**Section 06**

**CANDIDATE'S STATEMENT**
**Sara Horton-Deutsch, PhD, PMH-CNS, RN**

Consistent with the mission of the IUSON to lead knowledge development in nurses and to inspire learning through excellence in teaching, I have developed a program of scholarship with an *emphasis on teaching excellence*. My nationally and internationally recognized expertise in teaching-learning strategies that support the development of mindful and reflective practice and my leadership in the area of psychiatric mental health nursing and interprofessional health education enable me to represent Indiana University and the Indiana University School of Nursing (IUSON) nationally and internationally. As a faculty member in the Indiana University School of Nursing and Coordinator of the Graduate Psychiatric Mental Health (PMH) Advanced Practice Nurse (APN) Program, I have consistently demonstrated my commitment to enhance psychiatric/mental health nursing and health professions education at local, regional, national, and international levels. Through role-modeling excellence, I strive to use my knowledge, experience, and scholarship in psychiatric/mental health to influence and inspire the next generation's PMH APN professionals to shape and impact the future through their professional practice.

**TEACHING (*Area of Excellence*)**

My commitment to nursing education is enacted through the use of reflective pedagogies and the IUPUI *Principles of Graduate and Professional Learning*. My objective as a teacher is to facilitate the development of nurses who engage in critical reflection as a guide to provide patient-centered care and leadership, direct health policy, and effectively work in inter-professional teams. Attributes of reflective pedagogies are responsive to the complexity of nurses' work and the continually changing dynamic of healthcare because they are innovative, flexible, and aligned with clinical practice in response to the profound changes in science, technology, and healthcare. As part of a holistic and integrated model for teaching and learning, reflective practice incorporates mindfulness-based approaches to complement more traditional approaches to education. My curricular work has been published in a top-ranking psychiatric nursing journal, *Archives of Psychiatric Nursing*.

I am recognized as an authority in the use of reflective pedagogies in nursing education. In 2005 I was asked to serve on the Honor Society of Nursing, Sigma Theta Tau International task force to write the *Resource Paper on the Scholarship of Reflective Practice*. 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. The paper was an international collaboration among four nursing faculty members from three countries and led to my contribution to the text, *International Textbook on Reflective Practice in Nursin*g. This book has been widely distributed throughout the world with over 2000 copies sold. In 2011 Sigma Theta Tau International requested that I coauthor and edit a new text aimed toward improving reflective practice among educators and learners titled *Reflective Practice: Transforming Education and Improving Outcomes,* and the book is scheduled for publication in spring 2012. The primary audience is expected to be nurse educators in both academic and clinical settings, nurses interested in developing their leadership capacity, and nurses seeking to advance their professional development from novice to expert. Exercises included in the book are adaptable to most work settings. It can be used as a reference resource as well as for independent learners seeking personal and/or professional growth and development. The book addresses a major need since there is a resurgent interest in pedagogy and in reflective learning experiences based on narrative pedagogies, yet there are few resources that focus on how to systematically think about and apply reflective learning strategies. The book further strengthens the pedagogy of reflection, with both a framework and specific applications of reflective learning.

Over the past four years, I have taught 43 graduate students in three psychiatric mental health nursing courses. Considering that each graduate sees at least one new patient and 20 follow-up patients per day, my students are providing treatment for at least 903 patients per day and over 45,000 patient follow-up visits per year. Student evaluations of my teaching have been excellent, with an average rating of 4.6 on a 5-point scale over the past seven years. I have received five peer reviews of my teaching, which have directly led to curricular innovations that were the subjects of two peer-reviewed publications, seven book chapters, five presentations, and two keynote addresses. I have mentored three faculty members at the IUSON in the area of reflective practice, resulting in their reflective teaching strategies being published in the *Reflective Practice: Transforming Education and Improving Outcomes* textbook. At the

local, national, and international level my excellence in teaching has been recognized with several honors and awards. For example, in 2012 I received an Honorable Mention for Nurse Educator of the Year by the Indianapolis Star's 10th Annual Salute to Nurses. In this same year I received the Indiana University Trustee's Teaching Award. In, 2008 I was inducted as a member of the Indiana University Faculty Colloquium on Excellence in Teaching (FACET). I was also awarded a fellowship in the Faculty Summer Teaching Program, Office of Professional Development, IUPUI, in 2005. In addition, I am a recipient of three local and two international awards for advancing pedagogy in the areas of mental health nursing and diversity education. These awards signify my scholarship and excellence in teaching related to reflective practice and creating a culturally inclusive learning environment.

In 2009, I was also awarded a Fulbright-Hays Scholarship to extend my cultural understanding and to contribute to mental health and nursing education at Moi University, Eldoret, Kenya. During my time at Moi University, I reviewed the psychiatric nursing curriculum and worked with my Kenyan counterpart to identify areas for curricular development. In addition, together we visited both inpatient and outpatient services and negotiated a new clinical site for students at a residential substance use program. As a result, nursing students now work with patients in recovery and see them returning to their communities. Upon my return, graduate psychiatric nursing students worked with me to develop culturally appropriate and evidence-based practice guidelines in the areas of substance use, stigma, and psychosocial rehabilitation for the Moi School of Nursing. PMH APN students and I diffused knowledge about this program through media opportunities on an Eldoret radio program explaining the expansion, impact, and influence of the newly created mental health curriculum in the Moi University School of Nursing. This has led to participation in development of interprofessional mental health curricula through the North American Mental Health Group of the Academic Model Providing Access to Healthcare (AMPATH).

I have sustained a program of funded scholarship in teaching and learning investigating reflective teaching /learning and online educational strategies in psychiatric/mental health nursing. I have a consistent track record of funding (six internal grants, one private grant, and one federal grant totaling more than $800,000) while in rank. Also while in rank, I have disseminated my work through 38 refereed and invited presentations, including 2 international keynote speeches, one state keynote speech and 1 regional school of nursing address. My publications have been cited 65 times in journals ranked by ISI and frequently in non-ranked mental health journals. Over the course of my career, I have consistently published in a top-ranked psychiatric nursing journal, *Archives of Psychiatric Nursing.*

The impact of my leadership and effectiveness in teaching is supported by the fact that I have more than doubled the number of students recruited, enrolled, and graduated from the Master's Degree in PMH APN since 2005. As coordinator of the PMH APN track, I currently advise 46 master's students, and another 21 have graduated since 2008 with an 88% completion rate. Prior to 2008, the courses in the program were taught on an every-two-year cycle; beginning in fall 2009 this increased too annually. In fall 2007 there were 15 students enrolled in the program and in spring 2012 the number had increased to 46. Currently, 14 students are on target to graduate in spring 2012 and another 22 in spring 2013.

My teaching is a major force in statewide efforts to improve PMH care in response to a state-by-state analysis of mental health care systems grading Indiana as a "D". Graduates deliver services to the citizens of Indiana in more than 24 rural counties in the state that formerly had no or an inadequate number of mental health providers. This impact was made possible through my leadership on a Health Resources and Services Administration (HRSA) grant for $712,000, which funded the development of a distance-accessible program that increased graduate education access and provided flexibility for students to engage in an advanced practice degree program. The program also raised the diversity statistics from 16 to 31%, meeting a need for employment of graduates in rural and underserved areas and improving health care access and quality for minority clients. Most notably, I have taken reflective pedagogies and adapted them for use in psychiatric nursing education through distance-accessible and virtual classrooms. Because of this effort, our enrollment continues to expand further, increasing the number of PMH APNs prepared to meet the burgeoning unmet mental health needs of our state. Most recently, I have expanded our curriculum in the area of diversity, with an emphasis on creating a just and inclusive culture. This work was funded through a Rose Mays Education Grant in spring 2011.

As a leader in psychiatric/mental health nursing education, I have readily responded to a major national change occurring in the certification and licensure of PMH APNs to a life-span nurse practitioner (NP) role. Anticipating this change, in fall 2010 I began the groundwork required for the PMH Clinical Nurse Specialist (CNS) tracks of child/adolescent and adult/geriatric to transition to the PMH NP life-span

approach. This transition has involved consultation with national experts, communication with state and national organizations, networking with clinical preceptors and community partners, and course revisions that will qualify students to sit for the PMH NP certification exam. Over the past year, I participated in three statewide meetings explaining the national certification and licensure changes to PMH CNSs, community partners, and clinical preceptors. These presentations have resulted in over 30 PMH CNSs in the state requesting to return to IUSON to complete course and clinical work making them eligible to sit for the PMH NP exam. In response, didactic and clinical curricula are currently being developed that respond to federal initiatives that aim to increase access to care, place greater emphasis on prevention and wellness, and position recovery as the focus of mental health treatment. Our curricula will address these national changes with emphasis on disease management, health promotion, and recovery. The key outcome of all of these efforts is that, in summer 2012, 14 PMH graduate students caught in the midst of this transition will be eligible to sit for the PMH NP certification exam, and transition coursework will be in place for PMH CNSs seeking to change their professional titles. This is a rapid response to a national mandate just formally approved spring 2011, and it positions PMH APNs in Indiana to shape and lead the evolving mental health service delivery landscape.

In recognition of my leadership in responding to the transformation of psychiatric/mental health nursing education, in 2011 I was appointed to two national committees: a) the Psychiatric Mental Health Nursing (PMHN) Scope and Standards of Practice National Review and Revision Task Force; and b) the International Society of Psychiatric/Mental Health Nursing (ISPN)/American Psychiatric Nurses Association (APNA) Advanced Practice Registered Nurse (APRN) National Consensus and Licensure Accreditation Certification Education (LACE) Recommendations Committee. These national working groups are a) revising the national standards for PMH Nursing and b) defining advanced nursing practice, describing a proposed regulatory model, identifying advanced-practice titles, defining "specialty," and describing how new roles and population foci might develop. My participation in these groups ensures that Indiana has a national presence and voice in the future direction of mental health care that builds recovery-oriented services, joins with consumers in crafting individualized wellness plans, and establishes service systems across the life-span. To move these efforts forward, PMH APNs must continue to align their work with mental health reform initiatives, particularly the emphasis on integrated and patient-centered care, wellness, and recovery.

As another indicator of my leadership in psychiatric/mental health nursing education, I was invited to serve as pedagogical contributor to the Quality and Safety Education for Nurses (QSEN) effort, a national initiative funded by the Robert Wood Johnson Foundation to prepare future nurses with the knowledge, skills, and attitudes necessary to continuously improve quality and safety in the health care systems in which they work. As a contributor to this initiative I have: a) authored/edited three online modules, respectively on reflective practice, creating just cultures, and mindfulness; b) served as an invited presenter at the annual conference; and c) co-edited a special issue of the *Archives of Psychiatric Nursing* on the application of the QSEN competencies to psychiatric mental health nursing to be published in August 2012. The QSEN initiative has been tremendously successful. In 2011 the web site received over 14, 000 hits per day. In addition, the 3 educational modules I authored/edited have been viewed by over 1,500 viewers and faculty at Georgetown University has requested to use aspects of the modules with associate degree nursing programs. I serve on IUSON's Advisory Board for QSEN and have assisted psychiatric nursing faculty to integrate QSEN competencies into their undergraduate courses.

Currently, I am expanding my use of reflective pedagogies and leadership in psychiatric/mental health nursing education through an interprofessional partnership with the Indiana University School of Social Work. To date, colleagues and I have developed an interprofessionally taught course on substance use and co-occurring disorders scheduled to be offered for the first time in summer 2012 with 14 graduate nursing and 16 social work students enrolled. Graduate nursing and social work students who complete this course will have the opportunity to participate in a follow-up clinical practicum and scholarly action research projects. Reflective practices, integral theory, and a model for interprofessional education will guide the development of this partnership and collaborative educational pursuits. This project is being submitted for funding consideration to private foundations in 2012.

To continue my development I participate in a number of activities (e.g., Educating Health Professionals in Interprofessional Care {ehpic}, Assessment Institute, IUPUI Social Entrepreneur Network, and events sponsored by the Center for Teaching and Learning). I attend the International Society of Psychiatric/Mental Health Nursing and American Psychiatric Nurses Association conferences annually and divide my time between Sigma Theta Tau International and the National League for Nursing as time

and resources allow. I also participate in activities that renew my passion for life-long learning such as the Women in Medicine and Science Leadership Conference and initiatives in interprofessional education. Finally, I continually reach outside my profession to develop meaningful partnerships that expand my thinking and world view and contribute to my ongoing professional development.

## RESEARCH

Since my last promotion and achievement of tenure, my research has changed from inpatient clinical research to outpatient services and leadership development, aligning my teaching and curriculum development activities with my scholarship. For example, when I began coordinating the PMH APN program my clinical research transitioned from work with patients to nurses and faculty. Through a clinical partnership with the Indiana State Nurses Association (ISNA) I was asked to evaluate their current nurse recovery program, the Indiana State Nurses Assistance Program (ISNAP), by describing the population of nurses in the program and making recommendations for future program improvement efforts. In a follow-up study exploring nurses' experiences in the program, participants identified four major areas of importance: mutual accountability, clear expectations, addressing individual concerns, and educating others about substance use disorders (including the biological basis for substance use and principles of rehabilitation and recovery). Nurses described how each of these factors supported as well as impeded their recovery. Findings supported the need for further education and research on how to best promote and sustain recovery. They also align with the national health care agenda, particularly the emphasis on integrated and person-centered care, wellness, and recovery. This work continues and the most recently funded study in spring 2011 explores men's experiences with ISNAP. This study is currently in the data collection phase. To date these projects have included 12 graduate and 12 undergraduate nursing students. Students have participated in literature reviews, data collection, data analysis, presentations, and publications. In addition, in 2010 a colleague and I were recognized with the Dean's Award for Partnerships, honoring our work with Indiana State Nurses Association.

My research in the area of leadership development began when I was selected as a participant in the National League for Nursing (NLN)/Johnson and Johnson Faculty Leadership and Mentoring Program in 2007. Through this program I worked with a group of faculty mentors and mentees from across the United States on a phenomenological study of nurse faculty experiences becoming leaders. Although this was initially a one-year project, due to active and ongoing engagement of developing nurse leaders and important findings from our research, the scholarship has continued and expanded. In the initial study I secured funding to cover the cost of interviews, conducted qualitative interviews, and participated in thematic analysis. Three themes emerging from the data on how nurse faculty become leaders were risk taking, advancing reform, and facing challenges. This study was published in *Nursing Education Perspectives* and presented at the NLN Summit in 2008. I then took the lead on a secondary analysis of the theme of facing challenges, which was published in the *Journal of Nursing Management* in 2010, one of the top-tier nursing leadership journals. In 2011, I participated in a secondary analysis of risk taking, which led to follow-up interviews with the original participants and focus groups. These data were analyzed in fall 2011 and submitted for publication in January 2012 to the *Journal of Professional Nursing*. Two additional publications that further delineate aspects of risk taking are planned for 2012 and will be submitted for publication in leading nursing leadership and practice journals.

As an expansion of the original project, a second member of the National League for Nursing/Johnson and Johnson Faculty Leadership and Mentoring Program and I joined with another nurse leader to write a proposal exploring nurses' lived experiences of becoming interprofessional leaders. This work was funded in spring 2011, and we are in the process of conducting interviews. This study parallels my scholarly pursuits in interprofessional education as nurse educators are being called to lead and role-model interprofessionalism. Both my work in interprofessional leadership and in education support knowledge development in how nurses' best build leadership capacity and become full partners in redesigning health care and education.

## SERVICE

I have been an active, engaged, productive university citizen in terms of service contributions to the School of Nursing, IUPUI campus, and the University at large. For example, I have served on 13 doctoral student committees and over 25 school committees, taking leadership roles on four; I have led three of four IUSON department committees and participated in nine evaluations of my peers, including those outside of nursing.

I contribute service both within and outside the IUSON. Within the IUSON, since 2006 I served two terms on the Appointment, Promotion and Tenure (APT) Committee. From 2006-2008, I served on the PhD Admission, Progression and Graduation Committee. I was one of the initial co-chairs of the Doctor of Nursing Practice (DNP) Task Force charged with determining the creation of this degree at IUSON. The IUSON enrolled its first cohort of student to the DNP in fall 2010. From 2008-2010, I served as the chair of the Corridor Council of Nursing Faculty (CCNF). During my time as chair the bylaws were revised, and the Doctor of Nursing Practice program and new faculty workload documents were approved. Since 2009 I have served on the International Affairs and Diversity Enrichment Faculty Advisory Committee, contributing my experience from working with faculty and students in Kenya and my commitment to the creation of an inclusive and just culture within nursing and the larger community. Most recently, in spring 2012,the Dean of the IUSON appointed me to lead a task force charged with proposing new departmental structures for the school. I have completed five peer teaching evaluations within the IUSON and one outside of the IUSON while in rank, promoting the professional development of colleagues and peers. I have been an active member of the IUSON Core Values Committee since its inception and aim to role-model trust, respect, responsibility, and dialogue in all that I do as a citizen of the academy. Outside of the School of Nursing, I have served on the IUPUI Academic Affairs Committee. Since 2009 I have served on the IUPUI Faculty Council Student Affairs Committee, which recently completed the revision of the Student Code of Conduct. I also serve on the Indiana University Faculty Grievance Committee and have counseled two faculty members from the core campus's through the grievance process. Finally, I was recently appointed to the Program Assessment Committee (PRAC) at IUPUI in fall 2011.

Nationally, I currently serve on the Board of Directors for the International Society of Psychiatric/Mental Health Nursing (ISPN). Prior to this elected position, while in rank, I served on the organization's program and nominating committees as well as newsletter editor. I am also a member of the Diversity and Equity Committee for ISPN and, as the recipient of the Diversity Award in 2011, provided the keynote address at the annual conference in spring 2012. Internationally, I serve as a member of the Academic Model for Providing Access to Healthcare (AMPATH) North American Mental Health Group, whose aim is to continue to support the development of mental health education, research, and practice in Kenya. As the only nurse in this interprofessional group, my active engagement ensures that nursing has a voice in development and expansion of mental health education and practice partnerships in the country. In 2011 I was invited to be a guest editor (with a colleague) for a special issue of *Archives of Psychiatric Nursing*. I serve on one international editorial board and served as a judge for the International Book Award for Sigma Theta Tau International in 2011. I am a review panel member for four journals within nursing. I have also served as an external reviewer for 3 faculty seeking promotion and/or tenure from universities outside of Indiana.

## FUTURE DIRECTIONS

Future directions include expanding my role as a nurse leader in the PMH specialty at IUSON and through interprofessional partnerships. Within PMH, I will continue to build a greater presence in national workforce dialogue and convey the need for nursing in mental health service delivery. Within the IUSON, beyond converting our PMH CNS to the NP, I will continue to facilitate the shift to the DNP. This presents an opportunity to train a workforce that will be adept at data management, translation of evidence, cost-effectiveness, and outcomes management. To further develop leadership skills within the IUSON, I served as interim chair in the Department of Environments for Health in spring 2012, which gave me formal leadership experience within the current structures of IUSON. In summer 2012, I will lead a task force in identifying new departmental structures which align our work with our evolving future. Subsequently, in fall 2012, I will be on sabbatical to explore alternative partnered leadership structures. I will bring these ideas back to IUSON and IUPUI and explore how more partnered and collaborative models of leadership fit with the simultaneous movements in interprofessional education. Finally, I will continue to expand my work in interprofessional education that will build on the partnerships, collective action, and strategic connections needed to increase access to care, build teamwork and collaboration, and place a greater emphasis on prevention and wellness, and position recovery as the focus of mental health treatment. Collectively, these pursuits will ensure that IUSON and IUPUI stand on the leading edge of the changing health care landscape.