

Saint Francis Medical Center College of Nursing  
**Annual Report 2015-2016**



A Tradition of Excellence in Nursing Education



## Our Mission

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Serving the community by providing competent entry level and advanced care practitioners responsive to the changing health needs of society and the health care system.

# A Letter from the President

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As I write this message, we are winding down 2016. This year, the College celebrated 111 years of nursing education, first at the School of Nursing and now at the College of Nursing. We have also started another academic year. As I reflect back on the 2015-16 year, I recognize that the year passed quickly as the College once again focused on our strategic initiatives of quality education, growth, service excellence and student experience, community of caregivers, and affordability and sustainability. This annual report highlights accomplishments of the College related to these initiatives.

The College's primary mission continues to be to provide well educated men and women for professional and advanced practice nursing who will deliver quality patient care in a variety of health care settings. The vision of the College reflects our distinctive Mission and Values enriched by the heritage of the Sisters of the Third Order of St. Francis, who have a Mission of caring and commitment to quality health care. With this Mission and Vision in mind, the College has worked closely with OSF HealthCare's nursing plans to align the College with their strategic initiatives. The College continues to strive towards educating future nurses to provide competent, caring nursing care to patients in all of our OSF facilities. This year our RN to BSN students in the course, Promoting Healthy Communities, partnered with the Central Illinois Center for Aging to provide medication and health education and health promotion activities for older adults in Peoria.

Last year, the College welcomed Dr. Kimberly Mitchell as dean of the Graduate Program. Dr. Mitchell replaced Dr. Jan Boundy, who retired. Later you will find a story introducing Dr. Mitchell and welcoming her to her new role.

With a primary focus on quality education and to meet the needs of nurses in the evolving health care system, the undergraduate faculty continued teaching revisions. This has resulted in a concepts-based BSN curriculum that helps students further develop skills in critical thinking, decision making and priority setting when providing nursing care. Implementation of the revised curriculum started in the Fall Semester of 2014. The final two semesters of the revised curriculum were implemented in the 2015-16 academic year. The faculty focused on developing strategies that engaged the students as active partners in their learning.

As president, I would like to say thank you for your support for the College. The ongoing generosity of the alumni and donors in contributing to the scholarship funds allows us to help those students with financial needs. Both are essential as the College continues its growth and responds to the challenges facing nursing, nursing education and health care today. This year the College's Annual Appeal focused on funding to help replace two of our aging simulation manikins (see related story). The response from alumni was good. On behalf of all the faculty and staff, I express appreciation for your interest and participation with the College.

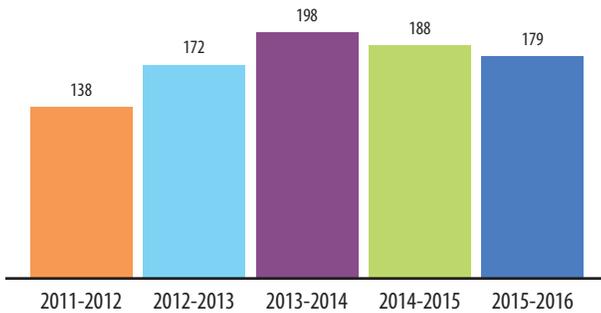
*Patricia A. Stockert, RN, PhD*

Patricia A. Stockert, RN, PhD  
President of the College

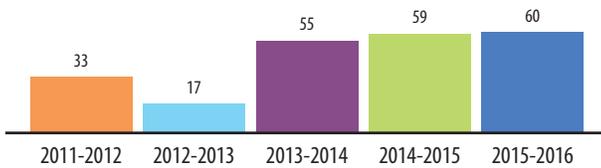
# Quality Education

The strategic initiatives of quality education and quality improvement focused Saint Francis Medical Center College of Nursing on developing and providing state-of-the-art, innovative nursing education and clinical experiences of the highest quality in a professional learning environment. This year, in preparation for the curriculum revision, the faculty worked at increasing simulation and active learning activities within the courses.

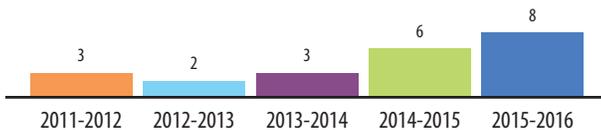
## Undergraduate Program Graduates



## Master's Program Graduates



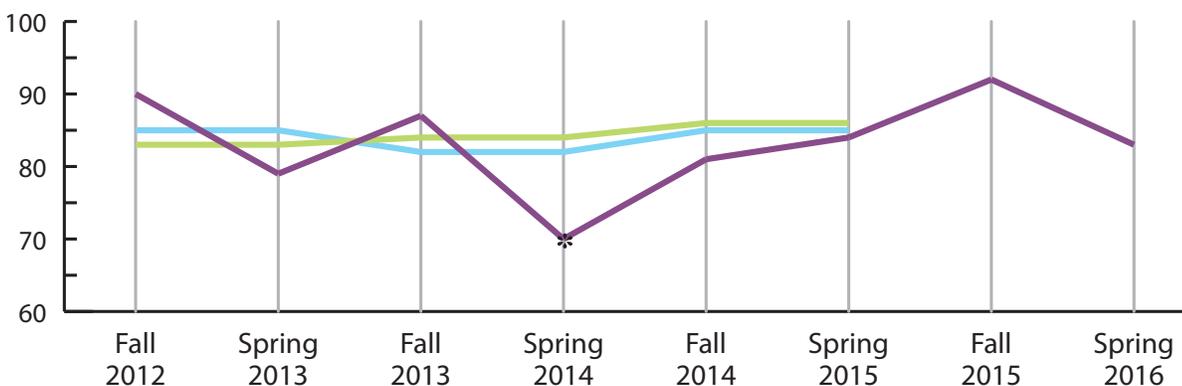
## Doctorate Program Graduates



## AACN/Skyfactor Benchworks Nursing Education Exit Assessment

The AACN/Skyfactor Benchworks survey is a tool that the College of Nursing uses to assess students' perceptions and satisfaction on a variety of areas that impact performance of the College of Nursing. The survey contains questions that ask students for their opinion on the quality of instruction, the overall quality of the program and their satisfaction with many different aspects of the college. The survey utilizes a Likert scale that ranges from 1 (very dissatisfied/not at all) to 7 (very satisfied/extremely), and provides the opportunity to select not applicable. Benchmarked data is analyzed and compared amongst three categories: six specific institutions selected by the College of Nursing, colleges within our same Carnegie class and all participating institutions. The College of Nursing shares the data with the College of Nursing board and committees. For the survey, the College of Nursing utilizes data benchmarking to compare results with other nursing schools in the United States. The level of achievement target score for each factor and question is 5.5 or above and threshold is 5.25. The Gap Committee at the College of Nursing reviews all survey factors and individual items to forward the information to the appropriate College of Nursing standing committees which develop plans to improve lower-scoring items.

## NCLEX-RN Pass Rate Percentages



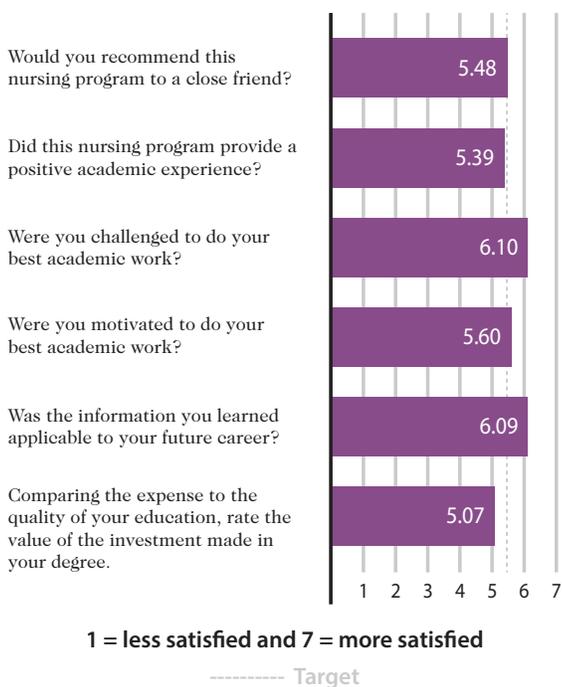
\* With this low pass rate, the College developed an active plan for improvement of the NCLEX-RN pass rate. The plan brought the next class back to 81% pass rate. The College continues to implement the strategies to improve student success

## Undergraduate

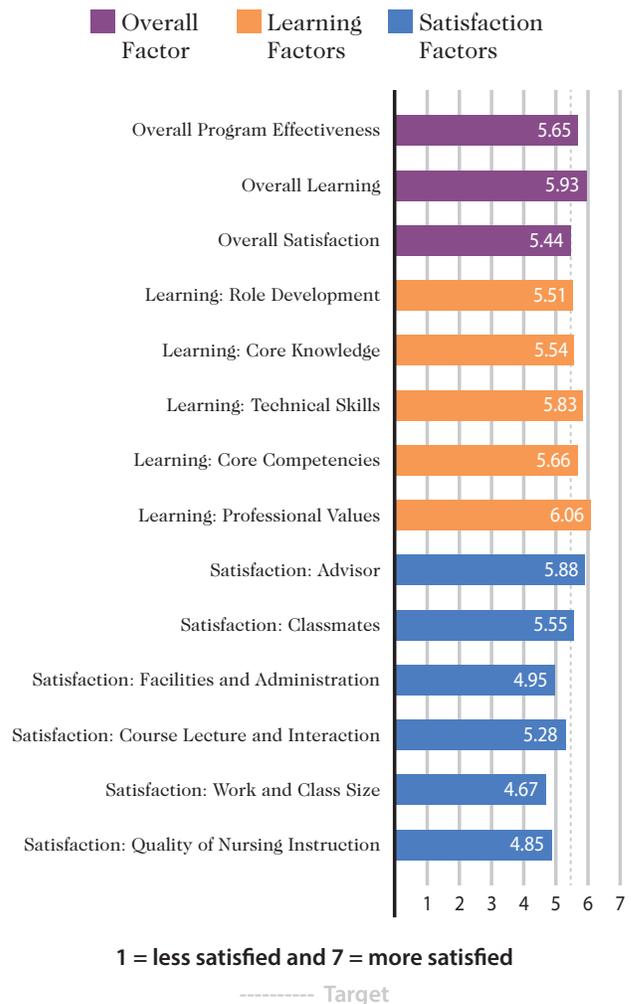
For 2015-2016, 155 students participated in the survey. The questions are organized into overall program effectiveness and 10 other factors. The college is above target in the factor Overall Program Effectiveness with a score of 5.65. The Overall Program Effectiveness factor contained five questions which asked students how likely they were to recommend the program, how well the program fulfilled their expectations and to rate the value of investment of the nursing program. Figure 1 shows the College of Nursing results for the five questions in this factor. Three of the questions were above the level of achievement, two were at threshold level and one question was below threshold.

Figure 2 shows the College of Nursing scores on all 14 factors. This year, the College of Nursing was below target of 5.5 in six of the 14 factors, with three of those six being below threshold. Plans for improvement are developed based on areas that are below goal by more than 0.25.

**Figure 1 – Undergraduate BSN Overall Program Effectiveness Results 2015-2016**



**Figure 2 – Undergraduate BSN Factor Results 2015-2016**

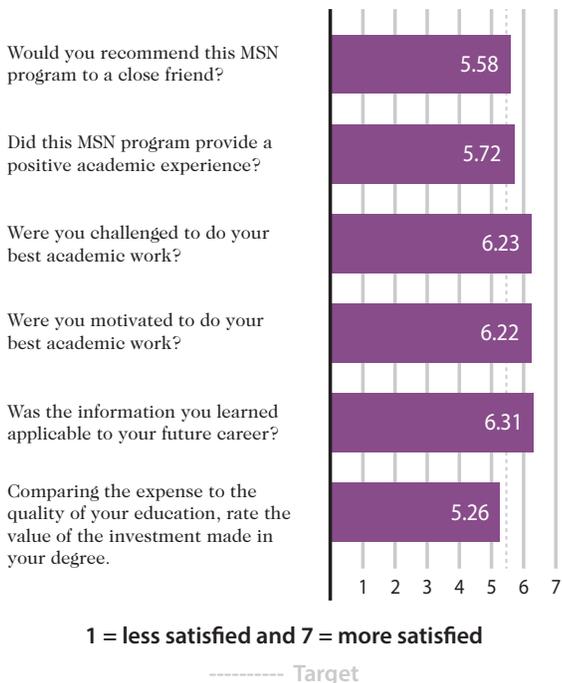


## Graduate

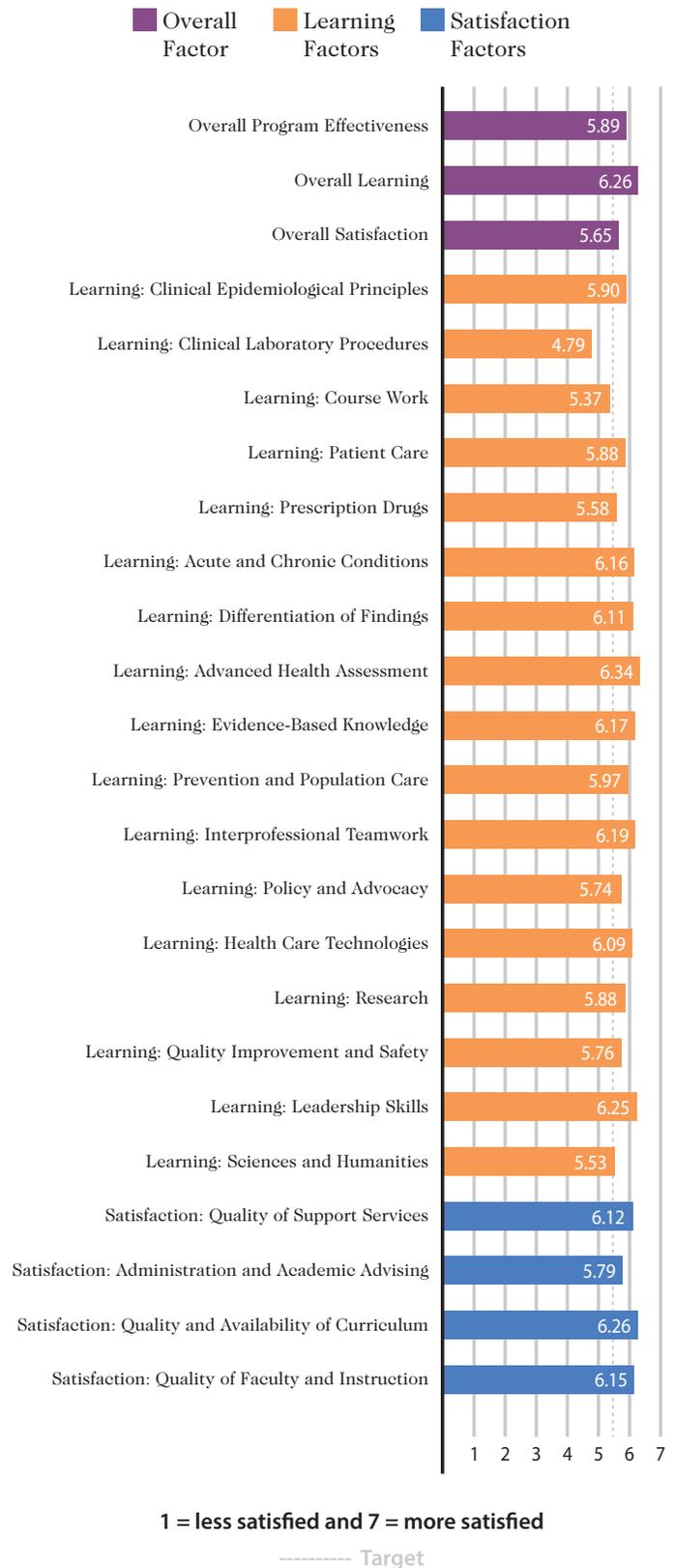
### MSN

The 2015-2016 year marked the second time the College of Nursing administered the graduate version of the survey to the graduating MSN students. A total of 58 students responded to the survey. The questions are organized into the factor of overall program effectiveness and 23 other factors. For the survey, the College of Nursing utilizes benchmarking of data to compare results with other nursing schools in the United States. The target score for each factor is a 5.5 or above and threshold is 5.25. Figure 3 shows the College of Nursing scores for the MSN graduates on the questions that make up the factor overall program effectiveness. Figure 4 shows the mean scores for the 24 factors on the MSN survey. The College of Nursing scored above the level of achievement in 22 of the 24 factors. In addition, the College of Nursing scored significantly higher in many areas when compared to the select six group and scored equal to Carnegie class and all institutions.

**Figure 3 – Graduate MSN Overall Program Effectiveness Results 2015-2016**



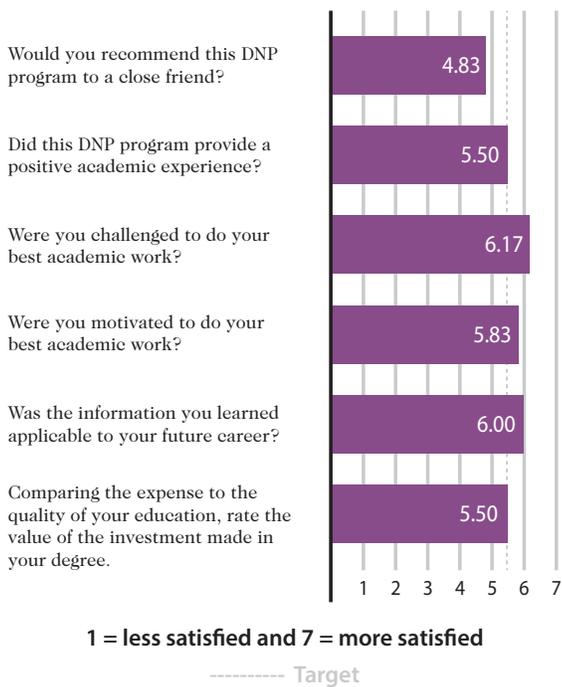
**Figure 4 – Graduate MSN Factor Results 2015-2016**



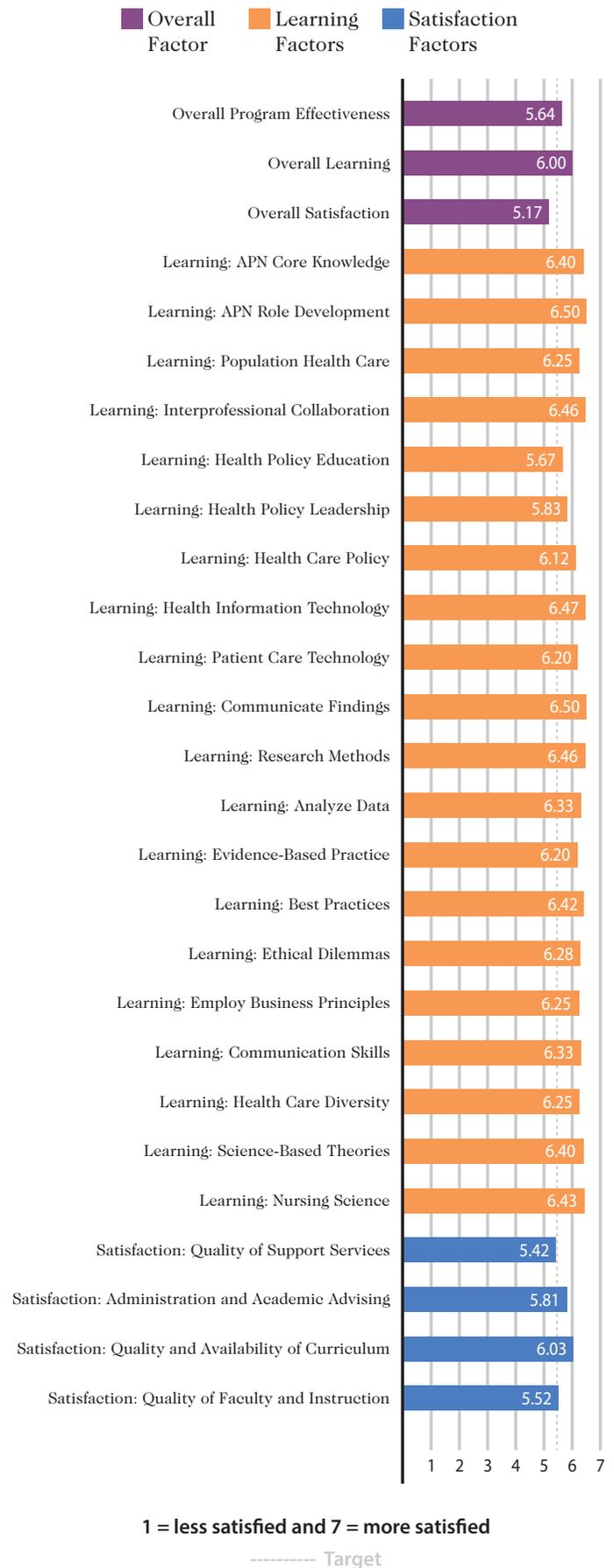
## DNP

For the first time this year, the College of Nursing administered the survey to the Doctor of Nursing Practice (DNP) students. A total of six students completed the survey. The questions are organized into the factor of Overall Program Effectiveness and 26 other factors. For the survey, the College of Nursing utilizes benchmarking of data to compare results with other nursing schools in the United States. The same set level of achievement of 5.5 or above was targeted. Figure 5 shows the overall effectiveness factor and individual questions. The Overall Program Effectiveness score for the factor was 5.64, which is above the benchmark. Five of the six questions were above 5.5. Figure 6 shows all factors. Twenty-five of the 27 factors were above the target level of 5.5.

**Figure 5 – Graduate DNP Overall Program Effectiveness Results 2015-2016**



**Figure 6 – Graduate DNP Factor Results 2015-2016**



## BSN Revised Curriculum

Saint Francis Medical Center College of Nursing began its implementation of a revised BSN concepts-based curriculum in fall 2014. The revised concepts-based curriculum focused on the use of active learning strategies. The revised curriculum placed an increased emphasis on the development of critical thinking through the use of concepts-based curriculum as opposed to the previous current content-based curriculum. The faculty recognized that as the amount of content in nursing grew, they were not able to include all the information in our courses. The faculty, with administrative support, recognized that they needed to focus on concepts as a way of thinking rather than continuing with the current content-laden curriculum. By focusing more on the use of concepts to teach the art and science of nursing, students will be better able to think critically while caring for patients of all ages in various phases of the health-wellness continuum.

The first cohort of students enrolled as junior students in the revised curriculum in fall 2014. The second semester for this cohort was implemented in spring 2015. The final two semesters were implemented fall 2015 and spring 2016. This first cohort graduated in May 2016. The retention rate for the first cohort was 90 percent. A second cohort was enrolled in the revised curriculum in spring 2015, and the third cohort enrolled fall 2015.

The course development was ongoing throughout the year for the third and fourth semester courses, which were implemented in fall and spring of 2015-2016. The final courses in the current BSN curriculum were offered in fall 2015 with full implementation of the revised curriculum occurring in spring 2016.



## Cultural Immersion Courses

The College of Nursing offers cultural immersion courses for students each summer. The cultural immersion course was designed to provide an in-depth study of public health issues specific to the identified local population as well as pertinent clinical experiences. This is accomplished during a cultural immersion experience in a specific locale. The immersion allows the student to gain an appreciation for cultural awareness and practices which has become increasingly relevant in today's health care world. Concepts and theories related to global health care are applied during the immersion. Interactions between the nurse, patient and community are emphasized. The role of community education is a focus and students provide community education during this course. Learning opportunities within the immersion course include: travel to a new cultural community, home visits, clinical experiences and cultural experiences.

### Guatemala

In summer 2016, the cultural immersion course traveled to Guatemala. Sona Siegel, MSN, RN, and Phillis Dewitt, FNP, MSN, RN, along with 10 College of Nursing students traveled to Tactic, Guatemala, which is northwest of the capital city of Guatemala City. The course worked in conjunction with Impact Ministries. Impact Ministries provides Christian education in Tactic, as well as several outlying villages where they have built and staffed schools. They also have a health clinic, which was initially started to see children at their Tactic school, the largest of the schools, but now sees community adults as well. The clinic has a small pharmacy and can treat minor illnesses and complete some basic lab work. They do have a full-time staff at the clinic.



While in Guatemala, the student groups provided health education to all of the local schools on topics such as dental hygiene, hand-washing and nutrition. All of the students and the faculty members also worked at a clinic at one of the outlying schools. The outlying school is more remote, with very little to no access to health care for the community members. Phillis Dewitt, APN, and a doctor saw patients, while students worked in the roles of triage and pharmacy or lab if they were not out teaching. The group saw several hundred patients over the week and were able to pray for each one – Guatemala-style – everyone praying out loud at the same time!

## Camp GranADA

Faculty member Suzan Shane Gray, EdD, RN, and 10 nursing students spent time at Camp GranADA, which is held at the University of Illinois 4-H camp in Monticello, Illinois. The Camp GranADA experience provides the College of Nursing students with a week full of fun taking care of children ages 8 to 16 years old with type 1 diabetes mellitus, also called insulin dependent. While at camp, the students have the opportunity for inter-professional collaboration with the doctors, dietitians and nurses/peers as they all focus on the health and safety of all the campers. The students worked with past campers who act as counselors too. There are all types of activities for the campers, but the student nurses are responsible for making sure the supplies like alcohol wipes, cotton balls, glucose strips and finger stick devices are always refreshed. The students did approximately 20,000 Accu-Checks, checking the campers' blood sugars, in the week of camp. The campers often have hypoglycemia - low blood sugar - and the students need readily available glucose tabs that are used very quickly in a day. The students are also responsible to calibrate and test each camper's Accu-Check meter daily.

The nursing team at Camp GranADA ensures all campers test their blood sugars prior to each meal and as needed and at bedtime. Students have to check each camper about every two hours through the night for hypoglycemia, too. The students and the health care provider help the camper determine the correct dose of insulin to be administered for meals. The goal is to help the camper themselves calibrate their insulin needs and administer their own insulin.

While at camp, the students teach the campers how to recognize high and low blood sugars and how to respond accordingly. The students also spend time helping the camper put in their own insulin pump sites. While helping campers with their medical issues related to their diabetes, the students also help the campers with the everyday life, including personal issues, home sickness, getting along with other campers, as well as safety during activities like wall climbing, archery, swimming and nature activities.



# Strategic Growth

The College of Nursing is committed to educating highly-qualified nurses, advanced practice nurses and faculty to ensure we are able to meet the educational and professional nursing care needs of those served by the College of Nursing, OSF HealthCare and the community from local to global. In April 2014, the American Association of Colleges of Nursing reported that the nursing shortage is expected to intensify with the aging of the baby boomers and the need for health care continues to grow. The U.S. Bureau of Labor Statistics provided evidence that the nursing profession is listed as one of the top occupations for job growth up through 2022. It is predicted the 2.71 million nurses in 2012 will grow to 3.45 million by 2022 – a 19 percent growth. The nursing shortage is predicted to grow with a need for 526,800 new nurses by 2020. Many factors are contributing to the shortage. The College of Nursing is addressing one of those factors by increasing the advanced practice nursing programs offered to meet the increasing demand for advanced practice nurses.

## Undergraduate Program Enrollment Data

### Fall 2015

- A total of 399 full and part-time students were enrolled in the baccalaureate program. Of these, 350 were enrolled in the generic baccalaureate program.
- Forty-nine of the 399 students were enrolled in the RN to BSN accelerated option.
- Of the students, 360 were female and 39 were male. Males represented ten percent of the undergraduate student population.
- Thirty-four, or 9 percent, of the students represented multiple racial and ethnic groups.

### Spring 2016

- A total of 374 full and part-time students were enrolled in the baccalaureate program.
- Of the 374 students, 43 were enrolled in the RN to BSN accelerated option.
- Of the students, 344 were female and 30 were male. Males represented nine percent of the student population.
- Thirty-seven, or 10 percent, of the students represented multiple racial and ethnic groups.

## Graduate Program Enrollment Data

### Fall 2015

- A total of 270 graduate students were enrolled. Of these students, 231 were in master's degree options.
- Twenty-one students were enrolled in the Doctor of Nursing Practice (DNP) program, 10 students were enrolled in the Post Graduate Certificate option, and eight students were listed as student-at-large.
- Of the students, 241 were female and 29 were male. Males represented 11 percent of the student population.
- Twenty-four, or 9 percent, of the students represented multiple racial and ethnic groups.

### Spring 2016

- There were 249 graduate students enrolled. Of the 249 students, 212 were enrolled in master's degree options.
- Twenty-one of the 249 students were enrolled in the DNP program, nine were enrolled in the post graduate certificate option, and seven students were listed as student-at-large.
- Of the students enrolled, 219 were female and 30 were male. Males represented 12 percent of the student population.
- Seventeen, or 7 percent, of the students represented multiple racial and ethnic groups.

### Summer 2016

- There was a total of 289 students enrolled.
- There were 191 BSN students. Of these, 19 were RN to BSN students.
- There were 87 graduate students enrolled, 79 MSN and eight DNP. Eleven students did not have a specified program.

# Community of Caregivers



This strategic initiative focuses on ensuring that the College of Nursing has adequate faculty and staff to maintain quality education and service. The College of Nursing works to sustain and promote a culture where accountability, leadership and service are aligned with core values and where students, faculty, staff and alumni are enabled to learn and to grow to their highest potential. This includes succession planning to identify and develop future leaders, increasing faculty and staff diversity and creating an inclusive, welcoming environment. The nursing faculty shortage and the challenges that the College of Nursing faces in retirements, resignations and then replacement with qualified nursing faculty is an ongoing concern.

## Faculty Characteristics

- There were 36 full-time and 19 part-time faculty teaching in the undergraduate and graduate program.
- 39 percent (n=15) of the full-time faculty and administration hold earned doctorate degrees and an additional 15 percent (n=6) of faculty are enrolled in doctoral programs.
- 36 percent of the full-time and part-time faculty members hold certification either as nurse educators or in a nursing specialty.
- 100 percent of the faculty participated in at least one professional development activity.

## Adequate Faculty and Staff

With growth of the undergraduate and graduate nursing programs, there has been a parallel growth in clerical work generated by the administrative offices. To assist with growth, the full-time secretary position was filled after the current secretary took another position within OSF HealthCare. The increased clerical needs of the administrators and the increasing number of preceptor and agency agreements necessitate having this additional clerical help. There are 72 employees in the College of Nursing. Of these, there were 36 full-time and 19 part-time faculty. Four full-time faculty positions were replaced for the 2016-2017 academic year. These are due to the resignation of the four faculty in 2015-2016. Three of the faculty members took positions in other local and regional colleges of nursing. The fourth faculty member transitioned to OSF Ministry, accepting the position of director of Behavioral Health. One full-time faculty transitioned to part-time. One additional faculty FTE neutral full-time position was added this year. The College of Nursing hired new employees in the Student Finance office. The coordinator of Student Accounts and Business Services and the student-finance assistant in Financial Assistance were replaced. The student-finance assistant in Accounts Receivable was also replaced. Alice Evans, who

was in this position, was promoted to the coordinator position.

## Employee Development

The Faculty Affairs Committee sponsored a Faculty Development Workshop for all full-time and part-time faculty members in May 2016. The speaker was Dr. Larry Simmons, who presented the program "Test Writing Workshop." This is a timely program to assist faculty in best practices for item writing for examinations. The workshop was open to outside faculty. There were 62 participants, with 19 being from outside the College of Nursing.

Approved in the FY 2016 budget, each employee had \$500 in education funds to use for development during the year. Employees used the funds to attend conferences and workshops, obtain certification in their area of expertise or to purchase materials to be used in development. Faculty and staff continue to attend national meetings. Attendance at these meetings is an important networking opportunity for attendees. College faculty and staff were represented at the following national meetings or conferences: NLN Education Summit, AACN Doctoral Conference, Higher Learning Commission Annual Meeting, Midwest Nursing Research Society, Illinois Association of Advanced Practice Nurses, Regional Health Conference

and National Family Nurse Practitioner. The College of Nursing continues its institutional subscription to Nurse Tim, an online provider of education for nurses and nurse educators. The annual subscription allows all faculty and graduate students access to over 500 live and archived presentations on a variety of topics.

### **Increasing Diversity**

Student diversity for the college continues to remain steady. For fall 2015, 10.4 percent of the students were male and 8.7 percent were of a race/ethnicity diversity for all programs. Student diversity for spring 2016 was 10.3 percent male and 8.6 percent race/ethnicity diversity for all programs. The College of Nursing continues its recruitment efforts in an effort to increase diversity of the student population.

The College of Nursing has a comprehensive diversity plan titled: Integrating Diversity Across the Curricula and Across Campus that is updated annually. The plan's theme is "One community, many cultures: celebrating our diversity." The plan focuses on educating culturally competent nurses, recruiting and retaining a culturally diverse student and employee population and creating a welcoming environment that celebrates diversity.

Faculty member, Maureen Hermann, offered a program to faculty entitled Cultural Competency of the Faculty Nurse Educator. The program focused on the need for self-assessment, addressing personal bias, stereotype identification and teaching strategies including cultural competency into the curriculum. As part of the program, the faculty completed a survey developed by J. Camphina-Bacote titled the Inventory for Assessing the Process of Cultural Competence among Healthcare Providers – Revised (IAPCC-R). The IAPCC-R was utilized as a pre and post-test survey to identify the participant's level of cultural competence before and after attendance at the program. The survey measures each participant's level of cultural awareness, cultural desire, cultural encounter, cultural knowledge and cultural skill. Faculty enjoyed and appreciated the program based upon the evaluation results and comments. On the IAPCC-R, one section that faculty participants scored lowest was related to cultural knowledge. Based upon this information, an additional faculty program was presented early fall semester entitled The Cultural Assessment.

## **Service Excellence and Student Experience**

This objective focuses on the College of Nursing's commitment to serving our students. The College of Nursing will excel in service to our students and others, which exemplifies the OSF Mission – to serve with the greatest care and love – and strive toward achieving our goal of every student every time.

### **Thank You to Student Senate**

The College of Nursing would like to extend a HUGE THANK YOU to the Student Senate. During the year, the students contributed to the College of Nursing through the student activity fee collected each year. This year, the Student Senate purchased new outdoor furniture for the patio. Purchased were a picnic table, a free standing table with four chairs and two round tables with benches that seat six. Students took advantage of the new furniture during the spring weather.

Also purchased was a 51-inch flat screen television for the exercise room and a Bose docking station for iPhones and iPods. Now the students can enjoy television or music while exercising. In addition, a bike rack was purchased and installed inside the west stairwell. This allows students to store their bikes securely and out of the weather. A Keurig coffee machine was added to the kitchen for those quick cups of coffee in the flavor of your choice!

## Affordability and Sustainability

The focus of this strategic initiative is to demonstrate effective financial stewardship of resources to meet financial goals and to invest in education. The College of Nursing continues to work with OSF Saint Francis Medical Center Foundation to increase the donation of funds.

The annual appeal campaign theme this year focused on replacing the birthing and child simulators. Donations to the College of Nursing from alumni and friends during the 2015-2016 (August through July) totaled \$173,405.93. Of the total, \$156,236 was from external donors and \$17,169.93 was through employee giving. The College of Nursing received a planned gift from the estate of Mary Jane Fiorini Backs, Class of 1955. In 2014-2015, Mr. Peter Fischbach started the Dr. Rita Endowed Scholarship with a gift of \$50,000 in honor of his wife, Dr. Rita Fischbach. Dr. Fischbach served on the College of Nursing board for nine years and served as president of the College of Nursing board during her tenure. This year, Mr. Fischbach donated a second gift of \$50,000 for a total of \$100,000 for the endowed scholarship. Two new endowed scholarships were started this year by faculty member, Dr. Phillis Dewitt and family. The scholarships were each \$25,000. They are the Tony Dewitt Keep on Dancing Scholarship and the Tony Dewitt Community of Caregivers Scholarship. Due to the generosity of donors to the scholarship funds, a total of 130 students were awarded \$196,000 in scholarship dollars (see related article).

### Summary of Financial Highlights

Years	2013-2014	2014-2015	2015-2016
Tuition & Fees	\$8,087,735	\$8,488,327	8,430,492
Miscellaneous	37,453	28,634	103,962
Contributions	31,500	29,422	31,500
State & Federal Appropriations	-272,541	-313,112	-210,670
<b>Total Revenue</b>	<b>7,884,147</b>	<b>8,233,271</b>	<b>8,355,284</b>
Salaries and Benefits	5,876,786	6,095,484	6,295,693
Other	541,248	745,484	803,998
<b>Total Expenses</b>	<b>6,418,034</b>	<b>6,840,968</b>	<b>7,099,691</b>

## Strategic Direction and Objectives 2016-2017

### Quality Education:

- Complete the established goals and timeline related to activities for incorporation of the College into a 501 (c) (3) corporation within OSF Healthcare System.
- Complete the requirements for program accreditation for all three programs with Commission on Collegiate Nursing Education (CCNE).
- Evaluate revised BSN curriculum.
- Complete development of BSN to DNP Program option.
- Evaluate effectiveness of strategies implemented to improve student success on NCELX-RN licensure examination.
- Initiate investigation of revising RN-BSN curriculum to a competency-based model.

### Strategic Growth:

- Explore opportunities to increase enrollment in the RN to BSN option.
- Evaluate recruitment plans for all programs to increase numbers in programs with low enrollment and to maintain full BSN, MSN and DNP enrollment of highly qualified students.

### Community of Caregivers:

- Provide leadership development opportunities for key individuals as a component of succession planning.
- Continue to provide resources for faculty and staff development, including faculty development for key topics identified by faculty.
- Continue to work on increasing diversity of CON students, faculty and staff through the implementation of the CON Diversity Plan.

### Service Excellence and Student Experience:

- Implement CAMS Enterprise as the Student Information and Learning Management System.
- Improve online services to students, e.g., online application, housing application.
- Enhance campus safety by strengthening guidelines and regulations for visitors and guests in the building.

### Affordability and Sustainability:

- Continue to secure major gifts and grants from donors to increase scholarships for students.
- Continue to optimize operations by ensuring revenue is in excess of expenses.

# College Board

## 2015-2016 College Board

**Deborah Smith, RN, DNP, MBA, NEA-BC, FAEN**

Chair, College Board  
Vice President, Chief Nursing Officer  
OSF St. Joseph Medical Center

**William Tammone, PhD**

Vice Chair, College Board  
Interim President  
Illinois Central College

**Sister Agnes Joseph Williams, O.S.F.**

Director of Formation  
The Sisters of the Third Order of St. Francis

**Sarah Buller Fenton, MS, RN, BC**

Director of Nursing  
Tazewell County Health Department

**Michael Cruz, MD**

President  
OSF Saint Francis Medical Center

**Rhonda J. Ferrero-Patten**

Attorney at Law, Partner  
Hinshaw & Culbertson, LLC

**Linda Frary, RN, BSN**

Nurse Auditor  
OSF Saint Francis Medical Center

**Jim Gibson, CPA**

Partner  
CliftonLarsonAllen, LLP

**Ken Harbaugh**

Vice President, Chief Financial Officer  
OSF Saint Francis Medical Center

**Andrea Hart**

Lead Human Resources Manager  
Global Supply Network Division  
Caterpillar, Inc.

**Kirsten Largent**

Executive Director of Financial Planning and Analysis  
OSF HealthCare  
Ministry Finance and Accounting

**Curt LeRoy**

Senior Major Gifts Officer  
OSF Saint Francis Medical Center Foundation

**Kristen Manning, CRNA, MSN**

Staff CRNA  
Associated Anesthesiologists

**John Pompe, PsyD., SPHR**

Manager, Integrated Health Programs  
Caterpillar Human Services Division  
Caterpillar, Inc.

# Scholarship Reception



*Scholarship Recipients for 2015-2016*



*The Tony Dewitt Keep on Dancing Scholarship*



*Maureen Kelly Godfrey Scholarship*



*Tau Omicron Chapter  
Sigma Theta Tau International Scholarship*

Scholarship donors, recipients and guests joined us on October 7, 2015, for the annual College of Nursing Scholarship Reception. The reception is hosted by the College of Nursing to honor the students receiving scholarships and the generous donors who help make the scholarship program possible. The reception provides the venue for students to personally thank the donors who contributed to their education. The donors have the opportunity to see the impact they have on a student's career path. This year's event started off with a donor reception that gave the College of Nursing personnel the opportunity to visit with the individual donors. Donors were then given the opportunity to tour Jump Trading Simulation & Education Center to view the state-of-the-art simulation facility. Dr. Phillis Dewitt, donor for the Tony Dewitt Keep on Dancing Scholarship and the Dewitt Community of Caregivers Scholarship, spoke about giving from the donor perspective. Jami Nichting, student recipient of a scholarship, spoke on the impact that scholarships had on her ability to earn her BSN.

At this year's reception, 130 students were awarded scholarships totaling \$195,930. This is an increase of 29 percent in scholarship dollars awarded over last year. Once again, our theme for the reception was the "Ripple Effect" – when we help one student we help the world. We ask that you join the other donors in creating a ripple effect and help a student achieve success and their goal of a professional nursing career. Upon graduation, each student creates their own ripple effect by caring for patients and touching many lives. Thank you to all the donors who invested in the future of our nursing students by giving to the College Scholarship fund. For more information on how you can give, please see our website at [www.sfmccn.edu](http://www.sfmccn.edu).



*Dr. Roswell Daniels Scholarship*

# Welcome Dr. Kim Mitchell

## Dean of the Graduate Program

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The College of Nursing welcomed Dr. Kim Mitchell to the position of dean of the Graduate Program. Dr. Mitchell succeeds Dr. Jan Boundy, who retired in June 2015. Dr. Mitchell started in her new role on July 1, 2015. In her position, Dr. Mitchell oversees the implementation of the graduate academic programs of the College of Nursing. She is responsible for coordinating the ongoing and long range curriculum evaluation, planning and development for the graduate program options. Dr. Mitchell also advises and consults with faculty in regard to teaching activities and problem solving. She participates in the overall operation of the College of Nursing, including strategic planning, continuous improvement, faculty development and evaluation.

Dr. Mitchell earned her BSN from the University of Iowa, Iowa City, Iowa. She then went on to earn her Master of Science in Nursing from the University of Illinois at Chicago, as a Family Nurse Practitioner (FNP). She earned a PhD in Nursing from Indiana University, Indianapolis, Indiana. Dr. Mitchell holds certification from the National League for Nursing as a certified nurse educator.

Dr. Mitchell's nursing career began at OSF Saint Francis Medical Center where she worked as a pediatric staff nurse. She then transitioned to the role of pediatric clinical nurse educator. She later moved on to serve as staff development coordinator at OSF Saint Francis. After earning her FNP, Dr. Mitchell worked in a number of clinics as an FNP, including the Women's Health Screening Center at OSF Saint Francis. She also worked as a private home care staff nurse.

Dr. Mitchell began her teaching career at the College of Nursing in 2000. She taught at both the undergraduate and graduate levels. Her areas of teaching included health assessment, community health nursing and epidemiology. She earned the rank of professor prior to transitioning to the dean position. Dr. Mitchell was instrumental in the development of the College of Nursing's Academic Honesty Policy.

Dr. Mitchell is very active in professional organizations. She was part of the steering committee that helped the College of Nursing become the Tau Omicron Chapter of Sigma Theta Tau International. She served as vice president and then later president for the chapter. She participates as a member in the American Public Health Association, Midwest Nursing Research Society, Oncology Nursing Society and the American Nurses Association. Dr. Mitchell serves as a program evaluator for the Accreditation Commission on Education in Nursing (ACEN).

Her research endeavors include image of nursing from high school students' perspective and development and testing of the colonoscopy embarrassment scale. She has presented her research findings at both national and international conferences, doing poster or podium presentations in Brisbane, Australia and Vancouver, British Columbia. Dr. Mitchell has also published her research on the colonoscopy embarrassment scale in the Western Journal of Nursing Research.

The College of Nursing is happy to have Dr. Mitchell in her role as dean of the Graduate Program.

# Two New Faces in the Nursing Resource Center

This spring, the College of Nursing welcomed two new faces to the Nursing Resource Center – two simulation manikins. The birthing simulator manikin and the child manikin were replaced. Students use both manikins three to four days per week throughout the semester. The manikins are used on clinical simulation days as part of learning activities within elective courses, in theory sections of courses and during clinical post-conferences.

During simulations, the students perform nursing care for the patients experiencing a variety of health problems. The purpose of the simulation activities are to develop realistic, standardized learning activities using patient simulation to increase student knowledge, critical thinking, communication skills, decision making, priority setting, delegation and skills performance in predictable and unpredictable environments. The students practice in the simulated setting and then apply their knowledge and skills on the clinical units caring for actual patients. The two simulation manikins may also be used in the graduate programs for assessment practice and simulation.

Funding for the manikins was obtained through the use of two planned gifts to the College of Nursing and funds raised during the spring annual appeal. The College was the recipient of a planned gift from the estate of Mary Jane Fiorini Banks, Class of 1955. Additional funds came from the planned gift of Magdalene Baumann, Director of Saint Francis Hospital School of Nursing from 1968 to 1976, who at the time of her death left her estate to the College of Nursing.

The College annual appeal this spring focused on replacement of the birthing manikin. Alumni and friends were asked to contribute a donation, which was used towards the purchase of the birthing simulator. Thank you to the generous donors of the campaign. You helped the College continue to provide excellent learning opportunities for students.



# Vision, Value and Attributes

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**Our Vision:** Embracing our Catholic heritage and standards of nursing excellence, Saint Francis Medical Center College of Nursing will provide the highest quality nursing education programs that produce the most prepared nurses, leaders, and educators capable of administering the highest quality professional nursing care and nursing education.

## Our Value to Students:

- Online and traditional classes at undergraduate and graduate levels
- Clinical and practicum experiences and externships at the largest comprehensive medical center in central Illinois
- Personal and professional satisfaction obtained from a career of making a difference in the lives of others
- Lifetime earning with potential for economic advancement
- Opportunities for participation in student organizations that promote leadership
- Career opportunities in multiple health care settings caring for patients across the lifespan
- Knowledge and experiences in the values of learning, caring, personal worth and dignity, integrity, responsibility, accountability and service

## Our Attributes:

- 110+ years of nursing education offering baccalaureate, master's, and doctorate nursing degrees
- Affiliation with The Sisters of the Third Order of St. Francis and OSF Saint Francis Medical Center
- OSF Saint Francis Medical Center and a variety of community clinical sites provide current, relevant, and cutting edge patient care experiences
- The Nursing Resource Center that includes four state-of-the-art simulation learning laboratories
- Academic Development Center and Peer Teaching program to facilitate student success
- Well qualified and caring administrators, faculty and staff providing excellent education and service





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