The CHHS continues to grow its programs and support mechanisms for faculty researchers, scholars, and innovators. This report serves as a summary of those initiatives, their successes and opportunities for growth, and plans for the upcoming year to continue to support our faculty in their scholarship.

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I: OVERVIEW OF THE STARFISH MODEL

CHHS Values and Research Support

The “Starfish Model” was developed to provide a framework of values for CHHS Research and Innovation that directly align with the CHHS Strategic Plan. The key values of the Starfish model are as follows:

- Building interprofessional research teams to execute team science
- Training and mentorship of faculty, staff, and students
- Engagement with community partners in research and scholarship
- Diversity in funding sources as well as research topics
- Quality Assurance via establishment of metrics and measuring progress

“An investment in knowledge always pays the best interest.” – Benjamin Franklin
II: EVALUATION AND METRICS

Research and Innovation Evaluation 2017-2018

Overall Research Usability Evaluation

A survey was created to assess the use of services around faculty research and scholarship offered by the Research and Innovation team. The Research Advisory Council helped with the conception of items on the survey. This assessment survey was built in Qualtrics and sent out to CHHS faculty to complete. The results of the survey (N=35) are summarized in the table below:

<table>
<thead>
<tr>
<th>Services Accessed or Events Attended</th>
<th>Within the Last Year</th>
<th>Ever</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Pre-Award Grant Support</td>
<td>24</td>
<td>69%</td>
</tr>
<tr>
<td>Research and Innovation Day</td>
<td>18</td>
<td>51%</td>
</tr>
<tr>
<td>Trainings or workshops</td>
<td>18</td>
<td>51%</td>
</tr>
<tr>
<td>Faculty Writing Circles or Mentorship Meetings</td>
<td>17</td>
<td>49%</td>
</tr>
<tr>
<td>Interprofessional Coffee Hour Events</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td>Post-Award Grant Support</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td>Statistical Support</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td>Exploratory Interest Meetings</td>
<td>11</td>
<td>31%</td>
</tr>
<tr>
<td>Find a Collaborator Database</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Editing/Review Support</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>None of the Above</td>
<td>5</td>
<td>14%</td>
</tr>
</tbody>
</table>

Services Observed in CHHS by Faculty

<table>
<thead>
<tr>
<th>Faculty Support in Endeavors to Receive Internal Funding</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26</td>
<td>74%</td>
</tr>
<tr>
<td>Receiving Diverse Funding Opportunities</td>
<td>25</td>
<td>71%</td>
</tr>
<tr>
<td>Promoting of publications and presentations of faculty, staff, and students</td>
<td>25</td>
<td>71%</td>
</tr>
<tr>
<td>Faculty Support in Endeavors to Receive External Funding</td>
<td>24</td>
<td>69%</td>
</tr>
<tr>
<td>None of the above</td>
<td>2</td>
<td>6%</td>
</tr>
</tbody>
</table>

Supporting and Celebrating Services

<table>
<thead>
<tr>
<th>CHHS Talks Newsletter</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28</td>
<td>80%</td>
</tr>
<tr>
<td>Multimedia Submissions</td>
<td>16</td>
<td>46%</td>
</tr>
<tr>
<td>Congratulatory Cards</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>I have not observed the above efforts</td>
<td>5</td>
<td>14%</td>
</tr>
</tbody>
</table>

Rate of Interaction with the Randi Team

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Monthly</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td>Once per semester</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Once per year</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>14%</td>
</tr>
</tbody>
</table>

Results of the Faculty Evaluation of Services indicate that the majority of faculty are using resources to support their scholarship efforts and interacting with the Research and Innovation Team.
Service-Level Evaluation (Customer Satisfaction Surveys)

Existing areas of support for Research and Innovation prior to this year included a statistical consultant and a pre- and post-award grant specialist. An evaluation component was added for research-related services and summarized below:

❖ Statistical Consultant

The CHHS statistical consultant provides support for faculty and staff researchers on design, power analysis, and data analysis for quantitative studies.

Respondents (N = 9) rated the statistical consultant as above expectations or excellent regarding achievement of milestones in a timely fashion (78%), the quality of analysis and its explanation (89%), and overall satisfaction (89%).

Customers indicated that the CHHS statistical consultant was quick to respond, accurate, easy to understand, and punctual and flexible with scheduling needs.

❖ Pre-Award Grant Specialist

The CHHS pre-award grant specialist identifies funding opportunities, develops budgets, provides workshops and trainings, and assists with all external proposal submissions in collaboration with the Sponsored Program And Research Compliance (SPARC) office.

Respondents (N = 26) rated the pre-award grant specialist as above or exceeding expectations regarding timeliness (73%), quality of customer service (70%), accuracy of budget development (62%), and overall satisfaction (73%).

Customers indicated that the pre-award grant specialist makes the grant application process absolutely “painless,” explains everything in easy-to-understand terms, is very helpful and personable, kind and polite in explaining the process, knowledgeable, supportive and encouraging, a pleasure to work with, prepared and organized, and goes out of her way to help.

❖ Professional Editor

A faculty needs assessment conducted in summer 2014 indicated a strong desire (83%) for editing support for manuscripts and proposals. This year, a professional editor was hired to assist faculty in writing manuscripts, grant proposals, book chapters, and conference abstracts.

Respondents (N = 18) rated the editor as above or exceeding expectations regarding timeliness/promptness (94%), quality of customer service (94%), and overall satisfaction (94%). A majority of respondents indicated benefits of using this service to include confidence of improved writing skills (61%), a greater chance of publication (56%), and time saved (78%).

Faculty reported that the professional editor has a great writing style to learn from, provides constructive criticism, has strong attention to detail, is honest, thorough, and helpful, timely and responsive, personable, and able to find little details that are often overlooked. As stated by one faculty member, “It is with great pleasure I write about the wonderful resource Ms. Anast was for my evidence-based project report. She provided over 100 feedback comments for grammar, format, research ideas, and APA guidelines. I have applied 95% of her feedback to my paper which I hope to transition into a publication. I can't say thank you enough for this valuable resource.”
Research Productivity Tracking

Research is tracked for each fiscal year for peer-reviewed publications, presentations, external grant and contract submissions and awards. External grant activity is depicted in the bar graphs below (see appendix C for the full FY18 research productivity report).

Tracking of External Grant and Contract Submissions and Awards

---

**CHHS External Grant Submissions**

<table>
<thead>
<tr>
<th>Fiscal Year 2014</th>
<th>Fiscal Year 2015</th>
<th>Fiscal Year 2016</th>
<th>Fiscal Year 2017</th>
<th>Fiscal Year 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,263,719.00</td>
<td>$2,438,388.00</td>
<td>$2,099,587.00</td>
<td>$7,820,812.61</td>
<td>$11,384,422.11</td>
</tr>
</tbody>
</table>

---

**CHHS External Awards**

<table>
<thead>
<tr>
<th>Fiscal Year 2014</th>
<th>Fiscal Year 2015</th>
<th>Fiscal Year 2016</th>
<th>Fiscal Year 2017</th>
<th>Fiscal Year 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>$243,468.00</td>
<td>$796,129.00</td>
<td>$256,161.00</td>
<td>$224,145.87</td>
<td>$989,990.73</td>
</tr>
</tbody>
</table>
III. MENTORSHIP AND TRAINING

Training for Digital Measures

A program support specialist was hired on a temporary basis to support faculty with entering data into Digital Measures. This position acts to provide training to faculty for how to best navigate the tool that is used for tracking scholarship activities.

Trainings/Workshops

Training is routinely offered to CHHS faculty and staff on a variety of topics. Research and innovation workshops are well-attended by individuals from across all schools.

- **Developing a Grant Budget and Finding Research Support:** In October 2017, Justine Reel and Althea Lewis presented on grant budgeting and developed research support in CHHS to School of Nursing faculty.

- **Grant Writing Basics for Social Impact Ventures:** On Thursday, March 15, 2018, the UNCW Center for Innovation and Entrepreneurship and DF Morrison Consulting hosted an event focusing on the basics of grant writing for social good. The CHHS Pre-award Grant Specialist, Ms. Althea Lewis, partnered with David Morrison to present the seminar. The session sought to teach nonprofits and socially-responsible organizations to identify and understand the value of components of a grant application, develop key strategies for success, and provide online tools and resources useful for delivering effective grant proposals.

Faculty Writing Circles

Throughout the year the Associate Dean of Research and Innovation leads two faculty writing circles per week. Faculty writing circles provide goalsetting and accountability support for the development of journal articles, books, book chapters, and grant submissions. In addition to providing mentoring and peer support, faculty writing circles encourage attendees to focus on their writing and overcome obstacles that may occur in less directed environments. These events allow faculty to get together and receive mentoring support from the Associate Dean and their peers.

Reporting and Celebrating

- **CHHS Talk Newsletter:** The Research and Innovation team submits a consistent monthly feature of stories to highlight faculty researchers, scholars, grantees, and student mentors. In addition, the newsletter regularly covers notable accomplishments of faculty, staff, and students.

- **Multimedia Submissions/OUR Collaborations:** KUDOS for grant submissions and awards, publications, and presentations are submitted to UNCW’s Research Magazine and SWOOP, as well as social media outlets.

- **Congratulatory Cards:** Each time a CHHS faculty member submits an external grant, he or she receives a hand-written congratulatory card from the Dean and Associate Dean of Research and Innovation.


Funding Calendar

This year, the Research and Innovation Team announced the release of the CHHS Funding Calendar. This tool provides valuable information regarding upcoming external grant opportunities. Viewers are able to see upcoming deadlines and quickly access the sponsor’s website to view their guidelines and applications.

CHHS Resource Page

The CHHS pre-award grant specialist, collected a variety of grant resources for the Research and Innovation website to support external funding initiatives within the College. These resources include NIH, SAMHSA, PCORI, NSF, and other external grant sponsors. These resources provide a comprehensive overview of the specific policies and procedures in applying for external funding with these sponsors and the overall grant/proposal development process within the University. In addition, faculty also have access to several grant presentations that provide tips on grant writing and developing budgets.
IV: INTERPROFESSIONAL COLLABORATION

Research and Innovation Day 2018

Keynote Speaker
Dr. Karin Weman-Josefsson, PhD was nominated and selected by the Research Advisory Council to deliver a lecture on “Digital Innovation in Self-determined exercise motivation.” Dr. Weman-Josefsson joined us from Halmstad University in Sweden. She received her Master’s degree in Sport and Exercise Psychology from Halmstad University and she received her PhD in Psychology from the University of Gothenburg, Sweden. Her research focuses on promoting health, exercise motivation and physical activity behaviors using digital innovations to reach the greater community.

Scientific Poster Showcase
The 2018 Research and Innovation Day Scientific Poster Showcase displayed 34 research and innovation projects from faculty, staff, and students at UNCW, ECU, and UNC-Chapel Hill. See appendix D for a full listing of abstracts from this year’s event.

Distinguished Researcher Presentation
Dr. Anne Glass was nominated and selected by the CHHS Research Advisory Council as the Distinguished Researcher Presenter for Research and Innovation Day 2018. Dr. Glass is an internationally recognized leading researcher in the field of elder cohousing. She has long been dedicated to improving and promoting innovation in long-term and end-of-life care through her research. Using examples from her research on nursing home quality as well as on personal care provided in the home, she illustrated the process and how her work builds on and adds to the interprofessional scientific “conversations.” Her observations are of value to researchers at any stage of their career.

Invited Presentation
Drs. April Bice, Kellie Griggs, and Tammy Armes, in the CHHS School of Nursing were invited to give a lecture on “Narratives of Nurse Faculty in Tenure Track: The Untold Stories.” Their empirically-based presentation was focused on the multiple challenges of transitioning to a faculty role in academia.

Find a Collaborator Database
The find a collaborator database is a feature of the CHHS Research and Innovation webpage, where faculty, students, and community partners can find research and applied interests of faculty members. This tool is updated annually and helps to identify potential faculty collaborators. Secondarily the tool can assist students in locating faculty members who share similar interests to gain research experience (see appendix B). The database can also be found electronically at: https://uncw.edu/chhs/research/documents/Find%20a%20Collaborator.pdf.

Coffee Hour Events
See “Community Engagement” for update on Coffee Hour Events.
V: COMMUNITY ENGAGEMENT

**Exploratory Interest Meetings**

Associate Dean Reel hosts exploratory interest meetings in order to foster interprofessional collaboration for potential projects that may lead to external funding. Faculty, staff, and community partners meet to discuss opportunities for collaboration on the topic to develop interprofessional teams for a grant funding opportunity (i.e. Request for Proposal).

One example of a well-attended exploratory interest meeting involved bringing together faculty with an interest in tobacco prevention or opioid abuse across CHHS and in the Department of Psychology.

**Coffee Hour Events**

The College hosted monthly coffee hour events again this year. These events are intended to foster faculty and community partner collaboration for research, scholarship, and innovation around specific topics.

*The following events were well-attended by CHHS faculty, staff, and community partners within the fiscal year:*

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT NAME</th>
<th>EVENT COLLABORATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/22/2017</td>
<td>Military Health and Veteran Populations</td>
<td>Military Affairs, Psychology, and the UNCW Counseling Center</td>
</tr>
<tr>
<td>10/20/2017</td>
<td>Innovation Coffee Hour</td>
<td>Family Medical Supply</td>
</tr>
<tr>
<td>11/17/2017</td>
<td>Complementary &amp; Alternative Medicine/Health &amp; Wellness Therapies</td>
<td></td>
</tr>
<tr>
<td>1/26/2018</td>
<td>Food Insecurity</td>
<td>Catholic Campus Ministry, Office of Student Leadership and Engagement, Department of Sociology/Criminology, Campus Sustainability, Cape Fear Food Council, Wilmington Food Bank, Feast Down East, Health Equity and Human Experience (New Hanover Regional Medical Center), Office of E-Learning, and Distance Education</td>
</tr>
<tr>
<td>2/23/2018</td>
<td>#metoo Sexual Assault and Harassment</td>
<td>CHHS Alumni, Psychology, Women and Gender Studies, Distance Education, Office of the Arts, UNCW CARE Office, Communication Studies, UNCW General Counsel, and Sponsored Programs and Research Compliance</td>
</tr>
<tr>
<td>3/16/2018</td>
<td>Women's Health</td>
<td>Going Beyond the Pink and Women's Studies Resource Center</td>
</tr>
<tr>
<td>4/20/2018</td>
<td>Geospatial Analysis related to Health Issues and Data</td>
<td>Earth and Ocean Sciences, ITS, and Sponsored Programs and Research Compliance</td>
</tr>
</tbody>
</table>
Food Insecurity Coffee Hour Event, January 2018
Photo Credit: Jeff Janowski

#metoo Coffee Hour Event, February 2018
Photo Credit: Bradley Pearce
VI: DIVERSITY

Diverse Funding Resources

The Research and Innovation Team has increased its efforts to identify diverse funding sources to support faculty researchers. The CHHS Pre-Award Grant Specialist keeps an eye towards all federal, state, non-profit, and private sector foundations and organizations when searching for funding opportunities, and faculty are supported on the endeavors to receive funding, regardless of the funding source or the amount of the award. The CHHS also encourages and promotes publications and presentations on diverse topics.

Globalization, Culture, and Diversity Committee

Associate Dean Reel served in the role as chair of the GCD Committee. Accomplishments and goals for their group will be discussed in the next section.
VII: COMMITTEE REPORT

GLOBALIZATION, CULTURE, AND DIVERSITY COMMITTEE

Fiscal Year 2018 Activity Report
Council Chair, Justine J. Reel

FY18 Council Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Representing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justine Reel</td>
<td>CHHS Dean’s Office</td>
</tr>
<tr>
<td>Ashley Auerbach</td>
<td>Student Success Center</td>
</tr>
<tr>
<td>Kristen Brogdon</td>
<td>Office of the Arts</td>
</tr>
<tr>
<td>Lori Dugan</td>
<td>School of Social Work</td>
</tr>
<tr>
<td>Art Frankel</td>
<td>School of Social Work</td>
</tr>
<tr>
<td>Alexia Franzidis</td>
<td>School of Health and Applied Human Sciences</td>
</tr>
<tr>
<td>Soo Kim-Godwin</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>Kellie Griggs</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>Kent Guion</td>
<td>Institutional Diversity and Inclusion</td>
</tr>
<tr>
<td>Christie Hernandez</td>
<td>Administrative Staff</td>
</tr>
<tr>
<td>John Lothes</td>
<td>School of Health and Applied Human Sciences</td>
</tr>
<tr>
<td>Michael Wilhelm</td>
<td>Office of International Programs</td>
</tr>
</tbody>
</table>

FY18 Accomplishments and Events

- The committee held 4 meetings over FY18 on the following dates: October 18 and November 21, 2017, and March 19 and April 25, 2018.

- Reviewed and awarded 6 CHHS Cultural Activity grants (see below)

<table>
<thead>
<tr>
<th>Proposal Title</th>
<th>Speaker</th>
<th>Date of Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States Peace Corps Diversity Initiative</td>
<td>Leslie Jean-Pierre</td>
<td>Wednesday, February 21</td>
</tr>
<tr>
<td>Creative Approaches to Managing Dementia-Related Behaviors</td>
<td>Suzanne Fitzsimmons</td>
<td>Thursday, February 22</td>
</tr>
<tr>
<td>Solution Focused Practice with Children and Families</td>
<td>Harvey Ranter</td>
<td>Friday, March 22</td>
</tr>
<tr>
<td>*Project GoDIS: Digital Innovations Focusing on Health Promotion and Exercise Motivation in Sweden</td>
<td>Karin Weman-Joseffson</td>
<td>Monday, April 9</td>
</tr>
<tr>
<td>*Massage by Feet: From Thalidomide Baby to Working Lady</td>
<td>Sue Kent</td>
<td>Wednesday, April 11</td>
</tr>
<tr>
<td>*Incarcerated and Invisible: Raising Awareness about Mental Health, Promoting Effective Service Provision, and Improving Health Outcomes</td>
<td>Nneka Jones Tapia</td>
<td>Thursday, April 12</td>
</tr>
</tbody>
</table>

*During Health and Human Services Week 2018
➢ Explored mission of cultural activity grant funding and how it can be conveyed to potential applicants

➢ Developed the cultural activity request for proposal around values for student engagement, interprofessional collaborations, and diversity

➢ Constructed specific way to score grants in a systematic fashion (i.e., evaluation criteria/checklist)

➢ Increased awareness of events funded by cultural activity funds by encouraging to be added to marketing materials and introductions at actual event

➢ Reviewed and discussed diversity survey findings and identified well-aligned goals for FY19

**Council Reports/Publications**

➢ Request for proposals document *(see page 19)*

➢ Scoring checklist *(see page 20)*

➢ Evaluation Form *(see page 21)*

**Goals for FY19**

**Recommendations**

➢ Revisit Diversity and Inclusiveness Excellence Plan (identify mid- and long-term goals to achieving a more diverse CHHS)

➢ Extend grant deadline to October 9th and allow funded projects to be scheduled through the following Fall Semester (since student fees are not bound to the fiscal year)

➢ More involvement in funded events (e.g., ambassador and supported awards)

➢ Provide a workshop to develop awareness of potential cultural activity grant applicants to be offered fall 2018

➢ Submit a cultural activities grant proposal
The Globalization, Culture, and Diversity Committee in the College of Health and Human Services (CHHS) invites faculty, staff, and students in the School of Health and Applied Human Sciences, School of Nursing, and School of Social Work to submit proposals for cultural activities that demonstrate the spirit of interprofessional collaboration\(^1\) and promote intercultural learning within the community at-large.

**Cultural activities** promote broad cultural change via the promotion of diversity and inclusion\(^2\) community engagement, student engagement, and the arts. Topics should be innovative, challenge issues related to culture and diversity perspectives, and aimed at raising awareness, addressing contemporary challenges, and promoting inclusion.

**Mission Statement:** The purpose of the GCD committee is to develop a culture that promotes the values and practices of inclusion*, belonging, inclusive excellence, intercultural learning and skill sets, and the valuation of multiple perspectives, backgrounds, and identities. This committee will provide leadership in the globalization of the CHHS and will develop and manage a process for the distribution of cultural arts funding to faculty, staff and students within the CHHS to enhance interprofessional collaborative programs and activities that impact globalization, culture, and diversity.

In addition to showing alignment with the mission statement, proposals should clearly show the spirit of interprofessional collaboration. Proposals can be submitted by individual faculty, staff, or students within the CHHS or by groups of faculty, staff, and students from across all three schools. In line with our commitment to being inclusive, proposals with active participation from the CHHS schools (SON, SSW, SHAHS) as well as involvement from university and community partners are highly encouraged. Community engagement in this context refers to events that are mutually beneficial to university and community partners, in addition to being open to the community at large. Specific contributions of each representative should be detailed and evident in the proposal. In addition, proposals should show how the activity is innovative and brings to light fresh perspectives based on the interprofessional collaboration. Events such as workshops, interactive panel discussions, and other innovative programs are encouraged. All events should be free to the public.

The awards for funded proposals typically range from $1,000 to $3,500. You may submit a proposal that is more or less than the range amount. Please keep in mind that Cultural Events Fees are collected from RTI students to support cultural initiatives presented by numerous offices on campus; including concerts, theatre productions, art exhibits, films, and festivals on campus and in our community; thus ensuring that UNCW’s students and the surrounding community have the opportunity to experience first-hand the transforming reality of performing and fine arts. The committee acknowledges that arts events have a unique ability to create connections across cultural boundaries and encourages applicants to consider artistic connections within their disciplines, although an artistic component is not required.

Proposals are due **Monday, October 15 by 5PM** to Colleen Opalka, Office of the Dean, opalkac@uncw.edu

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\(^1\) Interprofessional Collaboration can be represented by one or all of the following elements: (1) **Interprofessional Education**: “When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes”, (2) **Interprofessional collaborative practice**: “When multiple health workers from different professional backgrounds work together with patients, families, careers [sic], and communities to deliver the highest quality of care”, and (3) **Interprofessional teamwork**: The levels of cooperation, coordination and collaboration characterizing the relationships between professions (WHO, 2010) – [http://www.who.int/hrh/resources/IPE_SixCaseStudies.pdf?ua=1](http://www.who.int/hrh/resources/IPE_SixCaseStudies.pdf?ua=1)

\(^2\) Inclusion: [https://www.missouristate.edu/assets/bog/Summer_2010_Border_Retreat_Inclusive_Excellence.pdf](https://www.missouristate.edu/assets/bog/Summer_2010_Border_Retreat_Inclusive_Excellence.pdf)
Scoring Checklist

Please use the following checklist as a guide in the preparation of your proposal:

____ Title of Activity/Program and Description

____ Requestors (Names and Schools or Community Affiliation)

____ Detailed description of the role(s) of each requestor involved in the proposal. Applicants should demonstrate that the project is interprofessional by explaining how students and/or community members have been engaged in the project and how they are benefiting from and co-collaborating with the requestors.

____ Demonstrate the significance of your project – how does your proposal address community engagement, student engagement, and/or arts?

____ Explain how your proposal aligns with the Mission Statement of the Globalization, Culture, and Diversity Committee.

____ Innovation Component – demonstrate how your proposal is engaging or interactive.

____ Brief evaluation plan summarizing the impact of your proposal to include the following variables: number of participants, level of satisfaction with the program, strengths of the activity/programs, challenges, lessons-learned, accountability, etc.

____ Proposed Date, Time, Venue, and Equipment Needs**

____ Budget – List Costs by Line Items – please email CHHSBusinessServices@uncw.edu for a budget spreadsheet **

** Requires a planning meeting with the Business Core Service Team prior to development/submission of the proposal for logistical planning, assurance of compliance with University Policies, and to ensure budget will support proposal. Please email the Business Core Service team CHHSBusinessServices@uncw.edu to schedule this meeting. **
Evaluation Form

**Globalization, Culture, and Diversity Committee RFP Scoring Rubric**

Name of Proposal:

Directions: Please rate how well the proposal meets the following criteria:

<table>
<thead>
<tr>
<th>Does not meet criteria at all</th>
<th>Slightly meets criteria</th>
<th>Somewhat meets criteria</th>
<th>Meets criteria</th>
<th>Strongly meets criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collaboration - interprofessional and community engagement</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2. Student Engagement</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>3. Alignment with Mission Statement</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>4. Innovation - engaging or interactive?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>5. Justification for resource request</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>6. Quality of evaluation plan to demonstrate impact</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

What are the strengths of this proposal?

Please list any suggested areas of improvement for this proposal.

Do you support funding this proposal?

Yes

No
VIII: COUNCIL REPORTS

RESEARCH ADVISORY COUNCIL

Fiscal Year 2018 Activity Report
Council Chair, Justine J. Reel

FY18 Council Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Representing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justine Reel</td>
<td>CHHS Dean’s Office</td>
</tr>
<tr>
<td>Tammy Arms</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>Kristin Bolton</td>
<td>School of Social Work</td>
</tr>
<tr>
<td>Linda Pugh</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>Lindsey Schroeder</td>
<td>School of Health and Applied Human Sciences</td>
</tr>
<tr>
<td>Wayland Tseh</td>
<td>School of Health and Applied Human Sciences</td>
</tr>
<tr>
<td>Reggie York</td>
<td>School of Social Work</td>
</tr>
</tbody>
</table>

FY18 Activities and Accomplishments

➢ The committee held 5 meetings over FY18 on the following dates: October 25 and November 21, 2017, and January 9, February 20, and March 13, 2018.

➢ Provided feedback to the Associate Dean for Research and Innovation regarding a wide variety of topics related to research and scholarship

➢ Submitted and received a cultural activity grant to bring in a Research and Innovation speaker

➢ Discussed incentives for faculty research mentors (especially of an interprofessional nature) and selected a Distinguished Researcher for Research and Innovation Day

➢ Designed a plan to address limited submission guidelines within the CHHS for external grants

➢ Developed an evaluation tool to assess usability and awareness of college research support and infrastructure among faculty and staff (see pages 24-27)

➢ Reviewed abstracts for 2018 Research and Innovation Day poster showcase

➢ Took the lead on planning, implementation, and evaluation of the 2018 Research and Innovation Day for the annual CHHS Health and Human Services Week; Served as ambassadors for Research and Innovation Day 2018 (see page 23)
## Research & Innovation Day
Monday April 9
9:00 a.m. to 4:30 p.m.

**AGENDA**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 10:00 am</td>
<td>Keynote Speaker, <em>Karin Weman Joseffson</em>, (McNeill Hall 1005)</td>
</tr>
<tr>
<td>10:00 – 11:00 am</td>
<td>Poster Showcase (McNeill Hall 1051)</td>
</tr>
<tr>
<td>11:00 – 12:00 pm</td>
<td>Distinguished Researcher Presentation, <em>Anne Glass</em> (McNeill Hall 1005)</td>
</tr>
<tr>
<td>1:00 – 3:00 pm</td>
<td>Case Study Competition (McNeill Hall 1051)</td>
</tr>
<tr>
<td>3:30 – 4:30 pm</td>
<td>Invited Presentation, <em>Bice, Griggs, and Arms</em> (McNeill Hall 1051)</td>
</tr>
</tbody>
</table>
Evaluation Survey for CHHS Research and Innovation

Introduction.
Research and Innovation Service Level Assessment Survey
Research and Innovation Service Team

The CHHS Research and Innovation Service Team seeks to support the CHHS faculty by providing initiatives and services such as:

- Coffee Hours
- Training Workshops
- Faculty Seminars
- Research & Innovation Day
- Faculty Writing Circles
- Pre-award support, statistical support, and professional editing

The college would like your feedback. The survey takes less than 10 minutes to complete. Thank you for completing the survey.

1. Respondent Demographics

1. Please select your school from the options below.
   - School of Social Work
   - School of Nursing
   - School of Health and Applied Human Sciences

2. What role do you play in CHHS?
   - Tenured
   - Tenure-track, seeking tenure, 2-5 years
   - Tenure-track, seeking tenure, 1st year
   - Lecturer
   - Part-time

3. Within the last year, how many articles/book chapters have you submitted?
4. Within the last year, how many internal or external grants have you submitted?


5. On average, which of the following best describes how often you interface with the Research and Innovation Team?

- Weekly
- Monthly
- Once per semester
- Once per year
- Never

II. Research and Innovation Assessment

6. Please select from the options below the services you have accessed or events you have attended within the last year (check all that apply).

- Interprofessional Coffee Hour Events
- Research and Innovation Day
- Exploratory Interest Meetings
- Find a Collaborator Database
- Trainings or workshops (e.g., Conflict of Interest, UNCW Grant writing Bootcamp, Strategies for Seeking Extramural Funding)
- Faculty Writing Circles or mentorship meetings with Associate Dean Reel
- Editing/Review support (from Associate Dean Reel or Dr. Ade Anest, Professional Editor)
- Pre-Award Grant Support (Allthea Lewis, Budget Development and Compliance Review of Grant Submissions)
- Post-Award Grant Support (Nathan Helisclaw, Budget Management and Accounting Reports)
- Statistical Support (Anthony D’Andreti, Statistical Consultant)
- Other

- None of the above
7. Please select from the options below the services you have ever accessed or events you have ever attended (check all that apply).

- Interprofessional Coffee Hour Events
- Research and Innovation Day
- Exploratory Interest Meetings
- Find a Collaborator Database
- Trainings or workshops (e.g., Conflict of Interest, UNCW Grant Writing Bootcamp, Strategies for Seeking Extramural Funding)
- Faculty Writing Circles or mentorship meetings with Associate Dean Real
- Editing/Review support (from Associate Dean Real or Dr. Ade Anast, Professional Editor)
- Pre-Award Grant Support (Althea Lewis, Budget Development and Compliance Review of Grant Submissions)
- Post-Award Grant Support (Nathan Holtscaw, Budget Management and Accounting Reports)
- Statistical Support (Anthony D’Andrej, Statistical Consultant)
- Other

- None of the above

8. Please select below services you have observed in CHHS (check all that apply).

- Receiving diverse funding opportunities
- Faculty support in endeavors to receive internal funding
- Faculty support in endeavors to receive external funding
- Promoting publications and presentations of faculty, staff, and students
- None of the above

9. Please select from the options below Reporting and Celebrating support services provided by the Research and Innovation Team that you are aware of or ways in which you have been celebrated for your outstanding accomplishments (check all that apply).

- CHHS Talks Newsletter (Kudos to faculty researchers)
- Congratulatory Card (Each time a CHHS faculty member submits an external grant, he or she receives a hand-written congratulatory card from the Dean and Associate Dean of Research and Innovation)
- Multimedia Submissions (Submitted to UNCW’s Research Magazine and SWOOP, as well as the University, College, and School social media outlets)

- I have not observed the above efforts to promote research for the following reason
Goals for FY19

➢ Research and Innovation Day 2019 program; Support CHHS interprofessional mentorship program development

➢ Discuss and disseminate results of survey regarding college research support and infrastructure;

➢ Identify emerging action items or relevant initiatives from evaluation results
FY18 Council Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Representing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justine Reel</td>
<td>CHHS Dean's Office</td>
</tr>
<tr>
<td>Crissy Dodson</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>Art Frankel</td>
<td>School of Social Work</td>
</tr>
<tr>
<td>Dr. Craig Galbraith</td>
<td>Office of Innovation and Commercialization</td>
</tr>
<tr>
<td>Jared Kerr</td>
<td>School of Nursing (Clinical Research)</td>
</tr>
<tr>
<td>Stacey Kolomer</td>
<td>School of Social Work</td>
</tr>
<tr>
<td>Christopher Krumm</td>
<td>Sponsored Programs and Research Compliance</td>
</tr>
<tr>
<td>Lisa Sprod</td>
<td>School of Health and Applied Human Sciences</td>
</tr>
<tr>
<td>Kerry Whipple</td>
<td>School of Health and Applied Human Sciences</td>
</tr>
</tbody>
</table>

FY18 Accomplishments

- The committee held 6 meetings over FY18 on the following dates: September 22, October 25, and November 14, 2017, and February 7, March 28, and April 24, 2018.

- Research and Innovation Day logistics; Abstract review of innovation projects for Scientific Poster Showcase; Representation as Faculty Ambassadors

- Continue to develop, implement, and assess the CHHS innovation framework for vetting faculty, staff, and student projects

- Three innovation projects were pitched to IAC this academic year (Dodson, Gray, and Kerr)

- Develop strategy and plan (i.e., CHHS Kickbox program) for formally increasing innovation output of the College faculty and staff as well as teaching the innovation process

- Take the lead in development of Innovation Program(s) as a part of the Annual CHHS Health and Human Services Week (i.e., Research and Innovation Day 2018)
Research and Innovation Day 2018

- Submitted and received a cultural activities grant to bring keynote from Sweden to discuss digital innovation in promoting health and physical activity
- The Council reviewed abstract submissions and selected innovation presenters for the Research and Innovation Day Scientific Poster Showcase
- Council members served as faculty ambassadors during Research and Innovation Day

Goals for FY19

Recommendations

- Develop and implement RFP for CHHS Kickbox project
- Continue to develop, implement, and assess the CHHS innovation framework for vetting faculty, staff, and student projects
- Research and Innovation Day logistics; Abstract review of innovation projects for Scientific Poster Showcase; Representation as Faculty Ambassadors
IX: APPENDICES

A. Research and Innovation Team WHO Card

B. Find a Collaborator Database

C. Research Productivity Report

D. Poster Showcase Abstracts
A. Research and Innovation Team WHO Card

College of Health of Health and Human Services
Research and Innovation Team WHO Card

Areas of Expertise:
- Grant proposal reviews
- Internal grant reviews
- Faculty writing circles
- Interprofessional collaborations and matchmaking
- Innovation projects
- Training

Dr. Justine Reel
Associate Dean for Research and Innovation
reelj@uncw.edu
McNeill Hall 3024
(910) 962-7341

Areas of Expertise:
- Graphical data representations
- Quantitative data analysis
- Tabular data representations

Ms. Hilary Melroy
Data Support Specialist
hrm1886@uncw.edu

Areas of Expertise:
- Special project, Administrative, Interprofessional collaborative event, Research productivity report, and Research events support
- Emergency contact for the Research and Innovation Team

Ms. Kristi Dorsev
Executive Assistant
dorseyk@uncw.edu
Dean’s Office 112
(910) 962-2950

Areas of Expertise:
- Grant proposal development and budget support
- Finding funding opportunities
- Funding Calendar
- Assisting with grant submissions
- External grant consultation
- Grant training

Ms. Althea Lewis
Pre-Award Grant Support Specialist
lewisat@uncw.edu
McNeill Hall 1038
(910) 962-7759

Areas of Expertise:
- Professional editor for scholarship artifacts, which include:
  - Manuscripts
  - Grant proposals
  - Book chapters
  - Conference abstracts

Dr. Ade Anast
Professional Editor
anasta@uncw.edu

Areas of Expertise:
- Post-award grant support
- Internal and external grants

Mr. Nathan Holtsclaw
Business Officer, Business Core Service Team
holtsclaw@uncw.edu
McNeill Hall 1036
(910) 962-7849

Relevant Resources

- UNCW Office of Innovation and Commercialization
  - oic@uncw.edu

- SPARC Grants Officer
  - Patty Fox
  - McNeill Hall 2056-B
  - (910) 962-2131
  - foxp@uncw.edu

- Health and Human Services Librarian
  - John Osinski
  - Randall Library 2059
  - (910) 962-4271
  - osinski@uncw.edu
### Find a Collaborator Database

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>School/Unit</th>
<th>Scholarly and Research Interests</th>
<th>Clinical/Applied Interests</th>
<th>Populations of Interest</th>
<th>Methods</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Ahern</td>
<td>Associate Director</td>
<td>SON</td>
<td>Adolescent risk &amp; resilience; Risky behaviors of youth &amp; adolescents; Applied learning pedagogy; Use of art in the classroom; Online learning; Perinatal loss and grief; and Maternal-fetal attachment</td>
<td>Maternal-child nursing</td>
<td>Youth, adolescents, &amp; families; Mothers &amp; babies; and College students</td>
<td>Quantitative; and Qualitative (Flanagan Critical Incident Technique)</td>
<td><a href="mailto:ahernai@uncw.edu">ahernai@uncw.edu</a></td>
</tr>
<tr>
<td>Omar Alzahbi</td>
<td>Assistant Professor &amp; PhD, MSN, RN</td>
<td>SON</td>
<td>Management of chronic health conditions; Heart failure readmissions; and Nursing management</td>
<td>Critical care nursing; Adult health nursing; and Nursing education</td>
<td>Older adults; Nurses; and Nursing administrators</td>
<td></td>
<td><a href="mailto:alzahbri@uncw.edu">alzahbri@uncw.edu</a></td>
</tr>
<tr>
<td>Jane Anderson</td>
<td>Lecturer, DNP, RN, G-CNS-BC, CNE</td>
<td>SON</td>
<td>Undergraduate nursing education; Teaching, Learning, Gerontology, and Applied learning strategies</td>
<td>Healthy aging simulation in nursing education</td>
<td>Older adults; Students; and Faculty</td>
<td></td>
<td><a href="mailto:andersonj@uncw.edu">andersonj@uncw.edu</a></td>
</tr>
<tr>
<td>Tamatha Arms</td>
<td>Assistant Professor, DNP, PMHNP-BC, NP-C</td>
<td>SON</td>
<td>Geropsychiatry</td>
<td>Adult/geriatric; and Family PMH</td>
<td>Older adults</td>
<td>Quantitative; Mixed Methods; and Critical Incident</td>
<td><a href="mailto:armot@uncw.edu">armot@uncw.edu</a></td>
</tr>
<tr>
<td>Candy Ashton-Forrester</td>
<td>Program Coordinator &amp; Professor, PhD, MS</td>
<td>SHAHS Recreation Therapy</td>
<td>Older women; Dementia/LTC; Wheelchair sports; Evidence-based practice; and Leisure behavior</td>
<td>Management evaluation; and Evidence-based practice</td>
<td>Individuals with disabilities; and Older adults</td>
<td>Qualitative Methods; and Participatory Research</td>
<td><a href="mailto:ashfornc@uncw.edu">ashfornc@uncw.edu</a></td>
</tr>
</tbody>
</table>

Please contact us if you would like to be matched with a collaborator, or if you would like to be added to the database.
<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>School/ Unit</th>
<th>Scholarly and Research Interests</th>
<th>Clinical/Applied Interests</th>
<th>Populations of Interest</th>
<th>Methods</th>
<th>Email Address</th>
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</thead>
<tbody>
<tr>
<td>Paula Baider</td>
<td>Lecturer, MSN, FMHN, BC</td>
<td>SON</td>
<td>Family dynamics; Hands-free parenting; Early intervention; Early expression of MH d/c's; Genetic component of MH d/c's; Neuropsych; MH twin studies, Eating, disorders; Addiction; and Staff/patient ratios in Acute behavioral health</td>
<td>Obesity TX using addiction therapy; Verbal de-escalation training for nursing students; Telehealth; Hypnotherapy; and Interdisciplinary simulation lab experiences in health sciences</td>
<td>Art and Rec Therapy; and Addicted population</td>
<td>Case study; Survey; Observation; Lab Home Visits; and Phone or Internet follow-up</td>
<td><a href="mailto:baisdenp@uncw.edu">baisdenp@uncw.edu</a></td>
</tr>
<tr>
<td>Christian Barnes</td>
<td>Lecturer, MS</td>
<td>SHAHS Exercise Science</td>
<td>Pedagogical innovations</td>
<td>Optimizing academic performance in laboratory settings</td>
<td>College age</td>
<td>Applied Research; and Mixed Methods</td>
<td><a href="mailto:bharnc@uncw.edu">bharnc@uncw.edu</a></td>
</tr>
<tr>
<td>April Bice</td>
<td>Assistant Professor, PhD, CPNP, RN</td>
<td>SON</td>
<td>Pediatric advanced practice nursing; Pediatric procedural pain management; Pediatric holistic comfort; Qualitative research methods; and Applied learning of writing for publication</td>
<td>Pediatric health</td>
<td>Neoneates; Infants; Children; and Adolescents</td>
<td>Qualitative Methods; Qualitative Descriptive; and Content Analysis</td>
<td><a href="mailto:bica@uncw.edu">bica@uncw.edu</a></td>
</tr>
<tr>
<td>Kristin Bolton</td>
<td>MSW Coordinator &amp;</td>
<td>SSW</td>
<td>Program evaluation; Healthy psychological development; Evidence base of solution-focused brief therapy; Violence prevention; and Re-entry programs</td>
<td>Assisting human service agencies establish and achieve program evaluation goals; Resilience across the life span; Healthy psychological development; Program evaluation; Violence prevention; and Evidence base of solution-focused brief therapy</td>
<td>Army/All</td>
<td>Program Evaluation; Quantitative Methods; and Qualitative Methods</td>
<td><a href="mailto:bholmk@uncw.edu">bholmk@uncw.edu</a></td>
</tr>
<tr>
<td>Robert Boyce</td>
<td>Associate Professor, PhD, FACSMM</td>
<td>SHAHS Exercise Science</td>
<td>Occupational Physiology</td>
<td>Improved performance in occupational settings with physical demands</td>
<td>Police; Firefighters; and Sedentary occupations</td>
<td>Quantitative Mixed Methods; and Multivariate Data Analysis</td>
<td><a href="mailto:boycer@uncw.edu">boycer@uncw.edu</a></td>
</tr>
<tr>
<td>Traci Bramlett</td>
<td>Assistant Professor, DNP, RN, FNP-C</td>
<td>SON</td>
<td>Nursing education simulation; and Online learning technology</td>
<td>Adult Health</td>
<td>Nursing Students</td>
<td>Quantitative</td>
<td><a href="mailto:bramlett@uncw.edu">bramlett@uncw.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Rank</td>
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<td>Clinical/Applied Interests</td>
<td>Populations of Interest</td>
<td>Methods</td>
<td>Email Address</td>
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</tr>
<tr>
<td>Lisa Brooks</td>
<td>Part-time faculty, MSW, LICSW</td>
<td>SSW</td>
<td>Encouraging self-advocacy, growth, &amp; holistic self-care amongst mental health professionals that are exposed to high levels of stress and trauma in the workplace</td>
<td>Trauma-focused CBT; Child sexual abuse; Child traumatic grief; and child abuse/neglect</td>
<td>University/college athletic training students</td>
<td>Quantitative Methodology; and Survey Research</td>
<td><a href="mailto:brooks@uncw.edu">brooks@uncw.edu</a></td>
</tr>
<tr>
<td>Kirk W. Brown</td>
<td>Program Coordinator &amp; Associate Professor, PhD, LAT, ATC</td>
<td>SHAHS Athletic Training</td>
<td>Curriculum instruction and design in higher education, and Assessment of student learning in a competency-based education program</td>
<td>Clinical proficiency assessment; and Evaluation using evidence-based practice</td>
<td>University/college athletic training students</td>
<td>Quantitative Methodology; and Survey Research</td>
<td><a href="mailto:brown@uncw.edu">brown@uncw.edu</a></td>
</tr>
<tr>
<td>Lolita Bryant</td>
<td>Lecturer, MSN-NE, RN</td>
<td>SON</td>
<td>Efficacy of a Postpartum Depression Education Program: Improving the Knowledge of Registered Nurses Practicing in Acute Care Settings</td>
<td>Antepartum Labor; and Delivery and postpartum registered nurses</td>
<td>Women's and children's registered nurses; Postpartum delivery; and Mothers and infants</td>
<td>Non-Experimental Descriptive</td>
<td><a href="mailto:bryant@uncw.edu">bryant@uncw.edu</a></td>
</tr>
<tr>
<td>Tawny Burgess</td>
<td>Lecturer, DNP, PMHNP-BC, FNP-BC</td>
<td>SON</td>
<td>Interpersonal trauma; Intensive care models; Autism Spectrum Disorders; Social cues/Emotional recognition; and Character Pathology/consistency within literature</td>
<td>Developing interdisciplinary models of care for indigent population; Developing non-traditionally therapeutic mentorship program for victims of sexual assault; and Developing 1st person role video games to teach emotional recognition of social cues in ASD population</td>
<td>Indigent/Immigrant population; Autism Spectrum Disorder persons; and Sexual trauma victims</td>
<td>Surveys; Observations; and Field Experience</td>
<td><a href="mailto:bugeass@uncw.edu">bugeass@uncw.edu</a></td>
</tr>
<tr>
<td>Hannah P. Catalano</td>
<td>Assistant Professor, PhD, CHES</td>
<td>SHAHS, Public Health Studies</td>
<td>Instrument development &amp; validation; School health education: Sexually transmitted infection prevention; and Professional preparation of public health education</td>
<td>Curriculum development; Needs assessment; Pedagogy; and Program evaluation</td>
<td>Adolescents; Campus community; School-age children, and Young adults</td>
<td>Quantitative; and Mixed methods</td>
<td><a href="mailto:catalanhb@uncw.edu">catalanhb@uncw.edu</a></td>
</tr>
<tr>
<td>Lewis Chen- Edinboro</td>
<td>Assistant Professor, PhD, EDM</td>
<td>SHAHS, Public Health Studies</td>
<td>Lifestyle factors associated with mental health, including nutrition and sleep; and Gerontology</td>
<td>Nutrition &amp; behavior; Sleep medicine</td>
<td>Older adults; Individuals across the lifespan</td>
<td>Quantitative Methods</td>
<td><a href="mailto:edinbrol@uncw.edu">edinbrol@uncw.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Rank</td>
<td>School/ Unit</td>
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</tr>
<tr>
<td>Sabrina Cherry</td>
<td>Assistant Professor, PhD, MTS, MSPH</td>
<td>SHAHS Public Health Studies</td>
<td>HIV/AIDS; HIV &amp; aging; HIV criminalization; Health disparities; and Chronic disease prevention</td>
<td>CBPR: Community engaged research; Community needs assessments; and Asset mapping</td>
<td>African-American women</td>
<td>Qualitative: Narrative, Mixed Methods, &amp; CBPR</td>
<td><a href="mailto:cherrys@uncw.edu">cherrys@uncw.edu</a></td>
</tr>
<tr>
<td>Jeehy Choi</td>
<td>Associate Professor, PhD, RN</td>
<td>SON</td>
<td>Developing Clinical Decision Support Systems (CDSS); Developing mobile apps for cancer patients; Developing nursing information management systems; and Knowledge management and representation</td>
<td>Developing clinical decision support systems based on computer-interpretable nursing guidelines translated from paper-based nursing guidelines; Developing a pain management mobile application for cancer patients on Android-based phones</td>
<td>Cancer patients; Opioid users</td>
<td></td>
<td><a href="mailto:choji@uncw.edu">choji@uncw.edu</a></td>
</tr>
<tr>
<td>C. Sue Combs</td>
<td>Program Coordinator &amp; Professor</td>
<td>SHAHS Physical Education &amp; Health</td>
<td>Obesity; Attitudes towards individuals with disabilities; Motor skill acquisition; and Diversity &amp; inclusion</td>
<td>Public Schools; Public service/applied learning sites; and Transition for students on the Autism Spectrum</td>
<td>Individuals with disabilities; School-age children; and Students on the Autism Spectrum</td>
<td>Qualitative &amp; Mixed Methods; and Multivariate Data Analysis</td>
<td>(<a href="mailto:combsc@uncw.edu">combsc@uncw.edu</a>)</td>
</tr>
<tr>
<td>Kevin L. Connolley</td>
<td>Lecturer, MSW, LCSW, LCAS</td>
<td>SSW</td>
<td>Field education; Diversity; and Policy</td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:conndreyk@uncw.edu">conndreyk@uncw.edu</a></td>
</tr>
<tr>
<td>Randy Cottrell</td>
<td>Program Coordinator &amp; Professor, PhD, MS</td>
<td>SHAHS Public Health Studies</td>
<td>Program evaluation; Research methods; and Profession quality assurance</td>
<td>Accreditation; and Curriculum development</td>
<td>College students</td>
<td>Survey</td>
<td><a href="mailto:cottrelr@uncw.edu">cottrelr@uncw.edu</a></td>
</tr>
<tr>
<td>Clytie Coward-Murrell</td>
<td>Lecturer, MSN, BSN, RN</td>
<td>SON</td>
<td>Perceived challenges of nursing students in the clinical settings; and Post recovery: Traumatic experience in Mental Health Patients</td>
<td>Maternal health; Labor &amp; delivery; Mental Health Nursing; and Emergency Nursing</td>
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<td>Robin P. Cunningham</td>
<td>Simulation Center Coordinator, MSN, RN, LNCN, CNE, CHSE</td>
<td>SON</td>
<td>Simulation impact on patient outcomes; and Mindfulness in Simulation</td>
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<td>Mixed Methods</td>
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<td>B. Suzy Diggle</td>
<td>Assistant Professor, PhD, GNF, ANP, BC</td>
<td>SON</td>
<td>Geriatrics; Infection control and/or diseases; Addictions; HIV; Occupational health; Anxiety; Community care; Global health care issues; and Parkinson's Disease</td>
<td>HIV, Substance abuse; School Nursing, Med-surg Nursing; Homeless domiciliary; Occupational health and oncology; Geriatrics; Infectious diseases; Mental Health (anxiety &amp; stress); Suicide; and Parkinson's Disease</td>
<td>Healthcare providers-all population; and Nursing students</td>
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<td>Precision medicine; Pharmacogenomics; and Genomics</td>
<td>Continuing education; Oncology, and Diabetes</td>
<td>Children with special needs</td>
<td>Quantitative; and Mixed Methods</td>
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<td>SHAHS</td>
<td>Academic advising; and Health &amp; wellbeing of children with animal therapy intervention</td>
<td>Inpatient psychiatric social work, School social work; Residential diagnostic social work for children who have experienced trauma/abuse</td>
<td>Mixed Methods</td>
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<td>Field education; Diversity</td>
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<td>Steve Elliott</td>
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<td>SHAHS</td>
<td>Effective teaching strategies in K-12; Active teaching strategies in large college classes; and Administration; leadership in higher education</td>
<td>Supervision &amp; evaluation of K-12 teachers; and childhood physical activity; and Obesity</td>
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<td>HIV/AIDS risk reduction; Sexually transmitted infections; Public Health Pedagogy</td>
<td>Public Health; Minority Health/Health Disparities; &amp; Teaching Interests: Human sexuality; and Social &amp; behavioral determinants of health</td>
<td>Mixed Methods</td>
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<td>Jason Foster</td>
<td>Lecturer, PhD, MS</td>
<td>SHAHS Recreation, Sport Leadership &amp; Tourism Management</td>
<td>Student-focused multiple identity development; Student success; Access/perceived access to recreation and health services; and Benefits/perceived benefits of recreation and health services</td>
<td>Students; and Underrepresented populations</td>
<td>Constructivist Paradigm; Qualitative Methods; and Mixed Methods</td>
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<td>Community program evaluation; Community development; Obesity; and psychotherapy issues</td>
<td>Marital therapy; Behavior therapy; Family therapy; and Gestalt therapy</td>
<td>Low income populations</td>
<td>Program Evaluation; and Quantitative</td>
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<td>Sustainable tourism; Community-based tourism; Study abroad; Tourism transformation; Responsible tourism development; and Third-sector organizations in tourism</td>
<td>Tourism impacts &amp; Tourism best practice</td>
<td>Residents of less economically developed regions; and Students</td>
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<td>Disaster planning; and Service learning</td>
<td>Older adults</td>
<td>Qualitative Methods; and Research that incorporates Service-Learning</td>
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<td>Neurological injuries/diseases; and The influence of genetics/genomics on outcomes</td>
<td>Functional outcomes following aneurysmal subarachnoid hemorrhage and ischemic stroke; Influence of gene expression on surgical outcomes following temporal lobe resection for epilepsy</td>
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<td>Nursing faculty development; Leadership; Scholarly writer development; Online education; Healthful work environments; and Mentoring</td>
<td>Online education; and Women's health; Nursing faculty; and Online educators</td>
<td>Qualitative; and Hermeneutic phenomenology</td>
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<td>Anne Glass</td>
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<td>SHAHS, Gerontology</td>
<td>Housing, sense of community, and mutual support (with older cohousing as a particular focus); and Global aging and cross-cultural comparisons</td>
<td>Innovative housing and community options to improve quality of life for older adults; and Improving long-term and end of life care</td>
<td>Older adults and their families and friends; and Staff working with older adults</td>
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<td>Care of hospitalized older adults; Family caregivers participation during hospitalization; Delirium prevention &amp; treatment; and Fall prevention</td>
<td>Inpatient psychiatry; Orthopedics; Rehab; General medicine; Long-term, Sub-acute, &amp; Home and community-based care</td>
<td>Older adults</td>
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<td>Health assessment; Critical care</td>
<td>Undergraduate</td>
<td>Lecture; Clinical online</td>
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<td>Autism spectrum disorders; Behavioral health; Assessment; Inclusion; Social skills; and Wellness</td>
<td>ADA Legislation IDEA Legislation; Assessment; Evidence-based practice; and Policy &amp; protocol Development</td>
<td>Individuals with intellectual, emotional and/or developmental disability</td>
<td>Qualitative (Primary); and Quantitative</td>
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<td>Fetal monitoring; High-risk obstetrics; Legislation; and Policy &amp; advocacy</td>
<td>Women's Health; Transcultural Nursing; and Pediatric Nursing</td>
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<td>Associate Director for Graduate Programs &amp; Professor, PhD, RN, FAAN</td>
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<td>Smoking cessation among minority groups; and Prevention of new tobacco product smoking</td>
<td>Community and Public Health Nursing</td>
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<td>SSW</td>
<td>The effectiveness of clinical counseling in real world settings; The effectiveness of teaching clinical counseling skills; and The development &amp; application of clinical practice &amp; support models for direct &amp; preventative care</td>
<td>The use of manualized treatments in mental health; Fidelity to a model of practice; and if fidelity correlates to outcome</td>
<td>All</td>
<td>Qualitative &amp; Quantitative; Clinical methods: Solution-Focused; Oriented, Client-Directed, Informed (CDDO); Narrative; Cognitive; Motivational; Structural Family; and Transgenerational</td>
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<tr>
<td>Charles J. Hardy</td>
<td>Founding Dean, PhD, MS</td>
<td>SHAHS</td>
<td>Social influences and determinants of health &amp; human performance; Community-based participatory research; and Obesity</td>
<td>Team building and organizational change; and Public Health</td>
<td>Underserved communities &amp; vulnerable populations (i.e., children &amp; young adults)</td>
<td>Quantitative; Mixed Methods; and Multivariate Data Analysis</td>
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<td>Michel Heljens</td>
<td>Assistant Professor, PhD</td>
<td>SHAHS Exercise Science</td>
<td>Biomechanics; Gait analysis; Motion Analysis; Kinematics; EEG; Locomotion; Motion capture; and QEEG</td>
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<td>Martha Hepler</td>
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<td>Simulation online education and best practices</td>
<td>Meaningful learning; and Experiential learning</td>
<td>Students at all levels</td>
<td>Simulation</td>
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<td>Carol Highsmith</td>
<td>Lecturer, MPS, RN</td>
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<td>Service Learning with undergraduate nursing students; Reducing health disparities in vulnerable populations; and Underrepresented populations in Allied Health Programs in higher education</td>
<td>Reducing health disparities in vulnerable populations; and Healthy aging in Geriatric populations</td>
<td>Impacts of mentorship on student learning in higher education; Underrepresented populations; Vulnerable populations; and Geriatric populations</td>
<td>Quality Improvement; and Service Learning</td>
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<td>Julie F. Hinkle</td>
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<td>Adaptive/personalized learning, personalized interventions, and innovative technology</td>
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<td>Quantitative; and Mixed Methods</td>
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<td>Academic success in Nursing; RN-BS success; BS Nursing students; Communication/families/students; and Student anxiety/therapy animals/emotional support animals (ESA)</td>
<td>Maternal child nursing; Interview; and Communication</td>
<td>Adolescents; and Childbearing families</td>
<td>Qualitative; Phenomenological; and Qualitative</td>
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<td>Denise Isihel</td>
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<td>Health literacy; Chronic disease management; Aging populations; and Quality improvement</td>
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<td>Preventing critical care admissions in chronically ill; and Best practices in online learning</td>
<td>Critical care nursing; and Experiential learning</td>
<td>Underserved and critically ill; and Online students</td>
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<td>Community recreation therapy; and Mindfulness</td>
<td>Persons with disabilities &amp; their families</td>
<td>Quantitative; and Mixed Methods</td>
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<td>Andrea Jones</td>
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<td>Volunteerism; Civic engagement; Service learning; Veterans' issues; End-of-life decision making; and Health policy</td>
<td>Development, dissemination &amp; evaluation of community programs supporting vulnerable older adults; and Intergenerational programs and multi-generational co-housing</td>
<td>Veterans; and Older adults</td>
<td>Applied Research</td>
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<td>Caregivers of individuals with chronic illness; Transitions in health care; and Teaching ethics, informatics, and genomics throughout the nursing curriculum</td>
<td>Access to care for individuals with disabilities and chronic illness; and Care coordination through healthcare transitions</td>
<td>Children with chronic illness and their families; and Individuals with disabilities</td>
<td>Qualitative; Mixed Methods; and Instrument Development</td>
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<td>Lindsey Paige Jones</td>
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<td>Maternal/newborn outcomes; and Physical activity/wellness</td>
<td>Women's and children's health</td>
<td>High risk antepartum &amp; postpartum; Newborns; and Community</td>
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<td>Clinical Research and biopharmaceutical development; Catalysts and barriers to scientific innovation; Project management &amp; development; Productivity; Technology transfer; Regulatory affairs; and Data visualization</td>
<td>Clinical Research; Clinical research instruction; and Global Health</td>
<td>Biopharmaceutical companies and vendors; Entrepreneurs; and Regulatory agencies</td>
<td>Quantitative; Data mining; Data visualization; Business analytics; &amp; Decision analyst</td>
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<td>Yoon Soo Kim-Godwin</td>
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<td>Spirituality; and Spiritual Wellbeing</td>
<td>Spiritual interventions</td>
<td>Vulnerable populations</td>
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<td>Human behavior; Field practicum; and Life transitions &amp; human development in the social environment</td>
<td>Human rights; Needs assessment; and International social work</td>
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<td>Caregiving, Burn survivorship; and Volunteering</td>
<td>Older adults; and Interprofessional interests</td>
<td>Older adults; and Caregivers</td>
<td>Survey Research; &amp; Qualitative interviewing</td>
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<td>Cardiology; Rural health; Primary care; Health promotion; and Nursing student satisfaction</td>
<td>Rural; Adults; and Nursing students</td>
<td>Survey; and Questionnaire</td>
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<td>Nursing education; Clinical education; and Adult health/gerontology</td>
<td>Nursing students; and Vulnerable populations</td>
<td>Qualitative; and Quantitative</td>
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<td>At-risk youth</td>
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<td>Sarah Lawson</td>
<td>Associate Professor, PhD, RN</td>
<td>SON</td>
<td>Sexual assault prevention; and Public Health initiatives</td>
<td>Emergency Nursing; and Forensic Nursing</td>
<td>Acute Ill/Emergency situations; and Sexual assault victims</td>
<td>Quantitative; and Mixed Methods</td>
<td><a href="mailto:lawsons@uncw.edu">lawsons@uncw.edu</a></td>
</tr>
<tr>
<td>Jacquelyn Lee</td>
<td>Assistant Professor, PhD, MSW, LCSW</td>
<td>SSW</td>
<td>Social work education/innovative pedagogical methods; Social work practice with children &amp; families with a focus on mental health; and Workforce development</td>
<td>Mental health (trauma, self-care, mindfulness, &amp; field education); Health policy; and Interdisciplinary collaboration</td>
<td>Social workers; Children; Older adults; and Grandparents (raising grandchildren)</td>
<td>Quantitative; Qualitative; Program evaluation; and Analysis</td>
<td><a href="mailto:kej@uncw.edu">kej@uncw.edu</a></td>
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<tr>
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<tr>
<td>Meen Hye Lee</td>
<td>Assistant Professor, PhD, RN</td>
<td>SON</td>
<td>Health promoting behaviors among family caregivers of children with disabilities; Prevention &amp; management of Musculoskeletal Disorders; Community-based participatory research; and Minority Health</td>
<td>Outpatient Urgent Care; and Primary Care</td>
<td>NP's; PA; and Physicians in outpatient settings</td>
<td>Quantitative</td>
<td><a href="mailto:leemh@uncw.edu">leemh@uncw.edu</a></td>
</tr>
<tr>
<td>Tamara Link</td>
<td>Assistant Professor, DNP, FNP-BC</td>
<td>SON</td>
<td>Antibiotic Stewardship in outpatient settings; and Military Populations</td>
<td>Efficiency of Dialectical Behavioral Therapy in community settings &amp; outpatient practices</td>
<td>18+; College students; and Mental health clinical populations</td>
<td>Quantitative; Qualitative; and Mixed Methods</td>
<td><a href="mailto:linkt@uncw.edu">linkt@uncw.edu</a></td>
</tr>
<tr>
<td>John Lothes</td>
<td>Lecturer, EdD, MA</td>
<td>SHAHS</td>
<td>Mindfulness; Anxiety &amp; depression; Stress; and Domestic violence; Sexual assault prevention; and Exercise and mental health</td>
<td>Efficiency of Dialectical Behavioral Therapy in community settings &amp; outpatient practices</td>
<td>18+; College students; and Mental health clinical populations</td>
<td>Quantitative; Qualitative; and Mixed Methods</td>
<td><a href="mailto:lothesj@uncw.edu">lothesj@uncw.edu</a></td>
</tr>
<tr>
<td>Barbara Lutz</td>
<td>McNeil Distinguished Professor, PhD, RN, CRN, APhl-HC, FAHA, FNP, FAAN</td>
<td>SON</td>
<td>Community-based models of care for adults with chronic/disabling illnesses; and Family caregiving</td>
<td>Gerontology; Public Health; and Rehab nursing</td>
<td>Aging adults; and Adults with chronic illness</td>
<td>Qualitative research w/expertise in Grounded Theory</td>
<td><a href="mailto:hlutz@uncw.edu">hlutz@uncw.edu</a></td>
</tr>
<tr>
<td>Jim Lyon</td>
<td>Clinical Research Lecturer, PharmD</td>
<td>SON</td>
<td>Bioequivalence Pharmacokinetics</td>
<td>Clinical Research</td>
<td>All</td>
<td>All</td>
<td><a href="mailto:lbonyj@uncw.edu">lbonyj@uncw.edu</a></td>
</tr>
<tr>
<td>April Matthies</td>
<td>Associate Professor, PhD, RN, NCE</td>
<td>SON</td>
<td>Nursing history; Entry-level Nursing Education Programs; Online Nursing Education Pedagogies; and Professional identity and role development of the nurse</td>
<td>Nursing practice differentiation; and Self-reflection learning activities</td>
<td>Nursing students; and Entry-level nurses</td>
<td>Historical Research; and Qualitative Research</td>
<td><a href="mailto:matthiasa@uncw.edu">matthiasa@uncw.edu</a></td>
</tr>
<tr>
<td>Jennifer R. McCall</td>
<td>Assistant Professor, PhD, MBA</td>
<td>SON Clinical Research</td>
<td>Drug discovery &amp; development; Pharmacological mechanism of action; Applied learning in online education; and Translational science and commercialization</td>
<td>Drug discovery &amp; development; Pharmacological mechanism of action; Applied learning in online education; and Translational science and commercialization</td>
<td>Drug discovery &amp; development; Pharmacological mechanism of action; Applied learning in online education; and Translational science and commercialization</td>
<td>Chemical, cellular &amp; molecular analysis</td>
<td>mc <a href="mailto:callin@uncw.edu">callin@uncw.edu</a></td>
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<tr>
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<tr>
<td>Michelle McEwen-Campbell</td>
<td>Lecturer, DNP, MSN, RN-C-OB-FNP, LNC, CNE</td>
<td>SON</td>
<td>Nursing self-efficacy; Promoting chain-of-command; Self-efficacy in nursing students; Patient Safety; Promotion of healthy maternal/fetal outcomes; and Removing educational barriers for male nursing students</td>
<td>Maternal/child; Evaluating chain-of-command; Self-efficacy through high-fidelity; and Student-directed, Obstetrical simulation</td>
<td>Prelicensure BSN students; Labor and delivery nurses; and Male BSN students</td>
<td>Quantitative</td>
<td><a href="mailto:mcewenam@uncw.edu">mcewenam@uncw.edu</a></td>
</tr>
<tr>
<td>Cheryl McFadden</td>
<td>Simulation Learning Center Associate, RN, BC, MSN, MED, CNE, CHSE</td>
<td>SON</td>
<td>Simulation: Delivery methods, &amp; EBP for design and implementation; Measuring student learning outcomes; and Needs &amp; quality of life of caregivers</td>
<td>Simulation: Systematic planning &amp; integration of simulation into a curriculum; The importance of intervention fidelity &amp; student psychological safety; Needs assessment for simulation learning, including future/current employers; The value of teaching &amp; using point of care references in simulation scenarios</td>
<td>Nursing Students</td>
<td>Primarily Qualitative</td>
<td><a href="mailto:mcfaldenc@uncw.edu">mcfaldenc@uncw.edu</a></td>
</tr>
<tr>
<td>Brandy Mechling</td>
<td>Prelicensure Program Coordinator &amp; Assistant Professor, PhD, RN, FMHCONS-BC</td>
<td>SON</td>
<td>Child &amp; adolescent risk &amp; resilience; Adverse Childhood Experiences (ACEs); Young (Emerging) adult outcomes; Impact of parental mental illness on children &amp; adolescents; Parental depression and the impact on the parent-child relationship; Youth caregiving of a parent with mental illness; Ambiguous Loss Theory; and Retrospective self-report</td>
<td>Mental Health nursing, Family mental health, Psychotherapy with children, adolescents, &amp; young adults; Community partnerships</td>
<td>Youth, adolescents, &amp; families; Young (Emerging) adults/ college students; and Individuals with Severe and Persistent Mental Illness (SPMI)</td>
<td>Quantitative; Mixed Methods; and Interviews focus groups</td>
<td><a href="mailto:mechling@uncw.edu">mechling@uncw.edu</a></td>
</tr>
<tr>
<td>Amy C. Merritt</td>
<td>Lecturer, MSN, RN</td>
<td>SON</td>
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<td><a href="mailto:merrittac@uncw.edu">merrittac@uncw.edu</a></td>
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<tr>
<td>Jessica Van Meter</td>
<td>Lecturer, MA, ACSM-CEP, NSCA-CSKI</td>
<td>SHAHS Exercise Science</td>
<td>Physical activity promotion for all ages; and Cardiovascular and Metabolic Disease prevention &amp; risk factor modification</td>
<td></td>
<td></td>
<td>Qualitative, and Quantitative</td>
<td><a href="mailto:vanmeterj@uncw.edu">vanmeterj@uncw.edu</a></td>
</tr>
<tr>
<td>Sara Miller</td>
<td>Lecturer, MA</td>
<td>SHAHS, Recreation Therapy</td>
<td>Coping in hospital environments; Physical fitness and children with disabilities; Evidence-based practice; and Aquatic Therapy</td>
<td>Children with physical disabilities; Children with chronic illness; Aquatic Therapy; and Adapted Sports</td>
<td>Pediatrics and Physical disabilities</td>
<td>Qualitative, and Quantitative</td>
<td><a href="mailto:millersm@uncw.edu">millersm@uncw.edu</a></td>
</tr>
<tr>
<td>Kathleen Molden</td>
<td>Lecturer, MSN, RN, CNE</td>
<td>SON</td>
<td>Online learning; Simulation; and Assessment tools</td>
<td>Does a prior student assessment improve educational outcomes?</td>
<td>Students enrolled in nursing education, clinical preparation, or from various programs</td>
<td>Qualitative, and quantitative</td>
<td><a href="mailto:moldenk@uncw.edu">moldenk@uncw.edu</a></td>
</tr>
<tr>
<td>Laura (Spivey) Morris</td>
<td>Assistant Professor, EdD, MS</td>
<td>SHAHS, Recreation, Sport Leadership &amp; Tourism Management</td>
<td>Happiness &amp; well-being; Smart leisure; Leisure behavior; Healthful living/wellness; Campus recreation; and Youth sports</td>
<td>Happiness in the workplace; and Service Learning</td>
<td>All</td>
<td>Mixed Methods</td>
<td><a href="mailto:spiveyk@uncw.edu">spiveyk@uncw.edu</a></td>
</tr>
<tr>
<td>Nancy Murdock</td>
<td>Lecturer, Volunteer for Camp Bikes, CPR Instructor, MSN, RNC, CNS</td>
<td>SON</td>
<td>Labor &amp; delivery; Neonatal Intensive Care Unit; Pediatrics; Community Partnership in Education</td>
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<td><a href="mailto:murdockn@uncw.edu">murdockn@uncw.edu</a></td>
</tr>
<tr>
<td>Mary Murray</td>
<td>Lecturer, MSN, RN</td>
<td>SON</td>
<td>Holistic care &amp; management; Workplace bullying; and Spirituality</td>
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<td><a href="mailto:murraymp@uncw.edu">murraymp@uncw.edu</a></td>
</tr>
<tr>
<td>Lindsey Nanney</td>
<td>Program Coordinator &amp; Lecturer, MS</td>
<td>SHAHS, Lifetime Physical Activity and Wellness</td>
<td>Wellness and its promotion; Motivation for healthy behaviors; and Behavior change theories and strategies</td>
<td>Wellness interventions in university, community and faith settings; and Use of activity trackers and impact on motivation for activity</td>
<td>College students/ young adults; Sedentary, and Overweight/obese</td>
<td>Quantitative, and Qualitative</td>
<td><a href="mailto:nanneykl@uncw.edu">nanneykl@uncw.edu</a></td>
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<tr>
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<tr>
<td>Peter V. Nguyen</td>
<td>Professor, PhD, LGWW</td>
<td>SSW</td>
<td>Leadership in higher education; Cultural acculturations &amp; assimilation dynamics; Parenting styles; and Mental health of Asian Americans</td>
<td>Asian Americans; Abused children and their families; and Higher education faculty</td>
<td>Quantitative; and Qualitative</td>
<td></td>
<td><a href="mailto:nguyenmp@uncw.edu">nguyenmp@uncw.edu</a></td>
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<tr>
<td>Amy Olsen</td>
<td>Lecturer, MS</td>
<td>SHAHS, Lifetime Physical Activity and Wellness</td>
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<td><a href="mailto:udxlim@uncw.edu">udxlim@uncw.edu</a></td>
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<tr>
<td>Ruthanne Palumbo</td>
<td>Assistant Professor, DNP, RN, CNP</td>
<td>SON</td>
<td>Opioid addiction and IV drug use; Risk assessment and intervention; and Fostering civility amongst nursing students</td>
<td>Nursing education; Nursing administration; and Clinical education; Cardiac; Neurology; Oncology; and Med-Surg</td>
<td>Young adults-addiction; and Nursing student-civility</td>
<td>Quantitative; Qualitative; and Mixed Methods</td>
<td><a href="mailto:palumbor@uncw.edu">palumbor@uncw.edu</a></td>
</tr>
<tr>
<td>Diane L. Parker</td>
<td>Lecturer &amp; Graduate Clinical Coordinator, MSN, FNP-C</td>
<td>SON</td>
<td>Pediatric asthma; Pediatric/adolescent behavioral health; and Underserved populations &amp; outreach</td>
<td>Pediatrics; and Women’s health</td>
<td></td>
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<td><a href="mailto:parkerd@uncw.edu">parkerd@uncw.edu</a></td>
</tr>
<tr>
<td>Diane K. Pastor</td>
<td>Associate Professor, PhD, MBA, NP-C, FNP-A</td>
<td>SON</td>
<td>Caregiving for frail elders with serious chronic illness; and Palliative care</td>
<td>Palliative care; and Primary care services</td>
<td>Geriatrics</td>
<td>Qualitative; and Quantitative Methods</td>
<td><a href="mailto:pastord@uncw.edu">pastord@uncw.edu</a></td>
</tr>
<tr>
<td>Barbara Pennington</td>
<td>Clinical Research Undergraduate Program Coordinator &amp; Lecturer, MS, RN</td>
<td>SON</td>
<td>Clinical Research; Ethics; and Global research</td>
<td>Protection of vulnerable populations in clinical research; Diminished capacity to consent</td>
<td></td>
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<td><a href="mailto:penningtonb@uncw.edu">penningtonb@uncw.edu</a></td>
</tr>
<tr>
<td>Annemarie K. Petroff</td>
<td>Lecturer, MS</td>
<td>SON Clinical Research</td>
<td>Cardio-pulmonary; Autonomic Nervous Systems; Cardiac Rehab</td>
<td></td>
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<td>petruфф@uncw.edu</td>
</tr>
<tr>
<td>Jodi Protokowitz</td>
<td>Assistant Professor, PhD, RN</td>
<td>SON</td>
<td>High-risk Obstetrics; Mental health &amp; Obstetrics; and Nursing student retention</td>
<td>Maternal &amp; newborn health; and Online learning; Obsterics; High-risk pregnancy; and RN to BSN</td>
<td>Quantitative; and Qualitative</td>
<td></td>
<td><a href="mailto:protokowiczj@uncw.edu">protokowiczj@uncw.edu</a></td>
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<tr>
<td>Linda C. Peugh</td>
<td>Director &amp; Professor, PhD, RNC, FAAN</td>
<td>SON</td>
<td>Breastfeeding duration and exclusivity; Theory of Unpleasant Symptoms; Evidence-based practice; and Breastfeeding duration and exclusivity</td>
<td>Childbearing &amp; low-income women</td>
<td>Quantitative</td>
<td></td>
<td><a href="mailto:peugh@aucw.edu">peugh@aucw.edu</a></td>
</tr>
<tr>
<td>Melissa Reedy</td>
<td>Lecturer, MSNEd, RN, NCN</td>
<td>SON</td>
<td>The use of simulation for clinical experience</td>
<td>Community Health Foundations course in clinical</td>
<td>Nursing students</td>
<td>Online clinical</td>
<td><a href="mailto:reedym@aucw.edu">reedym@aucw.edu</a></td>
</tr>
<tr>
<td>Paula Reid</td>
<td>Associate Professor, PhD, RNC, WHNP, BC</td>
<td>SON</td>
<td>Identifying strategies that individuals living with HIV utilize to self-manage and cope with their condition, to improve the quality of their lives; Computer Assisted Instruction as a strategy for HIV/AIDS education &amp; training for Healthcare Professionals; Exploring the role of self-efficacy and self-esteem for HIV positive women managing their HIV; and Women's Health issues</td>
<td>Women's Health; HIV management</td>
<td>Women's Health; HIV positive women</td>
<td></td>
<td><a href="mailto:reidrp@aucw.edu">reidrp@aucw.edu</a></td>
</tr>
<tr>
<td>Debra Rhodes</td>
<td>Assistant BSW Program Coordinator &amp; Lecturer, MSW, LCSW</td>
<td>SSW</td>
<td>Need for sliding scale and/or free mental health services in the Osceola area</td>
<td>Collaboration with free clinic in Jacksonville to provide BSW/MSW students to complete assessments</td>
<td>Uninsured adults</td>
<td>Quantitative, and Data Tracking</td>
<td><a href="mailto:rhodesdr@aucw.edu">rhodesdr@aucw.edu</a></td>
</tr>
<tr>
<td>Noell L. Rowan</td>
<td>Associate Director, BSW Coordinator, &amp; Professor, PhD, MSW, LCSW, LCAS</td>
<td>SSW, Program Coordinator</td>
<td>The overarching areas of gerontology; LGBT population &amp; alcohol &amp; other drug addiction; Spirituality; and The impact of social work education and practice</td>
<td>Substance abuse; and Work with older adults</td>
<td>LGBT populations; Older adults; and Substance addicts</td>
<td>Quantitative; and Qualitative</td>
<td><a href="mailto:rowann@aucw.edu">rowann@aucw.edu</a></td>
</tr>
<tr>
<td>Scott J. Saccomano</td>
<td>Assistant Professor, PhD, RN, GNP, BC</td>
<td>SON</td>
<td>Leadership and management - delegation &amp; mentoring. Enhancing health of older adults; Men in nursing; and Men's health</td>
<td>EBP for Advanced Practice; Care of the elderly; and Men's health</td>
<td>Men, Older Adults, geriatricians, Nurses, Allied Health Professionals</td>
<td>Mixed</td>
<td><a href="mailto:saccomans@aucw.edu">saccomans@aucw.edu</a></td>
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<tr>
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<tr>
<td>Angela Sardina</td>
<td>Assistant Professor, PhD, MS</td>
<td>SHAHS, Recreation Therapy</td>
<td>Pathways to pain and falls for older adults; Impact of pain on physical function; Health promotion for pain reduction through rec therapy; and increasing access to health promotion and recreation programs</td>
<td>Community-based research and teaching; and Interprofessional teaching and research.</td>
<td>Older adults; and Low socioeconomic status</td>
<td>Quantitative</td>
<td><a href="mailto:sardina@uncw.edu">sardina@uncw.edu</a></td>
</tr>
<tr>
<td>Penny Sauer</td>
<td>Assistant Professor, PhD, RN, CCRN, CNE</td>
<td>SON</td>
<td>Nurse bullying; Incivility; and Nurses workforce issue</td>
<td>Adult critical care; and Nurses workforce issues.</td>
<td>Nurses</td>
<td>Quantitative; and Focus groups</td>
<td><a href="mailto:sauerp@uncw.edu">sauerp@uncw.edu</a></td>
</tr>
<tr>
<td>Lindsey Schroeder</td>
<td>Clinical Education Coordinator &amp; Assistant Professor, MS</td>
<td>SHAHS Athletic Training</td>
<td>Teaching athletic trainers and AT students how to take rectal temperatures to reduce heat-related illnesses and death in sports</td>
<td>Self-regulated learning and clinical reasoning in Nursing; Community Health care; and intra-disciplinary team work</td>
<td></td>
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<td><a href="mailto:schroederl@uncw.edu">schroederl@uncw.edu</a></td>
</tr>
<tr>
<td>Cynthia K. Schweitzer</td>
<td>Lecturer, MSN-NE, RN</td>
<td>SON</td>
<td>Online Nursing Education</td>
<td>Foundations Critical Care; Online Nursing Students/Faculty Geriatrics</td>
<td></td>
<td>Mixed</td>
<td><a href="mailto:schevisetc@uncw.edu">schevisetc@uncw.edu</a></td>
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<tr>
<td>Melissa Scott</td>
<td>Lecturer, PhD, RN</td>
<td>SON</td>
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<td><a href="mailto:scottmd@uncw.edu">scottmd@uncw.edu</a></td>
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<tr>
<td>Micah Scott</td>
<td>MSN-FNP Program Coordinator &amp; Assistant Professor, PhD, FNP-BC</td>
<td>SON</td>
<td>Military &amp; Veterans care &amp; families; and Clinical Simulation in NP education</td>
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<td><a href="mailto:scottmi@uncw.edu">scottmi@uncw.edu</a></td>
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<tr>
<td>Alana Seaman</td>
<td>Assistant Professor, PhD, MS</td>
<td>SHAHS Recreation, Sport Leadership &amp; Tourism Management</td>
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<td><a href="mailto:wamana@uncw.edu">wamana@uncw.edu</a></td>
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<tr>
<td>Tamlyn Shields</td>
<td>Lecturer, MA</td>
<td>SHAHS, Gerontology &amp; Exercise Science</td>
<td>Behavioral interventions for healthful living; Effects of exercise on spontaneous physical activity, &amp; insulin resistance; and Access &amp; physical activity levels</td>
<td>Applied Behavior Analysis; and Policy &amp; environmental changes that promote physically active lifestyles</td>
<td>All</td>
<td>Quantitative; and Behavioral Research Designs</td>
<td><a href="mailto:shieldsas@uncw.edu">shieldsas@uncw.edu</a></td>
</tr>
<tr>
<td>Lorie Sigmon</td>
<td>Assistant Professor, LPN, RN, FNP</td>
<td>SON</td>
<td>Interprofessional education &amp; collaborative practice; and Student leadership attributes</td>
<td>Critical care (SICU, CTICU &amp; PACU)</td>
<td></td>
<td></td>
<td><a href="mailto:sigmonl@uncw.edu">sigmonl@uncw.edu</a></td>
</tr>
<tr>
<td>Christy Zimmerman</td>
<td>Lecturer, MSN, RN</td>
<td>SON</td>
<td>Teaching strategies in simulation</td>
<td></td>
<td>Pediatrics</td>
<td></td>
<td><a href="mailto:stirzermannc@uncw.edu">stirzermannc@uncw.edu</a></td>
</tr>
<tr>
<td>Susan Sinclair</td>
<td>Clinical Research Graduate Program Coordinator &amp; Professor, PhD, MPH, RN</td>
<td>SON</td>
<td>Public Health epidemiology; Pharmacoeconomics; Medication safety in pregnancy; Pregnancy registries; and Clinical trials</td>
<td>Pregnancy; Birth defects; and Epidemiology</td>
<td>All</td>
<td>Epidemiology Methods appropriate for clinical trials &amp; post-marketing studies</td>
<td><a href="mailto:sinclaira@uncw.edu">sinclaira@uncw.edu</a></td>
</tr>
<tr>
<td>Stephanie D. Smith</td>
<td>Assistant Professor, PhD, RN</td>
<td>SON</td>
<td>Leadership; Health &amp; social service systems; Indicators of community well-being; and Organization &amp; program evaluation; performance measurement; &amp; accountability</td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:smithbsd@uncw.edu">smithbsd@uncw.edu</a></td>
</tr>
<tr>
<td>Lisa K. Spod</td>
<td>Assistant Professor, PhD, MPH</td>
<td>SHAHS, Exercise Science</td>
<td>The effects of physical activity on cancer &amp; cancer treatment-related side effects; and Research involving the “Blue Zones” and longevity</td>
<td>Improving quality of life of cancer survivors (physiological &amp; psychological outcomes); and Public health</td>
<td>Cancer survivors and apparently healthy older adults</td>
<td>Quantitative</td>
<td><a href="mailto:sprod@gmail.com">sprod@gmail.com</a></td>
</tr>
<tr>
<td>C. Elise Thompson</td>
<td>Lecturer, PhD, MSN, RN</td>
<td>SON</td>
<td>Nursing Education Simulation; and Online learning technology</td>
<td>Adult Health</td>
<td>Nursing Students</td>
<td>Quantitative</td>
<td><a href="mailto:thompsonccc@uncw.edu">thompsonccc@uncw.edu</a></td>
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<tr>
<td>Name</td>
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<td>School/ Unit</td>
<td>Scholarly and Research Interests</td>
<td>Clinical/Applied Interests</td>
<td>Populations of Interest</td>
<td>Methods</td>
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<tr>
<td>Marsha Todd</td>
<td>Lecturer, MS</td>
<td>SHAHS, Lifetime Physical Activity and Wellness</td>
<td>Stress management in the workplace; and Ten leading causes of Death for the United States-Indiana and Vigo County</td>
<td>Physical activity stress; Management nutrition</td>
<td>College students; and Corporate wellness</td>
<td>Statistical Analysis</td>
<td><a href="mailto:toddm@uncw.edu">toddm@uncw.edu</a></td>
</tr>
<tr>
<td>Wayland Tseh</td>
<td>Program Coordinator &amp; Associate Professor, PhD</td>
<td>SHAHS, Exercise Science</td>
<td>Body composition; Ergonomic aids; Equipment validity &amp; reliability; and Blue Zones</td>
<td>CVD risk factors</td>
<td>Apparently Healthy</td>
<td>Quantitative</td>
<td><a href="mailto:tsfwh@uncw.edu">tsfwh@uncw.edu</a></td>
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<tr>
<td>Stephanie Terriss</td>
<td>Assistant Professor, PhD, RN, BC, APRN, CNE</td>
<td>SON</td>
<td>Chronic illness trajectories; Transitions in care, particularly in CHF and Cardiovascular Disease (outcomes research), &amp; treatment adherence; and Simulation in Undergraduate Nursing Education</td>
<td>Cardiovascular Nursing; Adults and older adults; and CHF</td>
<td>Adults; Older adults; Vulnerable populations; and Chronically ill</td>
<td>Quantitative; Qualitative; and Surveys</td>
<td><a href="mailto:terriss@uncw.edu">terriss@uncw.edu</a></td>
</tr>
<tr>
<td>Amy Van de Motter</td>
<td>Lecturer, MSW, LCSW</td>
<td>SSW</td>
<td>Behavioral change related to health conditions; Motivational strategies; Comprehensive wellness; and MI recovery</td>
<td>Adults diagnosed with severe and persistent mental illness; Geriatrics; and Chronic disease</td>
<td></td>
<td></td>
<td><a href="mailto:vandemotters@uncw.edu">vandemotters@uncw.edu</a></td>
</tr>
<tr>
<td>Angie Vandenberg</td>
<td>Field Education Coordinator &amp; Lecturer, MSW, LCSW, VSP</td>
<td>SSW</td>
<td>Clinical work with local CAC; Trauma-informed therapeutic approaches; Play therapy and other practice approaches to use with children; DHS/Domestic violence crisis intervention</td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:vanderbergas@uncw.edu">vanderbergas@uncw.edu</a></td>
</tr>
<tr>
<td>Margaret Verzella</td>
<td>Undergraduate Clinical Coordinator &amp; Lecturer, MSN, RN, CNE</td>
<td>SON</td>
<td>Nursing informatics; Online/distance education; and Simulation</td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:verzella@uncw.edu">verzella@uncw.edu</a></td>
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<tr>
<td>Name</td>
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<td>Clinical/ Applied Interests</td>
<td>Populations of Interest</td>
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<tr>
<td>Colette B. Waddill</td>
<td>Lecturer, MSN, RN, IBCLC, CNE, CHSE</td>
<td>SON</td>
<td>Maternal infant health; Breastfeeding/Lactation; and Simulation learning</td>
<td>Maternal-child nursing; Lactation; and Simulation in healthcare</td>
<td>Mother &amp; infants; Nursing students</td>
<td>Qualitative; and Quantitative</td>
<td><a href="mailto:waddilk@uncw.edu">waddilk@uncw.edu</a></td>
</tr>
<tr>
<td>Jordan Weber</td>
<td>Lecturer, Med, ARD</td>
<td>SHAHS Physical Education &amp; Health</td>
<td>Adapted physical education; Yoga for autism and military; Obesity prevention; Bodybuilding; Zen literature; Curriculum; and Elementary &amp; PE health</td>
<td>Yoga; Yoga for COPD; Psychoanalysis; Anxiety &amp; education programming; and Adapted physical education programs</td>
<td>COPD; Alzheimer's; Autism Spectrum Disorders; Individuals with disabilities; Down-Syndrome; and Cerebral palsy</td>
<td>Qualitative; Mixed Methods; and Video</td>
<td><a href="mailto:weberi@uncw.edu">weberi@uncw.edu</a></td>
</tr>
<tr>
<td>Kerry Whipple</td>
<td>Associate Professor, PhD</td>
<td>SHAHS, Public Health Studies</td>
<td>Using policy as a Community Health education strategy; Campus tobacco policies in NC Community; Readiness Model; Accreditation in CHE/PH; Sustained physical activity strategies; and Substance abuse prevention among youth</td>
<td>Curriculum &amp; Instruction CHE/PH; and Youth risk &amp; protective factors</td>
<td>Campus community; Policy &amp; lawmakers; State &amp; local Community Health efforts; Youth ages 12-18</td>
<td>Qualitative- interviews, focus groups, &amp; Grounded Theory</td>
<td><a href="mailto:whipplrk@uncw.edu">whipplrk@uncw.edu</a></td>
</tr>
<tr>
<td>Patty White</td>
<td>Lecturer, MSN, RNC, CNE</td>
<td>SON</td>
<td>Pediatric simulation; and IPE</td>
<td>Pediatrics; and NICU</td>
<td>Infants; Children; Adolescents; and Premature infants</td>
<td>Primarily Qualitative; and Quantitative</td>
<td><a href="mailto:whiterp@uncw.edu">whiterp@uncw.edu</a></td>
</tr>
<tr>
<td>Nina D. Williams</td>
<td>Lecturer, MSN-NE, RN</td>
<td>SON</td>
<td>Obstetric emergencies; Neonatal opioid addiction; and Legislative changes &amp; effects in maternal-newborn outcomes</td>
<td>Maternal-child nursing; and Staff nurses working at bedside</td>
<td>Mothers &amp; babies; Postpartum mothers &amp; babies; Labor &amp; delivery; and Nurses &amp; staff</td>
<td>Participatory; and Mixed Methods</td>
<td><a href="mailto:williamnd@uncw.edu">williamnd@uncw.edu</a></td>
</tr>
<tr>
<td>Heidi Winslow</td>
<td>Lecturer, MSN, RN</td>
<td>SON</td>
<td>Evaluation methods; and Smart Phone Education Apps</td>
<td>Diabetes; and Cardiac</td>
<td>Young adult to elderly</td>
<td></td>
<td><a href="mailto:winslowh@uncw.edu">winslowh@uncw.edu</a></td>
</tr>
<tr>
<td>Reggie York</td>
<td>Professor, PhD, MSW</td>
<td>SSW</td>
<td>Evidence-based practice; Online education; Use of technology in teaching; and Program evaluation</td>
<td>The use of science to improve the practice of Clinical Social Work</td>
<td>All</td>
<td>Quantitative</td>
<td><a href="mailto:yorkr@uncw.edu">yorkr@uncw.edu</a></td>
</tr>
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</table>
B. Research Productivity Report

CHHS Research Productivity Report FY18
## CHHS Grant Productivity

### EXTERNAL GRANTS/CONTRACTS (CHHS)

<table>
<thead>
<tr>
<th></th>
<th>FY 14 #</th>
<th>FY 14 $</th>
<th>FY 15 #</th>
<th>FY 15 $</th>
<th>FY 16 #</th>
<th>FY 16 $</th>
<th>FY 17 #</th>
<th>FY 17 $</th>
<th>FY 18 #</th>
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<th>FY17-18 *% change</th>
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<td><strong>Submissions</strong></td>
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<td>$2,263,710</td>
<td>28</td>
<td>$2,438,388</td>
<td>21</td>
<td>$2,099,587</td>
<td>26</td>
<td>$7,820,813</td>
<td>35</td>
<td>$11,384,422</td>
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<td><strong>Awards</strong></td>
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<td>$243,468</td>
<td>17</td>
<td>$796,129</td>
<td>14</td>
<td>$256,161</td>
<td>8</td>
<td>$224,146</td>
<td>18</td>
<td>$989,991</td>
<td>125%</td>
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### CHHS External Submissions FY14-18

- FY 2014: $2,263,710
- FY 2015: $2,438,388
- FY 2016: $2,099,587
- FY 2017: $7,820,813
- FY 2018: $11,384,422

### CHHS External Awards FY14-18

- FY 2014: $243,468
- FY 2015: $796,129
- FY 2016: $256,161
- FY 2017: $224,146
- FY 2018: $989,991
<table>
<thead>
<tr>
<th>PRINCIPAL INVESTIGATOR</th>
<th>PROJECT TITLE</th>
<th>SPONSOR</th>
<th>SUBMISSION AMOUNT</th>
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</thead>
<tbody>
<tr>
<td>April Bice, PhD</td>
<td>The Pediatric Procedural Holistic Comfort Assessment (PPhCA): A Validity and Reliability Study</td>
<td>National Institutes of Health (NIH)</td>
<td>$439,077</td>
</tr>
<tr>
<td>Kristin Bolton, PhD</td>
<td>Tracking Experiential Learning Outcomes Across Three CAA Campus</td>
<td>Colonial Academic Alliance</td>
<td>$12,334.00</td>
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<tr>
<td>Hannah Catalano, PhD</td>
<td>Environmental Risks for High Intensity Alcohol Use Among Young Adults: An Event-Level Analysis</td>
<td>National Institutes of Health (NIH)</td>
<td>$143,501.48</td>
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<tr>
<td>Jeeyae Choi, PhD</td>
<td>Developing Peer Support Enabled Cancer Symptom Management Mobile App</td>
<td>American Cancer Society</td>
<td>$107,366.40</td>
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<tr>
<td>Jeeyae Choi, PhD</td>
<td>Suicide risk prediction models using machine learning to build a mobile app for young adults on prescription opioids</td>
<td>American Foundation for Suicide Prevention</td>
<td>$96,397</td>
</tr>
<tr>
<td>Sue Combs, PhD</td>
<td>Innovative Strategies for High Impact Practices: Access, Success, and the CAA Student-Athlete</td>
<td>Colonial Academic Alliance</td>
<td>$5,500</td>
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<tr>
<td>Crystal Dodson, PhD</td>
<td>Extension and Usability Testing of a Clinical Decision Support Tool via Mobile Application for Precision Medicine</td>
<td>American Nurses Foundation</td>
<td>$4,940.10</td>
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<tr>
<td>Candace Ashton-Forrester, PhD</td>
<td>Project SOAR</td>
<td>Department of Veteran Affairs</td>
<td>$168,930</td>
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<tr>
<td>Candace Ashton-Forrester, PhD</td>
<td>Project SOAR</td>
<td>Department of Veteran Affairs</td>
<td>$113,132</td>
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<tr>
<td>Linda Haddad, PhD</td>
<td>Predictors of Electronic Cigarette Smoking in a Cohort of American Indians: Mixed Methods Study</td>
<td>Robert Wood Johnson Foundation Interdisciplinary Leaders Program</td>
<td>$347,675</td>
</tr>
<tr>
<td>Kerry Whipple, PhD</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Leah Mayo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Project Description</td>
<td>Funding Agency</td>
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<tr>
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<tr>
<td><strong>James Herstine, PhD</strong></td>
<td>Program Coordinator &amp;</td>
<td>Understanding Access and Visitor Use on North Carolina’s Coastal Reserve System</td>
<td>North Carolina Department of Environmental and</td>
</tr>
<tr>
<td></td>
<td>Professor, SHAHS Recreation,</td>
<td></td>
<td>Natural Resources (NCDENR)</td>
</tr>
<tr>
<td></td>
<td>Sport Leadership &amp; Tourism</td>
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<td>Management</td>
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<tr>
<td><strong>Julie Hinkle, PhD</strong></td>
<td>Assistant Professor, SON</td>
<td>Adapting an Online Pathophysiology Course to Increase Student Engagement</td>
<td>Academic Partnership/eFaculty Commons</td>
</tr>
<tr>
<td><strong>Julie Hinkle, PhD</strong></td>
<td>Assistant Professor, SON</td>
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<tr>
<td><strong>Chris Lantz, Ed.D</strong></td>
<td>Interim Associate Dean for</td>
<td>Fostering Belonging and Institutional Affinity in the Adult On-line Learner</td>
<td>Academic Partnership/eFaculty Commons</td>
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<td></td>
<td>Academic Affairs, SHAHS</td>
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<tr>
<td><strong>Mark Forbes</strong></td>
<td>Student Success Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Student Success Center</td>
<td></td>
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<tr>
<td><strong>Amelia Huelskamp, PhD</strong></td>
<td>Assistant Professor, SHAHS</td>
<td>Empowering Young Women Through Comprehensive Sex Education</td>
<td>Lalor Foundation</td>
</tr>
<tr>
<td></td>
<td>Physical Education and Health</td>
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<tr>
<td><strong>Jared Kerr, JD</strong></td>
<td>Assistant Professor, SON</td>
<td>Simulation-Based Applied Learning to Address Clinical Research Workforce Development</td>
<td>Center for Research on College-Workforce Transition (CCWT)</td>
</tr>
<tr>
<td></td>
<td>Clinical Research</td>
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<tr>
<td><strong>Athena Kolbe, PhD</strong></td>
<td>Assistant Professor, SSW</td>
<td>After Exit ESRC</td>
<td>Economic and Social Research Council (ESRC)</td>
</tr>
<tr>
<td><strong>April Matthias, PhD</strong></td>
<td>Associate Professor, SON</td>
<td>Early 20th Century Correspondence Courses in Nursing: Questionable or Quality Education?</td>
<td>American Association for the History of Nursing</td>
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<tr>
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<td>Clinical Research</td>
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<tr>
<td><strong>April Matthias, PhD</strong></td>
<td>Associate Professor, SON</td>
<td>Early 20th Century Correspondence Courses in Nursing: Questionable or Quality Education at the Chicago School of Nursing</td>
<td>Karyn and Terrance Holm Visiting Scholar Award-UIC College of Nursing</td>
</tr>
<tr>
<td><strong>Jennifer McCall, PhD</strong></td>
<td>Assistant Professor, SON</td>
<td>The Partnership for GMP Workforce Training in SE North Carolina</td>
<td>National Institute for Innovation in Manufacturing Biopharmaceuticals (NIMBL)</td>
</tr>
<tr>
<td></td>
<td>Clinical Research</td>
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<tr>
<td><strong>Jennifer McCall, PhD</strong></td>
<td>Assistant Professor, SON</td>
<td>Development of the Escortin Drug Carrier System for Delivery of Antibiotics</td>
<td>NC Biotechnology Center (NCBC)</td>
</tr>
<tr>
<td></td>
<td>Clinical Research</td>
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<td></td>
</tr>
<tr>
<td><strong>Jennifer McCall, PhD</strong></td>
<td>Assistant Professor, SON</td>
<td>Combating ciguatoxin contamination of commercial fisheries with targeted testing and reference standards</td>
<td>DOC National Oceanic Atmospheric Administration</td>
</tr>
<tr>
<td></td>
<td>Clinical Research</td>
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<tr>
<td><strong>Jennifer McCall, PhD</strong></td>
<td>Assistant Professor, SON</td>
<td>Escortins, a marine natural product, as a drug carrier platform to bypass cell efflux mechanisms for efficient drug delivery</td>
<td>National Institutes of Health (NIH)</td>
</tr>
<tr>
<td></td>
<td>Clinical Research</td>
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</tr>
<tr>
<td><strong>Jennifer McCall, PhD</strong></td>
<td>Assistant Professor, SON</td>
<td>Partnership for Workforce Development in the BioPharmaceutical Industry</td>
<td>Department of Commerce</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Justine Reel, PhD</strong></td>
<td>Associate Dean of Research and Innovation, SHAHS</td>
<td>Regional Public Health Training Centers (PHTC) Program Community-Based Training Partnership</td>
<td>US Department of Health and Human Services</td>
</tr>
<tr>
<td>Name</td>
<td>Title and Faculty/Department</td>
<td>Project Title</td>
<td>Funding Agency</td>
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<tr>
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</tr>
<tr>
<td>Karl Ricanek, PhD</td>
<td>Professor, Computer Science</td>
<td></td>
<td></td>
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<tr>
<td>Wayland Tseh, PhD</td>
<td>Program Coordinator &amp; Associate Professor, SHAHS</td>
<td>UNCW Special Operations Command Budget</td>
<td>BAA Army Research Office</td>
</tr>
<tr>
<td>Alex McDaniel</td>
<td>Part-Time Faculty, SHAHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill Kawczynski</td>
<td>Director, Office of Military Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michel Heijnen</td>
<td>Assistant Professor, SHAHS Exercise Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noell Rowan, PhD</td>
<td>Associate Professor, SSW Associate Director, BSW Coordinator</td>
<td>Mindful Music Listening to Support Substance Use and Addiction Recovery</td>
<td>Grammy Foundation</td>
</tr>
<tr>
<td>Daniel Johnson, PhD</td>
<td>Professor, Department of Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angela Sardina, PhD</td>
<td>Assistant Professor, SHAHS Recreation Therapy</td>
<td>Preferences and Needs for Optimal Health and Meaningful Life Engagement</td>
<td>Retirement Research Foundation</td>
</tr>
<tr>
<td>Penny Sauer, PhD</td>
<td>Assistant Professor, SON</td>
<td>Workplace Violence in Nursing</td>
<td>The Foundation of the National Student Nursing Association</td>
</tr>
<tr>
<td>Lindsey Schroeder, PhD</td>
<td>Assistant Professor &amp; Clinical Education Coordinator, SHAHS Athletic Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alex McDaniel</td>
<td>Part-Time Faculty, SHAHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michel Heijnen</td>
<td>Assistant Professor, SHAHS Exercise Science</td>
<td>Implementation of Neck Strengthening Protocols to Reduce the Incidence of Traumatic Brain Injury and Enhance Paratrooper Combat Readiness</td>
<td>UNC General Administration ROI</td>
</tr>
<tr>
<td>Yishi Wang, PhD</td>
<td>Professor, Department of Mathematics &amp; Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Dumas, PhD</td>
<td>Professor, Economics &amp; Finance</td>
<td></td>
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<tr>
<td>Wayland Tseh, PhD</td>
<td>Program Coordinator &amp; Associate Professor, SHAHS</td>
<td>Correlation Between Two Functional Movement Assessments</td>
<td>Whitehall Foundation</td>
</tr>
<tr>
<td>Michel Heijnen</td>
<td>Assistant Professor, SHAHS Exercise Science</td>
<td></td>
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</tbody>
</table>
| Wayland Tseh, PhD  
Program Coordinator &  
Associate Professor, SHAHS  
Exercise Science | Tactical Training Readiness | Department of Defense  
$322,540.46 |
| Michel Heijnen  
Assistant Professor, SHAHS  
Exercise Science | Efficacy of Non-Traditional Resistance Training  
for Shoulder-Related Pre-habilitation and  
Rehabilitation | UNC General Administration  
ROI  
$697,516 |
| Wayland Tseh, PhD  
Program Coordinator &  
Associate Professor, SHAHS  
Exercise Science | Undergraduate Students’ Perceptions of Health  
Faculty: Do Health Faculty Behaviors have an  
Effect on Undergraduate Students Health  
Perceptions and Behaviors? | UNC General Administration  
$18,830 |
| John Lothes II, Ed.D  
Lecturer, SHAHS  
Physical Activity & Wellness  
(PED 101) | The Effect of Virtual Simulation on Critical  
Thinking and Student Satisfaction with Learning  
in Accelerated Online RN-BSN Students | Academic  
Partnership/eFaculty Commons  
$7,617.50 |
| Stephanie Turrise, PhD  
Assistant Professor, SON | Community Centered Approach to Address  
Health Disparities in SENC | Blue Cross Blue Shield of NC  
Foundation  
$100,000 |
| Elise Thompson, PhD  
Assistant Professor, SON | | |
| Martha Hepler  
Lecturer, SON | | |
| Ashley Wells, PhD  
Assistant Dean for Community  
Engagement & Impact, College of  
Health and Human Services | | |
| Leah Mayo  
Center for Healthy Communities  
Coordinator | | |
## CHHS Fiscal Year 2018 Awards

<table>
<thead>
<tr>
<th>PRINCIPAL INVESTIGATOR</th>
<th>PROJECT TITLE</th>
<th>SPONSOR</th>
<th>AWARD AMOUNT**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristin Bolton, PhD</td>
<td>Tracking Experiential Learning Outcomes Across Three CAA Campuses</td>
<td>Colonial Academic Alliance</td>
<td>$12,334</td>
</tr>
<tr>
<td>Candace Ashton-Forrester, PhD</td>
<td>Project SOAR</td>
<td>Department of Veteran Affairs</td>
<td>$60,000</td>
</tr>
<tr>
<td>Sue Combs, PhD</td>
<td>Innovative Strategies for High Impact Practices: Access, Success, and the CAA Student-Athlete</td>
<td>Colonial Academic Alliance</td>
<td>$5,500</td>
</tr>
<tr>
<td>Charles Hardy, PhD</td>
<td>Emory Region IV Public Health Training Center</td>
<td>HRSA/Emory University</td>
<td>$50,000</td>
</tr>
<tr>
<td>James Herstine, PhD</td>
<td>Understanding Access and Visitor Use on North Carolina's Coastal Reserve System</td>
<td>North Carolina Department of Environmental and Natural Resources (NCDENR)</td>
<td>$55,612</td>
</tr>
<tr>
<td>Julie Hinkle, PhD</td>
<td>Adapting an Online Pathophysiology Course to Increase Student Engagement</td>
<td>Academic Partnership/eFaculty Commons</td>
<td>$11,000</td>
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<tr>
<td>Julie Hinkle, PhD</td>
<td>Fostering Belonging and Institutional Affinity in the Adult On-line Learner</td>
<td>Academic Partnership/eFaculty Commons</td>
<td>$7,797.00</td>
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<tr>
<td>Chris Lantz, Ed.D</td>
<td>Implementation of an evidence-based chronic disease care model: Identifying individual, organizational, and community facilitators</td>
<td>Wake Forest Baptist Medical Center Clinical and Translational Science Institute</td>
<td>$15,665.00</td>
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<tr>
<td>Mark Forbes</td>
<td>Early Supported Discharge for Improving Functional Outcomes After Stroke: A Pragmatic Trial</td>
<td>PCORI</td>
<td>$55,159.79</td>
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<tr>
<td>Barbara Lutz, PhD</td>
<td>Early 20th Century Correspondence Courses in Nursing: Questionable or Quality Education?</td>
<td>American Association for the History of Nursing</td>
<td>$3,240</td>
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<tr>
<td>April Matthias, PhD</td>
<td>Early 20th Century Correspondence Courses in Nursing: Questionable or Quality Education at the Chicago School of Nursing</td>
<td>Karyn and Terrance Holm Visiting Scholar Award-UIC College of Nursing</td>
<td>$1,500</td>
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<tr>
<td>Jennifer McCall, PhD</td>
<td>Partnership for Workforce Development in the BioPharmaceutical Industry</td>
<td>Department of Commerce</td>
<td>$282,939.08</td>
</tr>
<tr>
<td>Justine Reel, PhD</td>
<td>STTR: Development of user-friendly fluorescence based assays for marine toxins</td>
<td>NIH National Institute of Environmental Health Sciences (NEIHS)</td>
<td>$158,702.39</td>
</tr>
<tr>
<td>Name</td>
<td>Title/Role</td>
<td>Project Description</td>
<td>Funding Source</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Justine Reel, PhD</td>
<td>Associate Dean of Research and Innovation, SHAHS</td>
<td>STTR: Development of user-friendly fluorescence based assays for marine toxins</td>
<td>NIH National Institute of Environmental Health Sciences (NIEHS)</td>
</tr>
<tr>
<td>Penny Sauer, PhD</td>
<td>Assistant Professor, SON</td>
<td>Workplace Violence in Nursing</td>
<td>The Foundation of the National Student Nursing Association</td>
</tr>
<tr>
<td>Stephanie Smith, PhD</td>
<td>Assistant Professor, SON</td>
<td>Building a Research Partnership with Federally Qualified Community Health Centers to address Chronic Conditions in Vulnerable Populations</td>
<td>Patient-Centered Outcomes Research Institute (PCORI)</td>
</tr>
<tr>
<td>Stephanie Turrise, PhD</td>
<td>Assistant Professor, SON</td>
<td>The Effect of Virtual Simulation on Critical Thinking and Student Satisfaction with Learning in Accelerated Online RN-BSN Students</td>
<td>Academic Partnership/eFaculty Commons</td>
</tr>
<tr>
<td>Elise Thompson, PhD</td>
<td>Assistant Professor, SON</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martha Hepler</td>
<td>Lecturer, SON</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kerry Whipple, PhD</td>
<td>Associate Professor, SHAHS Public Health</td>
<td>Tobacco Free UNCW</td>
<td>American Cancer Society</td>
</tr>
</tbody>
</table>

*F&A returned to the university was $187,626.19*
# GRANT PRODUCTIVITY BY SCHOOL:

*Submissions are assigned to school based on project PI

## External Grants/Contracts (SSW)

<table>
<thead>
<tr>
<th></th>
<th>FY 14 #</th>
<th>FY 14 $</th>
<th>FY 15 #</th>
<th>FY 15 $</th>
<th>FY 16 #</th>
<th>FY 16 $</th>
<th>FY 17 #</th>
<th>FY 17 $</th>
<th>FY 18 #</th>
<th>FY 18 $</th>
<th><strong>% change</strong></th>
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</thead>
<tbody>
<tr>
<td>Submissions</td>
<td>1</td>
<td>$19,867</td>
<td>6</td>
<td>$194,016</td>
<td>5</td>
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<td>$1,059,999</td>
<td>3</td>
<td>$94,774</td>
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<tr>
<td>Awards</td>
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<td>0</td>
<td>3</td>
<td>$37,000</td>
<td>3</td>
<td>$27,465</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>$12,334</td>
<td>100%</td>
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</table>

## External Grants/Contracts (SHAHS)

<table>
<thead>
<tr>
<th></th>
<th>FY 14 #</th>
<th>FY 14 $</th>
<th>FY 15 #</th>
<th>FY 15 $</th>
<th>FY 16 #</th>
<th>FY 16 $</th>
<th>FY 17 #</th>
<th>FY 17 $</th>
<th>FY 18 #</th>
<th>FY 18 $</th>
<th><strong>% change</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Submissions</td>
<td>6</td>
<td>$1,795,687</td>
<td>13</td>
<td>$1,526,582</td>
<td>11</td>
<td>$1,526,158</td>
<td>15</td>
<td>$6,320,699</td>
<td>18</td>
<td>$4,220,763</td>
<td>20% - 33%</td>
</tr>
<tr>
<td>Awards</td>
<td>3</td>
<td>$151,115</td>
<td>9</td>
<td>$565,866</td>
<td>7</td>
<td>$142,668</td>
<td>3</td>
<td>$133,000</td>
<td>8</td>
<td>$552,433</td>
<td>167% - 315%</td>
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## External Grants/Contracts (SON)

<table>
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<th>FY 14 $</th>
<th>FY 15 #</th>
<th>FY 15 $</th>
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<th>FY 16 $</th>
<th>FY 17 #</th>
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<th>FY 18 #</th>
<th>FY 18 $</th>
<th><strong>% change</strong></th>
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<tbody>
<tr>
<td>Submissions</td>
<td>9</td>
<td>$448,155</td>
<td>12</td>
<td>$902,791</td>
<td>7</td>
<td>$255,678</td>
<td>8</td>
<td>$440,115</td>
<td>17</td>
<td>$7,324,358</td>
<td>113% - 1,564%</td>
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<tr>
<td>Awards</td>
<td>4</td>
<td>$93,353</td>
<td>7</td>
<td>$253,263</td>
<td>3</td>
<td>$105,743</td>
<td>5</td>
<td>$91,146</td>
<td>10</td>
<td>$431,223</td>
<td>100% - 373%</td>
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Publications/Presentations (CHHS) – Data Trends

<table>
<thead>
<tr>
<th></th>
<th>FY 15</th>
<th>FY 16</th>
<th>FY 17</th>
<th>FY 18</th>
<th>% change FY17-18</th>
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<tbody>
<tr>
<td>Publications</td>
<td>68</td>
<td>71</td>
<td>81</td>
<td>74*</td>
<td>- 9%</td>
</tr>
<tr>
<td>Presentations</td>
<td>146</td>
<td>179</td>
<td>134</td>
<td>166**</td>
<td>24%</td>
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</tbody>
</table>

*54 of 74 (73%) represent collaborative publications (multiple authors on publication)

**114 of 166 (69%) represent collaborative presentations (multiple co-presenters)

Publications/Presentations (SSW)

<table>
<thead>
<tr>
<th></th>
<th>FY 15</th>
<th>FY 16</th>
<th>FY 17</th>
<th>FY 18</th>
<th>% change FY17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
<td>14</td>
<td>13</td>
<td>23</td>
<td>17*</td>
<td>- 26%</td>
</tr>
<tr>
<td>Presentations</td>
<td>25</td>
<td>37</td>
<td>27</td>
<td>34**</td>
<td>26%</td>
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</tbody>
</table>

*15 of 17 (88%) represent collaborative works

**25 of 34 (74%) represent collaborative works

Publications/Presentations (SHAHS)

<table>
<thead>
<tr>
<th></th>
<th>FY 15</th>
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<th>FY 17</th>
<th>FY 18</th>
<th>% change FY17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
<td>32</td>
<td>32</td>
<td>31</td>
<td>30*</td>
<td>- 3%</td>
</tr>
<tr>
<td>Presentations</td>
<td>50</td>
<td>72</td>
<td>72</td>
<td>89**</td>
<td>24%</td>
</tr>
</tbody>
</table>

*22 of 30 (73%) represent collaborative works

**64 of 89 (72%) represent collaborative works

Publications/Presentations (SON)

<table>
<thead>
<tr>
<th></th>
<th>FY 15</th>
<th>FY 16</th>
<th>FY 17</th>
<th>FY 18</th>
<th>% change FY17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
<td>25</td>
<td>30</td>
<td>39</td>
<td>29*</td>
<td>- 26%</td>
</tr>
<tr>
<td>Presentations</td>
<td>72</td>
<td>82</td>
<td>62</td>
<td>64**</td>
<td>3%</td>
</tr>
</tbody>
</table>

*19 of 29 (66%) represent collaborative works

**46 of 64 (72%) represent collaborative works
Scientific Journals

Where CHHS Faculty Published their Work (FY18)
*Impact factors listed where available

- American Journal of Recreation Therapy
- American Nurse Today
- Archives of Physical Medicine and Rehabilitation (*3.289)
- Building Healthy Academic Communities Journal
- Clinical Journal of Oncology Nursing (*0.627)
- Clinical Social Work Journal (*0.793)
- Experimental Brain Research (*1.917)
- Gerontology and Geriatrics Studies
- Health Care for Women International (*1.200)
- Health Emergency and Disaster Nursing
- International Journal for Equity in Health (*1.738)
- International Journal of Care Coordination
- International Journal of Clinical Trials
- International Journal of Mental Health and Psychiatry (*0.875)
- International Journal of Migration, Health and Social Care
- International Journal of Sports Medicine and Physical Fitness (*1.120)
- Journal of Adulthood Development (*0.762)
- Journal of Applied Gerontology (*1.992)
- Journal of Applied Sport Psychology (*2.092)
- Journal of Clinical Social Work (*0.793)
- Journal of Clinical Sport Psychology (*1.175)
- Journal of Destination Marketing and Management (*3.667)
- Journal of Gerontological Social Work (*0.062)
- Journal of Human Behavior in the Social Environment
- Journal of Physical Education, Recreation & Dance
- Journal of School Health (*1.749)
- Journal of Social, Behavioral, and Health Sciences
- Journal of Systemic Therapies
- Journal of the American Geriatrics Society (*4.155)
- Midwifery (*1.948)
- NCNA Tarheel Nurse
- Nurse Education Today (*2.533)
- Nurse Educator (*1.245)
Nursing & Healthcare International Journal
Pain Management Nursing (*1.252)
Partnerships: A Journal of Service-Learning and Civic Engagement
Personalized Medicine (*1.010)
PLoS ONE (*2.766)
Rehabilitation Nursing (*1.769)
SAGE American Journal of Men's Health (*1.234)
SAGE Research Methods Cases Part 2
Social Work in Health Care (*0.945)
Stroke (*6.032)
The Gerontologist (*3.505)
The Health Education Monograph Series
The Health Educator
The Nurse Practitioner Journal
The Sport Journal
Tourism Review
Western Journal of Nursing Research (*1.313)

Where CHHS Faculty Presented their Findings (FY18)

American Association of Geographers Annual Meeting, New Orleans, LA.
American College of Sports Medicine Conference, Minneapolis, MN.
American Congress of Rehabilitation Medicine Annual Research Conference, Atlanta, GA.
American Heart Association International Stroke Conference, Los Angeles, CA.
American Medical Informatics Association Annual Symposium, Washington, DC.
American Occupational Therapy Association Annual Conference and Expo, Salt Lake City, UT.
American Public Health Association Annual Meeting, Atlanta, GA.
American School Health Association Annual Meeting, St. Louis, MO.
American School Health Association’s Connecting Health and Learning Conference, St. Louis, MO.
Annual Conference on Applied Learning in Higher Education (CALHE), Wilmington, NC.
Annual Eastern Communication Association Convention, Pittsburg, PA.
Annual Meeting of the American Association of Cardiovascular and Pulmonary Rehabilitation, Charleston, SC.
Annual North Carolina Nurse’s Association (NCNA) Doctor of Nursing Practice (DNP) Education Symposium: Our many faces of the DNP prepared nurse. Greensboro, NC.
Annual Nurse Practitioners in Women’s Health Conference, Seattle, WA.
Annual Perinatal Partnership Conference of North Carolina/South Carolina, Charlotte, NC.
Annual South Eastern Nursing Staff Education Symposium, Charlotte, NC.
Annual State Nurse Practitioner Spring Symposium, Raleigh, NC.
Arkansas Therapeutic Recreation Association, Little Rock, AR.
Association for Gerontology in Higher Education Annual Meeting and Educational Leadership Conference, Atlanta, GA.
Association of Rehabilitation Nurses Annual Education Conference, Seattle, WA.
Baccalaureate Program Directors Annual Conference, Atlanta, GA.
Canadian Therapeutic Recreation Annual Conference, Halifax, NS, Canada.
Canadian Therapeutic Recreation Association Annual Conference, Dartmouth, Nova Scotia, Canada.
College of Sports Medicine Conference, Minneapolis, MN.
Colonial Williamsburg Foundation Hennage Auditorium, Williamsburg, VA.
Council on Social Work Education Annual Program Meeting, Dallas, TX.
East Carolina University, Center for Leadership and Civic Engagement, Greenville, NC.
Eastern Area Health Education Center (AHEC) Neuroscience Conference, Greenville, NC.
Eastern Psychological Association Annual Meeting, Philadelphia, PA.
Educause Webinar, Philadelphia, PA.
Elsevier Nursing Education Conference, Las Vegas, NV.
European Congress of Sport Science (ECSS), Essen, Germany.
Friends of Long Term Care Conference, Raleigh NC.
Gulf Coast Therapeutic Recreation Symposium, Hattiesburg, MS.
Gulf South Summit on Service-Learning and Civic Engagement through Higher Education, Greensboro, NC.
International Association of Gerontology and Geriatrics (IAGG) World Congress, San Francisco, CA.
International Conference on Clinical Social Work, Bangalore, India.
International Conference on Health and Nutrition, St. Joseph's College, Bangalore, India.
International Congress of Qualitative Inquiry, Champaign, IL.
International Nursing Association for Clinical Simulation & Learning Conference (INACSEL), Toronto, ON Canada.
International Society of Nurse Genetics World Congress, Reston, VA.
International Society of Sport Psychology World Congress, Seville, Spain.
International Society of Pharmacoeconomics and Outcomes Research's (ISPOR) Real World Evidence, Digital Health and New Landscape for Decision-Making Conference, Baltimore, MD.
Lower Cape Fear Hospice, Wilmington, NC.
Moving Forward Together: Linking Research, Policy, and Practice, Southern Gerontological Society and Georgia Gerontological Society Conference, Buford, GA.
National Academies of Practice, Atlanta, GA.
National Association of Diversity Officers in Higher Education Annual Conference, Washington, DC.
National Association of Kinesiology in Higher Education (NAKHE) Conference, Phoenix, AZ.
National Association of Pediatric Nurse Practitioners, Chicago, IL.
National Center for Faculty Development and Diversity’s Faculty Women of Color in the Academy Conference, Blacksburg, VA.
National Intramural Recreational Sport Association (NIRSA) Conference, Denver, CO.
New Hanover Regional Medical Center Cardiovascular Symposium, Wilmington, NC.
North Carolina American Association of Health, Physical Education, Recreation, and Dance (NCAAHPERDS) Sport Management Convention, Winston-Salem, NC.
North Carolina Association of Local Health Directors (NCALHD) Accreditation Skills Building Workshop, Durham, NC.
North Carolina Athletic Trainers’ Association Spring Symposium, Wrightsville Beach, NC.
North Carolina Nurse’s Association (NCNA) Psychiatric Nursing Retreat Conference, Raleigh, NC.
North Carolina Public Health Training Center, Wilmington, NC.
North Carolina Recreational Therapy Association’s Student Professional Issues Forum (NCRTA: SPIF), Wilmington, NC.
North Carolina Society for Public Health Education (SOPHE) Annual Meeting, Wilmington, NC.
North Carolina Society for Public Health Education (SOPHE) Conference, Raleigh, NC.
Pathways to Achieving Civic Engagement Conference, Elon, NC.
Popular Culture Association Annual National Conference, Indianapolis, IN.
Popular Culture Association in the South & American Culture Association in the South Annual Conference, Savannah, GA.
Quality Enhancement for Nonprofit Organization (QENO), Wilmington, NC.
Reading Hospital Tower Health Stroke Quintessentials Conference, Reading, PA.
Regional Student Mentoring Conference in Gerontology and Geriatrics, Eckerd College, St. Pete Beach, FL.
SHAPE America National Convention, Nashville, TN.
Sigma Theta Tau International’s Annual International Nursing Research Congress, Dublin, Ireland.
Sigma Theta Tau International’s Biennial Convention, Indianapolis, IN.
Sigma Theta Tau, National League of Nursing National Education Conference, Washington, DC.
Society for Public Health Education (SOPHE) Conference, Columbus, OH.
Society in Europe for Simulation Applied to Medicine (SESAM): Center for Age-Related Medicine, Stavanger Teaching Hospital, Stavanger, Norway.
Southeast Chapter of the American College of Sports Medicine (SEACSM) Annual Meeting, Chattanooga, TN.
Southeast Recreation Therapy Symposium, Williamsburg, VA.
UNC Greensboro Nursing Scholarship Showcase, Wilmington, NC.
UNC Technological Innovation in Digital Education (TIDE) Symposium, Durham, NC.
Undergraduate Research Exhibition, State College, PA.
University of Jyväskylä, Jyväskylä, Finland.
University of Louisville Department of Family and Geriatric Medicine, Louisville, KY.
University of Louisville Health Sciences Campus, Louisville, KY.
University of Louisville Optimal Aging Conference, Louisville, KY.
University of Nebraska Medical Center & The Munroe-Meyer Institute Grand Rounds, Omaha, NE.
University of North Carolina Wilmington Annual Celebration of Teaching, Wilmington, NC.
University of North Carolina Wilmington Annual College of Health and Human Services Research and Innovation Day, Wilmington, NC.
University of North Carolina Wilmington Center for Teaching Excellence (CTE)/Center for Faculty Leadership (CFL) Workshop Series, Wilmington, NC.
University of North Carolina Wilmington Center for the Support of Undergraduate Research and Fellowships (CSURF), Wilmington, NC.
University of North Carolina Wilmington CHHS Community Event Discussion about Driving Issues and Trends Faced by Older Adults in Southeastern, NC, Wilmington, NC.
University of North Carolina Wilmington College of Health and Human Services, Wilmington, NC.
University of North Carolina Wilmington eTeal 2017 Summer Institute, Wilmington, NC.
University of North Carolina Wilmington First-Year Studies Conference, Wilmington, NC.
University of North Carolina Wilmington Honor’s College Spring 2018 Showcase of Student Research and Creativity, Wilmington, NC.
University of North Carolina Wilmington School of Nursing Course Development Workshop, Wilmington, NC.
University of North Carolina Wilmington Spring Undergraduate Research and Creativity Awards Showcase (SURCA), Wilmington, NC.
University of North Carolina Wilmington CHHS Creative Approaches to Dementia-Related Behaviors Event, Wilmington, NC.
University of North Carolina Wilmington Honor’s College Spring 2018 Showcase of Student Research and Creativity, Wilmington, NC.
University of North Carolina Wilmington Office of Institutional Diversity and Inclusion (OIDI), Wilmington, NC.
University of Tempere, Tempere, Finland.
World Congress on Exercise is Medicine and World Congress on the Basic Science of Muscle Hypertrophy and Atrophy of the American College of Sports Medicine Annual Meeting, Minneapolis, MN.
The College of Health and Human Services would like to take this opportunity to celebrate the success of our faculty, staff, and students, in research and scholarship. Please see below for our “Hot off the Press Publications” and our “Faculty Talks” presentations from around the globe. This is a comprehensive list of all year-to-date faculty publications and presentations for fiscal year 2018. KUDOS to all faculty, staff, and students for their contributions to the research and scholarship of our College!

**College of Health and Human Services List of FY18 Publications**

CHHS faculty are indicated in **BOLD**

*indicates CHHS student involvement

**STAFF** indicates CHHS staff involvement

*indicates a collaborative project

**indicates a CHHS interprofessional collaborative project

Red = SSW, Green = SHAHS, Blue = SON


- 63 of 115 -
Jones, A. (2017). Researching a new or little-known social phenomenon: Positioning research to traverse the gap between academic and non-academic stakeholders and other lessons learned. SAGE Research Methods Cases Part 2. doi: 10.4135/9781526422606


College of Health and Human Services List of FY18 Presentations

CHHS faculty are indicated in **BOLD**

* indicates CHHS student involvement

**STAFF** indicates CHHS staff involvement

* indicates a collaborative project

** indicates a CHHS interprofessional collaborative project

Red = SSW, Green = SHAHS, Blue = SON

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**Anderson, J.** (January 2018). *Evaluating differences between faculty satisfaction in online and face-to-face teaching settings.* Poster presented at the Elsevier Nursing Education Conference, Las Vegas, NV.

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**Arndt, M., Seaman, A., Balding, M., Baldwin, B., & White, A.** (April 2018). *Diving into the past? Exploring the role of history in wreck driving.* Poster presented at the University of North Carolina Wilmington Annual College of Health and Human Services Research and Innovation Day, Wilmington, NC.

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**Ashton-Forrester, C., & Carter, M.** (April 2018). *Exploring the entry level degree for recreational therapists.* Oral presentation at the Gulf Coast Therapeutic Recreation Symposium, Hattiesburg, MS.

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**Ashton-Forrester, C.** (November 2017). *It all starts with outcomes.* Presented at the Arkansas Therapeutic Recreation Association, Little Rock, AR.

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**Ashton-Forrester, C.** (February 2018). *Let’s talk about internship.* Presented at the North Carolina Recreational Therapy Association’s Student Professional Issues Forum (NCRTA: SPIF), Wilmington, NC.

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**Ashton-Forrester, C.** (November 2017). *“The times they are a changing”: Trends and challenges facing our profession.* Presented at the Arkansas Therapeutic Recreation Association, Little Rock, AR.

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**Bice, A. A., Griggs, K., & Arms, T.** (April 2018). *Narratives of DNP and PhD prepared nurse faculty on tenure track: The untold stories.* Podium Presentation at the University of North Carolina Wilmington Annual College of Health and Human Services Research and Innovation Day, Wilmington, NC.

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**Bice, A. A., & Parker, D. L.** (February 2018). *Virtual clinical site visits in a family nurse practitioner program.* Podium presentation at the UNC Technological Innovation in Digital Education (TIDE) Symposium, Durham, NC.

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Cherry, S. (November 2017). So you have a narrative project? Oral presentation at the University of North Carolina Wilmington Office of Institutional Diversity and Inclusion (OIDI), Wilmington, NC.

Cherry, S. (April 2018). The role of health education in advocating for HIV criminalization policy change. Poster presented at the Society for Public Health Education (SOPHE) Conference, Columbus, OH.

Cherry, S. (March 2018). Training undergraduate students to conduct qualitative research. Oral presentation at the International Congress of Qualitative Inquiry, Champaign, IL.


*Cherry, S., Butler, M., & Dyson, Y. (April 2018). What I wish I knew: Navigating the terrain from dissertation defense to year 1 of faculty appointment. Oral presentation at the National Center for Faculty Development and Diversity’s Faculty Women of Color in the Academy Conference, Blacksburg, VA.

*Cherry, S., & Moore, N. D. (March 2018). Pushing the boundaries: Narrative research in public health. Oral presentation at the International Congress of Qualitative Inquiry, Champaign, IL.

Combs, C. S. (March 2018). Examining student athletes’ experiences: A qualitative study. Poster presented at the University of North Carolina Wilmington Spring Undergraduate Research and Creativity Awards Showcase (SURCA), Wilmington, NC.


**Crowe, B., Crawford, R., Sprod, L., & Turrise, S. L. (January 2018). The role of leisure in promoting physical activity among rural dwelling adults with Implantable Cardioverter Defibrillators (ICDs). Oral Presentation at the North Carolina Public Health Training Center, Wilmington, NC.

Diggle-Fox, B. (January 2018). Suicide in the geriatric population. Presented at the North Carolina Nurse’s Association (NCNA) Psychiatric Nursing Retreat Conference, Raleigh, NC.

Diggle-Fox, B. (April 2018). What health care providers should know regarding Parkinson’s disease. Presented at the Annual State Nurse Practitioner Spring Symposium, Raleigh, NC.


**Elrod, B., & Sauer, P. (April 2018). The role of sleep duration on cognition in nursing students. Poster presented at the University of North Carolina Wilmington Annual College of Health and Human Services Research and Innovation Day, Wilmington, NC.


Frankel, A. J. (December 2017). The status of mental health in the United States. Oral presentation at the International Conference on Clinical Social Work, Bangalore, India.

**Fitzsimmons, S., Sardina A., Jones, A., Arms, T., & Pilson, H. (February 2018). Creative approaches to Dementia-related behaviors. Oral presentation and panel presented at the University of North Carolina Wilmington CHHS Creative Approaches to Dementia-Related Behaviors Event, Wilmington, NC.
Fugate-Whitlock, E. I. (July 2017). *Online applied learning*. Oral presentation at the University of North Carolina Wilmington eTeal 2017 Summer Institute, Wilmington, NC.


Gazza, E. A. (July 2017). *Using the lived experience to increase the cadre of nursing faculty who teach online*. Podium presentation at the Sigma Theta Tau International’s Annual International Nursing Research Congress, Dublin, Ireland.

*Gazza, E. A., & Matthias, A. (February 2018). Designing and facilitating development of a learning community in a fully online asynchronous accelerated course. Podium presentation at the UNC Technological Innovation in Digital Education (TIDE) Symposium, Durham, NC.


**Giordano, D. J., Kerr, J. G., Boyce, R. W., Reel, J., Sprod, L., Sinclair, S., Knight, S. L., & Spencer, S. N. (April 2018). Early feasibility of the Easy Breather Exercise Table for Further Study. Poster presented at the University of North Carolina Wilmington Honor’s College Spring 2018 Showcase of Student Research and Creativity, Wilmington, NC.

**Giordano, D. J., Kerr, J. G., Boyce, R. W., Reel, J., Sprod, L., Sinclair, S., Knight, S. L., & Spencer, S. N. (March 2018). Early feasibility of the Easy Breather Exercise Table for Further Study. Presented to the UNC Board of Governors at the University of North Carolina Wilmington Center for the Support of Undergraduate Research and Fellowships (CSURF), Wilmington, NC.


Glass, A. P. (March 2018). *It’s not all doom and gloom: Normalizing death, dying, and bereavement*. Oral presentation at the Association for Gerontology in Higher Education Annual Meeting and Educational Leadership Conference, Atlanta, GA.

Glass, A. P. (April 2018). *One thing leads to another: The evolving process of research*. Oral presentation at the University of North Carolina Wilmington Annual College of Health and Human Services Research and Innovation Day, Wilmington, NC.

Glass, A. P. (June 2018). *Gerontology Education at the University of North Carolina Wilmington*. Oral Presentation at the University of Jyväskylä, Jyväskylä, Finland.

Glass, A. P. (June 2018). *Housing, aging, community, and innovation*. Oral presentation at the University of Jyväskylä, Jyväskylä, Finland.
Glass, A. P. (June 2018). Housing, aging, community, and innovation. Oral presentation at the University of Tempere, Tempere, Finland.


Gray, C. (May 2018). Voice & vision: Reimagining comprehensive care for individuals with autism. Oral presentation at the University of Nebraska Medical Center & The Munroe-Meyer Institute Grand Rounds, Omaha, NE.


Hall, J. C. (July 2017). Narratives and aging: Helping with narrative therapy. Oral presentation at the University of Louisville Optimal Aging Conference, Louisville, KY.


**Huelskamp, A., & Catalano, H.** (October 2017). Navigating the politics of sex in the South: Lessons learned from trying to provide adolescents with access to free sex education programming. Oral presentation at the American School Health Association’s Connecting Health and Learning Conference, St. Louis, MO.


*STAFF* Jensen, A. E., & *STAFF* Parlato, L. (April 2018). Systematic literature review of the link between food insecurity and mental health outcomes. Poster presented at the University of North Carolina Wilmington Annual College of Health and Human Services Research and Innovation Day, Wilmington, NC.


Jones, A. (October 2017). When the news is bad: A community discussion about supporting others through medical crisis. Oral presentation at Lower Cape Fear Hospice, Wilmington, NC.


**Jones, A., & Pastor, D.** (May 2018). Where the rubber meets the road: A driving summit to discuss issues and solutions. Presented at the University of North Carolina Wilmington CHHS Community Event Discussion about Driving Issues and Trends Faced by Older Adults in Southeastern, NC, Wilmington, NC.

**Kerr, J. G., Reel, J. J., & Giordano, D.** (September 2017). Evolution of the exploration of a pilot medical device: Easy breather exercise table. Presented at the New Hanover Regional Medical Center Cardiovascular Symposium, Wilmington, NC.


*Kolomer, S., Sanders, S., Waites, C., & Rizzo, V.** (October 2017). Using an aging lens to address the most demanding grand challenges. Presented at the Council on Social Work Education Annual Program Meeting, Dallas, TX.


Lee, J. J. (April 2018). *When the bough breaks: Film symposium and panel*. Oral Presentation at the University of North Carolina Wilmington College of Health and Human Services, Wilmington, NC.


**Lewis, M., Fugate-Whitlock, E. I., & Glass, A. P.* (April 2018). *Motivations for relocation to a continuing care retirement community*. Oral presentation at the Regional Student Mentoring Conference in Gerontology and Geriatrics, Eckerd College, St. Pete Beach, FL.


Lutz, B. J. (October 2017). *A model for improving stroke caregiver readiness*. Invited symposium paper presentation presented in Camicia, Lutz, Young, & Williams, *Integrating the voices of family caregivers to develop a tool to assess stroke caregiver preparedness*. Symposium conducted at the American Congress of Rehabilitation Medicine Annual Research Conference, Atlanta, GA.


Lutz, B. J. (September 2017). *Nurse’s role in transitions of care*. Invited presentation at the Reading Hospital Tower Health Stroke Quintessentials Conference, Reading, PA.

Lutz, B. J. (June 2018). *Stroke recovery models: Preparing family members for the caregiver role and the stroke survivor's re-integration into the community*. Invited Presentation at the Eastern Area Health Education Center (AHEC) Neuroscience Conference, Greenville, NC.


Matthias, A. (December 2017). *Curriculum mapping: Intentional course design to meet program outcomes.* Invited presentation at the University of North Carolina Wilmington School of Nursing Course Development Workshop, Wilmington, NC.


McGuire, B. L., & Lee, J. J. (April 2018). *Integrating mindfulness and competitive practices into First year Seminars.* Oral Presentation at the University of North Carolina Wilmington First-Year Studies Conference, Wilmington, NC.


Pastor, D., Jones, A., Arms, T., Pate, M., Tilley, D., & Saypol, B. (July 2017). *The rubber meets the road: Interactive theater to promote driving safety for persons with dementia.* Oral presentation at the International Association of Gerontology and Geriatrics (IAGG) World Congress, San Francisco, CA.


Pugh, E. S., Young, M. E., & Lutz, B. J. (April 2018). *The role of occupational therapy in stroke caregiver readiness assessment and intervention to enhance discharge outcomes.* Poster presentation at the American Occupational Therapy Association Annual Conference and Expo, Salt Lake City, UT.


Rowan, N. L. (October 2017). Meeting the health needs of LGBT older adults. Invited keynote speaker presentation at the University of Louisville Health Sciences Campus, Louisville, KY.


**Rowan, N. L., Arms, T., Ashton-Forrester, C., & Sardina, A. (April 2018).** An interprofessional aging simulation: Making it fun to learn about aging. Poster presented at the National Academies of Practice, Atlanta, GA.

*Rowan, N. L., & Schirmer, M. (October 2017). Aging LGBT adults in the Louisville, Kentucky region and meeting health care needs. Invited and peer-reviewed workshop presented at the University of Louisville Department of Family and Geriatric Medicine, Louisville, KY.

*Sanders, S., Waites, C., Rizzo, V., & Kolomer, S. (October 2017). Intergenerational relationships: A tool for closing the health gap. Presented at the Council on Social Work Education Annual Program Meeting, Dallas, TX.

Sardina, A. (February 2018). Dementia practice guidelines for recreational therapy and allied health professionals: Management of disturbing behavioral and psychological symptoms of Dementia. Oral presentation at the North Carolina Recreational Therapy Association’s Student Professional Issues Forum (NCRTA: SPIF), Wilmington, NC.


*Sauer, P. A., & McCoy, T. P. (April 2018). Nurse bullying and intent to leave. Poster presentation at the UNC Greensboro Nursing Scholarship Showcase, Wilmington, NC.

**Scherer, S., Ashton-Forrester, C., & Miller, S.** (April 2018). *The meaning of participating in the Warrior Games*. Poster presented at the University of North Carolina Wilmington Annual College of Health and Human Services Research and Innovation Day, Wilmington, NC.


Seaman, A. N. (October 2017). *Examining the role of literature in Literary Tourism: A deconstruction of the Carl Sandburg Home National Historic Site*. Oral presentation at the Popular Culture Association in the South & American Culture Association in the South Annual Conference, Savannah, GA.


**Seaman, A. N., & Schroeder, L.** (September 2017). *“Movie screens and Master's Degrees: The blindside of Athletic Training”*. Oral presentation at the Popular Culture Association Annual National Conference, Indianapolis, IN.

*Shellenbarger, T., Gazza, E. A., & Hunker, D. F.* (October 2017). *Baccalaureate nursing students' self-assessment of knowledge, skills, and attitudes toward scholarly writing*. Podium presentation at the Sigma Theta Tau International’s Biennial Convention, Indianapolis, IN.


**Tailor, S., & Catalano, H.** (April 2018). *A systematic review of Zika virus prevention interventions in Latin America and the U.S.* Poster presented at the University of North Carolina Wilmington Honor’s College Spring 2018 Showcase of Student Research and Creativity, Wilmington, NC.


**Thompson, C. E.,** Smith, S., Foss, S., & Stokes, D. (June 2018). *Mobile simulation unit for high acuity, low volume events: Sepsis.* Poster presented at the International Nursing Association for Clinical Simulation & Learning Conference (INACSEL), Toronto, ON, Canada.


**Winslow, H.** (April 2018). *DNP project proposal: Depression screening in the cardiac rehabilitation setting.* Poster presented at the University of North Carolina Wilmington Annual College of Health and Human Services Research and Innovation Day, Wilmington, NC.
C. Poster Showcase Abstracts

RESEARCH AND INNOVATION DAY

SCIENTIFIC POSTER SHOWCASE

2018

CHHS Health and Human Services Week
MONDAY, APRIL 09

UNCW
UNIVERSITY OF NORTH CAROLINA WILMINGTON
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#1 Training by Target Heart Rate vs. Miles and Pace in Recreational Long-Distance Runners

Presenter(s) & Contributing Author(s): Courtney Milleson, Jacob Jones, and Lisa Sprod, SHAHS

The purpose of this study was to determine if training by target heart rate would improve cardiorespiratory fitness in recreational long-distance runners more than running by the traditional training approach, pace and mileage covered. The target values being assessed were VO2max and ventilatory threshold (VT) to determine improvements in cardiorespiratory fitness. Participants (n = 11) were divided randomly into two groups: a pace and miles (PAM) group (n = 5) and a target heart rate (THR) group (n = 6) for a 12-week intervention. In each group, pre- and post-intervention VO2max and VT were compared using paired sample t-tests. Additionally, post-intervention VO2max and VT between groups were compared using an analysis of covariance (ANCOVA) with the pre-test values as the covariates. Results were considered significant at the p<0.05 level. Although there was not a significant improvement in VO2max in either group, nor a difference between post-intervention VO2max between groups, participants in the THR group had significantly higher VT values following the 12-week intervention (p<0.05). An increase in VT is indicative of an increase in cardiorespiratory fitness. Therefore, the THR group’s significant increase in VT reveals that training by target heart rate is a more objective and effective way to train compared to training by miles and pace for a long-distance road race in recreational runners.
#2 Zika Virus Infection and Congenital Malformations: State of the Science

**Presenter(s) & Contributing Author(s):** Susan Sinclair, Rachael Kanzigg, and Danielle Reyes, SON, and Allyson Owens, SSW

**Overview:** 2016, scientists at the Centers for Disease Control and Prevention (CDC) concluded that prenatal infection from the Zika virus is a cause of microcephaly and other severe fetal brain defects. Microcephaly is a congenital malformation characterized by a smaller than normal head size, which correlates with underlying brain size. Zika is transmitted to humans primarily through the *Aedes* species mosquito but can also be transmitted through sexual contact and potentially, blood transfusions. There is currently no vaccine or effective medication for Zika. Human infection with the Zika virus was first recognized in Nigeria in 1953. It spread to the Americas in 2015 as an outbreak in Brazil, which was followed by an increase in the number of infants born with microcephaly. Human Zika virus infection has subsequently been detected in other areas of South America, Central America, Mexico, and the Southern US.

**Purpose statement/objectives:** To evaluate patterns of Zika virus infection, prevention guidelines for women of childbearing age, emerging therapies for Zika virus infection, and results from ongoing studies to evaluate the association with Zika virus and congenital malformations.

**Method(s):** 1. The literature and public health databases will be searched to evaluate: (1) Disease characteristics and geographic patterns of Zika exposure; (2) Treatment guidelines and public health measures to prevent Congenital Zika Syndrome; and (3) Results from pregnancy registries and other studies designed to examine the association between Zika infection in utero and birth outcomes, included congenital malformations. 2. ClinicalTrials.gov will be searched to identify and summarize the new treatment modalities (e.g., vaccine) under development for Zika virus infection.
#3 Simulation-Based Learning in Clinical Research: A Pilot Study of Feasibility

**Presenter(s) & Contributing Author(s):** Stephanie Spencer and Jared Kerr, SON

While instructors have successfully used simulation-based teaching techniques to train people for healthcare professions, little research exists on the implementation of this approach in the field of clinical research. The aim of this pilot study was to determine the feasibility of teaching basic concepts of clinical research to adult students. Specific study objectives included: (1) evaluating the feasibility of constructing simulations capable of training students on a clinical research topic; (2) evaluating the feasibility of executing simulations capable of training students on a clinical research topic; and, (3) evaluating changes in a student’s clinical research competencies before and after participating in the study simulation. During the summer of 2017, ten students from the University of North Carolina Wilmington (UNCW) completed live simulations on obtaining informed consent in research. Each student completed three simulations at the UNCW School of Nursing Simulation Lab. Students attended the simulations in pairs, with each student alternating between different roles. Community volunteers served as standardized patient actors assumed the roles of the “Potential Participants” in the simulations. A pre-test and learning materials on informed consent were administered to students prior to their simulations. After their simulations, students independently completed a post-test and reflection questions. All students claimed to have a better understanding of informed consent after completing the simulations. Students rated the difficulty of performing the simulation as “easy” to “moderate”. Results of a paired t-test comparing pre- and post-test scores indicated a significant change in test scores (p-value = 0.033, α=95% confidence level). The findings study suggest that the implementation of simulation-based teaching techniques with adult students is feasible. Further research is necessary to evaluate the effectiveness of simulation-based teaching compared to traditional instructional techniques.
#4 Opioid Abuse in Southeastern NC – Population Trends and Local Resources

**Presenter(s) & Contributing Author(s):** Susan Sinclair, Traci Beveridge, Meribeth Lamberth, and Holly Livingston, SON, and Allyson Owens, SSW

**Overview:** Wilmington NC was ranked the worst city in the nation for opioid abuse in the workforce, based on a 2016 study of medical and prescription insurance claims reports. The number of North Carolinians who died from opioid-related overdoses between 1999 to 2015 exceeded 12,000. The NIH describes opioid addiction, misuse, and overdose as a rapidly evolving nation-wide public health crisis and estimates that 2 million people in the US are addicted to opioids. Opioid addiction can lead to heroin addiction, a cheaper street drug option. In the US, drug overdose is the leading cause of death among Americans under the age of 50.

**Purpose statement/objectives:** To evaluate patterns, existing treatment resources, and new initiatives to address the opioid crisis in southeastern NC, and to identify and summarize new treatment modalities under development for opioid dependence.

**Method(s):** 1. The literature, internet, and public health databases will be searched to examine trends in opioid abuse in 7 southeastern NC counties (New Hanover, Pender, Onslow, Brunswick, Columbus, Robeson, and Bladen), including (1) Demographic patterns of opioid abuse and overdose by county; (2) Initiatives underway or in development to address the opioid crisis in the region at the state- and county-level; (3) County-specific emphasis on the opioid crisis, based on community health assessments and county-level health department activities; and (4) Treatment resources in the region. 2. ClinicalTrials.gov will be searched to identify and summarize new therapies under development for opioid addiction.
Early Feasibility Study of the Easy Breather Exercise Table for Further Study

Presenter(s) & Contributing Author(s): David Giordano, Robert Boyce, Justine Reel, Lisa Sprod, and Savannah Knight, SHAHS, and Jared Kerr, Susan Sinclair, and Stephanie Spencer, SON

OVERVIEW: Gravity assisted ventilation (GAV) was first described in the medical literature in 1932 by a physician named Frank Cecil Eve. This concept is best known for its' application during the late 1940s and early 1950s since it was able to free some patients from using the iron lung. PURPOSE: Investigate if the recently developed Easy Breather Exercise Table (EBET) prototype is suitable for clinical studies in diseased populations as a means to achieve GAV.

METHODS: The EBET bed uses arm power to tilt the supine subject from a Trendelenburg to a reverse-Trendelenburg position with the goal of assisting breathing. Healthy volunteers (N=40) operated the device for 15 minutes. MEASURES OF INTEREST: A body part discomfort scale (0 = no discomfort to 5 = very uncomfortable) administered at 0 and 13 minutes, a Borg scale rating of perceived exertion (0 to 10) at 14 minutes, and an end-of-session safety rating. FINDINGS: Areas with the greatest discomfort at minute 13 and the associated percent reaching ≥ level 3 follow: left elbow (5%), right elbow (5%), left wrist (23%), right wrist (28%), left hand (16%), and right hand (15%). Of these body parts, there was a significant increase in discomfort from 0 to 13 minutes. Regarding exertion: 33% reported moderate to somewhat strong levels, while 13% reported strong levels. In terms of safety, 98% felt safe on the device, and 2% were undecided.

CONCLUSIONS: Further clinical studies with the current EBET in diseased populations are not advised due to the discomfort and exertion in healthy volunteers.

PRACTICAL IMPLICATIONS: Safety data indicates tilting may be a modern, viable option to achieve gravity powered ventilation, thus device modification is recommended prior to further study.
#6 Psychological and Social Predictors of Burnout in American Collegiate Club Athletes

Presenter(s) & Contributing Author(s): J.D. DeFreese, Nikki Barczak, Johna Register-Mihalik, and Emily Kroshus, University of North Carolina Chapel Hill

Overview of your Research or Innovation Project: Athlete burnout is a cognitive-affective syndrome characterized by perceptions of emotional and physical exhaustion, reduced accomplishment, and sport devaluation (Raedeke, 1997). Athlete burnout represents an important psychosocial health outcome for athletes. Thus, it is important to better understand its salient psychological (perceived stress, engagement) and social (i.e., social support, negative social interactions) predictors via theoretically-informed, longitudinal research efforts. 

Purpose Statement: The purpose of this study was to examine psychological and social predictors of athlete burnout perceptions across a sport season. It was hypothesized that adaptive psychological and social predictors (i.e., engagement, social support) would be negatively, and maladaptive predictors (i.e., perceived stress, negative social interactions) would be positively, associated with athlete burnout perceptions across a sport season. 

Method: American collegiate club sport athletes (n = 61, Mage = 19.4 years, 31 males, 30 females) were tracked over six weeks of competitive practice. Participants completed valid and reliable psychometric assessments of study variables at four in-season time points. 

Findings: Results showcased perceived stress (fixed effect = 0.27, p < .001) and engagement (fixed effect = 0.30, p < .001) as significantly associated with burnout in a psychological predictor model. In a social predictor model, social support (fixed effect = -0.09, p < .05) and negative social interaction (fixed effect = 0.31, p < .001) were also significantly associated with burnout over time. In a combined model, all variables remained significant individual burnout predictors with the exception of social support. 

Conclusions: Overall, study hypotheses were largely supported with results suggesting the importance of theoretically-specified psychological and social athlete burnout predictors across a sport season. Future research should continue to build on this knowledge based to examine the interplay among these variables in predicting athlete burnout in more diverse athlete populations. 

Practical Implications: Though this study is largely theoretical/conceptual in nature, results suggest the potential utility of addressing athlete engagement, stress, and social perceptions in interventions aimed at reducing burnout in sport. This represents a potentially fruitful applied research area relative to athlete burnout prevention.

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Informational content from the image:

Psychological and Social Predictors of Burnout in American Collegiate Club Athletes

J. D. DeFreese, PhD, Nikki Barczak, MSc, Johna Register-Mihalik, PhD, LAT, ATC, Emily Kroshus, ScD, MPH

University of North Carolina at Chapel Hill, University of Washington

BACKGROUND

Athlete burnout is a cognitive-affective syndrome characterized by perceptions of emotional and physical exhaustion, reduced accomplishment, and sport devaluation (Raedeke, 1997). Athlete burnout represents an important psychosocial health outcome for athletes. Thus, it is important to better understand its salient psychological (perceived stress, engagement) and social (i.e., social support, negative social interactions) predictors via theoretically-informed, longitudinal research efforts. Purpose Statement: The purpose of this study was to examine psychological and social predictors of athlete burnout perceptions across a sport season. It was hypothesized that adaptive psychological and social predictors (i.e., engagement, social support) would be negatively, and maladaptive predictors (i.e., perceived stress, negative social interactions) would be positively, associated with athlete burnout perceptions across a sport season.

Method: American collegiate club sport athletes (n = 61, Mage = 19.4 years, 31 males, 30 females) were tracked over six weeks of competitive practice. Participants completed valid and reliable psychometric assessments of study variables at four in-season time points. 

Findings: Results showcased perceived stress (fixed effect = 0.27, p < .001) and engagement (fixed effect = 0.30, p < .001) as significantly associated with burnout in a psychological predictor model. In a social predictor model, social support (fixed effect = -0.09, p < .05) and negative social interaction (fixed effect = 0.31, p < .001) were also significantly associated with burnout over time. In a combined model, all variables remained significant individual burnout predictors with the exception of social support. Conclusions: Overall, study hypotheses were largely supported with results suggesting the importance of theoretically-specified psychological and social athlete burnout predictors across a sport season. Future research should continue to build on this knowledge based to examine the interplay among these variables in predicting athlete burnout in more diverse athlete populations. Practical Implications: Though this study is largely theoretical/conceptual in nature, results suggest the potential utility of addressing athlete engagement, stress, and social perceptions in interventions aimed at reducing burnout in sport. This represents a potentially fruitful applied research area relative to athlete burnout prevention.
Older adults over the age of 65 account for one in seven people in the United States (Administration on Aging, 2016). The older adult population is growing rapidly as an estimated 10,000 Americans turn 65 each day and will do so until 2029 (Cohn and Taylor, 2010). Cohen (1998), Groger (2007), and Krout (2002) have worked on future housing concerns of older adults and concluded that there is an anticipated need for future care, older adults do not want to be a burden on their family members, and desire to live in a safe and secure environment. Continuing Care Retirement Communities (CCRCs) provide such an environment as they have different levels of care on one campus: independent living, assisted living, and skilled nursing facilities. Understanding older adults’ motivations to move into CCRCs can help provide housing solutions that are beneficial and desirable for older adults and their families. Independent residents of two CCRCs were interviewed to explore motivations for deciding to move to a CCRC. Qualitative interviews were guided by three questions: 1) At what point in life was the decision to move made?; 2) Was there a particular event that precipitated the move?; and 3) What factors were desired in a future home? Findings are preliminary at this point, but will be complete and presented in April at the showcase. This researcher’s findings can be used to help address the housing desires and needs of older adults. It can also be used from a business standpoint, to see why older adults want to move and how a community can market to them.

### Motivations for Relocation to a Continuing Care Retirement Community

**Presenter(s) & Contributing Author(s):** Madison Lewis, Elizabeth Fugate-Whitlock, and Anne Glass, SHAHS

**CHHS Research and Innovation Annual Report, Fiscal Year 2018**
#8 Community Older Adults and Infection Prevention

**Presenter(s) & Contributing Author(s):** Suzy Diggle, SON and Lisa Sparacino, NY Institute of Technology

The elderly are more susceptible to the effects of colds and the flu secondary to their decreased immunity, ability to benefit from the flu vaccine, and multiple comorbidities. Older adults experience more severe complications and a higher mortality rate than other age groups. With the advent of new infectious diseases such as Ebola, along with the rise of HIV in the elderly population, there is a growing need for community education in infection control procedures. If the elderly are educated about precautions to take against infectious diseases, their chance of contracting illness is reduced; allowing them to live in the community longer. This pilot study was to increase knowledge and awareness of healthy lifestyle practices, based on the premises that improved education will lead to better health care practices that will, in turn, result in a decreased incidence of preventable communicable diseases. The educational program was aimed at decreasing anxiety related to contracting infectious diseases. The methodology included the administration of a pretest, experience of participating in an educational program and completing a posttest. The pretest and posttest focused on retention of educational materials and anxiety regarding infections. Results indicated that the program did not have significant effect on anxiety. However the level of knowledge regarding cold and flu prevention was significantly higher between the pretest and posttest.

**INTRODUCTION**

The purpose of this pilot study was to increase knowledge of common cold and flu symptoms among older adults. The purpose is to reduce the incidents of preventable communicable diseases. In addition, the purpose is to decrease the incidence of panic reactions and worry about contracting the illnesses. The purpose of the study is to improve understanding of the knowledge of older adults about infection control procedures. The purpose of the study is to increase the awareness of older adults about the knowledge of infection control procedures. The purpose of the study is to decrease the incidence of panic reactions and worry about contracting the illnesses.

**OBJECTIVES**

The study was conducted with the objective to increase the knowledge level of older adults regarding the common cold and flu. The study also aimed to increase the knowledge level of older adults regarding the common cold and flu.

**METHOD**

**RESULTS**

The study was conducted with the objective to increase the knowledge level of older adults regarding the common cold and flu. The study also aimed to increase the knowledge level of older adults regarding the common cold and flu.

**CONCLUSION**

The results indicated that the program did not have a significant effect on anxiety. However, the level of knowledge regarding cold and flu prevention was significantly higher between the pretest and posttest.
**#9 Kinematics of Softball Pitching: A Biomechanical Analysis**

*Presenter(s) & Contributing Author(s): Laurel Koontz and Michel Heijnen, SHAHS*

Softball players who throw multiple types of pitches undergo varying forces according to each pitch. From a biomechanical perspective, these different pitches may affect swing kinematics and final ball velocity. The primary objective of this study was to determine the kinematic differences between three commonly thrown softball pitches: fastball, curveball, and change-up. Furthermore, this study explored the relationship between the pitcher’s height and the final ball velocity. This project will expand the understanding of pitching by exploring the forces created during different pitches from a biomechanical perspective.

Six participants (20.0±1.7 yrs) were derived from University of North Carolina Wilmington’s varsity softball team’s pitching staff. The pitching-based data was collected in UNCW’s Track Colosseum. Following a 15 minute warmup, participants threw a total of 15 pitching, of which included 5 fastballs, 5 curveballs, and 5 change-ups. Pitching behavior was captured at 250 Hz using a video camera (Sony RX10 III, Tokyo, Japan) and motion of the ball, shoulder, and elbow were analyzed using digitizing software (LoggerPro 3, Beaverton, OR). Dependent variables include final ball velocity and angular velocity of the shoulder. Furthermore, the pitchers were tested for accuracy. Before each pitch, the pitcher announced a competition-appropriate location to throw their pitch. Participants were scored based upon whether they were able to throw to the desired spot or not. Additionally, ball velocity was recorded using a PocketRadar device (Ball Coach™, Santa Rosa, CA). Data analysis is ongoing; full results will be reported at the conference.

By quantifying the mechanisms of each commonly thrown pitch, this study will provide practical guidance to correct mechanical flaws in pitching techniques. The age group of pitchers and coaches that can benefit from this study is unlimited. The benefit of quantifying the pitching techniques will allow coaches and pitching experts to further advance their knowledge and understanding of pitching biomechanics and athletic performance. This information can improve the next generation of fastpitch softball pitchers in athletic performance and increase injury prevention.

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**Kinematics of Softball Pitching: A Biomechanical Analysis**

Laurel K. Koontz and Michel J.H. Heijnen

*School of Health and Applied Human Sciences, UNC Wilmington, Wilmington, NC*

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**INTRODUCTION**

Softball players who throw multiple types of pitches undergo varying forces according to each pitch. From a biomechanical perspective, these different pitches may affect swing kinematics and final ball velocity. Past research efforts have focused only on a single pitch, fastball, and the kinematic variation [1, 2]. Shoulder recruitment patterns [3], or injury history associated [4].

**PURPOSE**

To determine kinematic differences between three commonly thrown softball pitches: fastball, curveball, and change-up.

**METHODS**

Six young healthy (21) softball pitchers from University of North Carolina Wilmington (20.0±1.7 yrs). Following a 15 minute warmup, participants threw a total of 15 pitching, of which included 5 fastballs, 5 curveballs, and 5 change-ups. Pitching behavior was captured at 250 Hz using a video camera (Sony RX10 III, Tokyo, Japan) and motion of the ball, shoulder, and elbow were analyzed using digitizing software (LoggerPro 3, Beaverton, OR). Across the three different pitches, angular velocities of the shoulder of each pitcher will be calculated. In addition, the final ball velocity according to each pitch will be calculated.

**RESULTS**

Data analysis is currently ongoing (Fig 1). It is expected to find 2 mph difference between fastball and curveball, and 0.0-40.0 mph difference between change-up and fastball velocities. Due to the relationship between the angular and linear velocities, a similar change is expected in angular velocity of the shoulder.

**DISCUSSION**

Quantifying the mechanics of each commonly thrown pitch, this study will provide practical guidance to correct mechanical flaws in pitching techniques. Quantifying pitching techniques will allow coaches and pitching experts to further advance their knowledge and understanding of pitching biomechanics and athletic performance. This information can improve the next generation of fastpitch softball pitchers in athletic performance and increase injury prevention.

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**REFERENCES**

#10 The Effects of Diving on Balance and Its Relation to Concussions in Elite Division I Divers

**Presenter(s) & Contributing Author(s):** Rachel McCormick and Michel Heijnen, SHAHS

Springboard diving is not normally considered a contact sport. However, it is more dangerous than it appears because of the contact the diver makes with the water. For example, from a one meter springboard, the diver hits the water surface at four meters per second; from a three meter springboard, velocity increases to almost eight meters per second, imparting a great amount of force on the head upon contact. Repeated head contact affects balance and may be related to concussions in the future. Therefore, the purpose of this study was to determine the effect of repeated diving on balance and if this could relate to concussions. This study will increase the understanding of head injuries in divers by determining how much head impact their bodies can take and relating it to a successful practice program.

A total of eight Division I divers (19.6±1.5 years) from the University of North Carolina Wilmington performed 5 sets of ten dives each, for a total of 50 dives (one warm up, two times on one meter, and two times on three meter alternating). Before the first set of dives and following each set of ten dives, standing balance was assessed on a force plate (AMTI, Watertown, MA) for a total of six balance assessments. Participants performed a series of six standing tasks lasting a total of 20 seconds each, and included standing on two feet, standing on the right foot, and standing on the left foot. Each task was completed with eyes open and eyes closed. Center of pressure (COP) was derived from the force plate data and total path length, anterior posterior sway, and medial-lateral sway of the center of pressure was calculated to quantify balance. An increase in these dependent variables is associated with a decrease in balance. Linear regressions were calculated to determine the change in balance as a function of repeated dives. Data analysis is ongoing; full results will be reported at the conference. Overall, this study will provide useful information on a diver’s balance and help determine a better practice routine to lower the risk of head injuries.

**INTRODUCTION**

Springboard diving can be more dangerous than it appears because of the impact force when the diver contacts the water. Repeated head contact affects balance and may be related to concussions in the future but has not shown an affect on participants cognition [1].

**PURPOSE**

The purpose of this study was to determine if balance is affected by repeated springboard diving.

**METHODS**

6 young healthy Division I divers from the University of North Carolina Wilmington (19.6±1.5 yrs).

8 rounds of 10 dives alternating from 1 meter to 3 meter.

Balance was assessed before (pretest) and 1 time after each round of diving for a total of 6 balance assessments on a force plate (AMTI, Watertown, MA).

Each assessment included 20 seconds of standing with eyes open, standing eyes closed, standing on left foot eyes open, standing on right foot eyes open, standing on left foot eyes closed, and standing on right foot closed.

The following balance measures were calculated from center of pressure (COP) path length, anterior-posterior sway, and medial-lateral sway (Fig. 1):

Pearson’s correlation coefficient was calculated to determine the change in balance as a function of repeated dives.

**RESULTS**

Balance significantly decreased as a function of repeated dives in standing with eyes open (Fig. 2).

No change in balance was observed in other conditions.

**DISCUSSION**

Strong correlation between balance and continued diving over time implies that balance decreases as a function of repeated head contact.

We can conclude that diving does affect the participant’s balance in a negative way. The longer someone is diving, the worse their balance. In turn, putting them at risk for more injuries that may lead to injury or concussion.

The analysis of more participants will help solidify the conclusions made by the data presented and can determine why balance was not affected in more challenging tasks.

Additional studies further analyzing the participant’s history of previous concussions and reading it to their results can provide more information on how recurring concussions may worsen symptoms.

**REFERENCES**

Diving into the past? Exploring the Role of History in Wreck Diving

**Presenter(s) & Contributing Author(s):** Michaela Arndt, Alana Seaman, Margaret Balding, Brian Baldwin, and Ashley White, SHAHS

Scuba diving is a popular recreational and tourist pastime. Given that diving enthusiasts are recognized for their dedication to the sport and willingness to both travel to, and spend money on new and unique diving experiences, many coastal (and other dive-able) destinations are investing in the development of local dive sites. Whether scuttling decommissioned ships or other crafts to create artificial reefs, or adjusting historic wrecks and increasing marketing efforts in existing destinations, locations around the world are sinking millions into local waterways in hopes of enticing tourists and boosting area economies. Despite its popularity however, little research has focused on diving compared to other recreational activities, and fewer studies still have examined wreck diving as a phenomena differing from diving on naturally occurring underwater features. Thus, the purpose of this small exploratory study was to examine how divers’ experiences at one scuttled wreck near Key West differed from those cultivated at other types of dive sites. Data was collected using electronic word of mouth, or on-line reviews posted to the website TripAdvisor, and was analyzed using both open and axial coding techniques wherein researchers first examined the data and allowed themes to emerge, then reexamined the data exploring each theme in depth. Particular attention was paid to the historic and cultural links mentioned by divers.

Findings suggest that while historic ties to the wreck were an added bonus, divers overwhelmingly reported enjoying the ability to pass through (or enter) the ship, being impressed with the size of the craft, and developing a deeper appreciation for the challenge of diving the site. Overall, the unique diving experience created by the wreck was of greater importance to divers than the feature's historic significance. Destinations considering investing in local dive sites will find this information useful. Instead of investing in the scuttling of craft of historic significance, or pursuing marketing efforts capitalizing on an existing feature’s cultural importance for example, dive destinations (such as the newly opened Heritage Dive Site at Fort Fisher) may find that money is better spent on improving and advertising the unique aspects of the underwater experience itself.

**Background & Literature Review**
- Scuba Diving is a popular recreational & tourism pastime
  - Economic drivers for many communities around the globe (Carliner & Green, 2009)
  - Shipswrecks increasingly popular form of diving (Froyd & McIlvaine, 2013)
  - Wreck diving: one unique way to attract tourists
- Few studies have examined wreck diving as a unique phenomena:
  - Divers seeing newness ≠ motivated to wreck dive by historic significance ≠ historic significance
  - Assigning a historic value (or motivations other, but still tied to historic significance)
  - Need for better understanding of wrecks/artificial reef diving
  - To attract tourists (new/shipswrecks, etc)
  - To protect heritage/cultural resources (i.e., historically significant wrecks)
  - To draw tourists away from ecologically fragile natural reefs

**Methods**
- Discourse Analysis
- Data = eWOM: 52 TripAdvisor Reviews on Spiegel Grove, Key Largo Florida
- Data Analysis = Open & Axial Coding

**Research Question:**
How do wreck diving experiences differ from those cultivated at other types of dive sites?

**Findings**
- Fostering a unique underwater experience is of greater importance than the feature's historic significance.

**Suggestions**
- Invest in swim-through features
- Monitor & report water conditions
- Market unique aspect of diving experience
- Hire exceptional staff to uplift the diver’s experience
The craft beer industry has become immensely popular in recent years. New breweries have popped up around the country, and some locations have even become known as craft beer destinations. Offering informal exercise clubs, hosting special and community events, and garnering national attention for their artisan ales, many craft breweries have become both an integral part of their area’s cultural fabric, and popular tourist attractions. In addition to invoking a sense of community and stimulating local economies, craft breweries are also contributing to their location's distinctive sense of place.

Place image, or the way that people conceptualize a location, motivates travel and influences visitors’ engagement with a destination. A comprehensive understanding of the messages a destination is communicating is vital in clarifying how visitors may perceive the location and the experiences that can be cultivated there. Despite the popularity of craft breweries and beer tourism, little research has examined how breweries reflect, reinforce, and/or reinterpret local history, geography, culture, and natural features to attract tourists and make a name for themselves. The aim of this study is to explore how breweries located along the Carolina coast depict the shared stretch of shoreline. An in-depth examination of ten breweries spanning the North and South Carolina coast is underway. Employing a semiotic driven discourse analysis, wherein place is viewed as a cohesive text that can be “read” through visual and linguistic cues, researchers are collecting a diverse set of data that includes brewery names, beer types, information about the imagery depicted on signage, menus, souvenirs, and décor, and the names and descriptions of beers being served. Particular attention is being paid to interaction between the signs and symbols embedded within these locations. Data collection is anticipated to conclude by mid-March, thus preliminary findings will be shared.

Given their popularity, craft breweries are uniquely positioned to impact visitors’ perception of place. Thus, it is important to understand whether they are perpetuating antiquated stereotypes, inaccurate versions of history, and/or inadvertently promoting poor environmental practices. Conversely, findings could be used to create an organized marketing strategy, develop a beer trail, and/or improve tourist experiences.
The Impact of the “I Can Do It, You Can Do It!” Physical Activity and Nutritional Educational Mentoring Program for Children With Disabilities

Presenter(s) & Contributing Author(s): Sue Combs, Steve Elliott, and Jordan Weber, SHAHS

The “I Can Do It, You Can Do It!” (ICDI) program is a government sponsored mentoring program that encourages regular physical activity and good nutrition for individuals with emotional, cognitive, and/or physical disabilities. The purpose of this study was to investigate the perceived impact of one ICDI program on children and adolescents with disabilities. Two groups of participants including five children (with a variety of physical and cognitive disabilities) and at least one parent of each of the five children were interviewed to investigate the impact of the ICDI program.

Qualitative data analysis procedures were used to explore participants' views and opinions of the ICDI program. Four major themes emerged from the interviews with the participants and their parents, including: (a) the relationship between the mentor and the mentee, (b) increased physical activity levels during the ICDI sessions at home, (c) improved self-confidence and self-esteem, and (d) improved nutrition-related knowledge and decision making.

Overview & Purpose of Study

The “I Can Do It, You Can Do It!” (ICDI) program is a national model for individuals with disabilities, either emotional, cognitive, or physical, to improve physical activity, and nutrition education. The purpose of this study was to investigate the perceived impact of one ICDI program on children and adolescents with disabilities. Two groups of participants including five children (with a variety of physical and cognitive disabilities) and at least one parent of each of the five children were interviewed to investigate the impact of the ICDI program.

Methodology

Two groups of participants, including five children (with a variety of physical and cognitive disabilities), and at least one parent of each of the five children were interviewed to investigate the impact of the ICDI. The interviews were conducted with the participants and their parents to investigate the impact of the ICDI program.

Results

The ICDI program is a mentoring and nutrition program for children with disabilities. The purpose of this study was to investigate the perceived impact of one ICDI program on children and adolescents with disabilities. Two groups of participants, including five children (with a variety of physical and cognitive disabilities) and at least one parent of each of the five children were interviewed to investigate the impact of the ICDI program.

Table 1: Influence of Final Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Influence of Final Categories</th>
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<tbody>
<tr>
<td>1.</td>
<td>Improved self-confidence and self-esteem of participants</td>
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<tr>
<td>2.</td>
<td>Improved nutrition-related knowledge and decision making of participants</td>
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Discussion of Final Categories

Significance of the Mentor/MENTEE relationship

Applying the intervention on different participants showed that, the participants believed that the following were a major influence on the program: (a) the mentor's ability to facilitate the participants' progress in the program, and (b) the participants' ability to manage the intervention effectively. The participants also believed that the following were important in facilitating the program: (a) the mentor's ability to facilitate the participants' progress in the program, and (b) the participants' ability to manage the intervention effectively. The participants also believed that the following were important in facilitating the program: (a) the mentor's ability to facilitate the participants' progress in the program, and (b) the participants' ability to manage the intervention effectively.

Increased Physical Activity Levels of Participants

The participants believed that the following were important in facilitating the program: (a) the mentor's ability to facilitate the participants' progress in the program, and (b) the participants' ability to manage the intervention effectively. The participants also believed that the following were important in facilitating the program: (a) the mentor's ability to facilitate the participants' progress in the program, and (b) the participants' ability to manage the intervention effectively.

Improved Self-Esteem and Confidence of Participants

The participants believed that the following were important in facilitating the program: (a) the mentor's ability to facilitate the participants' progress in the program, and (b) the participants' ability to manage the intervention effectively. The participants also believed that the following were important in facilitating the program: (a) the mentor's ability to facilitate the participants' progress in the program, and (b) the participants' ability to manage the intervention effectively.

Improved Nutrition-Related Knowledge and Decision Making of Participants

The participants believed that the following were important in facilitating the program: (a) the mentor's ability to facilitate the participants' progress in the program, and (b) the participants' ability to manage the intervention effectively. The participants also believed that the following were important in facilitating the program: (a) the mentor's ability to facilitate the participants' progress in the program, and (b) the participants' ability to manage the intervention effectively.
#14 The Impact of a Unified Flag Football Program on Both Individuals with and without disabilities: A Qualitative Investigation

Presenter(s) & Contributing Author(s): Laura Shively and Steve Elliott, SHAHS

Individuals with disabilities are more likely to live sedentary lifestyles and be obese than able-bodied individuals. It is important to create opportunities and programs for this population to be physically active. The Unified Sports model is one where there are individuals with disabilities playing/competing next to individuals without disabilities. In the unified flag football league, participants with and without disabilities practice regularly together with a focus on fitness, football skills, strategy, and how to be a team.

The purpose of this study was to investigate the perceived impact of the unified flag football league on the participants with and without disabilities. Two groups of participants including three players (with a variety of physical and cognitive disabilities) and three players (without any diagnosed disabilities) were interviewed to investigate the impact of the unified flag football program. Qualitative data analysis procedures were used to explore participants’ views and opinions of the program. Note: results and conclusions will be added upon study completion – expected late March 2018.
#15 Public Education and Citizenship Behavior: A Scoping Review

Presenter(s) & Contributing Author(s): Mackenzie Brown and Craig Becker, East Carolina University

Overview: This scoping review examines the public education goal and mission, “To prepare people for citizenship in a democratic society”. Over the last couple of centuries, public education has grown and adapted to changes in accordance with this ideal, however, differences in the purpose of public education emerges between goals centered on the pursuit of happiness and goals focused on improvement of the common good. Research suggests converging the common good and pursuit of happiness ideals may be beneficial to the education system. Purpose

Statement/Objectives: The aim of this study is to analyze the scope of the existing literature through a systematic framework on factors influencing self-regulation in school-aged individuals. Specifically, this review examines the relationship between self-regulation, academic performance, academic achievement, and citizenship behavior.

Methods: After searching in the PsychInfo database, 4,301 articles were narrowed by resolving for duplicates, title and abstract screening, and full text review to a study size of 19. Conclusions: This review suggests public education and citizenship behavior have the potential for improvement with increased self-regulation in the classroom, but research is currently focused on short-term measurements of academic performance instead long-term outcomes of positive citizenship behavior. Practical Implications: By using the concepts presented in this study, the proposed model can be adapted to fit educational needs, and can be adapted to healthcare settings as well that would benefit from self-regulation intervention. Furthermore, the model can be integrated with technology to reflect the modernization and current standards of society, while being an effective way to engage adolescents and patients, increase academic achievement, and create positive citizenship behavior. Through the online platform, data can be easily accessible and understandable. Information on students and patients using these programs will allow researchers and practitioners to better determine areas of improvement and current success. This program will allow school systems to measure self-regulation and academic achievement, therefore relating these findings to citizenship behavior in a longitudinal and meaningful manner. This will also allow school systems to define their role in fulfilling the public education mission.
#16 Developing the West Greenville Health Council: Establishing a Community-Academic Partnership to Address Health Disparities

**Presenter(s) & Contributing Author(s):** Lauren Marino, Kali Guest, Bhibha Das, and Nancy Winterbauer, East Carolina University

West Greenville is a historically African American, socially, and economically depressed community in Eastern North Carolina. In comparison with state and county indicators, West Greenville residents are less likely to graduate from high school, more likely to live in poverty, and endure higher crude mortality rates, overall, and for a number of leading causes of death. Community-academic partnerships, in which community members drive the public health response, are considered critical to successful community health improvement and the amelioration of health disparities. However, establishing and sustaining such partnerships can be challenging.

The ECU Departments of Kinesiology and Public Health partnered with the Pitt County Health Department, and Pitt Partners for Health to conduct substantial formative mixed-methods research (January – December 2016) to: 1. gauge local perceptions of community strengths, challenges, and health challenges; and 2. explore community interest in a community engaged health partnership in West Greenville. Results supported the creation of a partnership and suggested it be solution-focused, coordinate agency efforts, and build community trust. The West Greenville Health Council held its first meeting in January 2017 and meets monthly.
#17 Hurricane Floyd and Hurricane Matthew: Assessing Resilience among Vulnerable Populations Impacted by Flooding in Eastern North Carolina

**Presenter(s) & Contributing Author(s):** Jasmine Hayes and Suzanne Lea, East Carolina University

**Background:** On September 16, 1999, Hurricane Floyd (HF), a category two hurricane hit North Carolina, causing rapid and significant flooding that today represents one of the most expensive disasters in our state’s history. On October 8, 2016, Hurricane Matthew (HM) repeated similar destruction from rapid flooding in Pitt County, North Carolina. Residents adjacent to the Tar River in rural, northwest Pitt County and along the Contentnea Creek in rural, southeast Pitt County experienced another “new normal” attempting to recover from flooding. Why does resiliency look like in underserved communities faced with underlying hardship?

**Methods:** We conducted an applied research project to gain understanding of individual and community resiliency in socially vulnerable populations. With our community partners, we tested and developed a focus group interview guide and brief survey about drinking water behaviors. To date, we have conducted five focus groups over 6 months in Pitt County, with participants who were affected by the storms.

**Results:** All participants were of a minority race and age 36 or above. Common themes included residents agreed the government’s response leading up to the hurricanes was much better with HM than HF, that people are not only having trouble rebuilding, but aren’t able to afford the demolition of their damaged homes, and that most do not drink tap water due to the taste and smell. Faith sustains many individuals through prolonged adversity.

**Conclusion:** Though communities are recovering, more local and coordinated community-based and governmental efforts are recommended to sustain resiliency in individuals and families that were disadvantaged and vulnerable before flooding.

**Presenter(s) & Contributing Author(s):** Fei Gao and Huabin Luo, East Carolina University

**Overview:** Women with gestational diabetes mellitus (GDM) were 7 times more likely to develop type 2 diabetes mellitus (T2DM) than women without GDM. The ADA recommends lifestyle interventions to delay and prevent the progression of T2DM. Potentially more women with GDM could be practicing more protective behaviors due to their diagnosis. To investigate this, we assessed the prevalence and lifestyle behaviors in a nationally representative population of women with and without GDM.

**Purpose statement/objectives:** To estimate the trends of prevalence of GDM and health behaviors among women of reproductive age in the US.

**Method(s):** Data were from the National Health and Nutrition Examination Survey (NHANES) 2007-2014. We included women 20 to 44 years of age without diabetes. The health behaviors included physical activity, diet, and smoking. The multivariate logistic regression was used to assess the association between GDM and the health behaviors.

**Findings:** The prevalence of GDM did not increase significantly during the study period: 8.45% in 2007-2008, 6.86% in 2009-2010, 10.02% in 2011-2012, and 10.44% in 2013-2014, with an overall prevalence of 8.9%. Overall, about 10%, 30%, 92%, 90% of women with a history of GDM did not meet the physical activity, cholesterol, sodium, and fiber consumption guidelines, respectively. Also, 17% of them are current smokers. No significant difference was observed between women with and without a history of GDM in the four health behaviors examined in this study.

**Conclusions:** A substantial proportion of women with GDM were not meeting the guidelines for health behaviors to prevent the progression of Type 2 diabetes. No significant difference was found between women with and without GDM in practicing the health behaviors examined in this study.

**Practical Implications:** Given the high risk of T2DM, it is essential to practice health behaviors to prevent T2DM. Continuous efforts and targeted interventions are needed to promote and assist women with a history of GDM in adopting health behaviors.
Long-Term Lifestyle Changes After Screening Colonoscopy and Their Impact on Colorectal Advanced Neoplasia in the CSP #380 Veteran Cohort at 10 Years

Presenter(s) & Contributing Author(s): Taras Grinchak, Thomas Redding IV, Meghan O’Leary, Elizabeth Hauser, Marcus Johnson, Dawn Provenzale, and Suzanne Lea, East Carolina University

Overview: Colorectal cancer (CRC) is the third most common cause of cancer deaths worldwide, leading to about 639,000 deaths annually. A positive CRC screening test may lead to an improvement in health behavior in the first few years after the procedure. Objective: To measure the impact of baseline advance neoplasia (AN) diagnosis on behavior change in a Veteran cohort. Methods: We conducted a secondary analysis of the Cooperative Studies Program (CSP) #380 cohort that included 1496 asymptomatic Veterans, ages 50 to 75, with baseline and follow-up data at 10-years. Measures of behavior change were: non-steroidal anti-inflammatory drug (NSAID) use, smoking habits, and alcohol consumption. The baseline diagnosis used to predict behavior change was AN, defined as a polyp ≥1cm, villous histology, high grade dysplasia, or CRC. We used logistic regression to calculate odds ratios and 95% confidence intervals to determine the impact of baseline colonoscopy results on health behavior. The number of reported comorbidities was included as a potential confounder. Findings: Veterans who had a colonoscopy outcome of AN at baseline had a positive effect on increasing their NSAID intake to “1+ doses per day” at follow-up (OR: 1.23; 95% CI: 0.85-1.8), on decreasing their alcohol consumption from “14+ drinks per week” to “<14 drinks per week” at follow-up (OR: 1.28; 95% CI: 0.65-2.3), but were less likely to stop smoking daily at follow-up (OR: 0.55; 95% CI: 0.21-1.2). The limitations of this analysis are that the original data were not collected with an exclusive focus on studying risk factors and there were some participants lost to follow-up over 10 years. Conclusions: Positive colonoscopy findings can potentially influence Veterans to alter their behavior to pursue more positive lifestyle choices, such as taking the recommended dosages of NSAIDs and reducing alcohol intake. Practical Implications: Lifestyle coaching may be beneficial in the screening process for CRC patients and may lead to more positive behavioral changes that lead to better long-term CRC outcomes. Understanding which lifestyle factors are associated with AN will help elucidate what type of interventions are needed during the screening process.
#20 FuseCR: Center for Clinical Research Workforce Development

**Presenter(s) & Contributing Author(s):** Tiffany Erichsen, CHHS and Susan Sinclair, SON, and James Blum, Mathematics and Statistics, and Randall Johnson, Executive Director of Southeast Office NC Biotechnology Center

Clinical research is a major driver of the economy in Southeastern North Carolina (North Carolina Biotechnology Center, 2016). Availability of a talented workforce is a key factor in promoting the region as an attractive area to locate or expand business. FuseCR is an innovative collaborative designed to ignite a new synergy between UNCW and the field of clinical research by fusing resources from both to form a single entity that fulfills the need for additional workforce development opportunities in the region. This will be accomplished by achieving the following objectives: (1) Providing infrastructure in the form of a co-working space to support collaborative relationships, (2) Preparing students for the workforce through curricular enhancements and applied learning fellowships; and (3) Producing professional training opportunities to augment skills of existing local talent.

Formed by UNCW, NC Biotechnology Center Southeastern Office, and clinical research industry partners, the initiative began following an award from Duke Energy Foundation, with additional start-up and continuing support from UNCW’s College of Health and Human Services (CHHS). With 13.2% growth projected nationally in the clinical research industry through 2026 (United States Department of Labor, 2017), combined with the impressive cluster of clinical research organizations and infrastructure already present in Southeastern North Carolina, there is strong potential for continued growth of the regional clinical research industry. FuseCR has the capacity to significantly enhance the development of a talented clinical research workforce and stimulate the local economy.
A Comparison of Clinical Trial Conduct in Argentina to the US – Observations from Abroad

Presenter(s) & Contributing Author(s): Meribeth Lamberth, Brian Byrd, Holly Livingston, Barbara Pennington, Annemarie Petroff, and Susan Sinclair, SON

Overview: On March 3 – 10, 2018, a CHHS delegation led by faculty from the SON’s Clinical Research Program will travel to Buenos Aires, Argentina for a study abroad immersion experience. The overall objectives of the trip involve exploring and experiencing cultural, professional, regulatory, and business differences related to clinical research in a Latin American country compared to the US. Participants will visit and attend meetings with 2 global contract research organizations with offices in the US and Buenos Aires, a clinical study site actively conducting clinical trials, an institutional review board, and Administración Nacional de Medicamentos, Alimentos y Tecnología Médica (ANMAT, National Administration of Drugs, Food and Medical Technology) in addition to cultural immersion activities. Three FUSECR Fellows attending the study abroad trip will record observations for a comparative research documentary project. Purpose statement/objectives: To systematically document and evaluate specific scientific, regulatory, cultural, professional, and business aspects of clinical research (drug development and post-marketing drug safety) in Argentina compared to the US and analyze implications for clinical research. Method(s): To collect observations, the Fellows will create a set of questions to guide data collection. The question set will be informed and developed through review of clinical research literature, course materials, and discussions with CLR faculty and other clinical research professionals. The Fellows will maintain textual and photographic journals throughout the trip, with emphasis on addressing the question set but also leaving open the opportunity to document unanticipated findings. The Fellows will also collect observations from daily discussions with the delegation to enrich the data collected. Upon return from the trip, the Fellows and faculty co-authors will review, compile, and summarize the data, descriptively. Findings: The results will be summarized in a descriptive, comparative research documentary poster. Tables and bulleted text will delineate key observations, similarities, and differences in the conduct of clinical trials in Argentina compared to the US. Photographs, with proper approvals, will illustrate important points and experiences. Overall, implications for new drug development and post-marketing drug safety will be addressed. In addition, the poster will describe lessons learned and unanticipated findings from cultural, professional, and business perspectives.
#22 The Meaning of Participating in the Warrior Games

**Presenter(s) & Contributing Author(s):** Samantha Scherer, Candace Ashton-Forrester, and Sara Miller, SHAHS

Participating in adapted sports has been shown to have positive physical, social, emotional and cognitive effects, as well as increased quality of life for active duty service members and veterans with disabilities (e.g., Hawkins, Cory, Crowe, 2011; Lundberg, Bennett, Smith, 2011; Scherer, Gade, Yancoske, 2013). As such, in 2013, the Department of Veterans Affairs began awarding grants to organizations to develop or expand adaptive sport programs for this population (UNCW is a recipient of two of these grants). However, little research has been done on the meaning of participating in a non-elite international adapted sport competition for recently injured service members or veterans, and no research has investigated what such participation means to their family members. Thus, the purpose of this study was to investigate the meaning of participating in the Warrior Games for the athletes and their families—including why and how they became involved, the benefits (if any) they attributed to participating, and future plans related to active participation in adapted sports. Wounded, ill and injured service members and veterans from all the branches of the US Military, as well as service members from Great Britain and Australia participate in the Warrior Games, which include track and field, wheelchair basketball, sitting volleyball, archery, shooting, swimming and cycling. Individuals can only participate for two years as this is seen as part of their rehabilitation. The main corporate sponsor of the event is charged with providing funding for travel and other accommodations for family members of the participants. This research will help recreation therapists understand the motivations for and support needed by wounded, ill and injured service members and veterans to increase their participation in adapted sports to assist with their rehabilitation. Data was collected by the primary researcher and her student peers at the 2017 Warrior Games held in Chicago, IL. In-depth, qualitative, audio-recorded interviews were conducted with a convenience sample of 25 athletes and 25 family members (unmatched) using theoretical and snowball sampling techniques. Each interview was transcribed by the primary researcher. Grounded theory and constant comparison techniques using open, focused and axial coding will be used to analyze the data.

**INTRODUCTION**

Participating in outdoor recreation and adapted sports has been shown to have positive physical, social, emotional, and cognitive effects, as well as increased quality of life for active duty service members and veterans with disabilities (e.g., Bennett, Van Puyveldeck, Fluit, & Rydell, 2014; Rogers, Loy & Browning, 2016). However, little research has been done on the meaning of participating in a non-elite international adapted sport competition for recently injured service members or veterans, and no research has investigated what such participation means to their family members.

**METHODS**

Data was collected from wounded, ill and injured service members and veterans from all the branches of the U.S. Military, Great Britain and Australia who participated in the Warrior Games by the primary researcher and her student peers at the 2017 games in Chicago, IL. In-depth, qualitative, audio-recorded interviews were conducted with a convenience sample of 24 athletes (age range 26-56), mean age 39.6 (18 male, 6 female) and 25 family members (unmatched) using theoretical and snowball sampling techniques. Each interview was transcribed by the primary researcher. Grounded theory and constant comparison techniques were used to analyze the data.

**RESULTS & CONCLUSION**

Five main themes emerged from the data: (a) identity, (b) focus, (c) coping and stress management, (d) health and fitness, and (e) social connectivity and relatedness.

**Identity**

The theme of identity for the study relates specifically to the concept of military identity and what it means to the athletes to relate to being part of a team and serving your country the role of honor and humility by the expressiveness the athletes experienced after being able to take part in the games. In addition, identities are formed in any individual's sense of self that is connected to their identity as a member of the military, a veteran or to their role in the military. Identity is formed to the extent that it is a part of their identity as a veteran or service member.

**Focus**

Focus refers to the idea that the games provide a central focus of “why” that did not exist for the soldiers after injury or illness, and is composed from an administrative, a social and an identity-related perspective. A social focus requires an awareness of what it means to others and if they are actually worth the investment or not. This was also a focus of the family members that suggested that the experience of the event was not in the same way as an able-bodied event.

**Coping and Stress Management**

Coping and stress management relates to the athletes ability to cope with their disability or current stress factors. The athletes expressed a feeling of being able to cope with their stress or disability better due to their participation in the Warrior Games or due to the support and support that has surrounded the games.“Learning through the process, coping with the winning and losing, and coping with coping with people who do not value the people you are really trying to help. This is the process by which we are able to learn.”

**Health and Fitness**

Physical health and fitness were not the only positive outcomes of participating in the games for the athletes. Social and mental well-being was also commonly discussed in these interviews. “Socially, my well-being has improved a lot. I feel like I have more confidence in my ability to express myself and communicate with others.”

**Social Connectivity and Relatedness**

Socially, the Warrior Games provided a platform of opportunity and support for the participants. Most of the athletes discussed how they felt a special connection with all the other athletes. As if they were all long time friends or brothers, the games provided them the ability to bond with other high performing individuals with similar disabilities and similar circumstances—this being part of the games in that the field they felt they had was an environment where everyone was willing to help the athletes that they described as “awe-inspiring.”

**REFERENCES**

#23 Sexual Assault Among Persons With Intellectual Disabilities

**Presenter(s) & Contributing Author(s):** Brittany Allman, Ben Best, Erin Warner, and Kristin Bolton, SSW

**Overview:** There are approximately 6.5 million people in the United States who have an intellectual disability. An intellectual disability is typically diagnosable before, during, or soon after birth. Some causes of intellectual disabilities are Down Syndrome, Fetal Alcohol Syndrome, Fragile X Syndrome, and birth defects. Suffering a head injury, infection, or a stroke can result in an intellectual disability, as well. Persons with intellectual disabilities are more likely to experience a sexual assault than those without intellectual disabilities. Given the prevalence of this issue, it is important for social work practitioners to have knowledge that can be used to make decisions regarding policy and practice. **Purpose Statement:** The purpose of this study is to test the effectiveness of an educational intervention tailored to social work practitioners regarding persons with intellectual disabilities and sexual assault. **Methods:** This intervention was tested in a class of social work students. A pre-test and post-test was administered to a group of social work students (n=19). **Conclusions:** Findings will be discussed at the presentation. Data has not yet been analyzed. **Practical Implications:** It's important for social work practitioners to have competency regarding the prevalence of sexual assault among adults with disabilities because increased understanding can lead to interventions and policies tailored to reducing the prevalence.

**INTRODUCTION**
- There are approximately 6.5 million people in the United States who have an intellectual disability. An intellectual disability is typically diagnosable before, during, or soon after birth. Some causes of intellectual disabilities are Down Syndrome, Fetal Alcohol Syndrome, Fragile X Syndrome, and birth defects. Suffering a head injury, infection, or a stroke can result in an intellectual disability, as well.
- Persons with intellectual disabilities are more likely to experience a sexual assault than those without intellectual disabilities. The rate of sexual victimization of persons with an intellectual disability is 7 times the rate of SA for people without disabilities (Department of Justice, 2015).
- Given the prevalence of this issue, it is important for social work practitioners to have knowledge that can be used to make decisions regarding policy and practice.
- Access to sex education, as well as education to enhance social/relational skills, can strengthen a person’s ability to consent and mitigate their vulnerability to sexual exploitation. (Murphy & O’Callaghan, 2004)

**RESULTS**
- A total of 15 participants responded. Participant demographics and characteristics are presented in Table 1.

<table>
<thead>
<tr>
<th>Age (Mean±SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.00±7.1</td>
</tr>
<tr>
<td>Gender (N)</td>
</tr>
<tr>
<td>Female: 9 (60%)</td>
</tr>
<tr>
<td>Male: 6 (40%)</td>
</tr>
<tr>
<td>Race/Ethnicity (N)</td>
</tr>
<tr>
<td>White: 15 (100%)</td>
</tr>
<tr>
<td>Hispanic: 0 (0%)</td>
</tr>
<tr>
<td>Asian: 0 (0%)</td>
</tr>
</tbody>
</table>

- The results of our pre-test/post-test questionnaire were statistically significant (p<0.05) indicating that participants knowledge increased from the presentation.
- In addition, we measured the participants’ confidence in working with this population and found that confidence increased and was statistically significant (p<0.05).

**IMPLICATIONS FOR SOCIAL WORK PRACTICE**
- It is important for social work practitioners to develop an understanding of the prevalence of sexual assault among persons with intellectual disabilities. The educational intervention in this study shows promise as a tool to provide knowledge related to this population. However, further research is needed to generate additional understanding of the effectiveness of this intervention.

**REFERENCES**
#24 Treatment of Post-Traumatic Stress Disorder in Child Refugees

**Presenter(s) & Contributing Author(s):** Jade Apostolico, Gabrielle Boltinghouse, Leslie Hernandez, and Kristin Bolton, SSW

**Overview:** Approximately 60,000 refugee children are resettled into Western countries each year (Kaplan, Stolk, Valbhoy, Tucket, & Baker, 2015). Child refugees often encounter multiple traumatic events and related stressors in their home countries (Erntholt & Yule, 2006). Trauma can have significant, long-lasting physical and mental effects on refugees (George, 2010). As a result, refugee child often report high rates of posttraumatic stress disorder (Betancourt, Newnham, Layne, Kim, Steinburg, Elliot, & Birman, 2015). Given the prevalence of PTSD among this population, it is imperative for social work practitioners to understand the effects of trauma exposure and treatment options for refugee children. **Purpose:** The purpose of this research project is to test the effectiveness of an educational intervention for social work students in order to determine if the educational intervention results in increased knowledge regarding the effects of trauma exposure and treatment options specific to refugee children. **Methods:** In order to test the effectiveness of this educational intervention, a knowledge based pre/post will be administered to social work students (N=19). Data will be analyzed using bivariate analysis in order to assess for statistical significance. **Conclusions:** The results have not been analyzed at this time and will be provided at the poster presentation. **Practical implications:** As the need for interventions to treat young refugees grows, so does the need for evidenced-based guidance. To implement and create effective solutions, educational interventions tailored to social work professionals will assist social work in making evidence-informed decisions for the child refugees they encounter in practice.

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### Treatment of Post Traumatic Stress Disorder in Child Refugees

**Abstract**
- Approximately 60,000 refugee children are resettled into Western countries each year (Kaplan, Stolk, Valbhoy, Tucket, & Baker, 2015).
- Child refugees often encounter multiple traumatic events and related stressors in their home countries (Erntholt & Yule, 2006).
- Trauma can have significant, long-lasting physical and mental effects on refugees (George, 2010). As a result, refugee child often report high rates of posttraumatic stress disorder (Betancourt, Newnham, Layne, Kim, Steinburg, Elliot, & Birman, 2012).
- Given the prevalence of PTSD among this population, it is imperative for social work practitioners to understand the effects of trauma exposure and treatment options for refugee children.

**Purpose**
- The purpose of this research project is to test the effectiveness of an educational intervention for social work students in order to determine if the educational intervention results in increased knowledge regarding the effects of trauma exposure and treatment options specific to refugee children.

**Method**
- In order to test the effectiveness of this educational intervention a knowledge based pre/post will be administered to social work students (N=19). Data will be analyzed using bivariate analysis in order to assess for statistical significance.

**Results**
- A total of 16 participants responded. Participant demographics and characteristics are presented in Table 1.

**Table 1: Participant Characteristics (n=16)**

<table>
<thead>
<tr>
<th>Age</th>
<th>Mean(SD) 22.0(2.71)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td>(%)</td>
<td>10.5(4.3)</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>White</td>
</tr>
<tr>
<td>(%)</td>
<td>75.0(13.9)</td>
</tr>
</tbody>
</table>

Students showed a statistically significant improvement between pre-test and post-test (P < 0.05).

**Implications for Social Work**
- As the need for interventions to treat young refugees grows, so does the need for evidenced-based guidance. To implement and create effective solutions, educational interventions tailored to social work professionals will assist social work in making evidence-informed decisions for the child refugees they encounter in practice.

**References**
#25 An exploratory investigation of peer knowledge regarding incarcerated mothers among social work students.

Presenter(s) & Contributing Author(s): Madison Gibson, Meredith Reedy, Mary Kate Schriml, and Kristin Bolton, SSW

Overview: The percentage of incarcerated women is increasing faster than any other population (Hernandez, 2008). Of particular interest to this study are the women incarcerated for drug related charges. According to the Bureau of Justice Statistics, 25% of the prisoners in state correctional facilities and 59% of the prisoners in federal facilities consisted of women convicted of drug offenses (Carson, 2016). Incarcerated women have unique needs especially when it comes to women with children. To date, there has been very little done to help and support children with incarcerated mothers. Social work practitioners play an important role in substance use treatment, therefore, it is important for social workers to understand the most effective interventions for working with incarcerated mothers and those battling substance abuse. This intervention provides a knowledge-based curriculum aimed to provide social work practitioners with knowledge related to maternal incarceration. Purpose Statement: This purpose of this study is to test the effectiveness of a knowledge based intervention designed to provide social work practitioners with knowledge related to the context of maternal incarceration as well as the evidence based interventions designed to work with this population. Methods: This study uses a pre/post design to test the knowledge gained by social work practitioners (n=19). Conclusions: Results have not yet been analyzed at this time and will be available at the poster presentation. Practical Implications: It is important and ethical for social workers to be able to inform other social workers of relevant social problems. Social workers often interface with the criminal justice population and this particular project is designed to build competency related to incarcerated mothers and the special needs of this population.
#26 Substance Abuse Amongst Military Veterans

**Presenter(s) & Contributing Author(s):** Hannah Shreckengost, Madison Heath, Joseph Barry, Mary Graves, and Kristin Bolton, SSW

**Overview:** Drug and alcohol use disorders are increasingly common among American citizens, many of whom are veterans. More than 11% of Iraq and Afghanistan veterans have been diagnosed with a substance use disorder (SAMHSA, 2012). These substance use disorders can be caused by the stress of re-entry into civilian life or self-medicating of wounds sustained during deployment or co-occurring mental health disorders (“Addiction and Suicide Amongst Veterans”). Almost 22% of Iraq and Afghanistan veterans with PTSD also have a substance use disorder (SAMHSA, 2012). The National Institute on Drug Abuse cites the military’s strict zero-tolerance policies, social stigma, and a lack of confidentiality as reasons that veterans in need of treatment do not speak up (2013). Fortunately, there are several evidence-based interventions available to help combat addiction faced by veterans. **Objectives:** The purpose of this study is to see if knowledge was gained among fellow Social Work students regarding addiction issues in military and veteran populations. **Methods:** To collect more accurate results, both a pre- and post-test will be given to participants (N=19) to measure the amount of knowledge gained from the project. **Conclusions:** Findings and conclusion are unavailable at this time, data and results will be included in poster presentation. **Practical Implications:** This project hopes to provide individuals with the basic knowledge of issues veterans face with regard to drug and alcohol use disorders, as well as available intervention practices to prevent the continuation of addiction.
Abstract Title

Presenter(s) & Contributing Author(s): Alexandra Glushakow, Tina Le, Rachel Owens, and Kristin Bolton, SSW

Overview: According to Trask, Walsh, and DiLillo (2011), the statistic for women who have experienced sexual abuse as children remains at 20%, while the statistic for men remains at 8%. The same research also concludes that three categories of common behavioral and emotional outcomes exist for victims of CSA: trauma and PTSD symptomatology, externalizing behavioral problems such as hyperactivity, aggression, and sexual behavioral issues, and internalizing emotional problems such as depression and anxiety (Trask, Walsh, & DiLillo, 2011). Upon studying current interventions for victims of CSA, the researchers found that individual and group sessions utilizing Cognitive Behavioral Therapy showed the most positive behavioral and emotional results (Trask, Walsh, & DiLillo, 2011). Davies and Rogers (2009) investigated victim culpability, credibility, and assault severity results related to the gender and age of victims, and victim-perpetrator relationship. Social workers who understand this data can provide best practice through current interventions. On the other side of the issue, understanding perpetrator theories such as the Sexually Abused-Sexual Abuser, can also be valuable to professionals working with perpetrators (Jespersen, Lalumiere, & Seto, 2009). As a whole, child sexual assault remains a pervasive societal issue, and understanding information regarding the effects of sexual assault on and demographics of victims, perpetrator characteristics, and effective interventions could provide insight to social workers in order to promote best practice.

Purpose: The purpose of this research is to analyze if knowledge is gained after an educational intervention revolving around Child Sexual Abuse. Using articles and interventions pertaining to Child Sexual Abuse will allow social work students to gain knowledge for future practice with victims/survivors of Child Sexual Assault/Abuse. Gaining information and gathering data pertaining to CSA victim and perpetrator demographics, as well as effective therapeutic interventions, will allow for future improvements and alterations to best practice.

Methods: In order to test effectiveness, a pre and post test will be administered to social work students.

Conclusions: Results will be provided at presentation. They have not been analyzed at this time.

Practical Implications: It is important for Social Workers to be knowledgeable about current and effective interventions in order to promote the best practice.
#28 Treatment Options for Women with Schizophrenia During Pregnancy

Presenter(s) & Contributing Author(s): Emma Blaise, Adriana Penley, Malorie Rowe, and Kristin Bolton, SSW

Overview: According to the National Institute of Mental Health, Schizophrenia is defined as, “a chronic and severe mental disorder that affects how a person thinks, feels, and behaves” (2016). There are variety medications that are prescribed to treat schizophrenia including clozapine, and olanzapine. (Toh, Cheetham, Cooper, Davis, & Dublin, 2013). Currently, there is limited research examining the effects of drugs used to treat individuals with schizophrenia during pregnancy. Due to the lack of information regarding the effects of drugs prescribed to women diagnosed with schizophrenia during pregnancy, it is difficult for women to make informed decisions regarding medication during pregnancy and may lead some women may elect to partake in alternative treatments including psychotherapy. Social work practitioners can help pregnant mothers receive alternative treatment. Therefore, it is important for social work practitioners to be knowledgeable regarding alternative treatment options for pregnant women diagnosed with schizophrenia. 

Purpose: The purpose of this study is to test the effectiveness of a knowledge based intervention intended to provide social work practitioners with information about women with schizophrenia and the various treatment options available during pregnancy. 

Methods: This study employs a pre/post design in order to examine the knowledge gained (n=19). 

Findings/Conclusions: The findings have not yet been studied. They will be available at the presentation. 

Practical Implications: Social workers practicing in field may encounter pregnant mothers with schizophrenia. Understanding the different treatment options and the implications of the treatment options will assist social work practitioners in providing their clients with information that can lead to an informed decision regarding medication or alternative treatment during pregnancy.
Overview: The American Psychological Association has reported that severe hunger in children is associated with anxiety and depression and among adolescents is associated with depressive disorders and suicidality (American Psychological Association, n.d.). The American Academy of Pediatrics (2015) has stated that a lack of healthy food can have an impact on a child’s concentration and performance in school and is also linked to a higher amount of behavioral and emotional problems from preschool through adolescence. It is estimated that 15.5 million U.S. households experienced low or very low food security in 2016 (USDA ERS, 2017). In a 2009 systematic literature review, Lesley Weaver and Craig Hadley compiled eleven qualitative and sixteen quantitative studies that suggested correlations between lack of secure access to safe and culturally appropriate foods and negative mental health outcomes; this poster seeks to systematically review more recent literature published in the eight years since the Weaver and Hadley article. Methods: Research was conducted through UNCW's Randall Library digital scientific journal archive using the following keywords: Food Insecurity + Mental Health + child or adolescent. To eliminate some mitigating factors that confound causation of mental health outcomes due to food insecurity in adulthood, we limited to search to childhood and adolescence. Findings: In the past eight years there has been an upsurge in the number of quantitative studies linking food insecurity and mental health. The mental health diagnoses most often connected with food insecurity were depression and anxiety; however, food insecurity was linked to other mental health and behavioral health outcomes. Correlations were also observed between the severity of food security and the severity of these negative outcomes. Conclusions: An increase in quantitative research on the link between food insecurity and mental health outcomes indicates that the scientific community is taking the problem more seriously. The additional research currently being completed on this subject can further help us understand the effects of food insecurity and develop more preemptive methods to protect people as well as develop frameworks for working with people who experience the effects of food insecurity.
Abstract Title

Presenter(s) & Contributing Author(s): Nicole Brewer, Stephanie Turrise, and Yeounsoo Kim-Godwin, SON, and Richard Pond, Psychology

Background: Since 2000, the Joint Commission has advocated for patients in pain and made improving pain management a priority across healthcare settings. Opioids have become one of the standard treatments for pain, but they have several adverse effects and can lead to addiction. In contrast, complementary and alternative medicines (CAMs) have minimal adverse effects and can be an effective form of primary or integrative treatment. Research suggests that even with hospital support for CAMs, there are intrinsic factors, such as a nurse’s treatment beliefs, and extrinsic factors, usually obstacles in communication or knowledge barriers, that influence a nurse to advocate for the use of CAMs as an adjunct therapy in their patients. Purpose: The purpose of this study is to determine nurses’ attitudes, beliefs and knowledge of CAMs and their relationship to referrals and use complementary modalities.

Methods: This descriptive correlational study utilized survey methodology to collect data from direct care nurses at a large level two trauma center in southeastern North Carolina. Nurses were invited to participate in this research survey via email. Participants completed the Beliefs about Medicines Questionnaire (BMQ), Complementary and Alternative Medicines Beliefs Inventory (CAMBI), and demographic information sheet. Three open-ended questions were asked about nurses’ beliefs, education, and utilization of CAMs. Referrals for complementary therapies were obtained through the electronic health record. Preliminary results: 1443 emails were sent. Participation rate was 15%; 237 participants started the survey; 218 completed. The majority of participants were female (n= 202, 85%), Caucasian (n=202, 85%), married (n=144, 61%) and BSN prepared (n=117, 50%). They reported being staff nurses (n=194, 82%) with a mean of 12.4 years of experience. Nurses believed that in general, medications are harmful (M=14.85, SD=2.97), not beneficial (M=8.07, SD=2.37) and are not overused by practitioners (M=6.83, SD=2.43). Further data pending. Conclusions: Pending study completion. Implications for Practice: Understanding nurses knowledge, attitudes and beliefs about CAMS and their relationship to referrals for CAMS is needed to promote the use of CAMS as adjunctive pain treatment. These findings will help direct future steps to enhance the utilization of these non-traditional therapies and improve pain management for patients.
Suicidal Ideation, Plan and Attempts and Nonmedical Prescription Opioid use in U.S. Adults

Presenter(s) & Contributing Author(s): Meen Hye Lee and Yeounsoo Kim-Godwin, SON

Overview: The increase of nonmedical prescription opioid use (NMPOU) in the United States has become a public health concern. A few studies have shown that suicide rates are high among nonmedical prescription opioid users. However, little research has been conducted on the relationship between NMPOU and suicide. Objectives: The purpose of this study was to examine the relationship between nonmedical prescription opioid misuse (NMPOU) and past-year suicidality (suicide ideation-SI, suicide plan-SP, and suicide attempts-SA) among U.S. adults. Methods: Secondary data analysis was conducted using the 2016 National Survey on Drug Use and Health (NSDUH) with a weighted sample of 42,625 respondents aged 18 or older. NMPOU was grouped into 4 categories: (1) never used, (2) current user, (3) recent user, and (4) past user. SI, SP and SA were the outcomes predicted in multivariable logistic regression models adjusting for sociodemographic and mental health related factors. Results: Compared to the never-use group, the recent and past users of NMPOU showed significantly higher likelihoods of SI, SP, and SA, while the current user was not associated with suicidality. The major depressive episode (MDE) had the significantly highest OR (odds ratio with suicidality including SI (OR=17.36), SP (OR=11.15), and SA (OR=10.05). Conclusions: Characteristics associated with suicidality among nonmedical opioid user reveal populations with mental illness and co-occurring substance use. Policy and prevention efforts to improve screening and treatment should focus on the at-risk populations identified in this study. Practical Implications: The suicide monitoring program specific to recent and past users who have stopped using NMPOU are warranted. These findings also suggest the importance of screening depression to prevent adverse suicidal outcomes.
#32 The Effect of Community of Inquiry on Development of Evidenced-Based Competencies in RN-BSN Programs

**Presenter(s) & Contributing Author(s):** Melissa Scott, SON

**Overview:** Due to increasing complexity of patient care, highly educated nurses are needed to improve the quality of care and promote positive patient outcomes through Evidenced-Based Practice (EBP). In order to meet Institute of Medicine mandates, online RN-BSN degree completion programs have been developed to make returning to school feasible. Effectively developing a Community of Inquiry (COI) in these online courses assists with meeting learner outcomes which is essential for EBP competency. **Purpose:** To determine if creating a COI impacted the student’s perception of EBP competency after completing a Nursing Research course in RN-BSN programs. This study also compared the outcome of those in an accelerated 7 week course to those enrolled in a traditional 14 week course. **Methods:** A quantitative, descriptive, correlational and comparative design was used for this study. Instruments used were the Revised Community of Inquiry tool, the Academic Center for Evidenced Based Practice-Evidence Based Practice Readiness Survey, the Evidenced Based Practice Implementation Scale, and a demographic tool. Purposive sampling was used to recruit participants. There was a final sample of 34 students who completed an online nursing research course. **Findings:** The study found there was a positive perception of the COI and that is was more effectively created in the 14 week group. Creating the COI positively correlated with EBP readiness with no impact on EBP knowledge or implementation. EBP knowledge was higher in the 7 week group and readiness was higher in the 14 week group. There were no differences in implementation practices. Nurses with more years of experiences scored higher on EBP knowledge however, those with less experiences scored higher on EBP implementation practices. **Conclusions:** Creating a COI has a positive impact on EBP knowledge and readiness. However, in comparison to knowledge and readiness, implementation is low. **Implications:** Future research should focus on creating an effective COI to best assist the learner in meeting outcomes to ensure competency in EBP.
The Role of Sleep Duration on Cognition in Nursing Students

Presenter(s) & Contributing Author(s): Breanne Elrod and Penny Sauer, SON

Overview: Sleep is a necessary restorative and regenerative function for the body, but few adults are reaching the minimum seven hours of sleep recommended for optimal functioning. Decreased quality and quantity of sleep impacts alertness, pain threshold, risk of accidents, concentration, and decision-making. In high-risk professions such as nursing, an increased risk of errors directly impacts patient safety. Frequently nurses work 12-hour shifts, night shifts, or rotating shifts, which decreases the quality and quantity of sleep obtained between shifts. As nursing students advance through school, they begin to work shifts similar to nurses. Purpose: The purpose of this study was to examine nursing students’ sleep quality, stress level, and cognitive abilities during the completion of a vigilance task using Psychomotor Vigilance Test (PVT). Methods: IRB approval was obtained for this study. Nursing students were recruited through classroom announcements and emails. Participants completed an online survey that collected demographic information and included the Perceived Stress Scale (PSS), and the Pittsburgh Sleep Quality Index (PSQI) along with the PVT during scheduled sessions. Findings: The majority of the participants were female (N=29, 87.9%), with a mean age of 24.58 (SD 6.98). The participants had high levels of stress as measured by the PSS (M 19.88, SD 5.62), which was alarmingly high with normal means for this age group of 14.2 (SD 6.2). The students also had poor sleep quality scores with mean score of 6.76 (SD 3.2). The reported sleep quality in this sample was poor measured by the PSQI (>5 indicates poor sleep). The PVT mean reaction time was 281.68 (SD 89.2), the average number of lapses and errors were 5.18 (SD 9.2) and 2.42 (SD 2.0) respectively. Overall, the PSQI and PSS scores had a correlation coefficient of 0.34 with a p value of 0.0509, indicating a statistically suggestive relationship. Conclusions/Implications: Nursing students in the sample had poor sleep quality and high levels of stress. Even though these did not impact the PVT score, it is likely that performance is impaired. These findings indicate that schools of nursing should encourage stress reduction strategies and emphasize the importance of sleep quality and quantity to students.
#34 DNP Project Proposal: Depression Screening in the Cardiac Rehabilitation Setting

_Presenter(s) & Contributing Author(s):_ Heidi Winslow, SON

Depression is common amongst post myocardial infarction (MI) patients and patients with cardiovascular disease. Post myocardial infarction depression (PMID) has been linked to a negative cardiac prognosis. Depression has been observed in 35-40% of MI patients. Major depression two weeks after MI has been associated with a doubled risk of new cardiovascular events or death. Depression screening timing is important. Patients who are depressed are less likely to adhere to exercise and medical recommendations. Without a set collaborative depression screening protocol in the cardiac care setting, patients may begin to experience depressive like symptoms without proper treatment and knowledge for improvement. Several guideline gaps in depression screening and follow-up care warrant a Doctorate of Nurse Practice project at a Southeastern North Carolina Hospital. Data will be collected comparing national depression trends and interventions to that of the research population. The purpose of this project is to develop and implement an evidence-based algorithm for depression screening and treatment in the cardiac rehabilitation setting. The proposal approach will help organizations make decisions about how to improve, maintain, and spread care of those individuals at risk for depression. The following proposal will introduce the background, problem statement, purpose, clinical questions, review of literature, conceptual framework, methodology, evaluation and analysis, and significance and/or implications for practice utilizing a collaborative depression screening protocol for cardiac patients.