outcomes.

Teach-back methods will enable the nurse to notice gaps in patient knowledge and allow them to address those gaps before the patient is discharged.

**Patient's Continuum of Care**

- Self-care education has become increasingly important. We require our patients to perform complex treatments, medication regimen and administration, health status and medication monitoring, and manage numerous follow-up visits.

**References**


“[I know you believe what you think I said], but I am not sure you realize that what you heard is not what I meant.”
Richard Nixon
# Maire Simington

**Abstract**

Since 2006 Banner Health has been transitioning to electronic medical records. A common theme among medical centers has been to transform paper medical records into electronic medical record systems. The transition has mandated the implementation of technology solutions to support the transition. This has included the implementation of the Information Resource Management System (IRMS) to support the transition. The IRMS is a comprehensive system designed to support the transition to electronic medical records. It is a robust system that provides for the management of the transition process. The system is supported by a team of experts who are responsible for the implementation of the transition process. The team consists of healthcare professionals, information technology professionals, and business professionals. The team is responsible for the implementation of the transition process and the support of the transition process.

**Process**

- **Performance Review**: Performance reviews are conducted to assess the effectiveness of the transition process. These reviews are conducted on a regular basis to ensure that the transition process is being implemented effectively.
- **Performance Improvement**: Performance improvement is conducted to identify areas for improvement in the transition process. This is done to ensure that the transition process is being implemented effectively.
- **Performance Management**: Performance management is conducted to ensure that the transition process is being implemented effectively. This involves the implementation of performance management strategies to ensure that the transition process is being implemented effectively.

**Results**

- **Process**: The transition process was successful in achieving the goals set for the transition.
- **Performance**: The performance of the transition process was excellent, with no significant issues identified.
- **Results**: The results of the transition process were excellent, with all stakeholders satisfied with the transition process.

**Conclusion**

The transition to electronic medical records was successful and effective. The implementation of the Information Resource Management System (IRMS) was a key factor in the success of the transition. The team responsible for the transition process was effective in implementing the transition process.

**References**

Development of a Continuing Education Program for Nurse Practitioners: Updates in the 2013 ADA Guidelines

Linda Alvarez, DNPc, FNP-BC, MSN
Lisa Chappell, PhD, FNP-BC
Barbara P. Brennan, DNP, C-FNP
Frontier Nursing University

Project Purpose

Develop a curriculum to educate all nurse practitioners employed at Healthcare Solutions Centers in Arizona on specific aspects of the 2013 ADA guidelines.

Summary of Evidence Synthesis

- Individualize patient treatment plans to stratify glycemic, blood pressure, and LDL goals.
- Guidelines encourage Chronic Care Model & team approach for diabetes management.
- Effective continuing educational strategies.
- Multi-faceted vs. single interventions.
- Interactive vs. traditional didactic.
- Concept mapping.
- Case study.
- Printed materials.

Project Interventions

Laminated 2013 ADA Guidelines

- Copy placed in each clinic.

Case Studies

- 3 scenarios sequentially increasing in complexity.

Concept Map

- Linking of management concepts.

Project Description

- Educational session for nurse practitioners at Healthcare Solutions Centers' main conference room.
- Knowledge theory of anatomy model.
- Multi-faceted teaching approach.
- Concept mapping.
- Case study.
- Laminated 2013 ADA guidelines.

Project Evaluation

- Informed consent.
- Pre-test e-mailed to NPs 1 week prior to educational session.
- Post-test administered immediately following the educational session.
- Project considered successful if NPs' post-test scores are 95% or better for each learning objective.

Recommendation

- Cell phone application of ADA guidelines.
- Embedded EBP guidelines in electronic medical record software.
- Sustainability

- Incorporate diabetes feedback into EMR.
- Creation of dedicated clinic for diabetes mentors/consultants.
- Conduct a 1-year retrospective review on all patients with T2D.
- Compare to same sample in 1 year to evaluate the implementation of NPs' guideline adherence.

Background & Significance

NPs expressed frustration
remaining current on ADA guidelines.
Diabetes Stats:
- 7th leading cause of death in U.S.
- 23.8 million at 8% U.S. population had T2DM in 2010.
- WHO predicts doubles by 2030.
- Complex, multi-factored disease.
- Requires lifelong, proficient, intensive management.
- Identify & prevent microvascular & macrovascular complications.
Professional Quality of Life

CG-OF Model

Compassion Fatigue in Workers

What is Self-Care?

Self-care is a duty of professionals and of the professional organization to ensure all patients receive the highest standard of care.

The question of whether the proposed study:

1. Unethical
2. Does not require further research
3. Meets the requirements of the research

The Hypotheses:

1. The University of Phoenix Online Learning Program's effectiveness in teaching and training professionals is significant.
2. Online learning is an effective method for improving professionals' skills and knowledge.

Hypotheses

1. The University of Phoenix Online Learning Program's effectiveness in teaching and training professionals is significant.
2. Online learning is an effective method for improving professionals' skills and knowledge.
Norma Turner

The Dissertation Process That Works

A book not only about writing a dissertation but also about being a dissertation student. The book addresses the emotional, psychological, and financial aspects of pursuing a doctorate told from the perspectives of the Student (Dr. Scott Glenn) and the Chair (Dr. Norma Turner).

Published by Dog Ear Publ, Aug., 2013
Norma Turner & Celeste Winters

Faculty Scholarship
Faculty Comments from Spring 2013 CWB/GEN4 Focus Groups
By Norma J. Turner, Ph.D., and Celeste Winters, MAJ, CFRE

"Every class is different in how the technology might be used."

"Student learning is increased. It has everything found in the regular classroom plus nothing on decks, writing on walls, etc., allowing for broader participation."

"I was scheduled in the hi-tech room without notice, but techs helped me set up."

"Very Cool!"

"I love our high-tech classrooms!"

"Students engaged more, had fun & learned a lot in my Gen4 class."

"It doesn't take a long time to learn Gen4 technology."

"Students engaged more, had fun & learned a lot in my Gen4 class."

"Very Cool!"

"Students engaged more, had fun & learned a lot in my Gen4 class."

"Very Cool!"

"Students engaged more, had fun & learned a lot in my Gen4 class."

"Very Cool!"

"Students engaged more, had fun & learned a lot in my Gen4 class."

"Very Cool!"
Women Leading Arizona Trade Associations

Proposed Research on Transforming Gendered Leadership

Barbara Gast-Swank

Abstract

Problem Statement

Research Methods

Women in Non-Profit Organizations

Future Applications

References

Women

Transforming

Training

Opportunities
Research Presenters