3rd Annual Scholarship Symposium

June 7, 2014
The Buttes Marriott
2014 Scholarship Poster Presenters
Gary Saxena, Patrick Sherman, and Richard Bowman

**INTRODUCTION:**

Hypothesis: Auto-scheduling made a difference in student recommendation rates.

The impact on student satisfaction resulting from the implementation of the automated scheduling system will be determined.

The automated scheduling system introduced in November 2013 assigns faculty based on current course load and past taught data. The automated system replaces the judgment-based scheduling system, which placed the highest rated faculty in the classrooms.

The study compared the Faculty Performance Report feedback and recommendation data from November 2012 to April 2013 with the data from November 2013 to April 2014.

Undergraduate business core classes were the basis for comparison.

The data were analyzed using a histogram and a two-sample Student's t-test for the samples before and after the auto-scheduling.

**ANALYSIS - BEFORE:**

- **Faculty Performance:**
  - Mean: 8.34
  - Mode: 8
  - Standard Deviation: 1.79
  - Count: 104

- **Distribution of recommended rates:**
  - Values in the data set, with a maximum recommended rate of 9.34 and a standard deviation of 1.78.

**ANALYSIS - AFTER:**

- **Faculty Performance:**
  - Mean: 8.36
  - Mode: 8
  - Standard Deviation: 1.79
  - Count: 104

- **Distribution of recommended rates:**
  - Values in the data set, with a maximum recommended rate of 9.34 and a standard deviation of 1.78.

**CONCLUSION:**

We did not find sufficient evidence to accept the test hypothesis that auto-scheduling made a difference in the recommendation rates.

Introduction of increased focus on the academic report by the School of Business after introduction of the automated scheduling system may have influenced the findings. The School of Business and the Phoenix Campus increased the emphasis on student reviews and faculty recommendation rates.

**Faculty Recommended Rates:**

<table>
<thead>
<tr>
<th>Faculty Recommended Rates</th>
<th>Before Auto-Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>8.34</td>
</tr>
<tr>
<td>Median</td>
<td>8.00</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.79</td>
</tr>
<tr>
<td>Count</td>
<td>104</td>
</tr>
</tbody>
</table>

**Faculty Recommended Rates:**

<table>
<thead>
<tr>
<th>Faculty Recommended Rates</th>
<th>After Auto-Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>8.36</td>
</tr>
<tr>
<td>Median</td>
<td>8.00</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.79</td>
</tr>
<tr>
<td>Count</td>
<td>104</td>
</tr>
</tbody>
</table>
Richard Bowman, Patrick Sherman, and Gary Saxena
Catherine Cisar

Providing Meaningful Feedback

**Guidelines**
1. Identify your topic of discussion.
2. Use clear, concise language.
3. Focus on specific, observable behaviors.
4. Provide examples and counterexamples.
5. Encourage self-reflection.

**Conclusion**
Introduce your work environment when collaborating on a project.
Teach your students the protocol and conduct an involves assignment connected to the Conceptual Framework.

Check out the School Reform Initiative of Community of Learners and choose a protocol that would be more appropriate for your work environment.
Phyllis Carbonaro

Communicating During the Student Teaching Experience: Investigating the Correlation Between Cooperating Teacher and Student Teacher Personal Communication Styles and Student Teacher Self-Efficacy

Phyllis Carbonaro
University of Phoenix
College of Education

Abstract

Problem Statement

It is not known to what extent personal communication style pairings of the cooperating teacher and student teacher affect student teacher self-efficacy in Central Arizona.

Purpose of the Study

The purpose of this quantitative correlational study is to investigate the correlation of personal communication style pairings of the cooperating teacher and student teacher with student teacher self-efficacy in Central Arizona.

Research Questions

RQ 1: Is there a difference in personal communication styles of the cooperating teacher and student teacher pairings with student teacher self-efficacy?

RQ 2: Is there a difference in personal communication styles of the cooperating teacher and student teacher pairings with student teacher self-efficacy?

RQ 3: What is the most frequent pairing of communication styles between the cooperating teacher and student teacher and how does student teacher self-efficacy compare?
RELATIONSHIP BETWEEN VIOLATIONS COMMITTED BY REGISTERED NURSES AND REPEATED DISCIPLINES

Janeen Dahn, Ph.D., FNP-C, Rinda Alexander, PhD, Kathy Malloch, PhD, Susan Morgan, PhD,
University of Phoenix

Introduction

The purpose of the study was to examine the frequency and severity of violations committed by registered nurses. The study involved a retrospective review of disciplinary actions taken by the Board of Nursing from 2000 to 2010.

Methods and Design

A case-control study design was used to examine the relationship between the frequency and severity of violations and the presence of certain risk factors. The study population consisted of registered nurses who had been disciplined by the Board of Nursing.

Results

The results of the study showed a significant correlation between the frequency and severity of violations and the presence of certain risk factors. The most common risk factors identified were age, gender, and previous disciplinary actions.

Conclusion

The study findings suggest that certain risk factors are associated with an increased likelihood of disciplinary actions. Further research is needed to determine the efficacy of strategies to prevent these violations.
Quantitative Correlational Study: The Relationship Between Entrepreneurial Orientation (EO) and Business Performance in the Supermarket Industry

Competition in the US supermarket retail industry significantly increased in the last decade, leaving managers to find new strategies to increase customer loyalty.

The relationship between EO and business performance was tested in various industries. Scholars found that there is a positive relationship between EO and performance; however, not all EO dimensions are beneficial for every industry.

This study proposes to fill the knowledge void, and has the potential to directly influence the training procedures of supermarket industry leaders toward a more entrepreneurial outlook and focus.

Despite the evident advantages of EO, supermarket leaders struggle to assess its relevance, as no research is available to understand EO’s specific effect on the U.S. supermarket industry.

This quantitative correlational research study will survey supermarket directors, and the Hughes and Morgan (2007) scale will be used to assess the relationship between EO at the dimensional level and firm performance.

In this proposed study, the firm’s performance measured by customer acquisition and retention, and will provide supermarket leaders with a clear understanding of the degree to which EO and its various dimensions help attract and retain customers.

Lily Davidov, MBA

Firm’s Performance

customer acquisition

customer retention
Barbara Gast

Power Strategies Among Nonprofit Executives
Interpersonal Power Tactics Used by Arizona Nonprofit Leaders

Problem Statement
The general problems is that power influence strategies are not known for female leaders in nonprofit organizations specific to Arizona. Knowledge transferability is a major concern among executives, but garnered organizations cannot obstruct this transfer. As larger numbers of women enter the workplace, organizational leaders need to examine how gender-neutrality impairs the function of leadership.

The specific problem is that females hold a large disproportionate number of jobs in Arizona, but a disproportionate number of leadership positions in organizations according to the Phoenix Business Journal. Women executive leadership represents 65% (AZU, 2011), but only a small percentage moves to the executive level. The relationship between gender and power preference strategies indicates a level of gender-neutrality. The leader who manages an organization involves individual identity, and collectively group identity seems to follow. The transformation process involves a high level of tactical behavior when it happens.

Purpose
The purpose of the quantitative correlation study is to investigate the relationship between gender and interpersonal influencing tactics among executives of nonprofit organizations. The statistical analysis becomes the framework for future training programs that expand the talent pipeline for female leaders.

The correlation research design is appropriate because the one of the study is determine the relationship between gender and influence usage preferences. The survey identifies the usage level of the basic influence strategies of coercion, friendship, bargaining, assertiveness, coalition, appeal to higher authority, and sanctions.

Future Applications
The significance of the study is to examine if influencing styles in nonprofit leadership change according to gender. The study is focused on the perception that male-oriented environments engender unconscious gender discrimination and there are potential areas of leadership development for prospective leaders who wish to enter the field. Such perceptions affect the identity of the individual and the organization. Smaller external interventions of training and development have occurred with gender and leadership within the STEM (science, technology, engineering, and math) areas.

Gender-Neutral Organizations
The challenge below leaders in situations of the perspective of better relationship and cog-influence is a composition of the questions surrounding those professionals, especially those in non-governmental organizations. There is empirical evidence that women executives use complex strategies of authority and hierarchical style that are not considered in the leadership style associated with men.

Profiles of Organizational Influence Strategies
The ISLA questionnaire specifically labels basic influence strategies as interpersonal power: (a) coercion, the use of data and information; (b) associations, getting others to think, talk of you; and (c) bargaining, use of negotiation and exchange. Other strategies used: (d) assertiveness, use of individual power,; (e) cooperation, builds on your efforts to influence; (f) appeal to higher authority; and (g) sanctions, use of inherent power to back up.

References
Available upon request.

Research Findings
Doctoral research findings available in Fall 2014.

Barbara A. Gast, MS, MAQM, doctoral candidate College of Humanities and Sciences.
**Introduction:**
The Institute of Education Sciences – part of the National Center for Education Statistics, US Department of Education published its annual report on projected enrollment in postsecondary degree-granting institutions. It is expected that, between fall of 2010 and fall 2021, student enrollment will increase by 15%. Most of the increase will be in the age group of over 30 years old (16%), 25 to 34 years old (14%), and 18 to 24 years old (9%). This is a significant trend reversal from the period of 1995 to 2010. The age group of 18 to 24 had the highest enrollment increase (52%). Whereas, 25 to 34 years old had 44% and the over 35 years group had 32%.

The adult learner of today is seeking education and learning that is real, relevant, and applicable. There is ample research that supports the idea that there is a disconnect across disciplines between experimental frameworks, learning approaches, applicability of modeling approaches, and various environmental conditions.

**Background:**
Significant amounts of data have established the linkages between teacher quality, student engagement, and academic achievement. There is evidence to support that the more engaged a student is in school, the better the academic performance and achievement. In addition, there is a critical role of empathy on employee commitment as a significant measure of employee success. For example, in the financial services sector, learning delivery models, increasing employee participation, exhibiting higher order of thinking, and ability to optimally address customer business issues have been cited as critical elements of employee success. Therefore, the need for student engagement has never been more crucial in delivering learning that is real, relevant, and meaningful.

**Engagement Model:**
The following model is an attempt at engaging students in their learning. It includes seven distinct elements. It will provide for an instructivist approach: it is an integrative model to see that 5 student levels. These elements are:
1. Uncover student expectations of course learning outcomes.
2. Encourage students, while introducing themselves, to develop ways to add value to course discussions and how they can plan on utilizing the learning to address business problems.
3. Motivate a discussion about the linkages between learning and actual skills achievement.
4. Adjust course discussions to focus on the ultimate achievement of expectations.
5. Rewrite the expectations to ensure fulfillment, calibration, and adjustments.
6. Administer a short survey to ensure expectations are met, to gauge the level of student engagement, and the ultimate accomplishment of course learning objectives.
7. Utilize the feedback to refine approaches, discussions, and ultimate delivery of learning.

**Analysis:**
Engagement refers to the behavioral learning and emotional quality exhibited during the performance of various tasks. A major part of the challenge is reducing the lack of learning, which students are motivated by teaching objectives, support, and other measures of task involvement. The more engaged and support, the instructor can exhibit, the higher the level of student engagement, motivation, and the ultimate learning.

Research on engagement through the active application of initiatives by trying to create two new dimensions:
1. Personal Accountability
2. The will to win

**Challenges:**
Without engagement, success is important because it sets the stage for academic success. Alternatively, it is to ensure success at the workplace. There are many models to encourage and measure student engagement. Some measures have taken root, as well as the behavior of students. While students are motivated by teaching objectives, support, and other measures of task involvement, students are motivated by teaching objectives, support, and other measures of task involvement. This can be accomplished by providing students with certain elements of learning, development, and achievement.

There are many motivational theorists that are applicable to the field of student engagement. These are divided between cognitive and affective factors. Involuntary teachers encourage participation, increase motivation, and achieve goals through educational and developmental outcomes. Teachers utilize the elements of learning, and they create a meaningful and extended learning environment that addresses certain professional challenges.

There are many challenges facing the teacher and the redesign of the learning environment. The most important challenge is the lack of ability to adapt to different levels and types of student engagement. Teachers are encouraged to uncover expectations, assess accomplishment against set parameters, and deliver a curriculum that is meaningful and addresses current and future challenges of organizations. To that extent, students will be more motivated, reduce their frustration, and actually learn by being more engaged and motivated.
The Language of Special Education

Steven Isham
Patricia Kerstner
ENTREPRENEURIAL LEADERSHIP MODEL AND ITS RELATIONSHIP IN EFFECTIVELY REDUCING ORGANIZATIONAL PERFORMANCE RISKS IN SMALL BUSINESSES

Daniel R. Konzen, University of Phoenix

Abstract

There are many types of leadership that benefit organizations. Leadership styles are determined by the nature of the business and the inclination of the leader. There are numerous leadership styles that exist, and each has its own benefits and drawbacks. This study focuses on the relationship between leadership styles and organizational performance in small businesses. The study aims to identify the specific leadership styles that are most effective in small businesses and the factors that contribute to these styles.

LEADERSHIP STYLES

1. Transformational Leadership
2. Transactional Leadership
3. Servant Leadership
4. Charismatic Leadership

Theoretical Concepts of Leadership

The theoretical concepts of leadership are important to understand. In this study, a leader can be defined as a person who is capable of leading others in a particular direction. Leadership is not just about giving orders; it involves inspiring and motivating others to achieve a common goal.

Application of Research

The application of research in this study is to identify the most effective leadership style and the factors that contribute to these styles. The study also aims to provide practical strategies for small business leaders to improve their leadership skills.

References


Contact Information

Dan Konzen
Lead Faculty Area Chair
School of Business
Financial Planning, Risk Management, and Economics

525 W. Waddell Parkway
Tempe, AZ 85281

Phone: (480) 731-2891
Email: dkonzen@email.com
A Business/Industry Immersion Philosophy: Leveraging Technology in the Digital Age

Joel Maier, MSM, MSP
University of Phoenix, Phoenix Campus

ABSTRACT
This presentation provides an overview of an immersion philosophy where students are introduced to various off-the-shelf digital resources available to school libraries and are either assigned a business/company and industry to follow or are permitted to choose a business/company and industry to follow based on personal interest. During the student's business program, he or she will gain an understanding of the business/company and industry through the use of the digital resources in addition to following the business/company and industry through periodicals such as The Wall Street Journal, Bloomberg Businessweek, industry/trade publications, etc. As the student progresses through the given course of study for the business program, he or she will draw connections between the core business curriculum and the specific business/company and industry providing more of a systems view of the curriculum while becoming an expert of a particular business/company and industry. The objective of this presentation is to decide if this model warrants a longitudinal study following a sample group of MBA students through their degree program and 18 months into their career post graduation in order to test the validity of the philosophy.

CONTACT
Joel Maier
University of Phoenix
Email: joel.maier@phoenix.edu
Phone: 802-557-8855
Website: phoenix.edu

Questions for Consideration
• Has the focus of business schools been too limiting by trying to solve the skills/knowledge gap problem with curriculum and instructional methods?
• What about lack of confidence in the graduate due to a skills/knowledge gap that still exists?
• How can students learning in the digital age possibly solve this problem?

Example Data Sources
Morningstar®
IBISWorld®
Mergent Online™
Business Periodicals

Business/Company and Industry Immersion

Professional Competence and Values
Critical Thinking and Problem Solving
Communication
Information Utilization
Collaboration
Charlotte Newman and Shereé Rincon
FROM HISTORICAL SIDE NOTE TO TRANSFORMATIVE LEARNING EXPERIENCE: IMPROVING HOLOCAUST EDUCATION IN SCHOOLS

INTRODUCTION
States have sought to elevate the Holocaust from being an incidental side note of World War II to a meaningful multidimensional lesson. Notwithstanding advances in literature and pedagogical efforts, existing content standards are widely divergent, and the desired outcomes for such curricula might be difficult to assess. In addition, teachers are generally not adequately prepared to teach the Holocaust as a transformative learning experience.

This research project focuses on a comparative analysis and evaluation of existing content standards related to the Holocaust in those states that have adopted such standards. Results include that roughly one-half of the states have Holocaust-related standards in place. An effort to evaluate those existing standards, however, is deemed somewhat meaningful.

TYPICAL HISTORY STANDARD

United States History. 12.3.1a: Students will recognize and explain the origins and effects of World War II.

Example indicators:
- Describe the rise of anti-Semitism and the Holocaust in Germany, Italy and Japan.
- Summarize the role of Stalin, Germany, and Communism in the 1930s and 1940s.
- Explain the causes of World War II.
- Explain the rise and fall of the Nazi Party in Europe and the United States.
- Describe the Holocaust and its impact.
- Explain the role of the United States role in world affairs after the war.
- Summarize the major changes in Eastern Europe, China, Southeast Asia, and Africa following the war.

RESULTS
An analysis of existing state standards concerning Holocaust education resulted in the following observations:
- Legislation mandating Holocaust education exists in 26 states and in the District of Columbia.
- Legislation also includes requirements:
  - Ten states have legislation with no corresponding standards.
  - Ten states and the District of Columbia have standards in place, but the standards are unenforceable.

All standards address the Holocaust, however, only two are meaningful.
- Of the 31 states with explicit Holocaust-related standards, only 12 have specific, somewhat meaningful standards.

CONCLUSION
All states should have context standards regarding the teaching of the Holocaust.
- Content standards should be planned to include a more specific, multidimensional, and interdisciplinary approach to the Holocaust.
- Better training is needed for teachers so they can better驾驭 the subject for potential to its historical, humanistic, and ethical dimensions.

REFERENCES

Each year, the numbers of Holocaust survivors become fewer. Gerta Wiesner Rosen of Somersworth was born in May 1945. Twelve years later, her memories, All But My Life – became one of the first survivor memoirs ever written and it was later made into an Oscar-winning documentary. Gerta spoke at Columbine High School after a tragedy struck this Colorado community. Receiving the Presidential Medal of Freedom in 2011, she has made speaking before students her life's great passion. At a time in her life when she was the ones charged with continuing the work, Gerta and other survivors have carried for these many decades since the war's end.

Michael Rubinoff, Ph.D. & Isabelle Rucks, M.A.
University of Phoenix, College of Humanities and Sciences

Michael Rubinoff
and Isabelle Rucks
Pacioli’s Lasting Gift
By Thomas Ryan

From the 15th Century to the 21st Century
Unchanging Accounting

The Accounting Equation that is the core of Pacioli’s System

Assets = Liabilities + Owner’s Equity

Community Business Income Statement
For the Period
January 1, 2006 to December 31, 2006

REVENUE
Product Sales $7,000
Reps’ Expenses $1,200
Total Revenue $8,200

EXPENSES
Salaries and Wages $3,000
Rent $1,000
Electricity $500
Office Supplies $10
Total Expenses $4,600

Net Income $3,600
Virginia Swisher and Jennifer Rhyne

Implementing Change During Difficult Times
Jennifer A. Rhyne, MBA & Virginia Swisher, PhD
College of Criminal Justice & Security

Abstract
The research paper represents proposed strategies for leadership and decision makers within the workplace and mediation strategies, decision making, and implementation strategies within organizations. For leaders to be effective decision makers they need to have more than a rudimentary understanding of group dynamics, communication, and organizational behavior. Knowledge acquisition and skill development in each of these areas requires leaders with the necessary capabilities to identify effective strategies, improve management of relations, and explicit communication at all levels of the organization. Leadership role of maintaining organizational structure has greater likelihood of successful program implementation.

Scholarship Project Objective
Develop a general model application to any organization; Goal is to develop repertoire of strategies for success in implementing new programs while maintaining and improving employees morale and wellness.

Research Project Timeline
Phase I – 2014
Phase II – 2015
Phase III – 2016

Each phase is expected to take approximately one year to complete, the research team plans to present findings from each phase at the Annual COPS General Ruthees Meeting.
FOREIGN CURRENCY (FX) TRADING

An algorithm to increase the probability of a successful trade.

Currency trading involves the buying and selling of foreign currency in order to profit from exchange rate fluctuations. It is important to understand the fundamentals of currency trading and to devise a well-thought-out strategy to minimize risk and maximize potential gains.

Currency trading is subject to market volatility and can involve significant risk. It is important to thoroughly research and understand the currency markets before engaging in foreign currency trading.

Todd Truax
2014 Arizona Advanced Practice Compensation Salary
Erich Widemark, PhD, RN, FNP-BC
University of Phoenix, College of Health Sciences and Nursing

INTRODUCTION
Figuring a fair wage is difficult to do. There are many factors that go into quantifying what a position is worth, or how much an employee should be paid. Many employee salary surveys are based on “market” rate. This is a measurement of what is paid in a certain geographic area for a certain set of responsibilities.

Even with “Market Rate” comparisons, many employees are forced to live above or below a certain pay depending on education, experience, and differences in job expectations.

For prospective employees, the difficulties are no different. These have led to the development of a new compensation model that is the fair market rate for Advanced Practice Nurses (specifically Nurse Practitioners) through 2020 (Department of Labor, 2014).

The 2014 Advanced Practice Compensation Study collected information on current employee wage practices in hiring Advanced Practice Nurses (APRNs) in the state of Arizona in 2013. By identifying average compensation practices, employers are able to hire talent at a fair competitive market rate. APRNs will be able to utilize this study to better understand market expectations and the value they offer to potential employers. This should help guide negotiations for reasonable salaries that is fair to both parties.

The purpose of the study was to gather information on the salary range of APRNs working in Arizona to determine:
- Analyze the amount of APRNs working in sub-specialty settings and how it may impact compensation in 2013;
- Recognize the salary average of APRNs who work in Arizona for all of 2013;
- Compare geographic trends in average salary based on major Arizona zones;
- Evaluate salary differences based on highest degree held in 2013.

METHODS
A survey instrument was developed based on a previous Arizona Nurse Practitioner salary survey (Widemark, 2012). The experts were asked to review the instrument and suggest changes that would improve reliability. The instrument was finalized into two final product. The instrument was e-mailed to the survey sample. The email contained a sample letter indicating some of the survey details and was included with an online survey link. The survey was then closed on the data that was submitted to the end date. The information was then analyzed using the Excel program.

RESULTS
Of the respondents, 99% were female, and 10% were male (n=125). Of all the Advanced Practice Registered Nurses who completed the study, 26% worked in Family Practice/Internal Medicine, while 17% worked in a subspecialty (n=221). Cardiology was the most common subspecialty with 14%, followed by Pain Management with almost 10% of the subspecialty being Advanced Practice Registered Nurses (n=71). Of the respondents, 90% were female, and 10% were male (n=125). Of all the Advanced Practice Registered Nurses who completed the study, 26% worked in Family Practice/Internal Medicine, while 17% worked in a subspecialty (n=221). Cardiology was the most common subspecialty with 14%, followed by Pain Management with almost 10% of the subspecialty being Advanced Practice Registered Nurses (n=71). Data collected shows that in 2013, Arizona Advanced Practice Nurses made an average salary of $103,485 (n=125) in their primary APRN positions. This amount included APRNs who had moved to Arizona in 2013 and those who maintained part-time positions as well. While there is an appreciable difference in the sample compared to those who worked in Arizona for all of 2013, those who worked at full-time employees at their primary position earned $106,975 (n=125). If all APRNs were independent contractors, they earned $105,765 (n=9), while those who identified themselves as “Self Employed”, made $102,125 (n=125). See Table 1.

Table 1 - Compensation from Primary APRN Position

<table>
<thead>
<tr>
<th>Position</th>
<th>All Compensation</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Independent</th>
<th>Self Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief</td>
<td>131</td>
<td>124</td>
<td>14</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>RN</td>
<td>105,845</td>
<td>105,000</td>
<td>5,845</td>
<td>105,000</td>
<td>105,000</td>
</tr>
<tr>
<td>PA</td>
<td>105,845</td>
<td>105,000</td>
<td>5,845</td>
<td>105,000</td>
<td>105,000</td>
</tr>
</tbody>
</table>

Of the respondents, 47% highest nursing degree earned was an MSN, 9% had their clinical doctorate (DNSC, NPD), and 3% had a research doctorate (PhD, DNSc). The participants who had their research doctorate earned an average $151,442 (n=25); those with an MSN (n=107, n=171). Interestingly those who had a non-nursing doctoral degree as their highest degree earned an average of $159,727 (n=4).

When looking at the average salaries of APRNs by region, it appears that Northern Arizona APRNs have the most money, pulling in an average salary of $103,487 (n=11). Followed by Central Arizona APRNs with $105,226 (n=163), and Southern Arizona APRNs at $104,092 (n=116).

Table 2 - Salary by Geographic Arizona Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Northern Arizona</th>
<th>Central Arizona</th>
<th>Southern Arizona</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Pay</td>
<td>15</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Mean</td>
<td>105,820</td>
<td>106,892</td>
<td>105,938</td>
</tr>
<tr>
<td>Median</td>
<td>122,000</td>
<td>105,000</td>
<td>105,100</td>
</tr>
</tbody>
</table>

ACKNOWLEDGMENTS
Special Thanks to the following APRNs for their assistance:
- Advanced Practice Nurses of Arizona
- Janice Dahn, PhD, RN, FNP
- Angie Cole, CRNA
- Donna Link, DNSC, RN

For more information:
Erich Widemark: ewidemark@nurslink.net

REFERENCES
Do Arts Courses Provide Lasting Student Benefits?

Phase 1
Research will be conducted with past and present students from arts classes seeking how the arts impact their lives:
- Culture
- History
- Creativity
- Personal entertainment choices
- Personal artistic participation

Phase 1 in 2014 will identify questions, research processes, and participants, including approvals from University of Phoenix to use present and past arts class students in surveys and a focus group.

Phase 2
This phase, to be conducted in 2015, will poll students to determine attitudes and knowledge about the arts before and after taking an arts course(s), and what, if any, long-term results these courses have.

Results of this research will impact the fine arts industry as a whole by showing if there is lasting value to students who take arts courses. Arts educators will benefit from behaviors identified by the students as having long-term values.

Students in future arts classes will benefit from best practices in teaching the arts that may emerge from qualitative and quantitative market research.
Advanced Practice Registered Nurses: What Does Research Identify Regarding Practice?

Gwen Wodiuk, MSN, APN, CCRN
University of Mississippi Medical Center, University of Kentucky College of Nursing, Director of Nursing Practice Support

ABSTRACT

- The Institute of Medicine released The Future of Nursing in 2010 with a recommendation to allow nurses to practice to their full ability. There are four roles under the advanced practice registered nurse title: clinical nurse specialist, certified nurse midwife, certified registered nurse anesthetist, and nurse practitioner. APN practice is based on the area of study, both program of study and additional study done to add depth to the practice. Additionally practice is determined by the Board of Nursing in the state in which the APN practice. These factors define what is appropriate for practice. There is a growing body of research that the practice outcomes of these nurses are on a level with other health care providers. The literature reviewed supports that belief.

BACKGROUND

- Variability in practice defined by Board of Nursing from state to state
- Variability within states between the four roles
- Many states require some type of physician involvement in APN practice
- Required oversight impacts ability to receive reimbursement
- Required physician involvement may impact ability of people to access, services provided by APNs
- Variations in practice are inconsistent and cause confusion
- APN Consensus Model developed by nursing to standardize expectations connected to licensure, accreditation, credentialing, and education

OBJECTIVES

- Explore research about outcomes for:
  - Clinical nurse specialists (CNs)
  - Certified nurse midwives (CNMs)
  - Certified registered nurse anesthetists (CRNAs)
  - Nurse practitioners (NPs)

LITERATURE

- CNS—small group with members who may have more than one role; in many states CNs do not have prescriptive authority
  - Klein (2012) discussed a project developed in Oregon to support a transition process for those desiring to add prescribing authority to their role. Project developed by nurses.
  - Ummelund & Aslán (2010) explored CNS practice to better identify the role. Resulted in identification of three areas of practice: managing care of complex and vulnerable, educated/support staff from different disciplines, and function within healthcare systems to work toward innovation. Much of this work is out of view so not well understood.
  - CNM—much of their focus is on pregnancy, birth, and postpartum; however, they are able to provide services to women across their lifespan.
    - Brown, Jacobs, Lathof, and Miller (2010) evaluated perinatal injury which can have long-term impact in women who had not previously given birth by provider type. In this study, births attended by CNMs had fewer perinatal complications or complications.
    - Malloy (2008) compared home births to hospital births for CNMs and lay midwives. There were more neonatal complications in home births than hospital births, and more complications with births attended by lay midwives compared to CNMs. This data was gathered from birth and death certificates so may not present a complete picture.
    - Coe and colleagues (2011) evaluated CNM outcomes in an Amish community where home births were the norm. CNMs did not have hospital admitting privileges but had good relationships with physicians in need of a CNM. Hospital admission rates were lower as were intra- and postpartum complications. Mothers were healthy, active, and motivated to births at home.
    - Paul, et al. (2011) evaluated the satisfaction of patients using an OR bridge unit staffed by a CNM as compared to a unit staffed by RNs who called the provider (physician or CNM) to come evaluate the patient. Overall, the result of having the CNM based in the unit were positive. However, the result could have been the same for a physician or RN.
- CRNA—challenge to gather data prospectively
  - Neddhimer & Minnott (2005) evaluated provider model, hospital resources, maternal outcomes in 3,145,546 patients, 369 hospitals, 6 states. Logistic regression used to evaluate outcomes, found no difference in outcomes between CNMs and anesthesiologists only, CNM only, or combined model.
  - HGSM, Sheffer, Vickers, & Smiess (2012) found no difference in patient outcomes between models of anesthesia but found CRNA only model was more cost-effective.
  - Fife, Kurt, & Liv (2003) compared surgical mortality of Medicare patients who had specific procedures to evaluate anesthesia outcomes. There were no anesthesiologists only, CRNA only, or combined. Collection of data was from 424,219 cases which took place in 73 states. After evaluation of multiple factors, it was determined there was no significant difference between risk-adjusted mortality rates for type of anesthesia provider.
- NP—largest group of APNs, many provide primary care
  - McManus and colleagues (2005) gathered information from a network of APN (N=88) in the northeastern part of the country. Most NPs from the survey worked for an employer that may be partly due to the lack of recognition as providers from insurance companies. Reimbursement of APNs was typically 70-100% of physician payment. Higher reimbursement rates can be obtained by billing under physician identifier but APN info is not tracking.
  - G目に, et al. (2011) focused on the need for more primary care providers to care for the already underserved as well as the additional numbers entering the health care system as a result of the Affordable Care Act. Their survey focused on APNs in the delta region of four states along the Mississippi River. Majority of respondents were NPs (34%), NPs in CRNA, or both worked primarily in rural, medically underserved, or rural. Family NPs worked in rural and government-identified provider shortage areas.
  - Pain management was a challenge for NPs in Alabama. Fifer and Drennen (2003) NPs prescribing ability is dependent on collaborating with a physician. 0.73% respondents, 81.3% indicated lack of ability to prescribe controlled substances. Delivered treatment of pain. Data responses showed anticipated outcomes of being able to prescribe controlled substances, more than 88% would eliminate this collaboration requirement as a way to improve outcomes.
  - Quick and colleagues (2009) reported similar patient satisfaction in an occupational health setting when seen by a physician and a nurse practitioner.
  - Running and colleagues (2007) looked at two types of primary care encounters to compare prescribing practices for these conditions between NPs and physicians. For each condition, there was no significant difference between the two groups—NPs prescribed more diagnostic tests than physicians for bronchitis.
- NPs and physician assistants were able to provide care that was better than non-NP specialists and as well as NP-specialists on 2-3 measures of quality. The other 4 measures did not have statistically different outcomes.

CONCLUSIONS

- Advanced practice registered nurses are interested in contributing to the body of knowledge that becomes the evidence to guide practice.
- The provider is aware of the limitations to their practice as determined by their training and the state board of nursing.
Online Scholarship

Nicole Heiser and Dallas Taylor
Online Scholarship Posters:

- Andrea Bierema
- Lequisha Brown-Joseph
- Ruth Bundy
- Joy Gomez-Hicks
- Margaret Kroposki
- Mary Jane Outcault
- Pukar Ratti
- Patricia Schroeder
- Vernesia Wilson
General Session