

## CURRICULUM VITAE

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### EDUCATION:

#### GRADUATE

Institution	Degree	Date Awarded
Rush University Chicago, IL	Doctor of Nursing Major: Pediatric Nurse Practitioner	August 31, 1996
Rush University Chicago, IL	Master of Science in Nursing Major: Maternal Child Nursing	June 8, 1996

#### UNDERGRADUATE

Institution	Degree	Date Awarded
Indiana University Indianapolis, IN	Baccalaureate of Science in Nursing	August 31, 1990
Lutheran Hospital School of Nursing Ft Wayne, IN	Diploma in Nursing	May 23, 1987

### FURTHER EDUCATION:

Institution	Credential	Inclusive Dates
*Indiana University School of Medicine Indianapolis, IN	Leadership Education in Neurodevelopmental Disabilities Program Trainee	8/2018 to 4/2019

### APPOINTMENTS:

#### ACADEMIC

Institution	Rank/Title	Inclusive Dates
*Indiana University School of Medicine Indianapolis, IN	Leadership Education in Neurodevelopmental Disabilities Program, Nursing Discipline Coordinator	5/2019 to present
*Indiana University School of Nursing Indianapolis, IN	Coordinator for Pediatric Nurse Practitioner Track, Department of Community and Health Systems with 20% effort	5/2016 to present
*Indiana University School of Nursing Indianapolis, IN	Clinical Assistant Professor, Department of Community and Health Systems	1/2014 to present

\*in-rank activities/outcomes

University of Illinois College of Nursing Chicago, IL	Adjunct Clinical Instructor, Department of Maternal Child Nursing, Pediatric Nurse Practitioner program	8/2000 to 5/2004
Rush University College of Nursing Chicago, IL	Complemental Faculty, Department of Maternal Child Nursing, Pediatric Nurse Practitioner program	8/1997 to 5/2004
<b>NON-ACADEMIC</b>		
<b>Institution</b>	<b>Title</b>	<b>Inclusive Dates</b>
*American Academy of Pediatrics Bright Futures National Center	NP representative on the Bright Futures Training Education Workgroup	3/2020 to present
*Centers for Medicare & Medicaid Services (CMS) and National Committee for Quality Assurance (NCQA)	NP representative on the CMS Dental Expert Work Group	3/2020 to present
*American Academy of Pediatrics	Consultant on nurse practitioner education	2018 to present
*National Association of Pediatric Nurse Practitioners (NAPNAP)	Clinical Expert, Panel for Child Safety/Injury Prevention and Education	2009 to 2015
Town & Country Pediatrics Chicago, IL	Director of Quality Assurance	1998 to 2004

**LICENSURE, CERTIFICATION, SPECIALTY BOARD STATUS:**

Credential	Number	Inclusive Dates
*American Heart Association Basic Life Support Instructor	N/A	1/2006 to 2/2016
*Advanced Practice Nurse Authorization, Indiana	71001725A	4/2004 to present
*Controlled Substance License, Indiana	71001725B	4/2004 to 10/31/17
U.S. Drug Enforcement License for Mid-level Practitioners	MK0731100	1/1997 to 12/2010
*Pediatric Nursing Certification Board, CPNP-PC	96624	6/1996 to present
Advanced Practice Nurse, Illinois	209-002757	6/1996 to 12/2004
Controlled Substance License, Illinois	309-000427	6/1996 to 12/2004
Registered Nurse, Illinois	041-258197	9/1991 to 12/2004
Registered Nurse, Hawaii	36359	11/1990 to 12/1994
Registered Nurse, California	460467	6/1990 to 12/1992
American Heart Association Advanced Cardiac Life Support	N/A	11/1987 to 1/1993

Trauma Nurse Core Course Certification	N/A	9/1988 to 12/1994
Certified Emergency Nurse	9010540	5/1988 to 4/1994
*Registered Nurse, Indiana	28100097A	8/1987 to present
*American Heart Association Basic Life Support Provider	N/A	5/1984 to present

**PROFESSIONAL ORGANIZATION MEMBERSHIPS:**

Organization	Role	Inclusive Dates
*National Organization of Nurse Practitioner Faculty	Member	2017 to present
*Association of Faculties of Pediatric Nurse Practitioners	Member	2016 to present
*Coalition of Advanced Practice Nurses of Indiana	Member	2015 to present
Indiana Chapter NAPNAP	Education Chair	2006 to 2008
*Indiana Chapter NAPNAP	Member	2004 to present
Illinois Chapter NAPNAP	Secretary	1998 to 1999
Illinois Chapter NAPNAP	Newsletter Ed.	1997 to 1999
*Sigma Theta Tau International	Member	1996 to present
Illinois Chapter NAPNAP	Member	1994 to 2004
*National Association of Pediatric Nurse Practitioners (NAPNAP)	Fellow	1994 to present
Hawaii Emergency Nurses Association	Member	1991 to 1992

**PROFESSIONAL HONORS AND AWARDS:**

TEACHING		
Award Name	Granted By	Inclusive Dates
*Dean's Faculty Award for Partnerships	IU School of Nursing	4/23/2019
OTHER		
Award Name	Granted By	Inclusive Dates
*Pediatric Nurse Practitioner of the Year	Indiana Chapter National Association of Pediatric Nurse Practitioners	9/15/2017
Nursing of Children Award	Lutheran Hospital School of Nursing	5/23/1987
EDUCATION SCHOLARSHIPS		
Award Name	Granted By	Inclusive Dates

Dukes Day Academic Scholarship	Lutheran Hospital School of Nursing	10/1986
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**PROFESSIONAL DEVELOPMENT:**

Course/Workshop Title	Provider	Inclusive Dates
*Guidelines for Assessing Quality in Online Learning Courses	National Organization of Nurse Practitioner Faculties	6/3/2020
*Teaching for Student Success: An Evidence-Based Approach	IU Faculty Academy on Excellence in Teaching (FACET)	6/2020
*55th Annual Riley Children's Health Conference Presentation: Psychiatric Emergencies and Urgencies in the Primary Care Office	IU School of Medicine	5/27/2020
*55th Annual Riley Children's Health Conference Presentation: Exploring the Toxic Effects of Vaping	IU School of Medicine	5/20/2020
*Teaching with Technologies Faculty Showcase: Increasing Student Engagement with Recorded Lectures Using Kaltura Quizzes	IU Center for Innovative Teaching and Learning	5/18/2020
*55th Annual Riley Children's Health Conference Presentation: What's Hot in Pediatric Infectious Diseases in 2020	IU School of Medicine	5/13/2020
*55th Annual Riley Children's Health Conference Presentation: Racial Disparities in Indiana's Infant Mortality Crisis	IU School of Medicine	5/6/2020
*A Faculty-Led Webinar on Remote Instruction in Medicine	McGraw-Hill Webinar	4/29/2020
*41 <sup>st</sup> National Conference on Pediatric Health Care	National Association of Pediatric Nurse Practitioners	Cancelled due to COVID
*45 <sup>th</sup> Biennial Convention	Sigma Theta Tau International	11/16-19/2019
*Pediatric Grand Rounds: Concussion Updates in Diagnosis, Prognosis, and Management/Treatment of Mild Traumatic Brain Injury	IU School of Medicine	11/6/2019
*Annual Pediatric Care Update Conference	Indiana Chapter National Association of Pediatric Nurse Practitioners	10/11/2019
*Pediatric Grand Rounds: Health Care and Childhood Obesity: Research, Reality, and Future Directions	IU School of Medicine	5/8/2019

\*in-rank activities/outcomes

*40 <sup>th</sup> National Conference on Pediatric Health Care	National Association of Pediatric Nurse Practitioners	3/6-10/2019
*Evidence-Based Teaching	IUPUI Center for Teaching and Learning	2/11/2019
*Advanced Practice Nurses Advocacy Day	Coalition for Advanced Practice Nurses	2/5/2019
*Pediatric Grand Rounds: Beyond the Binary: Providing Affirmative Care to Gender Diverse and Transgender Youth	IU School of Medicine	1/23/2019
*Pediatric Grand Rounds: Up Your Advocacy Game: Health Advocacy in a Changing Political Climate	IU School of Medicine	1/9/2019
*BLS Provider for HCP	American Heart Association	12/17/2018
*Pediatric Grand Rounds: Racial Disparity in Preterm Birth Rates	IU School of Medicine	12/12/2018
*Classroom Assessment Techniques for Online Learning	IU School of Nursing Faculty Innovating for Nursing Education Center	11/12/2018
*2018 National Conference & Exhibition	American Academy of Pediatrics	11/2-6/2018
*2018 Curriculum Enhancement Grant Symposium	IUPUI Center for Teaching and Learning	10/11/2018
*Pediatric Grand Rounds: Can Infant Sleep Be Changed?	IU School of Medicine	10/10/2018
*Pediatric Grand Rounds: Parents, Partners & Possibilities	IU School of Medicine	10/3/2018
*Annual Pediatric Care Update Conference	Indiana Chapter National Association of Pediatric Nurse Practitioners	9/14/2018
*Pediatric Grand Rounds: Down Syndrome in the Medical Setting	IU School of Medicine	9/12/2018
*Turn It In Update	IU School of Nursing	9/12/2018
*44 <sup>th</sup> Annual National Organization of Nurse Practitioner Faculties Conference	National Organization of Nurse Practitioner Faculties	4/19-22/2018
*Documenting Your Teaching	IUPUI Center for Teaching and Learning	4/9/2018
*39 <sup>th</sup> National Conference on Pediatric Health Care	National Association of Pediatric Nurse Practitioners	3/20-22/2018

*Edward C. Moore Symposium on Excellence in Teaching LEAP INdiana Conference	IUPUI Center for Teaching and Learning	3/2/2018
*Annual Advanced Practice Nursing Conference	Coalition for Advanced Practice Nurses of Indiana	2/15/2018
*Creating and Using Effective Rubrics	IUPUI Center for Teaching and Learning	2/12/2018
*Pediatric Grand Rounds: Pediatric Malnutrition	IU School of Medicine	2/7/2018
*Managing Disruptive Student Behavior	IU School of Nursing	11/13/2017
*2017 Curriculum Enhancement Grant Symposium	IUPUI Center for Teaching and Learning	10/12/2017
*Annual Pediatric Care Update Conference	Indiana Chapter National Association of Pediatric Nurse Practitioners	9/15/2017
*Increasing Accessibility Awareness & Faculty Responsibilities for Students with Needs	Adaptive Educational Services	9/11/2017
*Writing Workshop for Publication	IU School of Nursing	6/15-16/2017
*Good Clinical Practices	Collaborative Institutional Training Initiative Program at University of Miami	5/2017
*Effective Communication Workshop	IU School of Nursing	4/19/2017
*Collaborative Learning Techniques	IUPUI Center for Teaching and Learning	4/10/2017
*38 <sup>th</sup> National Conference on Pediatric Health Care	National Association of Pediatric Nurse Practitioners	3/15-19/2017
*Lecturing with the Learner in Mind	IUPUI Center for Teaching and Learning	2/13/2017
*Safe Sport Conference	USA Swimming	1/22-23/2017
*Activity Insight Information Session	IUPUI Academic Affairs	1/17/2017
*Indiana Nursing Summit: One Voice	Indiana Center for Nursing	11/7/2016
*Annual Pediatric Care Update Conference	Indiana Chapter National Association of Pediatric Nurse Practitioners	8/26/2016
*Assistant Clinical Professor Mentor Program	IU School of Nursing	9/2016 to 4/2018
*CEQL Visiting Professor	IU School of Nursing	3/30/2016

*Promotion in Clinical Ranks	IUPUI Center for Teaching and Learning	3/8/2016
*Annual Advanced Practice Nursing Conference	Coalition for Advanced Practice Nurses of Indiana	2/25-26/2016
*Run Fight Hide Training	Indiana University	2/29/2016
*Annual Pediatric Care Update Conference	Indiana Chapter National Association of Pediatric Nurse Practitioners	9/18/2015
*Smiles for Life	New York University College of Nursing	8/2015
*Biomedical Researcher Training	Collaborative Institutional Training Initiative Program at University of Miami	6/2015
*36 <sup>th</sup> National Conference on Pediatric Health Care	National Association of Pediatric Nurse Practitioners	3/11-14/2015
*Pediatric Grand Rounds: Love	IU School of Medicine	2/2/2015
*Pediatric Grand Rounds: LGBT Health	IU School of Medicine	1/28/2015
*Practice Pearls in Pediatrics 2015	IU School of Medicine	1/10/2015
*Motivational Interviewing in Health Care	IU School of Medicine and Substance Abuse and Mental Health Services Administration	9/24/2014
*Annual Pediatric Care Update Conference	Indiana Chapter National Association of Pediatric Nurse Practitioners	9/19/2014
*Screening, Brief Intervention, Referral to Treatment (SBIRT) Symposium	IU Schools of Nursing and Social Work	9/12/2014
*Simulation Immersion and Mastery (SIM) Institute	IU School of Nursing	8/4-8/2014
*Critical Thinking Symposium	IUPUI Gateway to Graduation	5/12/2014
*Exam Writing Workshop	IU School of Nursing	2/20/2014
Ins and Outs of Pediatric Gastroenterology	IU School of Medicine	2/23/2012
Nutrition 101 in Children	American Nurses Credentialing Center	10/28/2011
Annual Pediatric Care Update Conference	Indiana Chapter National Association of Pediatric Nurse Practitioners	9/23/2011
2011 Pharmacology Current Concepts	National Association of Pediatric Nurse Practitioners	10/1/2010

2011 Pharmacology for Infectious Diseases	National Association of Pediatric Nurse Practitioners	10/1/2010
2009 Pediatric Primary Care	National Association of Pediatric Nurse Practitioners	5/10/2009
2008 National Conference & Exhibition	American Academy of Pediatrics	10/11-14/2008
Practical Pediatrics	American Academy of Pediatrics	11/15-17/2007
Pediatric Winter Viruses	Indiana Chapter National Association of Pediatric Nurse Practitioners	10/11/06
Advances in Pediatric Medicine	Continuing Medical Education	9/30/2006
Annual Pediatric Care Update Conference	Indiana Chapter National Association of Pediatric Nurse Practitioners	9/9/2005
Annual Pediatric Care Update Conference	Indiana Chapter National Association of Pediatric Nurse Practitioners	10/8/2004
Guidelines for Pediatric UTI	American Nurses Credentialing Center	1/6/2003
Diabetes for PNPs	National Association of Pediatric Nurse Practitioners	2/25/2002
Managing Pain with Long-Acting Morphine	The Nursing Institute	10/26/1991
Pediatric Neurotrauma Symposium	Methodist Hospital	11/1989
Organ Procurement	Methodist Hospital	11/1989

**TEACHING:**

**TEACHING ASSIGNMENTS:  
GRADUATE**

Course #	Short Title	Format	Role	Term	Enrollment
*C666	Coll Clin Prac Ped Health	Clinical	Instructor	Sp 2020	6
*C556	Adv Nurs Mgmt of Ped Client	Lecture	Instructor	Sp 2020	6
*C552	Adv Pract Amb Child I	Clinical	Instructor	Fall 2019	6
*C551	Health Maintenance Chld	Lecture	Instructor	Fall 2019	10
*C550	Child and Family Wellness	Lecture/Lab	Instructor	Su 2019	10
*C666	Coll Clin Prac Ped Health	Clinical	Instructor	Sp 2019	12
*C556	Adv Nurs Mgmt of Ped Client	Lecture	Instructor	Sp 2019	12



*C552	Adv Pract Amb Child I	Clinical	Instructor	Fall 2018	12
*C551	Health Maintenance Chld	Lecture	Instructor	Fall 2018	14
*C550	Child and Family Wellness	Lecture/Lab	Instructor	Su 2018	15
*C666	Coll Clin Prac Ped Health	Clinical	Instructor	Sp 2018	7
*C556	Adv Nurs Mgmt of Ped Client	Lecture	Instructor	Sp 2018	7
*C552	Adv Pract Amb Child I	Clinical	Instructor	Fall 2017	7
*C551	Health Maintenance Chld	Lecture	Instructor	Fall 2017	10
*C550	Child and Family Wellness	Lecture/Lab	Instructor	Su 2017	10
*C666	Coll Clin Prac Ped Health	Clinical	Instructor	Sp 2017	8
*C556	Adv Nurs Mgmt of Ped Client	Lecture	Instructor	Sp 2017	8
*C552	Adv Pract Amb Child I	Clinical	Instructor	Fall 2016	8
*C551	Health Maintenance Chld	Lecture	Instructor	Fall 2016	8
*C556	Adv Nurs Mgmt of Ped Client	Lecture	Instructor	Sp 2016	7
*F573	Family Nurse Practitioner I	Clinical	Co-Instructor	Sp 2016	17
*F571	Family Nurse Practitioner I	Lecture	Co-Instructor	Sp 2016	17
*F572	Primary Health Care Chld	Lect/Clin	Instructor	Fall 2015	18
*C551	Health Maintenance Chld	Lecture	Instructor	Fall 2015	7
*J692	Adv Phys Assessment	Online	Co-Instructor	Sp 2015	12
*J692	Adv Phys Assessment	Online	Co-Instructor	Sp 2015	14
*C556	Adv Nurs Mgmt of Ped Client	Lecture	Instructor	Sp 2015	14
*F572	Primary Health Care Chld	Lect/Clinic	Co-Instructor	Sp 2015	32
*J692	Adv Phys Assessment	Online	Instructor	Fall 2014	15
*J692	Adv Phys Assessment	Online	Instructor	Fall 2014	16
*C551	Health Maintenance Chld	Lect/Clinic	Co-Instructor	Fall 2014	14
*F574	Primary Health Care Adlt	Lect/Clinic	Co-Instructor	Fall 2014	27
*F570	Adv Phys Assessment	Lab	Instructor	Sp 2014	7
*F572	Primary Health Care Chld	Lect/Clinic	Co-Instructor	Sp 2014	18

**MENTORING:**

Individual	Role	Inclusive Dates
*Katie Alonso	Leadership Education in Neurodevelopmental Disabilities Program Mentor	8/2019 to 4/2020
	Poster presentation: <i>The Safe Transportation of Children with Special Health Care Needs (CSHCN): Recommendations for Primary Care Providers</i> 4/23/2020	
*Shayna Aguilar	Leadership Education in Neurodevelopmental Disabilities Program Mentor	8/2019 to 12/2019
*Julie LaMothe	IU School of Nursing Graduate Faculty Mentor	2017 to 2019
*Joanne Amick	Professional Mentor	2017 to present
*Makenzie Lindauer	Professional Mentor	2016 to present
*Ashley Kiem	Professional Mentor	2015 to present
Melynda Smith FNP student	Clinical Mentor	8/2007 to 12/2007
Pam Shapiro PNP student	Clinical Mentor	9/2003 to 4/2004
Kirstin Karwisch PNP student	Clinical Mentor	9/1997 to 5/1998

**TEACHING ADMINISTRATION AND CURRICULUM DEVELOPMENT:**

Organization	Activity	Inclusive Dates
*IU School of Nursing	PNP curriculum revisions to include new C630, C640, C641, C650, and C651	1/2020 to present
*IU School of Nursing	MSN curriculum mapping	1/2019 to 1/2020
*IU School of Nursing	PNP course development for C550	5/2017 to 5/2020
*IU School of Nursing	PNP curriculum mapping and course revisions C551, C552, C556, and C666	5/2016 to present
*IU School of Nursing	Course development for C556	1/2015 to 5/2015
*IU School of Nursing	Redevelopment of advanced physical assessment course back to a hybrid format.	1/2015 to 5/2015
*IU School of Nursing	Developing new curriculum for MSN Family Nurse Practitioner Track to move from population-based focus to lifespan approach.	4/2015 to 12/2016
*IU School of Nursing	Developing pediatric content and change from in-person hybrid course to online course for new advanced physical assessment course.	8/2014 to 12/2014

**GRANTS/FELLOWSHIPS IN TEACHING:**

ACTIVE TEACHING GRANTS/FELLOWSHIPS

Title	Granting Agency	Role	Amount	Dates
*A Summer Clinical Practicum for Oral and Systemic Health Screening Assessments of Pediatric Patients	IUPUI Center for Teaching and Learning Curriculum Enhancement Grant	Principal Investigator	\$8748	3/2017 to present

COMPLETED TEACHING GRANTS/FELLOWSHIPS

Title	Granting Agency	Role	Amount	Dates
*Leadership Education in Neurodevelopmental Disabilities (LEND)	IU School of Medicine	Fellowship Trainee	\$3500 stipend	8/2018 to 4/2019

INVITED PRESENTATIONS – TEACHING:

LOCAL (3)

Title	Role	Organization	Date
*Creating an APRN Learning Module about Health Care Transition for Youth with Special Health Care Needs, LaMothe, J., <b>Kent, K.</b> ,	Poster	IU School of Medicine's Annual LEND Fellow Poster Day	4/26/2019
*Child Nutrition for Dental Students, <b>Kent, K.</b>	Podium	IU School of Dentistry	1/26/2017
*Pediatric Orthopedics for FNP Students, <b>Kent, K.</b>	Podium	IU School of Nursing	10/5/2016

REGIONAL (2)

Title	Role	Organization	Date
*Open Wide: Broadening the NP Role, <b>Kent, K.</b> , Clark, C.	Podium	Riggs Community Health Center, Lafayette, IN	11/30/2017
*Pediatric Dermatology Update, <b>Kent, K.</b>	Podium	Indiana Chapter National Association of Pediatric Nurse Practitioners	9/18/2015

NATIONAL (1)

Title	Role	Organization	Date
*Putting Bright Futures to Work: Using the Bright Futures Tool and Resource Kit, Shaw, J., <b>Kent, K.</b>	Podium	Invited by the American Academy of Pediatrics at the National Association of Pediatric Nurse Practitioners national conference	3/6/2019

REFEREED PRESENTATIONS – TEACHING:

LOCAL (1)

Title	Role	Organization	Date
*A Summer Clinical Practicum for Oral and Systemic Health Screening Assessments of Pediatric Patients, <b>Kent, K.</b> , Clark, C., Kowalik, J., Jackson, R.	Poster	IUPUI 2018 Curriculum Enhancement Grant Symposium	10/11/2018

REGIONAL (6)

Title	Role	Organization	Date
*A Summer Clinical Practicum for Oral and Systemic Health Screening Assessments of Pediatric Patients, <b>Kent, K.</b> , Clark, C., Kowalik, J., Jackson, R.	Poster	Edward C. Moore Symposium on Excellence in Teaching LEAP INdiana Conference	3/2/2018
*Open Wide: Broadening the NP Role, <b>Kent, K.</b> , Clark, C.	Podium	Coalition for Advanced Practice Nurses of Indiana	2/15/2018
*A Summer Clinical Practicum for Oral and Systemic Health Screening Assessments of Pediatric Patients, Kowalik, J., <b>Kent, K.</b> , Clark, C., Jackson, R.	Poster	IUPUI Inter-professional Practice and Education Statewide Conference	11/15/2017
*Open Wide: Broadening the NP Role, <b>Kent, K.</b> , Clark, C.	Poster	Indiana Center for Nursing	11/7/2016
*Open Wide: Broadening the NP Role, Clark, C., <b>Kent, K.</b>	Poster	Coalition for Advanced Practice Nurses of Indiana	2/25-26/2016
*Open Wide: Broadening the NP Role, <b>Kent, K.</b> , Clark, C.	Poster	Indiana Chapter National Association of Pediatric Nurse Practitioners	9/18/2015

NATIONAL (5)

Title	Role	Organization	Date
*Utilizing an Infographic Patient Education Tool in the Management of Atopic Dermatitis. <b>Kent, K.</b> , Clark, C.	Podium	National Association of Pediatric Nurse Practitioners 40 <sup>th</sup> National Conference on Pediatric Health Care	3/7/2019
*Creating an APRN Learning Module about Health Care Transition for Youth with Special Health Care Needs, LaMothe, J., <b>Kent, K.</b>	Poster	National Association of Pediatric Nurse Practitioners 40 <sup>th</sup> National Conference on Pediatric Health Care	3/7/2019
*Open Wide: Broadening the NP Role, <b>Kent, K.</b> , Clark, C.	Electronic Poster	Pediatric Nurse Certification Board	6/24/2018

*IPE Experience for Nurse Practitioner & Dental Students: A Pilot, Kowalik, J., <b>Kent, K.</b> , Clark, C., Jackson, R.	Poster	American Dental Education Association National Conference	3/19/2018
*Open Wide: Broadening the NP Role, <b>Kent, K.</b> , Clark, C	Poster	National Association of Pediatric Nurse Practitioners 38 <sup>th</sup> National Conference on Pediatric Health Care	3/17/2017
INTERNATIONAL (2)			
Title	Role	Organization	Date
*Teaching Pediatric Oral and Systemic Health Screening Assessments Using Inter-professional Education, <b>Kent, K.</b> , Clark, C	Poster	Sigma Theta Tau International, 45th Biennial Convention	11/18/2019
*IPE Experience for Dental and Nurse Practitioner Students: A Pilot, Kowalik, J., <b>Kent, K.</b> , Clark, C., Jackson, R.	Poster	Dental Education Research Group, Newcastle University School of Dental Sciences	10/15/2018

**SERVICE:**

UNIVERSITY SERVICE:

DEPARTMENT

Activity	Role	Inclusive Dates
*Community and Health Systems Department Meetings	Member	1/2014 to present

SCHOOL

Activity	Role	Inclusive Dates
*IUSON LGBTQ Taskforce	Member	3/1/2020 to present
*Center for Academic Affairs Transition Steering Committee	Member	2/2019 to 1/2020
*Interprofessional Panel for BSN Students	Panelist	5/16/2018
*CCNE Standard III Steering Committee	Member	4/2018 to 1/2020
*MSN Workgroup	Chair	2/2018 to 5/2019
*MSN Admission Criteria Task Force	Member	5/2017 to 5/2019
*N502 Theory MSN Course Revision Task Force	Member	2/2017 to 4/2017
*3 P's Revision Task Force	Member	12/2016 to present
*Search and Screen Committee – MSN Advisor	Member	12/2016 to 2/2017

*MSN Y600 Revision Task Force	Member	11/2006 to present
*Search and Screen Committee – Clinical Placement Coordinator	Member	10/2016 to 5/2017
*Faculty Candidate Interviews	Interviewer	2/2016 to present
*MSN Curriculum/Student Affairs Committee	Member	9/2015 to present
*Student Evaluation of Teaching Task Force	Member	4/2015 to 5/2016
*Faculty Assembly Meetings	Member	1/2014 to present
*Advanced Physical Assessment Course Development Task Force	Member	8/2014 to 5/2016
*Education Study Group	Member	10/2014 to 12/2015
*IUSON Commencement Ceremony	Marshall	5/11/2014
*MSN NP Special Interest Group	Member	4/2014 to 5/2016
UNIVERSITY/CAMPUS		
Activity	Role	Inclusive Dates
*IUSD Oral Systemic IPE Space Planning Subgroup	Member	1/2017 to 3/2017
*IUPUI Pediatric Well Child/Oral Health Clinic Project	Member	12/2016 to 3/2018
*IUPUI Health Workforce Research Center Cooperative Agreement Program	Member	11/2016 to 7/2017
*IUSD Primary Care and Dentistry Task Force	Member	10/2016 to 5/2019
*IUPUI Commencement Ceremony	Marshall	5/11/2014

PROFESSIONAL SERVICE:

LOCAL		
Organization	Activity	Inclusive Dates
*Coalition for Advanced Practice Nurses of Indiana	Member of ad hoc APRN Educator Work Group charged with compiling evidence and data to inform Indiana state legislators about the role, education and scope of practice of nurse practitioners.	9/2019 to present
Southeastern Swim Club	Board Member and Safe Sport Liaison responsible for maintaining Safe Sport program from USA Swimming for the education in prevention and identification of bullying and athlete abuse in children.	8/2012 to 9/2017
*The Baby Squad, Fishers, IN	Sole Proprietor: Teaching community CPR, First Aid and home safety to young families.	3/2006 to 12/2015

\*in-rank activities/outcomes

NATIONAL Organization	Activity	Inclusive Dates
*American Academy of Pediatrics and Association of Faculties of Pediatric Nurse Practitioners	PNP Liaison for the American Academy of Pediatrics	3/2020 to present
*Wolters Kluwer Health journal - <i>Clinical Nurse Specialist: The International Journal for Advanced Nursing Practice</i>	Manuscript reviewer	2019
*University of Alabama - Birmingham	External reviewer for promotion in rank to Clinical Assistant Professor	2017
*National League for Nursing journal - <i>Nursing Education Perspectives</i>	Manuscript reviewer	2016, 2017, 2019
*American Academy of Pediatrics	Invited peer reviewer of clinical practice guideline: <i>The Evaluation and Management of Brief Resolved Unexplained Events (Formerly Called Apparent Life Threatening Events).</i>	2015
Reckitt-Benckiser, Inc.	Co-reviewer of content for Family Health Series: <i>Looking After You and Your Family.</i>	2012
American Academy of Pediatrics Council on Communication and Media	Invited peer reviewer of clinical report: <i>The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds: Focus on Children in Poverty.</i>	2011

**PATIENT/CLINICAL SERVICE:**

Clinical Venue	Position	Inclusive Dates
*Shalom Health Care Center Indianapolis, IN	School-Based Pediatric Nurse Practitioner	8/2019 to present
*Northpoint Pediatrics Indianapolis, IN	Pediatric Nurse Practitioner	5/2004 to 10/2016
Town & Country Pediatrics Chicago, IL	Pediatric Nurse Practitioner	4/1996 to 3/2004
Town & Country Pediatrics Chicago, IL	Registered Nurse	12/1992 to 4/1996
Rush University Medical Center Chicago, IL	Registered Nurse, Per Diem Staffing Pediatric Emergency Services	11/1992 to 4/1996

ProNurse Chicago, IL	Registered Nurse, Supplemental Staffing Chicago area Emergency Departments	11/1992 to 4/1996
American College of Surgeons Chicago, IL	National Trauma Registry Trainer	4/1992 to 11/1992
Cross Country Nurses Boca Raton, FL	Registered Nurse, Contracted Staffing Various Emergency Departments: South Chicago Community Hospital Chicago, IL	9/1991 to 4/1992
	Kapiolani Hospital for Women & Children Honolulu, HI	1/1991 to 7/1991
	Brookside Hospital San Pablo, CA	9/1990 to 12/1990
Bloomington Hospital Bloomington, IN	Registered Nurse, Charge Nurse Emergency Department	5/1987 to 9/1990

#### PRINT AND/OR ELECTRONIC PUBLICATIONS:

##### TEACHING

##### Refereed

\***Kent, K. A.** & Clark, C.A. (2018). Open wide and say a-ha: Adding oral health content to the nurse practitioner curriculum. *Nursing Education Perspectives*. 39(4), 253-254. doi.org/10.1097/01.NEP.0000000000000252.

\***Kent, K.A.** & Clark, C.A. (2018). Skin deep: Simplifying practice guidelines for children with atopic dermatitis. *Journal of Pediatric Health Care* 32(5), 507-514. doi.org/10.1016/j.pedhc.2018.06.001.

\*Clark, C.A., **Kent, K.A.**, & Riesner, S.A. (2018). A new approach for solving an old problem in nurse practitioner clinical education. *The Journal for Nurse Practitioners*, Apr; 14(4): e69-75. doi.org/10.1016/j.nurpra.2018.01.012.

\*Clark, C.A., **Kent, K.A.**, & Jackson, R. (2016). Open mouth, open mind: Expanding the role of primary care nurse practitioners. *J Pediatr Health Care*, 30(5), 480-488. PMID: 27554397. doi.org/10.1016/j.pedhc.2015.11.007.

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SERVICE  
Non-refereed

**\*Kent, K.A.** (2015) Days in the Sun: Ensuring a Fun, Memorable Summer. *Ready, Set, Grow: Raising Healthy Kids*. Summer 2015.

**\*Kent, K.A.** (2014) Ready for Summer? How to Stay Safe While Having a Blast. *Ready, Set, Grow: Raising Healthy Kids*. Summer 2014.

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**MEDIA FEATURES:**

Title/Description	Source/Location	Date
*Infographics Make Educating Parents about AD Easier	Contemporary Pediatrics website. Retrieved on 10/29/19 <a href="https://www.contemporarypediatrics.com/pediatrics/infographics-make-educating-parents-about-ad-easier">https://www.contemporarypediatrics.com/pediatrics/infographics-make-educating-parents-about-ad-easier</a>	9/2019
*Are Nurse Practitioners the Solution to Indiana's Doctor Shortage?	Martinsville Reporter-Times (Indiana)	9/2019
*Are Nurse Practitioners the Solution to Doctor Shortage?	Mooreville/Decatur Times (Indiana)	9/2019
*Are Nurse Practitioners the Solution to Indiana's Doctor Shortage?	WFYI Public Media website. Retrieved on 10/28/19 from <a href="https://www.sideeffectspublicmedia.org/post/are-nurse-practitioners-solution-indiana-s-physician-shortage">https://www.sideeffectspublicmedia.org/post/are-nurse-practitioners-solution-indiana-s-physician-shortage</a>	7/2018
*Are Nurse Practitioners the Solution to Indiana's Doctor Shortage?	WILL.Radio.TV Public Media website. Retrieved on 10/28/19 from <a href="https://will.illinois.edu/news/story/are-nurse-practitioners-the-solution-to-indianas-physician-shortage">https://will.illinois.edu/news/story/are-nurse-practitioners-the-solution-to-indianas-physician-shortage</a>	7/2018
*Dental and Nursing Students Collaborate in Systemic Health Education	Dentistry Today (United Kingdom) website. Retrieved on 10/28/19 from <a href="https://www.dentistrytoday.com/news/industrynews/item/3103-dental-and-nursing-students-collaborate-in-systemic-health-education">https://www.dentistrytoday.com/news/industrynews/item/3103-dental-and-nursing-students-collaborate-in-systemic-health-education</a>	3/2018
*Dental, Nursing Students Learn Clinical Skills Together in New Experiential Program	Indiana University (US) website. Retrieved on 10/28/19 from <a href="https://news.iu.edu/stories/2018/03/iupui/releases/07-dental-nursing-students-learn-clinical-skills-">https://news.iu.edu/stories/2018/03/iupui/releases/07-dental-nursing-students-learn-clinical-skills-</a>	3/2018

\*in-rank activities/outcomes

together.html

\*Kathleen Kent – PNP of the  
Year

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9/2017

6/25/2020  
(Date)

  
Signature of Candidate

**CANDIDATE'S STATEMENT**  
**Kathleen A. Kent, DNP, APRN, CPNP-PC**

I am seeking promotion to Clinical Associate Professor. In rank since 2014 as a Clinical Assistant Professor at Indiana University School of Nursing (IUSON), my declared area of excellence is teaching. My contributions to teaching and service are in the areas of curriculum and course development, inter-professional education (IPE), and evidence-based practice, which is anchored by the foundation of my work as a primary care pediatric nurse practitioner (PNP) for 24 years. As a clinician and advocate of children, it was my goal to provide expert health care to this population while making a positive impact in the life of each child individually. Now as Clinical Assistant Professor, I advance the critical thinking skills and disease management knowledge of graduate students as they transition from a registered nurse role to a competent PNP or pediatric clinical nurse specialist (PCNS). By educating the next generation of pediatric clinicians and sharing my scholarship of teaching, I exponentially impact the lives of children across the state and beyond. As the appointed coordinator of the PNP track, I have the responsibility to develop, implement and evaluate all aspects of the PNP curriculum and PCNS track courses. This work requires continuous quality improvement of five rigorous didactic and clinical courses needed for competent practice in this dynamic and specialized field. Under my leadership, I have designed the curriculum and courses using evidence-based practice for both content development and teaching methodologies which includes an innovative IPE experience with the IU School of Dentistry (IUSD). I can demonstrate my excellence in teaching with student outcomes that include a 100% pass rate on the national PNP certification examination and surpassing evaluation benchmarks for student learning and satisfaction. I have disseminated my work through six peer-reviewed publications and twenty invited or refereed presentations to local, national, and international audiences.

**TEACHING (Area of Excellence)**

My teaching philosophy is based on the *Adult Learning Theory* by Malcom Knowles (1980). This assumes the self-motivated learner has a rich background of experiences, and faculty are content experts who facilitate active learning strategies. My students are committed learners, each an expert pediatric nurse with vast experiences in both life and career, who entered a rigorous graduate program despite work schedules and family responsibilities. My role is as a facilitator of active learning, a mentor, and sometimes, a cheerleader to get them over the finish line. My goals, multifaceted yet all connected, include: developing graduates who are critical thinkers and life-long learners, instilling the passion and courage to advocate for all children; and lastly, producing knowledgeable, compassionate providers of high quality, evidence-based health care for children, our most valuable and vulnerable population. These goals align with the IUSON mission of preparing “outstanding nurses to be clinicians, educators, leaders, innovators, and scientists,” the Master of Science in Nursing (MSN) Program Learning Outcomes, and the IUPUI Principles of Graduate and Professional Learning. My teaching develops critical thinking, expands knowledge, and refines skills necessary for ethical and competent practice.

**Evidence of the quality of teaching and advising as evaluated by peers.** I have received four peer reviews by three IUSON faculty with four in-class observations utilizing the IUSON peer review form. My teaching was rated as highly effective and effective for the observed items on the tool. Reviewers identified my strengths as being very knowledgeable, meeting objectives with evidence-based content, and challenging students with complex concepts and information. From their feedback, I developed discussions with more open-ended questions to facilitate student-led learning and incorporated additional cases to enrich the collaborative experience in the classroom. In addition, I have worked with an instructional designer to ensure my courses are efficient, effective, and student-friendly within Canvas, the university’s web-based course delivery platform.

**Evidence of quality of teaching, advising, or mentoring as evaluated by students.** I have taught courses in three Master’s in Nursing tracks for 85 family nurse practitioner (FNP) students, 54 PNP students and nine PCNS students. I currently administer the PNP curriculum and teach five courses in the PNP and PCNS tracks with small cohorts averaging 10 to 12 students due to these very specialized roles. Using student and peer feedback, I have continually improved these five courses as shown by aggregated faculty and course mean scores. I have achieved high scores in the PNP track courses as outlined in this table with the high end of 5.0 on the rating scale.

Course (NURS-)	# cohorts	Mean faculty scores	Mean course scores
C550 Child and Family Wellness Assessment	3	3.98 to 4.56	3.77 to 4.60
C551 Health Maintenance of the Pediatric Client	4	4.31 to 4.97	4.19 to 4.94
C552 Advanced Practice in Ambulatory Care Nursing of Children	3	4.45 to 5.0	4.31 to 5.0
C556 Advanced Nursing Management of the Pediatric Client	6	4.27 to 5.0	4.32 to 5.0
C666 Collaborative Clinical Practice in Pediatric Primary Health Care Nursing	4	4.32 to 5.0	4.24 to 5.0

This is a sample of student qualitative comments for these courses.

- Her years of experience and wealth of knowledge helped me learn and grow into a NP.
- Very approachable, a wonderful job integrating various learning methods to engage us.
- She is supportive and wants us to succeed.
- The way she graded all of our assignments was incredibly fair.
- She did a great job of pulling together the readings and the AAP guidelines.

**Evidence of effective teaching through scholarly dissemination of knowledge about teaching.** My interconnected scholarship on varied topics, such as children’s oral health, IPE, and management of atopic dermatitis, utilizes evidence-based practice as the foundational building blocks and reaches educators, clinicians, and students. During my time in rank, I have been a presenter or co-presenter of 20 presentations. Of these, six were invited (three local, two regional, one national) and 14 were refereed (one local, six regional, five national, two international). I was the primary presenter for 13 of the 20 (65%) presentations. Audiences have included colleagues and students from nursing, medicine, dentistry and other disciplines. I was invited to co-present, “Putting Bright Futures to Work: Using the Bright Futures Tool and Resource Kit”, by the American Academy of Pediatrics (AAP), a physician-based organization, with an esteemed editor of *Bright Futures: Guidelines for Health Supervision of Infants, Children and Adolescents* at the annual conference by the national PNP organization with over 9,000 members. Most recently, I shared “Teaching Pediatric Oral and Systemic Health Screening Assessments Using IPE” at the Sigma Theta Tau International conference in Washington, DC with attendees from over 90 countries.

I have published six manuscripts, four as first or second author for peer-reviewed journals. Two of these articles were published in *The Journal of Pediatric Health Care* (Impact Factor: 1.15) and were based on translating national evidence-based care guidelines for use by the PNP in primary care practice. “Open Mouth, Open Mind: Expanding the Role of Primary Care Nurse Practitioners” awarded readers continuing education credits upon submission of the post-test about oral health care and fluoride varnish application. The other guideline article, “Skin Deep: Simplifying Practice Guidelines for Children with Atopic Dermatitis” has a provider algorithm and a patient education tool I created and have shared

with providers from three states and the District of Columbia. I have published in other peer-reviewed journals including *Journal of Nursing Education* (Impact Factor 1.185), *European Psychiatry* (Impact Factor 3.941), *Nursing Education Perspectives* (Impact Factor 0.95), and *The Journal for Nurse Practitioners* (Impact Factor 0.70).

**Evidence that courses taught contribute to the overall student learning outcomes and that students have met or exceeded learning objectives.** I measure student learning outcomes in a number of ways. First, prior to graduation, the PNP students take the PNP Diagnostic Readiness Test from Barkley and Associates. On this nationally normed examination, my students have scores that average about 6% higher than comparable students. Second, after graduation, the PNP students take the national certification exam for primary care PNPs administered by the Pediatric Nursing Certification Board. Since 2015, when I began teaching in the PNP didactic courses, the Master's degree students have a 100% first time pass rate for this certification exam, well above the 89% national average. Lastly, MSN students voluntarily complete the SKYfactor Benchworks™ exit survey about the program. This 144-item survey measures quality, satisfaction, and learning outcomes of the MSN core and track courses on a 7-point scale. The PNP track courses have scored above the benchmark of 5 or higher in 20 of the 21 factors that were assessed. Among the most notable factors, *Learning Outcomes from Didactic/Clinical: Acute and Chronic Conditions* scored 6.4 and *Learning Outcomes from Didactic/Clinical: Patient Care* scored 6.8 on the 7-point scale. The one factor that fell below benchmark, "*Learning Outcomes from Didactic/Clinical: Clinical Laboratory Procedures*", assessed criteria not considered to be in the scope of PNP education.

**Evidence of the nature and quality of course and curriculum development and implementation to enhance the quality, effectiveness and efficiency of teaching.** Initially, I co-taught FNP track courses that spanned over four semesters and I developed content for the pediatric-focused semester. After realizing similar content was repeated in all semesters, I collaborated with the FNP track coordinator to condense the content into three semesters using a lifespan approach, resulting in efficient use of faculty and community clinical resources. Pediatric content was integrated into each semester, allowing for more in-depth coverage of each topic. Due to the dynamic nature of the health care content in the track courses, adding in new topics is challenging for faculty, as existing content cannot be eliminated. As a result of these innovative curricular and course changes, there was new "space" in the courses to add in topics such as children's oral health, a significant issue in this population. The outcomes of these curricular changes are demonstrated in two manuscripts which I co-authored. "A New Approach for Solving an Old Problem in Nurse Practitioner Clinical Education" was published in *The Journal for Nurse Practitioners* and "Open Wide and Say A-Ha: Adding Oral Health Content to the Nurse Practitioner Curriculum" was published in *Nursing Education Perspectives*.

In 2016, with my appointment as the PNP track coordinator, my focus transitioned from the FNP courses to the five PNP track courses, C550, C551, C552, C556, and C666. It was fortuitous that at this same time, the University transitioned to Canvas, the new learning management platform, and I was able to evaluate and build these courses simultaneously. National competencies and student voice are instrumental in course and curriculum changes. I identified content gaps, added evidence-based content, and implemented improvements in structure and teaching strategies. In 2017, I collaborated with the CNS track coordinator to integrate two of my didactic courses into the PCNS curriculum, giving me the opportunity to teach across two tracks. This conserved faculty resources and benefitted the students as they learned alongside students in another advanced nursing practice role in the classroom. I have utilized a continuous quality improvement cycle by assessing performance through student evaluation data, implementing the improvement plans and evaluating the results. I continue to work with the PCNS faculty to ensure that my courses are meeting the learning needs of the PCNS students. With the integration of PCNS students into PNP courses, I clarified expectations for students through

clear communication that promotes trust and respect, which is vital for student-centered education. In 2018, I assisted with curricular changes in response to student concerns and was instrumental in the introduction of Y535 Family Dynamics of Health and Illness to the PNP and FNP curricula.

Additionally, I have evaluated and revised the curriculum and courses to meet the latest accreditation standards and competencies set forth in the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing*, the core and population-focused primary care PNP competencies from the National Organization of Nurse Practitioner Faculties, and the competencies from the National Association of Clinical Nurse Specialists. This assures the students meet eligibility criteria for national certification upon graduation and are competent for practice. Due to the 2014 changes in the national certification requirements, the advanced physical assessment course needed extensive revisions so a new course, Y625 Advanced Physical Assessment across the Lifespan, was developed. I integrated all of the pediatric content in the course, while the other faculty focused on the adult and geriatric aspects of the lifespan. This course is taught in the MSN program to eight of the nine specialty tracks.

**Local, regional, national or international teaching, advising or mentoring awards.** I was awarded *Indiana PNP of the Year 2017* by the state chapter of the National Association of Pediatric Nurse Practitioners. This award is given annually to a member who has made an impact on the lives of children and families in their community and advances the profession. In 2019, I was awarded the IUSON *Dean's Faculty Award for Partnerships* for my IPE collaboration with the IUSD with my 2017 Curriculum Enhancement Grant. This award recognizes faculty who create partnerships that advance the school's mission for education excellence and collaborate within and outside of the IUSON resulting in visible outcomes.

**Teaching or advising grants.** In 2017, I was awarded a curriculum enhancement grant through IUPUI's Center for Teaching and Learning. I was the principal investigator and this grant afforded my team of faculty from the IUSON and IUSD to create a new IPE experience, "A Summer Clinical Practicum for Oral and Systemic Health Screening Assessments of Pediatric Patients." The goal was to have PNP and FNP students and 4<sup>th</sup> year dental students learn with and from each other about the relationship of oral and systemic health in children. This teaching grant helped meet student competencies needed for future practice and supports many of IUPUI's institutional values. The outcomes of this grant are evidenced by my local, national, and international presentations, "Teaching Pediatric Oral and Systemic Health Screening Assessments Using Inter-professional Education," "A Summer Clinical Practicum for Oral and Systemic Health Screening Assessments of Pediatric Patients," and "IPE Experience for Nurse Practitioner & Dental Students: A Pilot."

In 2018, I was competitively selected to be one of 24 trainees for the Leadership Education in Neurodevelopmental Disabilities (LEND) program at IU School of Medicine's Riley Child Development Center. The program is a graduate-level interdisciplinary leadership training to improve the health of children with disabilities. LEND programs, usually based in a University Center for Excellence, prepare trainees from diverse professional disciplines to assume leadership roles in their respective fields. It is funded through the US Health Resources Services Administration's Maternal Child Health Bureau. My plan was to integrate my acquired knowledge into my courses as children with disabilities are very vulnerable and my curriculum lacked this content. My year-long training resulted in collaborative work with other IUSON faculty and the creation of a module that will be integrated across all applicable tracks in the MSN program in the 2020-21 academic year. This is evidenced by the poster presentation, "Creating an APRN Learning Module about Health Care Transition for Youth with Special Health Care Needs," at the National Association of Pediatric Nurse Practitioners' National Conference on Pediatric Health Care.

**Leadership roles in professional associations, in organizing conferences, in presenting papers, in related to teaching, advising, or mentoring.** I have mentored students and been a career advisor since becoming a PNP. While in rank, I have mentored four PNP students after graduation as they transition into practice and became my peers. Currently, after completing the LEND program, I have mentored two graduate nursing students as the nursing discipline coordinator for the program. I supported and advised them on their required leadership project and co-authored the poster presentation, “The Safe Transportation of Children with Special Health Care Needs (CSHCN): Recommendations for Primary Care Providers” that was presented IU School of Medicine’s Annual LEND Fellow Poster Day. I also mentored a new IUSON faculty and she has since been appointed into a department leadership position.

**Teaching load.** While in rank, my teaching load has been consistent with the IUSON workload document. Starting in May 2016, my teaching load was reduced by 20% as part of assuming the PNP track coordinator position for the IUSON. In this role, I have administrative responsibilities for course and curriculum development, revision, and evaluation, placing students in clinical experiences, and program admissions. Since this time, I have maintained a teaching load balanced with administrative duties and have taught C550 for three consecutive summers.

**Using technology, distributed education, problem-based learning, community-based learning, videoconferencing or other tools to enhance student learning.** To meet my teaching goals, I use different teaching methods and strategies to facilitate learning. In my didactic courses C550, C551, and C556, I utilize case-based learning and a flipped classroom approach where the students independently learn the new content through readings, patient cases, and other activities. In face to face class, I offer mini lectures to highlight critical content and correct any identified knowledge gaps. Students participate through discussions, small group work, IPE opportunities, and class presentations. Additionally, they refine their advanced physical assessment skills at the Simulation Center at Fairbanks Hall using high tech task trainers and live simulated patients. I evaluate their learning with in-class quizzes which are reviewed for feedback to the students. As clinical faculty for C552 and C666, I oversee the students in their clinical experiences in collaboration with their preceptor. I coordinate all aspects of the clinical experiences, ensure that preceptors meet all licensing and certification requirements, and provide feedback to students on their critical thinking skill development in the areas of diagnostic reasoning and treatment plans. Recognizing that students have different professional nursing experience, they develop their individualized learning objectives each semester. I utilize many reflective writing assignments which are an effective method of teaching graduate students.

In the health care domain, evidence-based practice (EBP) requires the practitioner to adopt the process of continuous learning and evaluation to make clinical decisions, guided by the current science, that are in the best interest of the patient. This EBP model can be extrapolated to fit education. I use EBP to guide my professional work in the two worlds I straddle, academia and health care.

Component of EBP in Health Care	Component of EBP in Education
Best evidence in the form of clinical practice guidelines, randomized controlled studies, and systematic reviews.	Best practices as outlined by a school’s mission, the university’s guiding principles, discipline competencies, and education research.
Clinical knowledge and expertise of the provider.	Knowledge and expertise of the teacher.
The patient’s experiences, expectations, and values which are critical in patient-centered care.	The student’s experiences expectations, and values that drive student-centered education.

The University has instilled a deep desire in me to be a lifelong learner. Since 2014, I have engaged in over 160 hours of education related workshops, webinars, and conferences offered by organizations

such as the IUPUI Center for Teaching and Learning, IUSON's Faculty Innovating for Nursing Education Center, and the National Organization of Nurse Practitioner Faculties. While in rank, I have completed about 200 continuing education hours on evidence-based pediatric health care at local seminars and national conferences. This supports both my teaching and clinical practice. I have disseminated my scholarship at many of these professional development events.

**Interdisciplinary work.** As a result of my curricular work, the door to IPE experiences was opened for my students. It started with the realization that despite existing evidence-based care guidelines for children's oral health, pediatric health care providers are not trained adequately or are reluctant to manage children's oral health care in the primary care setting. By adding this new content into the curricula, I was able to collaborate with faculty from the IUSD. It has resulted in shared scholarship with multiple presentations. The students have benefitted from the work of my grant and the IPE experience has been fully integrated into the PNP and dental coursework.

**Retention.** As coordinator of the PNP track, I am responsible for the admission and progression to graduation of these students. I have admitted four cohorts with a total of 47 matriculated PNP students and a 94% graduation rate since 2016. I encourage all students to pursue a terminal degree in nursing, such as the Doctor of Nursing Practice (DNP). One MSN learning outcome is "Recognize the value of being a lifelong learner who is committed to personal professional growth, the development of the profession, and the health of the public." The IUSON has recently expanded the DNP program and it is an excellent way to meet this outcome in the future for my students.

## **SERVICE**

**Service to the Department, School, Campus/University.** Since joining the faculty of IUSON in 2014, I have served on many governance, steering, and ad hoc committees at the department, school, and campus levels. I am an active department member by participating in meetings, recruiting faculty, interviewing faculty candidates, and mentoring new faculty. Much of my committee service has been within the MSN Curriculum and Student Affairs Committee. As a leader on this committee and the chair of the subcommittee, MSN Work Group, I made significant contributions toward the outcomes of the committee work. I developed a document of evaluation criteria evidence for the PNP track that became the template for other tracks and used as the MSN program exemplar during the school's decennial accreditation review in January 2020. I actively participated in the accreditation visit with the reviewers observing my classroom as well as visiting my students and preceptors at the clinical site. These visits were positive and the IUSON has received a preliminary positive accreditation report. I also created the competency-based *Student Competency Achievement Record* used by preceptors and faculty to evaluate students in the clinical setting for five MSN tracks and the *MSN Preceptor Toolkit*, a document used to orient all MSN preceptors to their roles and responsibilities as a preceptor for IUSON. Also, I served on the MSN Admission Criteria Task Force which created criteria with a rubric for admissions based on best practices to identify strong candidates and eliminate bias in the application process.

At the campus level, I have served on several ad hoc committees. In 2016, I was a member of the IUSD Primary Care/Oral Health Planning Group that included faculty from the IUSON and IUSD. The purpose of this group was to explore opportunities for integration of primary care into dentistry in the new IUSD clinic as a faculty practice site. Out of this effort, I served on the IUSD Oral Systemic Workgroup IPE Space Planning Subgroup where I shared my knowledge of the physical layout and work space needs for a primary care setting and how this could fit within a dental clinic. During this same time, I was a member of the IUPUI Pediatric Well Child/Oral Health Clinic Project, a small group of faculty from the IUSON, IUSD and the IU Inter-professional Practice and Education Center with the purpose of developing a pilot for a pediatric well child and oral health clinic involving FNP and dental hygiene students with



family medicine residents. My involvement in all of these groups facilitated my grant work and the expansion of the IPE opportunities for PNP and dental students found in my current curriculum.

**Service to the Profession.** I have served the profession of nursing as a manuscript reviewer for *Nursing Education Perspectives* and *Clinical Nurse Specialist: The International Journal for Advanced Nursing Practice*, external reviewer for faculty promotion, and a peer reviewer for the AAP. In early 2020, I was invited to be the nurse practitioner representative on the Bright Futures Training Education Workgroup of the AAP's Bright Futures National Center. This group has been tasked with developing web-based education modules using the *Bright Futures* preventive care guidelines as a framework for practicing clinicians, medical residents, and advanced practice nursing and medical students. This work with the AAP led me to my new role as liaison to the Association of Faculties of Pediatric Nurse Practitioners.

**Service to the Community.** To meet national accreditation standards and remain current in the classroom, nurse practitioner faculty must continue to practice in some capacity. I practice as a PNP for a federally qualified health center, Shalom Health Care Center, where I provide supplemental coverage in their primary care clinics located within public and charter schools in Indianapolis. The children served by these clinics have significant health disparities and few resources where poverty, community violence, and food insecurity are prevalent. While in rank, I have published two of the four non-refereed articles in *Ready, Set, Grow: Raising Healthy Kids*, a consumer publication written by pediatric experts and distributed in health care settings with an annual circulation of 500,000 for the National Association of Pediatric Nurse Practitioners by CW Publishing Group.

#### **FUTURE GOALS**

I will advance my excellence in teaching as I expand my contributions to the IUSON and the campus in the areas of curriculum and course development, IPE, and evidence-based practice. I will continue my work on the PNP curriculum reformatting. In consideration of student needs and conservation of school resources, I will be changing the PNP track courses from a face to face learning environment to a hybrid distance-accessible format. This will allow students from across the state to learn where they live and provide high-quality pediatric primary care within their communities. However, in this new COVID-19 era where education has been significantly impacted, this response is even more urgent. This process will open opportunities for scholarship of teaching focused on best practices with technology and teaching strategies for high quality PNP education and creative clinical experiences to meet the competencies in a new learning environment. I will continue my ongoing collaboration with the IUSD and realize the many opportunities for publication regarding my success with IPE and student outcomes.

In addition to my work within the MSN program, I plan to be more involved with the new clinical-focused track in the DNP program. This program has significant growth opportunities for future students and faculty in course and curriculum development, teaching DNP level courses, or mentoring DNP students on their projects. I foresee a new partnership with my leadership in the LEND program and DNP student projects that involve care of children with special health care needs.

As I look to the future, I am very excited about the possibilities of other leadership roles in the graduate nursing programs that I may have with this promotion in rank. I look forward to mentoring a new faculty in the next academic year. Also, I will be using my pediatric expertise on the school's LGBTQ Taskforce that was recently formed to integrate LGBTQ health in the curriculum across programs and examine our environments to ensure a climate of inclusivity exists for students, staff, and faculty.

I affirm that my statements in this dossier are a fair and accurate reflection of my achievements.