## Section 09 – Service

### 9-1 Documentation of professional and university service

While in rank, I have been a productive member of the IUSON and the faculty at IUPUI. I have served on both elected and appointed committees and have contributed to faculty development efforts within and outside the School of Nursing.

**Service to University**

Search & Screen Committee, Instructional Design and Development, Center for Teaching and Learning, Office of Professional Development, member, 2005-2006

Faculty Colloquium for Excellence in Teaching (FACET), program co-chair, 2007 to 2008

IUPUI, Academic Affairs Committee, elected member, 2007-2009

IUPUI, Faculty Council Student Affairs Committee, elected member, 2010-2012

Indiana University Faculty Grievance Committee, elected member, 2010-present

Interprofessional Education Quality and Safety Task Force, member, 2011-present

Program Assessment Committee (PRAC), member, 2011-present

**Service to IUSON**

Graduate Psychiatric-Mental Health Nursing Track, Coordinator, 2004-present

Search and Screen Committee for Cullipher Chair, member, 2005-2006

Future Faculty Task Force, member, 2005-2006

Merit Review Committee, member, 2005-2006

Safety & Security Committee, member, 2005-2007

Search & Screen Committee, Director of Learning Resource Center, member, 2006-2007

Education Faculty Research Group, chair, 2006-2007

PhD Admission, Progression and Guidance Committee, elected member, 2006-2008

Appointment, Promotion & Tenure Committee, elected member, 2006-2009

Department of Environments for Health, Leadership Council, elected member, 2006-2008

Doctoral of Nursing Practice (DNP) Task Force, co-chair, 2008

Core Council of Nursing Faculty (CCNF), Chair-Elect, 2008-2009

Graduate Program Advisory Committee, member, 2008-present

Core Council of Nursing Faculty (CCNF), Chair, 2009-2011

Appointment, Promotion & Tenure Committee, elected member, 2009-2012

International Affairs Committee, member, 2009-present

Diversity and Enrichment Faculty Advisory Committee, member, 2009-present

Core Values Committee, member, 2009-2011

Search & Screen Committee, Director Office of Diversity & Enrichment, member, 2010-2011

Daisy Award Committee, [for extraordinary adjunct faculty/preceptors], member, 2011-2012

Bridge Curriculum Task Force, member, 2011-present

Quality & Safety Education for Nurses (QSEN), Advisory Board, 2011-present

Search & Screen Committee, member, 2011-present

Interim Department Chair, Department of Environments for Health, Spring 2012

Reorganization Task Force, Co-Chair, Summer 2012

In service to the discipline I have served in many capacities ranging from national and international manuscript and book reviewer, to board of directors to promotion/tenure review. Within IUPUI I have served as peer reviewer of teaching both within and outside the School of Nursing.

**Service to the Discipline (International—in rank)**

Sigma Theta Tau International, Reflective Practice Task Force, member, 2004-2006

International Society of Psychiatric-Mental Health Nurses, *Connections*, Editor, 2007-2008

Sigma Theta Tau International, career counselor, 2008-present

International Society of Psychiatric-Mental Health Nurses, elected nominating committee chair, 2009-2011

International Society of Psychiatric-Mental Health Nurses, Diversity and Equity Committee, member, 2009-present

International Society of Psychiatric-Mental Health Nurses, Program Committee, member, 2010-2011

*Japan Journal of Nursing Science,* reviewer, 2010-present

*Journal of Advance Nursing Practice*, reviewer, 2010-present

Academic Model for Providing Access to Healthcare (AMPATH), North American Mental Health Group, member, 2010-present

Sigma Theta Tau International, Capstone International Book Award, judge, 2011

International Society of Psychiatric-Mental Health Nurses, Division Director, 2011-2013
Elected Board of Directors

*Journal of Nursing Education and Practice* (JNEP), Editorial Review Board, 2011-2013

**Service to the Discipline (National—in rank)**

Chambers-Clark, C. Group Leadership Skills (5th Ed). New York: Springer, Book Reviewer, 2008

Promotion and Tenure Reviewer, Rush University, Chicago, IL, 2010

Promotion and Tenure Reviewer, University of Illinois, Chicago, IL, 2010

Promotion and Tenure Reviewer, Rush University, Chicago, IL, 2011

Psychiatric-Mental Health Nursing, National Scope and Standards Practice, Review Task Force, member, 2011-2012

Licensure, Accreditation, Certification and Education Network (LACE), national committee member, 2011-2012

**Service to the Discipline (Regional—in rank)**

Mental Health America, Indiana, Elected Board of Directors, 2002-2005

Sigma Theta Tau International, Region 9, Mentorship Chair, 2002-2006

American Psychiatric Nurses Association, Indiana, Elected Treasurer, 2006-2008

Indiana State Nurses Association, Member Legislative Conference Task Force, 2010-2011

**Service to the Community (in rank)**

Monroe County School Corporation, Comprehensive Health Issues Committee, 2005-2008

**9-2 Evidence of significance and impact of service**

My work has had a significant impact on nursing education and practice particularly within the specialty of psychiatric-mental health nursing. As a leader in the field, I am consistently involved in service activities that advance education and practice in psychiatric-mental health nursing and assist faculty to use emerging evidence in their teaching. For instance, I serve on the National Scope and Standards of Psychiatric-Mental Health Nursing Practice Task Force that is reviewing and revising this document. This document, revised every five years, defines the boundaries of psychiatric- mental health nursing practice, informs society about the parameters, and guides states in the development of current rules and regulations determining practice. The document addresses educational preparation, level of practice, the clinical role, clinical scope, and clinical standards of practice in the specialty of psychiatric mental health nursing. I am also a member of the National Licensure, Accreditation, Certification and Education (LACE) Network for Advanced Practice Nursing. As one of the two national mental health nurses in the network I have had a positive influence on the field by consistently advocating for and supporting evidence-based improvements in advanced practice psychiatric nursing education and practice and have a number of presentations, editorials and brief reports related to this service work (CV pages 17 and 23). This work supports a national presence and reputation of IUSON as a leader in psychiatric-mental health nursing education. It also allows me to bring my work back to the IUSON and share insights generated in these national forums with students and colleagues alike.

Internationally, I am a member of the Academic Model for Providing Access to Healthcare (AMPATH) North American Mental Health Group. Participation in this group has grown out of a Fulbright Hays Partnership and Service Scholarship (2009) where I assisted faculty at Moi University School of Nursing in the development of their psychiatric-mental health nursing curriculum. As the only nurse member of the group I facilitate dialogue and discussion on the expansion of the current psychiatric medical curriculum toward an interprofessional collaboration among the health science schools. Members of the group represent four universities in North America and are eager for a nurse leader to more fully engage as a visiting profession. This type of on-the-ground presence is needed to fully develop interprofessional education and teamwork and collaboration both nationally and internationally While this is something I aspire to achieve in the future, in the meantime, my work with the AMPATH mental group and the Diversity and Equity Committee within the International Society of Psychiatric-Mental Health Nurses provide forums to build international dialogue and engage nurse members from around the world advocating for mental health. Through my work with this committee we have expanded international presence and membership by approximately 10% in the past four years and engage members through online educational materials and resources.

Locally, the impact of my service to the IUSON can be seen in the successful transformation of the graduate psychiatric-mental health nursing program from a Psychiatric-Mental Health (PMH) Clinical Nurse Specialist (CNS) to Nurse Practitioner (NP) track. The success of this transformation is demonstrated by 14 students completing the new track in spring 2012 and being eligible to sit for the NP certification examination. Colleagues and I have also created a bridge program for PMH CNSs in the state of Indiana wanting to change their titles to PMH NP. While the transition course has been developed the Associate Dean for Graduate Programs at the IUSON and I am still in negotiations with the American Nurses Credentialing Center (ANCC) on the acceptance of this plan. We are fully engaged in dialogue with ANCC and aim to come to an agreement by fall 2012. Currently, there are 16 practicing PMH CNSs in the state of Indiana preparing for this transition and counting on the IUSON to facilitate their title change through post-masters education. I am both intent and confident we will achieve this outcome in 2012.

**9-3 Candidate's individual contributions**

My contributions to the field have been recognized by several prestigious awards and honors. Receipt of the both the Education (2006) and Diversity (2011) Awards from the International Society of Psychiatric Mental Health Nurses signifies my contributions the specialty. The Fulbright-Hays Scholarship (2009)

provided me the opportunity explore the natural environment of Kenya, develop a broad understanding of the Kenyan community mental health needs, and formulate a preliminary plan with the Moi University School of Nursing to support the development of a mental health curriculum. Through the facilitation of graduate student projects I was able to send comprehensive curricular materials that were culturally relevant to my Kenyan colleagues in the areas of substance use, stigma, and psychosocial rehabilitation at their request. This work lead to an invitation to join the North American Mental Health Consortium where we are exploring interdisciplinary educational experiences available through the Academic Model for Providing Access to Healthcare.

Locally, I have been recognized through the IUSON with the Dean's Award for Partnerships for work with the Indiana State Nurses Association (2010), the Sequoia Award for Promoting Cultural Awareness and the Rose Mays Excellence in Teaching Diversity Award. In addition, I was recently recognized as an Honorable Mention for Nurse Educator of the Year by the Indianapolis Start. These awards and honors have contributed to my reputation as a leader in the specialty and provides me many opportunities to serve the discipline (locally, nationally and internationally) to improve how psychiatric nurses are prepared for practice. I have served on the Indiana Chapter of the American Psychiatric Nurses Association Board of Directors where I was responsible for arranging guest speakers and assisting to develop educational programs for the chapter (2006-2008). In the past year, I have been an invited speaker to this organization's meetings to explain the national movement of the PMH CNS to NP. Through this public forum and networking 16 practicing PMH CNSs have returned to IUSON to begin the coursework required to transition their titles to PMH NP. My commitment to and leadership in the specialty are fueled by the deep appreciation I receive from both colleagues and students.

I have also provided service to national/international organizations. For example, while in rank I have contributed to the 2012 Scope and Standards of Psychiatric-Mental Health Nursing Practice. I was one of four contributors the resource paper on the *Scholarship of Reflective Practice* (2005). As one of two American members of the task group and the only psychiatric mental health nursing leader, I contributed significantly to both the conceptualization and the writing of this paper. This work lead to an invitation to contribute to the first *International Textbook of Reflective Practice in Nursing* (2008) and co-authoring the first American textbook on reflective practice in nursing, *Reflective Practice: Transforming Education and Improving Outcome* (2012).

I will co-facilitate two three-week summer institutes on reflective practice, each with 14 nursing faculty from Thailand in July and August 2012 at the University of North Carolina Chapel Hill. I am responsible for programming for one week of each session: July 23-27 and August 13-17. Request for these two summer institutes was in response to Thai faculties recognition of the contributions to the international resource paper and textbook described above.

**9-4 Evidence of leadership**

While in rank, I have served on the Board of Directors of the International Society of Psychiatric Mental Health Nurses (2011-2013), Division Chair for the Society of Education and Research in Psychiatric-Mental Health Nursing (SERPN) (2011-2013), as a pedagogical contributor to the Quality and Safety Education for Nursing (QSEN) Project, and as a special Co-Editor for the October (2012) issue of the *Archives of Psychiatric Nursing* relating psychiatric-mental health nursing education to the QSEN competencies.

Integrating my teaching, research, and scholarship has been instrumental in establishing myself as a leader in the psychiatric-mental health nursing education. Evidence of this leadership is demonstrated by my invitation to serve on national committees (Licensure, Accreditation, Certification and Education Network) and task forces (National Scope and Standards of Psychiatric-Mental Health Nursing Practice and AMPATH's Northern Mental Health Group). As Division Chair for the Society of Education and Research in Psychiatric-Mental Health Nursing (SERPN) I write a quarterly newsletter column for the International Society of Psychiatric-Mental Health Nurses as well as editorials for the *Archives of*

*Psychiatric Nursing*.

In addition to my leadership contributions to the graduate psychiatric-mental health nursing track within the IUSON, I also have served as co-chair of the Doctoral of Nursing Task Force Phases I and II (2008). During Phase I our charge was to address the following question: Does the Task Force recommend that the IUSON implement a DNP program? With an affirmative response, during Phase II our charge was to develop the DNP Program purpose/foci, program outcomes, philosophy and framework along with idea generation for types of courses. This information was presented to the Graduate Curriculum Committee (GCC) in September, 2008. The DNP program officially began enrollment in fall 2010 and the first cohort of eight students graduated in spring 2012. I was elected and served as president of the Core Council of Nursing Faculty (CCNF) with the IUSON from 2009-2011. During this time the IUSON bylaws were revised and updated and the DNP program received its final approval and was initiated. During spring semester 2012, I was asked to serve as Interim Department Chair for the Department of Environments for Health while Dr. Anne Belcher was on sabbatical. This 80% administrative appointment provided me the opportunity to provide administrative service to the school and to facilitate the work of the Leadership Council in the EN Department.

**9-5 Evidence of effective dissemination of results**

I have been the lead, co-author, and/or participant in 3 learning modules accessible on the Quality and Safety Education for Nurses web-site (www.qsen.org) focusing on reflective pedagogies, mindfulness, and justice in nursing education and healthcare. This initiative has been enormously successful with the site averaging over 14,000 hits per day. In addition, I have served as a Co-Editor for the October (2012) issue of the *Archives of Psychiatric Nursing* relating psychiatric-mental health nursing education to the QSEN competencies. Since 2011, I have authored or co-authored 4 editorials that help shape the specialty of psychiatric mental nursing education and practice.

My contributions to reflective pedagogies and practice also have been disseminated through referred journal articles (CV page 20), an international resource paper on the on the scholarship of reflective practice in nursing, chapters in an international nursing textbook, and publication of the first American nursing textbook on reflective practice. My work is expanding in this area to interprofessional education through a partnership with the Indiana University School of Social Work and was initially presented at FACET in May 2011.

**9-6 Evidence and evaluation of impact of university service**

My department chairpersons (Pesut, 2005-2006; Fisher 2006-2009; and Belcher 2009 to present) have consistently rated my service as satisfactory to excellent. The quality of my contributions to the university is also evidenced by, my participation in events at the IUPUI Center of Teaching and Learning (e.g., grant writing workshops, Center for Teaching and Learning Activities) and in the IUPUI Advancing the Future of Healthcare through Interprofessional Learning Program and Initiative. I recently completed a term on the Faculty Council Student Affairs Committee and have been nominated to serve a second term. During the 2011-2012 academic year the committee worked diligently to update the Academic Misconduct portion of the Student Code of Rights, Responsibilities, and Conduct (IUPUI specific) and worked with Bloomington to update the portion of the Student Code of Rights, Responsibilities, and Conduct which is used in all IU campuses and not campus specific.

My enthusiasm and commitment to the university was noted after my induction into FACET, when the director asked me to serve as co-chair for the retreat the following year. My contributions have been described as thoughtful and considerate. I have an ability to work with others in an engaging manner. For example, after working with the Center for Teaching and Learning in summer 2005, I was asked to facilitate a workshop with faculty in the Center for Instructional Design and Development on *Team Building through Examination of Individual and Collective Strengths*. Afterwards faculty reported being more connected to one another as well as more effective in their work together.

**Indiana University School of Nursing**
**Core Council of Nursing Faculty**

**Tenure and Promotion Review**

**Stature of Journal Publication Form**

**Candidate:** Sara Horton-Deutsch PhD, RN **Department:** Environments for Health

**Area of Excellence:** Teaching **Rank:** Associate Professor – Tenured

Dr. Sara Horton-Deutsch's curriculum vita, personal statement, and documentation of excellence in teaching list the publications in which her work has been disseminated. Included here are the 2011 ISI impact factors for selected journals contained in the dossier.

A total of 95 journals in nursing received ISI impact factors and the most recent data available is from 2011. ISI data for 2012 will not be released until the summer of 2013. The ISI nursing journal impact factors ranged from 0.015 – 2.509 ( 3 of the 95 journals have impact factors greater than 1.8).

Only 62 journals in nursing received 2011 ISI 5-year impact factors. The 2011 nursing 5-year journal impact factors ranged from 0.066 – 2.946 (8 of 62 have impact factors greater than 2.0.

| **Journal Title** | **Impact Factor** | **5-Year Impact Factor** |
|---|---|---|
| Archives of Psychiatric Nursing | 0.921 (#43) | 1.135 (#38) |
| Journal of Nursing Education | 0.855 (#49) | 1.177 (#33) |
| Journal of Professional Nursing | 0.888 (#47) | 1.155 (#36) |

Nursing Education Perspectives is a journal which is not covered by the web of science. According to the publisher, The National League for Nursing, the journal submissions are blind peer reviewed, and require 3 external reviewers. The acceptance rate was not disclosed. The National League for Nursing is the preferred membership organization for nurse faculty and leaders in nursing education.

**Department Chairperson:** Anne E. Belcher **Date:** 9-21-2012