## Section 08—Research

### 8-1 Identification and discussion of 3-5 most significant publications in rank

While in rank, I have published 7 data-based refereed research articles (4 as lead author and 3 as supporting author). I have also published one comprehensive review (second author). The following 6 publications have been most significant and representative of my contributions to knowledge development in the areas of reflective practice, qualitative inquiry of nurses' experiences with substance use disorders, and leadership development.

**Freshwater, D., Horton-Deutsch, S., Sherwood, G. & Taylor, B. (2005). *The Scholarship of Reflective Practice.* Indianapolis: Sigma Theta Tau International.**

This resource paper describes definitions of reflection and reflective practice, and their historical context, methods, processes, applications, benefits, and limitations. This comprehensive review article makes recommendations regarding policy and research agenda items for reflective practice worldwide. In the spirit of inquiry and reflection, questions for exercising thought are included throughout this document. Recommendations are made to promote reflective practice in nursing worldwide. Importantly, the authors, representing three continents, explored the worldwide body of nursing literature to gain a global perspective towards reflective practice. This publication has been cited 7 times (Google Scholar), in manuscripts ranging from qualitative research and secondary analyses to instructional technology and teaching strategies both nationally and internationally. From January 2007 through December 2011, the website for this paper was visited over 28,000 times. In the past year, the *Resource Paper* received over 5,000 hits, suggesting it continues to be a relevant authority for many nurses. Also of importance, this resource paper has lead to my contribution to the *International Textbook on Reflective Practice* (2008) and co-editor of *Reflective Practice: Transforming Education and Improving Outcomes* (2012). Each author contributed equally to the review of literature, synthesis and writing. Authors are listed alphabetically.

**Horton-Deutsch, S. & Sherwood, S. (2008). Reflection: An educational strategy to develop emotionally competent nurse leaders. *Journal of Nursing Management*, 16, 946-954.**

This paper explored empirical, experiential and anecdotal evidence that suggests reflection has the potential to prepare emotionally-capable nurse leaders. Educational strategies for nurses that focus on reflectivity and promote the development of self-awareness, relationship and communication skills, and the ability to lead with presence and compassion in the midst of change are investigated. Today nurses move rapidly from carefully-controlled educational experiences to a fast- paced clinical world of increasing patient complexity amid calls for improved quality of care. Making the transition to clinical competence and leadership in practice requires a strong sense of self and emotional intelligence. Pedagogies that integrate theoretical and data-based textbook learning with experiential learning and reflection are a foundation for the development of emotionally- and intellectually-competent leaders and require new ways of assessing learner outcomes. Reflection is a key instructional strategy for preparing transformational nurse leaders for interdisciplinary settings where they lead patient care management. The remarkable global spread of reflection in nursing education, practice and research follows an emphasis on developing self-awareness as a leadership strategy for improving individual and organizational performance. As educators create more reflective and nurturing learning environments, they will promote the development of emotionally-competent nurse leaders who will, in turn, inspire individual and organizational growth and positive change in society. This article was cited 18 times in Scopus, 11 times in Web of Science and 25 times in Google Scholar. I led writing the first and final drafts of this manuscript. Dr. Sherwood and my convention is to take turns as lead writer in our collaborations.

**Horton-Deutsch, S., O'Haver Day, P., Haight, R., Babin-Nelson, M. (2007). Enhancing Mental Health Services to Bone Marrow Transplant Recipients through a Mindfulness-based Therapeutic Intervention. *Complementary Therapies in Clinical Practice*, 13, 110-115.**

Complementary and alternative therapies are gaining recognition in the treatment of many disease states. The importance of treating psychological and emotional problems associated with bone marrow transplant has been substantiated by research evidence. This feasibility study tested a mindfulness-based therapeutic intervention to treat such problems in this context. Pretests and post-tests were administered to patients (n=24) undergoing bone marrow transplant. Results indicate that the mindfulness-based therapeutic intervention has the potential to be an effective therapy for bone marrow transplant recipients. This publication has been cited 16 times (Google Scholar), including in medical and international journals. It was also cited 6 times in Scopus and 4 times in Web of Science. This study represents my early work in mindfulness as a therapeutic intervention. Since returning to the IUSON fulltime to teach my work related to mindfulness has focused on developing mindfulness in teachers and students. This work was funded by a Clarian Values Grant. I lead the development of the intervention, was one of two authors to deliver the intervention, and lead the writing of the manuscript.

**Horton-Deutsch, S., McNelis, A. & O' Haver Day, P. (2011). Enhancing mutual accountability to promote quality, safety and nurses' recovery from substance use disorders. *Archives of Psychiatric Nursing*, 25(6), 445-455**.

Year after year, the public view nurses at the top of the list of the most honest and ethical professionals. However, nurses impaired with substance use disorders are subject to the tremendous stigma associated with addiction. Successful treatment programs protect public safety and support nurses' recovery and reentry into practice. This study explored the nurses' experience in an alternative-to-discipline treatment program, the Indiana State Nurses Assistance Program (ISNAP), administered by the Indiana State Nurses Association and was published in a top-ranked psychiatric nursing journal, *Archives of Psychiatric Nursing.* Based on a partnership between Dr. McNelis, myself and the Indiana State Nurses Association this qualitative study involved focus groups to capture nurses' experience with the ISNAP, a nurse-monitoring program for substance use. Three focus groups were conducted with 25 participants. The overall theme of the focus groups was enhancing mutual accountability. Nurses' views were grouped into four major areas of importance, including accountability, clear expectations, addressing individual concerns, and educating others about substance use disorders. Nurses described how each of these factors supported and impeded their recovery. Importantly, findings support the need for further education and research on how to best promote and sustain recovery. While this recently published work it represents seminal work in a developing community partnership between the Indiana State Nurses Association and the IUSON and was published in a top tier psychiatric nursing journal. Dr. McNelis and my convention is to take turns leading in our work with the agreement that I typically lead on qualitative and/or conceptual aspects and she leads on quantitative and/or technical works. In this manuscript all authors participated in data collection and interpretation of findings and I wrote the first and final drafts of the manuscript.

**McNelis, A., Horton-Deutsch, S., O' Haver Day, P., Gavardinas, T., Outlaw, C., Palmer, R., & Schroeder, M. (2012). Identifying gender differences in substance use disorders. *Perspectives in Psychiatric Care,* 48(1), 41-46.**

This article describes the population of nurses in the Indiana State Nurses Assistance Program (ISNAP) as an initial step toward making recommendations for future program improvement efforts. Secondary analysis of data collected determined male nurses represented a proportionately higher percentage than female nurses in ISNAP and used alcohol two times more often than opiates, the second most abused substance. Data need to be systematically collected to provide evidence for monitoring and treatment programs to address the needs of impaired nurses based on characteristics, including gender. This

recently published manuscript has been cited once in Google Scholar. Importantly, four graduate nursing students contributed to the data analysis in this manuscript as part of their research study course (authors 4-7). This manuscript represents the second study and subsequent publication in a partnership with the Indiana State Nurses Association. A third study is underway which explores the nature of recovery and treatment of chronic substance use for male nurses participating in ISNAP. I assisted in reviewing the data analysis and writing this manuscript.

**Horton-Deutsch, S., Young, T. & Nelson, K. (2010). Becoming a nurse faculty leader: Facing challenges through reflecting, persevering, and learning to relate with others new ways. *Journal of Nursing Management*, 18, 487-493.**

This article explores the experience of becoming a nurse faculty leader. In an earlier interpretation of 23 interviews conducted with nurse faculty leaders from across the United States (Young, Pearsall, Stiles, & Horton-Deutsch, 2011) about their experiences of becoming a leader three themes were identified: being thrust into leadership, taking risks and facing challenges. This interpretive phenomenological study further explicated three aspects of how nurse educators faced challenges in becoming and serving as a leader: facing challenges meant reflecting, persevering through difficulties and learning to relate to others in new ways.

Implications for leadership development support self-exploration, caring and thoughtful interactions with others and values clarification serve as the foundation for becoming a nurse faculty leader who is, in turn, able to build leadership capacity in other individuals and organizations. Importantly, this study was published in the *Journal of Nursing Management,* one of the top-tier nursing leadership journals. This publication is the second in a series of four (to-date) that explores contemporary aspects of becoming a nurse faculty leader. The first study was initiated from National the League for Nursing (NLN)/Johnson & Johnson Faculty group project from a Faculty Leadership and Mentoring Program. While the mentoring program lasted just one year a number of participants, including myself, continue to analyze the initial data set to further illuminate aspects of becoming a nurse faculty leader. This partnership is now in its 5$^{th}$ year with participants taking turns leading in the analysis of themes. I took the lead interpreting the interviews related to facing challenges and was responsible for the first draft and final draft of the manuscript. This manuscript was cited 2 times in Scopus and 1 time in Web of Science.

As exemplars of my research, the above publications represent my contributions to scholarship in the areas of reflective pedagogies; appreciate inquiry in areas of clinical importance such as substance use, and leadership development. My research is conducted in partnership with others which helps to build breadth and depth through time. Internationally, I am the division chair for the Society of Education and Research in Psychiatric Nursing (2011-2013) where I facilitate the development of research priorities for psychiatric-mental health nursing. Locally, I work with psychiatric-mental health nursing faculty in the IUSON to enhance their research skills and productivity through individual consultation. I also mentor students and junior and clinical faculty and faculty in the design and conduct of qualitative and educational research.

**8-2 Description of continuing program of research that will carry forward into future**

The primary long term goal of my research is to expand my work in reflective pedagogies, continue to explore areas of clinical importance in psychiatric-mental health, and further my contributions to the development of leadership. In the former and later my work is expanding to use of reflective pedagogies in interprofessional education and in the later to the development of interprofessional leaders. Continuation of these projects will require the identification of new funding streams. Activities to support these projects are already underway. For example, a proposal to explore the use of reflective pedagogies in interprofessional education was written in fall 2011 and sent to a foundation for consideration of funding. While this project was not funded we were given instrumental feedback and will be revising the proposal and seeking funding for the project, *"Building and Sustaining Recovery through*

*Interprofessional Mental Health Education, Research, and Practice Partnerships".* Through a partnership with the Indiana University School of Social Work, Drs. McNelis (nursing), Lay (social work), and are working to build and transform programs that prepare advanced practice psychiatric nurses and social workers to develop solutions to social and mental health problems through education, action research, and practice partnerships. Beginning in summer 2012, the first cohort of 30 students from graduate psychiatric-mental health nursing and social work are taking an intentional and collaborative role to improving mental health services. They are contributing to seeking solutions as change agents and responding to new problems and opportunities. Through partnered clinical experiences beginning in fall 2012, graduate students will engage in interprofessional practice and action-research projects with community partners throughout the state to improve Indiana's capacity to address mental health problems and improve outcomes. We have sought IRB approval to gather preliminary data on the students' reflections of learning experiences as we simultaneously seek funding.

I am also committed to continuing to explore areas of clinical importance in psychiatric-mental health nursing, such as nurses' recovery from substance use. In 2011, Drs. McNelis, Pesut and I received funding from the Alpha Chapter of Sigma Theta Tau to continue our work with the Indiana State Nurses Association. This study, "*The Context of Discovery: Understanding the Recovery and Treatment Experiences of Male Nurses"* is currently in the data collection phase and is the third in a partnership with the Indiana State Nurses Association. It is in area of particular importance to mental health nurses and provides an opportunity to both educate and involve graduate students in clinically relevant research. It is our ethical and legal responsibility, as outlined in our professional code of ethics, to advance care of nurses with substance use disorders and ensure safe practice. Safe nursing practice is essential to consumer protection and nursing is a profession based on caring about and caring for people. Monitoring and treatment programs that address the needs of impaired nurses serve to protect public safety and care for those within our profession. Understanding experiences of male nurses participating in these programs will guide gender appropriate strategies that improve recovery, treatment, and quality of life.

Finally, I am also committed to expanding my expertise in leadership development and in particular, interprofessional leadership development. In spring 2011 and 2012, two faculty through the NLN collaboration and I received small grants to expand our work on leadership development to interprofessional leadership development, *"The Nurse's Lived Experience of Becoming an Interprofessional Leader."* In today's complex healthcare environment, nurses in all settings of practice are being called to be leaders in advocating for a healthier future. Health care reform, the rise of the evidence-based practice movement, and the proliferation of new educational options for nurses are opening opportunities for nurses to expand their leadership capacity to an interprofessional level. Thus colleagues from two other universities and I are engaged in an interpretive phenomenological study exploring experiences of becoming an interprofessional leader. The findings from this study have the potential to contribute new strategies and best practices for nurses to as they strive to become effective interprofessional leaders and work to create a better future for healthcare.

**8-3 Assessment of contributions to interdisciplinary research**

I will continue to expand my involvement in and contribution to interdisciplinary scholarship and research. My work with colleagues in the IUSOM (Babin-Nelson) on the mindfulness-based therapeutic intervention study (see 8-1 above) represents my early work in interdisciplinary projects. Since returning to the IUSON fulltime I have been focused on two major psychiatric-mental health nursing track revisions. The first focused on creating and evaluating a distance-accessible program (2007-2011) and the second on transitioning the track from a clinical nurse specialist to nurse practitioner (2011-2012). However, since 2011, I have once again begun to expand my efforts in interdisciplinary collaborations as outlined in 8-2 with the Indiana University School of Social Work and Dr. Kathy Lay (See Appendix A for Reference Letter). We will resubmit our interdisciplinary research proposal for funding in fall 2012. Once we develop some evidence related to this collaboration we plan to expand this partnership to other disciplines in the health sciences in the future.

My work with the Quality and Safety Education in Nursing (QSEN) project has also included developing evidence-based learning modules with colleagues for medicine (Beck-Coon) and psychology (Banerjee-Stevens). As an expert in reflective pedagogy, I have begun to see the importance of integrating insights from disciplines into my program of research. As the use of reflective pedagogies is further studied through an interprofessional lens, this will be an important area of growth in my research. Small studies are currently underway by scholars from nursing and other fields so designing and conducting interdisciplinary studies of reflective pedagogies is opportune. Because of my expertise in reflective pedagogies, and the recent book publication of the same, I anticipate being an integral part of this work.