

**The University of North Carolina at
Charlotte**

College of Health and Human Services

**Doctor of Philosophy in
Health Services Research
Request for Authorization
to Establish**

THE UNIVERSITY OF NORTH CAROLINA
Request for Authorization to Establish a New Degree Program

INSTRUCTIONS: Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required.

Date: September 30,

2004

Constituent Institution: The University of North Carolina at Charlotte

CIP Discipline Specialty Title: Public Health, General

CIP Discipline Specialty Number: 51.2201 Level: B M 1st Prof D

Exact Title of Proposed Program: Health Services Research

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): Ph.D.

Does the proposed program constitute a substantive change as defined by SACS? Yes No

a) Is it at a more advanced level than those previously authorized? Yes No

b) Is the proposed program in a new discipline division? Yes No

Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month August *year* 2005

Do you plan to offer the proposed program away from campus *during the first year of operation?*

Yes No

If so, complete the form to be used to request establishment of a distance learning program and submit it along with this request.

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Executive Summary

Overview

UNC Charlotte proposes to establish an interdisciplinary Health Services Research Ph.D. program in the College of Health and Human Services. The focus of the 64-credit-hour post-master's Ph.D. program is the development and dissemination of new knowledge that improves both the practice and delivery of health and human services in individuals and populations. This goal is accomplished through outcomes research that examines access to care, and effectiveness, quality and organization of healthcare delivery systems. The proposed program will prepare graduates to work in academic settings, private research companies and governmental agencies.

This program contributes to Health Care and Health Policy, one of the seven broad areas of focus of the University. The program is also directly linked to the *UNC Charlotte Academic Plan 2002-2007* and the *Report of the Health Commission: A Strategic Plan for 2000-2010*. Recommendations of the Health Commission specifically related to this proposed program included: establishment of the College of Health and Human Services with five departments (two of which are housed in the newly created School of Nursing); and the planning and establishment of a variety of new baccalaureate, master's and doctoral programs. Four of the five departments in the College are involved with this program.

Health Services Research is a field of scientific investigation that studies how financing systems, health technologies, organizational structures and processes, personal behaviors, and social factors affect access to health care, quality and cost of health care, and, ultimately, societal health and well-being. Its research domains are individuals, families, organizations, institutions, communities, and populations. Health Services Research is an interdisciplinary field that draws on a wide range of disciplines that includes biostatistics, epidemiology, sociology, social work, health economics, medicine, nursing, engineering, and management. Its national importance is recognized by providers, administrators, employers, insurers, and state and national policymakers who are seeking solutions to concerns about the cost of care, the quality of care, and the health status of all Americans (Mirvis, 2000; National Research Council, 1994; Stryer, Tunis, Hubard, & Clancy, 2000).

Curriculum and Objectives

The objectives of the proposed Ph.D. program include:

- 1) To prepare graduates with the analytic and critical thinking skills to conduct applied research in multidisciplinary settings on the healthcare costs, health status, health outcomes, and healthcare service utilization in individuals and populations.
- 2) To prepare graduates to design, conduct and analyze interdisciplinary healthcare planning and health outcomes studies using advanced quantitative and qualitative measurement and analytic techniques.

- 3) To prepare independent scientists and scholars with communication and methodological skills to advance and disseminate knowledge of outcomes for improving both the practice and delivery of health and human services
- 4) To prepare graduates to engage in culturally competent and ethically sound health service research within the global health care arena.

The curriculum is based on 12 credit hours of foundational/core courses, 15 credit hours of research methods, 6 credit hours of statistics courses, 4 credit hours of seminars in professional development, 9 credit hours of special emphasis courses, and 18 credit hours of dissertation (University guideline). Special emphasis courses could be in long-term care/gerontology, public policy, healthcare organizations, mental health, research methods or another area defined by the student and their advisor. There was an initial positive review of the conceptual nature of the program and preliminary curriculum by five nationally prominent individuals in health services research (see Section III.A.2) during 2003-2004. Additionally this proposed curriculum compares well with curricula of renowned programs in the country (see Section II.B.2).

Need for the Program

Health Services Research is a relatively young field. The name “health services research” was formally recognized in 1966 within the American Public Health Association. The free-standing Association for Health Services Research was founded in 1981. By 1994, the National Research Council identified six distinct careers in health research meriting separate National Research Award allocations including: basic biomedical scientists; behavioral scientists; physician-scientists; oral health researchers; nurses; and health services researchers. The intense acceleration of the field is evident in the creation of national organizations such as AcademyHealth (www.academyhealth.org), the premier professional organization in health services research, and the Coalition for Health Services Research (www.chsr.org).

Employment in health services will continue to grow for a number of reasons. The elderly population will grow faster than the total population. Advances in medical technology will continue to improve the survival rate of severely ill and injured patients, who then require extensive therapy and care. These increased demands for care affect overall costs and insurance costs that impact our economy in multiple areas. Cost containment strategies that do not reduce quality are being actively sought, as seen by the growing emphasis on appropriate sites for services, limiting unnecessary or low-priority services; and stressing preventive care that reduces the eventual cost of undiagnosed, untreated medical conditions. In this environment of rapid change and uncertainty, health services research has an important contribution to make in documenting and evaluating the effects of health care at the human, organizational and system levels and being a valuable tool in shaping health policy.

The proposed Ph.D. program in Health Services Research connects to national trends that include: a) the increasing recognition of the importance of the field; b) national funding priorities for health services research training and research; c) the focus on cost containment in healthcare; d) focus on improving outcomes (patient, aggregate and system); and e) the maturation and focus of *AcademyHealth*, the premier professional

organization designed to enable the growth, visibility and coordination of a health services research agenda.

Intended Audience of Program

Students are anticipated to come from varied disciplinary backgrounds. The Southeast region of the U.S. will be a target area for promoting the program to potential students because no similar program exists in surrounding states. Graduates from the current master's programs in the College (M.S.W., M.S.N., M.H.A., M.S. in Health Promotion; and the newly authorized M.S. in Clinical Exercise Physiology) are likely to be applicants to the program. Other related disciplines likely to apply, and in which UNC Charlotte also awards master's degrees, are sociology, gerontology, economics, public administration, health informatics, business and psychology.

There are potential students currently working in healthcare settings in the greater Charlotte metropolitan area who will be attracted to the program. UNC Charlotte is located in an urban area where the health care industry is a large employer. Together, Carolinas HealthCare System and Presbyterian HealthCare/Novant Health employ over 17,000 individuals. Charlotte is the Piedmont's health care hub and a center of health care expertise and excellence. In addition to Carolinas HealthCare and Presbyterian, the Charlotte metropolitan area is home to a federal Veterans Administration Medical Center, a Magnet hospital (Northeast Medical Center), CaroMont Health System, numerous community hospitals, and a wide range of community-based health services in urban and rural areas. UNC Charlotte has an opportunity to prepare individuals to work in those agencies. Currently the College has nearly 700 students in upper-division majors and master's programs including athletic training, health administration, health fitness, health promotion, nursing and social work.

Potential Program Duplication

The proposed interdisciplinary Ph.D. program is unique in the state of North Carolina and will not directly duplicate other programs

Summary

The focus of this interdisciplinary 64 credit post-master's Ph.D. program in Health Services Research is to provide graduates with the skills to develop and disseminate new knowledge that improves both the practice and delivery of health and human services in individuals and populations. Graduates of the proposed program will be prepared to work in academic settings, private research companies and governmental agencies.

I. Description of the Program

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

Nature and Scope

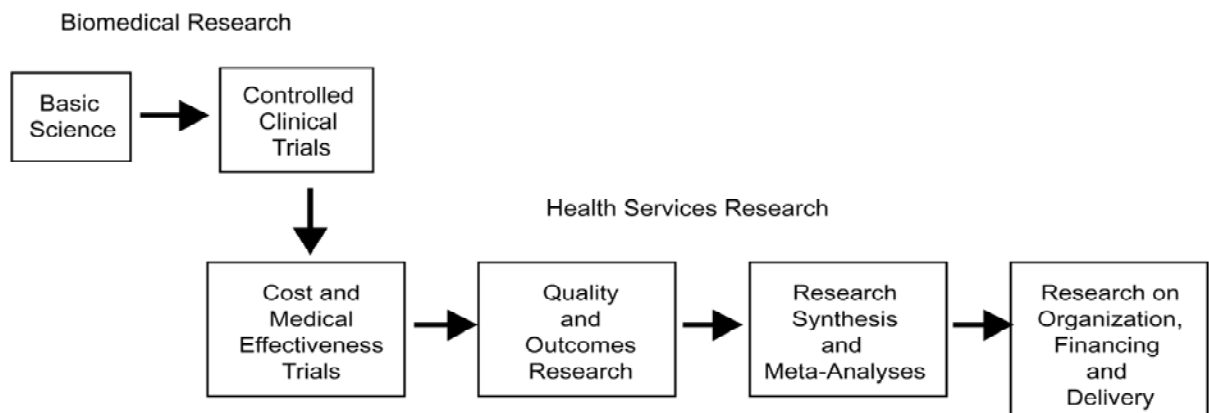
The College of Health and Human Services proposes to establish an interdisciplinary Ph.D. program in Health Services Research (HSR). Considerable strengths in the College of Health and Human Services—through the combined efforts of three academic units, including four departments—support the development of a strong interdepartmental Ph.D. program in Health Services Research. Faculty members in the School of Nursing, the Department of Health Behavior and Administration, and the Department of Social Work who are engaged in health services research will serve as doctoral program faculty. The program connects with existing programs at the institution and in the community, and is consistent with national health priorities. Designed to meet the rising need for competent health service researchers, the program is thematically guided by its focus on outcomes research. **The focus of the proposed Ph.D. program in Health Services Research is the development and dissemination of new knowledge that improves both the practice and delivery of health and human services in individuals and populations. This is accomplished through outcomes research that examines access to care, effectiveness, quality and organization of healthcare delivery systems.**

Health services research is the field of scientific investigation that studies how financing systems, health technologies, organizational structures and processes, personal behaviors, and social factors affect access to health care, the quality and cost of health care, and ultimately societal health and well-being. Its research domains are individuals, families, organizations, institutions, communities, and populations. The field addresses the factors that influence the need for health services, receipt of care, the quality and cost of health services, and the health outcomes experienced by individuals and by populations. Health services research is an interdisciplinary field that draws on a wide range of disciplines including biostatistics, political science, administration, epidemiology, sociology, social work, health economics, medicine, nursing, engineering, and management. Its national importance is recognized by providers, administrators, employers, insurers, and state and national policymakers who are seeking solutions to concerns about the cost of care, the quality of care, and the health status of all Americans (Mirvis, 2000; National Research Council, 1994; Stryer, Tunis, Hubard, & Clancy, 2000).

Health services research has expanded the understanding of organizational and financial factors that affect access to care; the appropriateness of services as well as their quality and cost; and patient outcomes. It has uncovered under-use, overuse, and misuse of healthcare practices; and geographic and socioeconomic variation in the accessibility, delivery, and utilization of health care services.

Outcomes research has altered the culture of clinical practice and health care research by changing how we assess evidence and the end results of health care services (*The Challenge and Potential for Assuring Quality Health Care for the 21st Century*, Department of Health and Human Services, 1998). The rapid change in health care requires new information on the effects of past changes and on the impact of policy options. Public health research has greatly suffered from the lack of capacity to carry the findings to the policy world. Health services research, in part, provides a focus of research activity that clearly attempts to bridge that gap. Approaches for sharpening the public policy focus to encourage disease prevention and health promotion depend on greater understanding of the interactions of genetic predispositions, social circumstances, environmental conditions, and behavioral patterns that influence medical care (McGinnis, Williams-Russo, & Knickman, 2000).

The following model (from Mirvis, 2000) distinguishes traditional biomedical research from health services research, and shows the interrelationship among key integrated health services research activities that emerge from the combination of multiple disciplines:



The continuum of health care research. Redrawn and modified from JM Eisenberg

The theme of the proposed Ph.D. in Health Services Research at UNC Charlotte supports the model and includes the development and dissemination of new knowledge that improves both the practice and delivery of health and human services in individuals and populations. This is accomplished through outcomes research that examines access to care, effectiveness, quality, and organization of healthcare delivery systems. Treatment effectiveness research is an example of health services research. Through effectiveness research, patient outcomes and variations in treatment practices across patient groups and geographic areas are studied. The scope of clinical evaluations and outcomes studies is wide and includes not only mortality and morbidity, but also health status, functional capacities, quality of life, patient and family satisfaction with health services, and professional satisfaction. The

measurement of health status, including health-related quality of life, comprises a major area in particular need of further theoretical development.

Graduates of the proposed Ph.D. program in Health Services Research will be prepared to work in three general settings to include: academic institutions; independent research organizations; and government agencies. In 1995, approximately 45 percent of health service researchers were employed in non-university settings (Field et al., 1995).

Intended Audience

Students are anticipated to come from varied disciplinary backgrounds. Graduates from all current master's programs in the College (M.S.W., M.S.N., M.H.A., M.S. in Health Promotion, and the newly authorized M.S. in Clinical Exercise Physiology) are potential students. Other related disciplines likely to apply, and in which UNC Charlotte also awards master's degrees, are Sociology, Gerontology, Economics, Public Administration, Health Informatics, Business and Psychology.

There are potential students currently working in healthcare settings in the greater Charlotte metropolitan area who will be attracted to the program. UNC Charlotte is located in an urban area where the health care industry is a large employer. Together, Carolinas HealthCare System and Presbyterian HealthCare/Novant Health employ over 17,000 individuals. In addition to Carolinas Healthcare and Presbyterian, the Charlotte metropolitan area is home to a Veterans Administration Medical Center, a Magnet hospital (Northeast Medical Center), CaroMont Health System, numerous community hospitals, and a wide range of community-based urban and rural health services. UNC Charlotte has an opportunity to prepare individuals to work in those agencies. Currently the College has nearly 700 students in health-related upper division majors and master's programs including athletic training, health administration, health fitness, health promotion, nursing and social work.

Additional student interest may be enabled indirectly through UNC Charlotte's participation in the University of North Carolina Academic Common Market.

B. List the educational objectives of the program

The objectives of the Ph.D. program in Health Services Research include:

- 1) To prepare graduates with the analytic and critical thinking skills to conduct applied research in multidisciplinary settings on the healthcare costs, health status, health outcomes, and healthcare service utilization in individuals and populations.
- 2) To prepare graduates to design, conduct and analyze interdisciplinary healthcare planning and health outcomes studies using advanced quantitative and qualitative measurement and analytic techniques.

- 3) To prepare independent scientists and scholars with communication and methodological skills to advance and disseminate knowledge of outcomes for improving both the practice and delivery of health and human services
- 4) To prepare graduates to engage in culturally competent and ethically sound health service research within the global health care arena.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

The Ph.D. in Health Services Research is a collaborative effort among four departments in the College of Health and Human Services. Each department produces master's degree graduates who are potential students for the Ph.D. program. Those degrees include: Master of Science in Health Promotion; Master of Social Work; Master of Health Administration; and Master of Science in Nursing. Additionally there is a newly authorized master's degree in Clinical Exercise Physiology. As the "Health College" on campus, the students in the above named programs would have the preparation to be an applicant to this program.

A Ph.D. program in Health Services Research would be linked specifically to one existing Ph.D. program outside of the College. The Ph.D. in Public Policy at UNC Charlotte is an interdisciplinary program emphasizing policy analysis as an applied discipline that utilizes multiple methods of inquiry, analysis, and reasoning to address public issues effectively, thus contributing to an informed public and a more efficient and ethical society. The Public Policy program offers a specialization in Health Policy that comprises five courses. Three of those courses are nearly identical to those planned for the Health Services Research program. Discussions between the Co-Chairs of the Ph.D. Steering Committee and the Director of the Ph.D. in Public Policy have led to consensus that three of the Public Policy program's courses will be used and/or cross-listed with the proposed program in Health Services Research. (See section on Program Planning, Section III.D).

Additionally, other master's degree programs on campus will have interested students because Health Services Research is an interdisciplinary field. It is anticipated that students from economics, business, health informatics, public administration, gerontology, psychology and sociology are potential students.

Several faculty members in the College of Health and Human Services serve as Faculty Associates in the Center for Professional and Applied Ethics. The mission of the Center includes: 1) to serve as a focus point where University students can examine the ethical issues embedded in the professions for which they are being educated; 2) to help develop ethics-related curricular initiatives, particularly interdisciplinary ones among the professional schools; and 3) to increase ethics-related research collaboration and conference/seminar/workshop interactions among the faculty. The Center for Professional and Applied Ethics

provides undergraduate and graduate students with the conceptual tools to make judgments about health-related ethical issues. This Center would be a resource for the Ph.D. program.

The Health Services Research Academy, in existence since 1995, is an organizing unit for faculty across the University with an interest in health services research. It has developed ties with several community agencies and community-based health service researchers. Members of the College are active in the Academy, and several serve as elected Executive Board members. The Academy annually recognizes both junior investigator and graduate student research, and faculty and students in the College have received such recognition.

II. Justification for the Program—Narrative Statement

A. Describe the proposed program as it relates to:

1. The institutional mission and strategic plan

The proposed Ph.D. program in Health Services Research is connected to a number of University goals including: (a) to increase the number of Ph.D. programs in high demand fields; (b) to reach Doctoral/Research-Extensive status by the year 2010; (c) to provide services that impact positively the many challenges facing the region, state, and nation; and (d) to train graduate students who possess interdisciplinary skills and capacities that can be applied to a variety of situations and professions in an ever-changing world. Increased demand for graduate-level offerings is intrinsic to these goals and meeting that demand has multiple benefits for the University, the state, and the region.

The proposed Ph.D. program in Health Services Research is derived from two major documents at UNC Charlotte and from the significant restructuring of the College of Health and Human Services. It is also linked to current and planned campus initiatives.

The UNC Charlotte Academic Plan

The Academic Plan serves as the guiding force for decisions concerning the number and direction of academic programs, the work of faculty and support staffs, and the allocation of resources. It is designed to highlight the most important initiatives and priorities of the constituent units and programs of the University and to place them within the context of the goals and values for the campus as a whole. Each University initiative is scrutinized in relation to one or more of the seven themes for campus development that serve as guideposts for the creation of new degree programs and curricula at both the undergraduate and graduate levels. With a broad institutional commitment to liberal education, UNC Charlotte is prepared to focus interdisciplinary resources to address seven broad areas of concern to the region. These are: 1) Liberal Education; 2) Urban and Regional Development; 3) Business and Finance; 4) Children, Families, and

Schools; 5) Health Care and Health Policy; 6) International Understanding and Involvement; and 7) Applied Sciences and Technologies

The planning for a Ph.D. in Health Services Research is aligned with the campus theme of Health Care and Health Policy. The description of the Health Care and Health Policy theme from the Academic Plan 2002-2007 follows:

“During the 21st century, the need for health and human service professionals will continue to grow as our population ages; as patients’ demands for more specialized kinds of treatments, drugs, and therapies escalate; and as our definition of health expands to include anything that contributes to the promotion of human beings’ physical, mental, spiritual, and social health and well-being. As the state’s largest metropolitan region, Charlotte requires sustained attention from the University to serve the multiple and diverse health-related needs of its citizens, including informed and effective public health policies; a vibrant health research community; health promotion activities and programs; and trained health care personnel, including those who play a role in administering health care delivery systems and whose decisions affect matters of access to health services as well as their cost and quality.”

Report of the Health Commission: A Strategic Plan for 2000-2010

Since 1992, UNC Charlotte has focused attention on strategic planning to expand and further develop relevant health-related programs. A series of recommendations made in 1992 and 1993 by former Provost Phil Dubois to Chancellor Woodward served, in part, to highlight UNC Charlotte’s emerging health services research potential. Subsequently, in 1999-2000 a 20-member University-wide Health Commission was formed to develop a strategic plan for the future of the University in the area of health programs, professions, and research. Specifically, former Provost Denise Trauth charged the Commission to explore and to recommend possible health-related offerings appropriate for the University. The Provost emphasized that since 1994 funding for the National Institutes of Health had increased 31.2 percent; funding for the Department of Defense decreased by 19.8 percent and funding for the National Science Foundation decreased by 15.8 percent. These funding trends were critical to the task of identifying specific plans to enhance research productivity in health-related areas at UNC Charlotte and to enable the institution’s transition to Doctoral/Research-Extensive status by 2010. (The full report is available at: http://www.provost.uncc.edu/health_report.html.)

Major recommendations of the report submitted to the Provost in July 2000 included the establishment of a College of Health and Human Services; the creation of new departments within the proposed College; and the planning and establishment of a variety of new baccalaureate, master’s, and doctoral programs. Review and evaluation of the Commission’s recommendations occurred during

the 2002-2007 academic planning cycle. The proposed Ph.D. degree program in Health Services Research arises from the institution's health-related interdisciplinary focus and planning, alignment with University goals, and the work of the Health Commission.

Development of the College of Health and Human Services

Based on the recommendation of the Health Commission, a proposal to reorganize the former College of Nursing and Health Professions was submitted to the Provost on November 26, 2001, by Dean Sue Bishop and Faculty Organization Chair Jane Neese. The renaming and reorganization of the College were key recommendations in the Report of the Health Commission. Subsequent approval for the implementation of strategic initiatives was obtained from the Board of Trustees of UNC Charlotte on March 22, 2002, and included, effective July 1, 2002: the establishment of the College of Health and Human Services; the creation of a semi-autonomous School of Nursing within the newly named College; relocation of the Department of Social Work from the College of Arts and Sciences to the College of Health and Human Services; the restructuring of the Department of Health Promotion and Kinesiology to the Department of Kinesiology; and the creation of the Department of Health Behavior and Administration. These changes in organization and structure at UNC Charlotte provide the framework for the establishment of an interdisciplinary Ph.D. program in Health Services Research.

2. Student Demand

National Center for Education Statistics

Overall enrollment in degree-granting postsecondary institutions is projected to increase from 15.3 million in 2000 to 17.7 million in 2012, an increase of 15 percent (National Center for Education Statistics, 2002). Historical growth in enrollment in degree-granting institutions has led to a substantial increase in the number of earned degrees conferred. Just as the unprecedented rise in female enrollment contributed to the increased number of college students, so too has it increased the number of degrees conferred. In 1999-2000 women earned 44 percent of doctoral degrees and 45 percent of first professional degrees. The proportion of degrees earned by women is expected to rise.

Association of Schools of Public Health 2003 Annual Data Report

In Fall 2003 there were 33 accredited schools of public health in the United States located at 10 private and 23 public institutions. The Association of Schools of Public Health collects and compiles aggregate data on applications, new enrollments, students, and graduates in each school of public health. These data are relevant because, although there is no comparable data for "health services research" programs, the degree programs at schools of public health are indicators of interest in health services research, because they mark activities in highly relevant discipline-specific programs (biostatistics, health policy and administration, epidemiology, etc.).

In Fall 2003 there were 24,973 applications submitted to all degree programs in schools of public health, a 6.9 percent increase from 2002 (Association of Schools of Public Health, 2003), and there were 6,786 new enrollments in all degree programs (35.7 percent of all applications). Over the past 10 years, degree programs in the collective health services/health planning/evaluation research degree programs have received the largest total number of applications (44,761). In 2003 the program areas with the largest concentrations of new enrollments were in health services administration (1,404 or 20.7 percent), epidemiology (1,179 or 17.4 percent), and health education/behavioral sciences (896 or 13.2 percent). In 1991, 13.3 percent of students enrolled in schools of public health were enrolled in Ph.D. programs (n = 1,481). In Fall 2003, 24.5 percent of students (n = 4,655) were enrolled in Ph.D. programs. These numbers demonstrate the dramatic growth in applications and enrollments, particularly in health services/health planning/evaluation research degree programs, at schools of public health.

The College of Health and Human Services now has five master's programs (Master of Social Work; Master of Science in Nursing; Master of Science in Health Promotion; Master of Health Administration; Master of Science in Clinical Exercise Physiology) whose graduates are potential students for this proposed program, and particularly so because the University does not have another health-related Ph.D. program other than the health policy specialization in the Ph.D. program in Public Policy. There are no other doctoral study options in the Charlotte region for these students.

3. Societal Need (For graduate, first professional, and baccalaureate professional programs, cite manpower needs in North Carolina and elsewhere.)

National Health Services Research Agenda

Health Services Research is a relatively young field. The name "health services research" was formally recognized in 1966, within the American Public Health Association. The free-standing Association for Health Services Research was founded in 1981. By 1994, the National Research Council identified six distinct careers in health research meriting separate National Service Research Allocations including: basic biomedical scientists; behavioral scientists; physician-scientists; oral health researchers; nurses; and health services researchers. The intense acceleration of the field is evident in the creation of national organizations such as *AcademyHealth* (www.academyhealth.org), the premier professional organization in health services research, and the Coalition for Health Services Research (www.chsr.org).

The agendas of these national organizations are aligned with larger national initiatives such as *Healthy People 2010* and *Research!America*. *Healthy People 2010* is the comprehensive, nationwide health promotion and disease prevention agenda comprising 467 objectives designed to improve the health of all people in the United States. Two overarching goals – **to increase quality and years of**

healthy life and to eliminate health disparities – served as a guide for developing objectives organized along 28 public health focus areas.

Employment in health services will continue to grow for a number of reasons. The elderly population is growing faster than the total population between 2000 and 2010. Advances in medical technology will continue to improve the survival rate of severely ill and injured patients, who will then require extensive therapy and care. Medical group practice and integrated healthcare systems (or Integrated Delivery Systems, IDS) will become larger and more complex, increasing the need for administrative support workers. Cost containment also is shaping the healthcare industry, as shown by the growing emphasis on providing services on an outpatient, ambulatory basis; limiting unnecessary or low-priority services; and stressing preventive care that reduces the eventual cost of undiagnosed, untreated medical conditions. These factors will ensure robust growth in a massive and diverse industry. In this environment of rapid change and uncertainty, health services research has an important contribution to make in documenting and evaluating the effects of health care restructuring.

In 1995, the Institute of Medicine's Committee on Health Services Research identified approximately 5,000 health service researchers. Approximately half of the researchers for whom degree information was available had doctoral degrees and another 28 percent (mostly physicians) had clinical degrees. In general, the committee predicted expansion in the health services research workforce, and concluded that well-trained researchers with practical experience in healthcare organizations and in managing research units appear to be in short supply. Particular shortfalls were reported for those trained in both health services research and selected areas including: outcomes and health status measurement, epidemiology, health economics, statistics, and health policy. Overall, more than half of the organizations surveyed as part of the project (83, or 54 percent) indicated that they have had problems recruiting Ph.D.-level health services researchers. Universities were more likely to report such problems: 70 percent reported having difficulties recruiting in health services research areas. Based on estimates from among 154 responding organizations, 660 health services research positions were expected to be available between 1995 and 2000. Indirect evidence for sustained interest in public health careers directly—and health services research careers indirectly—is also available. For example, a popular site for uncovering graduate education and training information (<http://www.gradschools.com>) currently lists 85 medical, biomedical, and health related training program categories including Health Services Research.

In 1998, Vice President Gore launched a planning committee that created the Forum for Health Care Quality Measurement and Reporting in the private sector. The committee's report, *The Challenge and Potential for Assuring Quality Health Care for the 21st Century* (Department of Health and Human Services, June, 1998), documents some of the existing quality problems in the health care system. It underscores why a national effort is needed to improve the quality of health care system outcomes and patient outcomes.

Thus, the proposed Ph.D. program in Health Services Research is connected specifically to national trends that include: 1) the increasing recognition of the importance of the field; b) national funding priorities for health services research training and research; and c) the maturation and focus of *AcademyHealth*, the premier professional organization designed to enable the growth, visibility and coordination of a health services research agenda

North Carolina Health Services Research Agenda

There are several indicators of North Carolina's needs for health services research and health services researchers. The ten leading causes of death in North Carolina are, in descending order from most common, heart disease, cancer, stroke, chronic lower respiratory disease, accidents, diabetes, Alzheimer's disease, influenza and pneumonia, motor vehicle accidents, and kidney diseases (CDC, 2001). However, North Carolina's death rates are greater than national death rates for several conditions. For example, cancer, the second leading cause of death nationally and in North Carolina, occurs in 6.5 more persons per 100,000 in North Carolina than nationally; stroke occurs in 13.4 more persons per 100,000 in North Carolina than nationally. These and other data suggest that at least some health outcomes are poorer for the state's population than that of the nation. Characterizing, tracking, and modifying such health outcomes are among the goals of health services research. The UNC Charlotte faculty has a solid and growing capacity in health services research particularly focused on chronic and disabling conditions, suggesting that our strengths are well suited to the health services research needs of the North Carolina population.

Furthermore, there is ample evidence for disparities in health conditions and health outcomes within the state's population by racial/ethnic group, income level, and disability status. The North Carolina Department of Health and Human Services' Office of Minority Health and Health Disparities 2003 report states, "although the health status of North Carolinians has continued to improve over the last decade, the health status of a large segment of North Carolinians continues to lag behind that of the general population... (with) persisting racial and ethnic disparities in health status for almost all conditions" (p. 2). For example, although cancer incidence is similar among white and African American populations in NC, African American males are 2.8 times more likely and females 1.5 times more likely to die of prostate and breast cancer, than white males and females, respectively. Although diabetes incidence is 1.5 times greater among African Americans than whites, African Americans are about twice as likely to die from diabetes as are whites. These disparities point to a need to increase health services research in North Carolina to pursue population-based prevention and intervention programs to improve health outcomes and reduce disparities.

The National Research Council's 1994 publication, *Meeting the Nation's Needs for Biomedical and Behavioral Scientists* (National Research Council, 1994), devoted a chapter to health services research personnel and noted that it was challenging to estimate the size of that labor force because of the newness of the field. Based on the current *AcademyHealth* membership directory, there are

only 137 (≈ 4 percent) members in North Carolina of the 3,434 members, suggesting that North Carolina is relatively underrepresented in the health services research field.

The proposed program also will help address critical needs for doctorally prepared health professionals. For example, a survey by the American Association of Colleges of Nursing found an average of 1.7 unfilled faculty positions per school of nursing, which translates into approximately 1,000 vacant faculty positions nationwide (AACN, 2003). North Carolina statistics are not substantially different from those of the U.S., with 2.2 faculty vacancies per nursing program in one recent survey (Lacey & Shaver, 2003). As most doctorally prepared nurses do not hold a doctorate in nursing, but rather in a related field, master's-prepared nurse graduates of the Health Services Research program would reduce the shortage of doctorally prepared nurses.

Although excellent health services research is being conducted in North Carolina, further augmentation of health services research is needed. CRISP (Computer Retrieval of Information on Scientific Projects, available at <http://crisp.cit.nih.gov/>), a searchable database of federally funded research, can be used to characterize the extent of health services research in North Carolina. Although health services research is funded in federal agencies in addition to the Agency for Healthcare Research and Quality (AHRQ), health services research characterizes the bulk of AHRQ's portfolio and can be used to benchmark such research activities in North Carolina. The total number of research awards to investigators in the state by AHRQ in 2002-2004 has numbered 20 or 21 each year, out of an approximate 427-587 awards made, or 3.6-4.4 percent of all AHRQ research awards. In the context of state's rank among that states in federal R&D (19th) and federal R&D per population (11th) in 2001, health services research is relatively underrepresented in North Carolina's research funding portfolio (American Association for the Advancement of Science, 2001). Thus, the proposed degree is timely given the room for improvement in the health status and outcomes of the North Carolina population, the need for more doctorally prepared health professionals, and the opportunity to receive a larger proportion of available health services research funding.

4. Impact on existing undergraduate and/or graduate academic programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors' productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)

Currently UNC Charlotte does not have any doctoral programs that fail to meet Board of Governors' productivity criteria. In fact each program continues to grow each year. It is unlikely that this program would be a low-productivity program particularly with the number of master's programs on campus that should be feeder programs into the Ph.D. program.

The program will complement the Public Policy Ph.D. program and the proposed Health Psychology Ph.D. program, with the potential for students to take elective coursework offered by those programs. Research opportunities created by the Health Services Research program will extend to students in related graduate and undergraduate programs. Faculty staffing plans will ensure that workload demands do not adversely affect other programs.

B. Discuss potential program duplication and program competitiveness.

1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education.

A review of Ph.D. programs in North Carolina reveals that there is not an institution in the state currently offering an integrated, interdisciplinary Ph.D. program in Health Services Research. However, UNC Chapel Hill, 2 ½ hours from Charlotte, offers both Ph.D. and DrPH degrees in specific disciplines that contribute to the field of health services research.

Current degree programs offered in each of five separate academic departments at the School of Public Health at UNC Chapel Hill include:

(51.0701) Health System/Health Services Administration		
UNC Chapel Hill	DrPH	Health Administration
UNC Chapel Hill	Ph.D.	Health Administration
(51.2203) Epidemiology		
UNC Chapel Hill	DrPH	Epidemiology
UNC Chapel Hill	Ph.D.	Epidemiology
(51.2204) Health and Medical Biostatistics		
UNC Chapel Hill	DrPH	Biostatistics
UNC Chapel Hill	Ph.D.	Biostatistics
(51.2207) Public Health Education and Promotion		
UNC Chapel Hill	DrPH	Health Behavior
UNC Chapel Hill	Ph.D.	Health Behavior
(51.2299) Public Health, Other		
UNC Chapel Hill	DrPH	Maternal and Child Health
UNC Chapel Hill	Ph.D.	Maternal and Child Health

Four years ago, UNC Chapel Hill initiated a track in Health Services Research in Occupational Safety and Health within the Health Policy and Administration degree program as part of its programs in Public Health Leadership. The focus of the track is on occupational safety and injury trend analysis related to workers' compensation and disability management. There are currently three students in the program who take all their courses with the other (health policy and administration) Ph.D. students and in addition take one Occupational Safety and Health seminar course.

There are no private institutions in the state with a similar program. Wake Forest University does offer a master's degree in Health Services Research.

- 2. Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education) with another UNC institution. If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.**

This program is different from other programs at the University of North Carolina at Charlotte. However, three courses are nearly identical to those offered in the Ph.D. in Public Policy program. The Director of the Public Policy program and Co-Chairs of the PhD Steering Committee have negotiated how those courses will be offered and taught. One course (PPOL 8663, Health Policy) will be taught exclusively by the Public Policy program for students in that program and students in Health Services Research. Two other courses (PPOL 8865, Analytical Epidemiology; and PPOL 8667, Economics of Health and Health Care) will be cross-listed with the Health Services Research program and taught by faculty within the College of Health and Human Services.

The interdisciplinary nature of this program is unique within the UNC System as other programs are discipline-specific. However, health services research is interdisciplinary. The interdisciplinary nature of health services research is analogous to the interdisciplinary nature of neuroscience. Neuroscience is the study of the nervous system, and individuals from many different disciplines contribute to progress in the field. As an example, the field of neuroscience includes the geneticist who studies chromosomal abnormalities that predict neuropathology as well as the cognitive scientist who studies variations in central nervous system processing circuits in real time with advanced neuroimaging techniques. Similarly, the field of health services research includes individuals from many different disciplines who are interested not in the nervous system but in the range of factors that influences the need for health services, variations in the delivery of care, the quality and cost of health services, and the health outcomes experienced by individuals and by populations.

As mentioned above, all of the “similar” programs at UNC Chapel Hill are discipline-specific as opposed to the interdisciplinary program proposed by UNC Charlotte.

Comparison of proposed UNC Charlotte program and other similar programs.

UNC Chapel Hill has a collaborative program between the School of Public Health, Department of Health Policy and Administration, and the Occupational Safety and Health Education Center within its doctoral programs in Public Health Leadership. Within this program, there is a track entitled “Health Services Research.” This track will be used for comparative purposes.

The UNC Chapel Hill program is a post-master's Ph.D. program requiring four years of full-time study. The previous master's degree of students must include statistics, linear algebra, calculus, and computer programming. If it does not, two courses are added to the program during the first year. The other two courses that should be taken before admission are *Evolution, Organization and Financing of the US Health System* and *Principles of Epidemiology*. An alternative is to take these two courses while in doctoral study, but they do not count toward the Ph.D. requirements. The program requires 44 credits in addition to the dissertation (minimum of 6 credits). This includes: 9 credit hours in Health Services Research/Research Methods, 9 credit hours in Analytic Methods, 18 credits in a Minor (economics, epidemiology, finance, political science, sociology, decision sciences or quality/access) and 8 credits in professional development. These include two one-credit research seminars that all students must attend every semester while in the program, but only receive credit for the first two years. All students are required to be a paid teaching assistant for one term.

UNC Charlotte's prerequisites include master's-level courses in statistics, epidemiology, and health policy. However, UNC Charlotte does not require the Health Care Delivery System, calculus, linear algebra or computer programming courses. Additionally, at UNC Charlotte a teaching assistantship is not required.

For comparison, Ph.D. programs from seven other schools were reviewed to include: University of Michigan, University of California at Berkeley, Virginia Commonwealth University, University of Washington, University of Minnesota, University of Florida, and Texas A & M. Most of these programs are post-master's or state that it is unusual to admit post-baccalaureate students. The table below summarizes the comparisons between curricula.

Courses	UNC Charlotte	UNC CH	Range of the 7 other comparison schools
Foundation/Core	12 hrs.	6 hrs.	11-18 hrs.
Introduction to Health Services Research	X	X	1 school
Health Care Systems and Delivery	X	Pre-req.	6 schools
Health Policy	X	X	5 schools
Economics of Health and Health Care	X	Minor option	6 schools
Research Methods	15 hrs.	6 hrs.	6-12 hrs.
Design of Health Services Research	X	X	7 schools
Advanced Design of Health Services Research	X	X*	7*schools
Large Data Sets and Health Services Research	X	--	3 schools
Analytical Epidemiology	X	Minor Option	5 schools
Program Evaluation, Outcomes and Quality	X	Minor Option	2 schools
Analytical Quantitative Methods	6 hrs.	9 hrs.	6-12 hrs.
Applied Biostatistics: Regression	X	X	Not specific
Applied Biostatistics: Advanced	X	X	5
Area of Emphasis or Minor Credits	9 hrs.	15 hrs.	9-16 hrs.

Courses	UNC Charlotte	UNC CH	Range of the 7 other comparison schools
Professional Development Seminars			
Seminar in Research Ethics	1	X	5
Seminar in Health Disparities	1	--	--
Seminar in Grant Proposal Writing for HSR	1	--	--
Seminar in Health Services Research Implementation	1	--	--
Dissertation Credits	18	6 +	0-20 credits
Total Credits	64	50	57-67

X = course is in the curriculum

*Description varies

C. Enrollment

Headcount enrollment. Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

Institution: UNC Chapel Hill

Program Title: DrPH in Epidemiology

	1999-2000	2000-01	2001-02	2002-03	2003-04
Enrollment	n/a	1	2	1	1
Degrees awarded	.	.	1	.	n/a

Institution: UNC Chapel Hill

Program Title: Ph.D. in Epidemiology

	1999-2000	2000-01	2001-02	2002-03	2003-04
Enrollment	n/a	118	120	126	129
Degrees awarded	20	12	22	19	n/a

Institution: UNC Chapel Hill

Program Title: DrPH in Health and Medical Biostatistics

	1999-2000	2000-01	2001-02	2002-03	2003-04
Enrollment	n/a	12	13	12	8
Degrees awarded	3	4	1	3	n/a

Institution: UNC Chapel Hill
 Program Title: Ph.D. in Health and Medical Biostatistics

	1999-2000	2000-01	2001-02	2002-03	2003-04
Enrollment	n/a	36	39	46	45
Degrees awarded	6	8	3	6	n/a

Institution: UNC Chapel Hill
 Program Title: DrPH in Public Health Education and Promotion

	1999-2000	2000-01	2001-02	2002-03	2003-04
Enrollment	n/a	13	10	11	11
Degrees awarded	3	1	2	1	n/a

Institution: UNC Chapel Hill
 Program Title: Ph.D. in Public Health Education and Promotion

	1999-2000	2000-01	2001-02	2002-03	2003-04
Enrollment	n/a	27	34	36	40
Degrees awarded	3	3	5	1	n/a

Institution: UNC Chapel Hill
 Program Title: DrPH in Public Health, Other

	1999-2000	2000-01	2001-02	2002-03	2003-04
Enrollment	n/a	9	8	7	4
Degrees awarded	1	1	3	2	n/a

Institution: UNC Chapel Hill
 Program Title: Ph.D. in Public Health, Other

	1999-2000	2000-01	2001-02	2002-03	2003-04
Enrollment	n/a	21	23	26	24
Degrees awarded	.	2	.	5	n/a

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:

	Year 1 (2005-2006)	Year 2 (2006-2007)	Year 3 (2007-2008)	Year 4 (2008-2009)
Full-time	5	10	15	17
Part-time	2	4	6	8
TOTAL:	7	14	21	25

Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time 17 Part-time 8 Total 25

**Assumes no attrition and 60 percent of full-time (FT) students graduate in 3 years, and all part-time (PT) students graduate in 5.5 years

Use the format in the chart below to project the SCH production for four years. Explain how SCH projections were derived from enrollment projections (see UNC website for a list of the disciplines comprising each of the four categories).

SCH projects below are based on the assumption that students will complete the following:

- Year 1: FT students: 19 hours/AY + 3 hours summer
PT students: 13 hours/AY
- Year 2: FT students: 19 hours/AY + 3 hours summer
PT students: 12 hours/AY
- Year 3: FT students: 20 hours
PT students: 13 hours/AY
- Year 4: Same as Year 1

Year 1	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II			
Category III			136
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II			
Category III			268
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II			
Category III			378
Category IV			

Year 4	Student Credit Hours		
	UG	Master's	Doctoral
Category I			
Category II			
Category III			478
Category IV			

III. Program Requirements and Curriculum

A. Program Planning.

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

A number of high quality programs were reviewed as this proposal was being developed. Those include: University of Minnesota (Ph.D. in Health Services Research, Policy and Administration); University of Washington (Ph.D. in Health Services); Texas A & M University (Ph.D. in Health Services Research); Virginia Commonwealth University (Ph.D. in Health Services Organization and Research); University of California at Berkeley (Ph.D. in Health Services and Policy Analysis); University of Florida (Ph.D. in Health Services Administration); and the University of Michigan (Ph.D. in Health Services Organization and Policy).

2. List other institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

During the 2003-04 academic year, the proposed program received consultations and/or reviews from five (5) individuals who are experts in health services research. These are: Dr. Nancy Leidy, Health Services Researcher and CEO of MEDTAP, a private research company; Dr. Robin Remsburg, Chief, Long-Term Care Statistics Branch, National Center for Health Statistics, Centers for Disease Control and Prevention; Dr. Robert M. Kaplan, Professor and Chair, Department of Family and Preventive Medicine, University of California, San Diego; Dr. William Spector, Senior Scientist, the Agency for Healthcare Research and Quality; and Dr. Craig Blakely, Professor and Chair, Department of Health Policy and Management, Texas A & M University, whose department initiated a Health Services Research Ph.D. in 2002. Specific comments from reviewers follow:

Spector: “substantial need for well-trained health care researchers”; “multidisciplinary training will allow a person to tackle issues that others in pure fields will shy away from”;

“endorse the concept of a strong interdisciplinary program in this area.”

Remsburg: “well positioned to develop a premier Health Services Research program. The UNCC academic resources, the interdisciplinary faculty and the community health system partners within the College create an ideal foundation for this new program”; “the distinguished faculty members responsible for developing the curriculum have proven track records....”

Blakely: “...demand for HSR activities is growing so rapidly...that there is clearly room for further expansion”; “The true multidisciplinary foundation of the proposed program will broaden its appeal to both funding sources and potential students”; “the combination of policy and administration with nursing and social work as well as kinesiology establishes a fairly unique marriage of critical health care delivery systems players....”

Kaplan: “...timing and content of the program is just right. Health services research is likely to grow as a field and North Carolina has always been a hot market for those with training”; “...interested because our department has an active health services research program and we are often in the market for graduates of top programs”.

Leidy: “that the program will be the representation of health on this campus, so you don’t want silos....that’s health services research”

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

The minimum admission requirements for the program are:

- Master’s degree in a health, human services or social science field or related field with a minimum GPA of 3.5 (*A* = 4.0) on all graduate work is required
- Recommended combined score of 1100 on the verbal and quantitative portions of the GRE and satisfactory score on the analytical section of the GRE no more than 5 years old
- Minimum score of 220 (computer-based test) or 557 (paper-based test) on the TOEFL if the previous degree was from a country where English is not the official language

- Three positive letters of recommendation including at least one from a former professor
- A letter from the applicant explaining why they want to pursue the study of Health Services Research in general and at UNC Charlotte in particular. Letter should include their professional goals.
- Students may be required to take undergraduate or graduate courses, as determined by the Ph.D. Program Committee. Such courses will be specified prior to the time of admission into the program and may include courses in health policy, statistics, epidemiology and research methods.

2. Documents to be submitted for admission (listing or sample).

- Official transcripts from all colleges and universities attended
- Official GRE scores (verbal, quantitative, and analytical) no more than 5 years old
- UNC Charlotte application for graduate admission
- Three letters of reference from academics or professionals who have taught or worked directly with the applicant (at least one highly recommended from a former professor)
- A letter from the applicant explaining why they want to pursue the study of Health Services Research in general and at UNC Charlotte in particular. Letter should include their professional goals
- TOEFL scores (if the student is not a native English speaker) of at least 557 on the written test or 220 on the computer-based test
- Current resume or curriculum vitae
- Interview with faculty

C. Degree requirements. List the following:

1. Total hours required.

64 semester hours

2. Proportion of courses open only to graduate students to be required in program (graduate programs only).

100 percent

3. Grades required.

A student must maintain a cumulative grade average of 3.0 in all coursework taken. An accumulation of two C grades in graduate course work will result in suspension of the student's enrollment in the graduate program. If a student makes a grade of U or N in any graduate course, enrollment will be terminated.

4. Amount of transfer credit accepted.

No more than 6 semester hours may be transferred into the program (all courses must be either an A or B)

5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

Comprehensive/Qualifying examination

Dissertation

All students must complete a residency requirement of at least 18 credit hours over three successive terms of enrollment

6. Language and/or research requirements.

There is no foreign language requirement.

There is a 21-hour research methods/statistics requirement

7. Any time limits for completion.

Students must complete their degree, including dissertation, within eight (8) years.

D. List existing courses by title and number and indicate that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

The Health Policy course in the Public Policy Program, (PPOL 8663) required by both programs, will be offered and taught by the Public Policy Program. Two other courses, Analytic Epidemiology (PPOL 8665) and Economics of Health and Health Care (PPOL 8667) will be cross-listed with an HSRD 8xxx number and offered through the proposed Health Services Research Program.

All courses are required except for the internship in health services research.

**** Existing courses (PPOL 8663, PPOL 8665, PPOL 8667)**

12 credits in Foundations/Core:

HSRD 8XXX Introduction to Health Services Research (3)

Introductory course in models, theoretical frameworks and key components of health services research. Historical development of health services research will be traced. An in-depth study of social determinants of health that have resulted in health disparities in the United States and current health services research to dispel those disparities will be explored.

HSRD 8XXX Health Care Systems and Delivery (3)

Doctoral seminar to provide a theoretical and empirical basis for understanding major organizational, delivery, and financing structures and related health outcomes comprising present day health care in the United States and globally. Evidence from health services research studies will be discussed as part of the identification of key areas for future research.

****PPOL 8663 Health Policy (3)**

Doctoral seminar to examine the formulation, adoption, implementation, and evaluation of health policy at national, state, and local levels through extensive readings in relevant health and policy literature. Prerequisite: Full graduate standing in either the Ph.D. in Public Policy or the Health Services Research Ph.D. and a graduate level course such as HPKD 6189 and HADM6103 or permission of the Instructor.

****PPOL 8667/HSRD 8XXX Economics of Health and Health Care (3)**

Economic theory and econometrics will be used to analyze the functioning of the health care sector and appropriate public policy. Topics include: how markets for medical care differ from other markets, the demand for medical care, the demand and supply of health insurance, the role of competition in medical markets, managed care, managed competition, and the role of the public sector in regulating and financing health care. Prerequisite: Full graduate standing in either the Ph.D. in Public Policy or Health Services Research or permission of the Instructor.

15 credits in Methods:

HSRD 8XXX Design of Health Services Research (3)

Quantitative and qualitative methods as applied to analysis and solution of health services research problems emphasizing computer applications will be studied. Measurement issues and presentation of findings will be included.

HSRD 8XXX Advanced Design of Health Services Research (3)

Advanced quantitative and qualitative methods for health services research will be studied. Measurement issues and associated statistical techniques of longitudinal studies will be included.

HSRD 8XXX Large Data Sets and Health Services Research (3)

Health quality and outcomes issues addressed through secondary data analysis using large, public use data sets will be examined. Issues related to secondary analysis and drawing items from multiple data sets will be discussed. Analytical techniques such as adjustments for missing data, transformations of data, and risk adjustment will be applied using public use data sets.

****PPOL 8665/HSRD 8XXX Analytical Epidemiology (3)**

Principles and methods of studying advanced epidemiology, with emphasis on the analytical approach. Includes advanced techniques in the establishment of disease causation in groups and communities. Such topics as risk assessment, environmental exposures, stratification and adjustment, and multivariate analysis in epidemiology are covered. Prerequisite: introductory course in epidemiology or permission of the Instructor.

HSRD 8XXX Program Evaluation, Outcomes and Quality (3)

Theoretical principles, quantitative and qualitative methods used in evaluation research and program evaluation will be identified and applied to a student selected topic. Conceptualization of quality, choice of evidence-based health and organizational outcomes, culturally competent design, and operational procedures to increase integrity will be analyzed.

6 credits in Statistics:

HSRD 8XXX Applied Biostatistics: Regression (3)

Principles of regression analyses in testing hypotheses with emphasis on meeting assumptions, examination of regression diagnostics, confounding interactions, and model determination will be taught. Analysis of covariance and ANOVA with computer use and interpretation of findings will be covered in course assignments. Prerequisite: Graduate introductory course in descriptive and inferential statistics/biostatistics or permission of Instructor.

HSRD 8XXX Applied Biostatistics: Advanced Methods (3)

Techniques to analyze multivariate data with normal, discrete, and continuous distributions will be examined with computer applications. Concepts of random vectors, their means and distribution will be taught. Generalized and log-linear models, MANOVA, factor analysis, cluster analysis, classification and discrimination will be analyzed. Prerequisite: Regression course or permission of Instructor.

4 credits in Professional Development:

HSRD 8XXX Seminar in Research Ethics (1)

Exploration of ethical issues related to the implementation of health services research will be discussed. The history of protection of human subjects will be traced in relationship to the development of policies and ethical principles. Open only to admitted students in the Health Services Research Ph.D. Program.

HSRD 8XXX Seminar in Health Disparities (1)

Exploration of cultural issues related to the implementation and interpretation of health services research will be discussed. The development of the mandated sampling requirements of age, gender, ethnicity, etc. will be discussed. Open only to admitted students in the Health Services Research Ph.D. Program.

HSRD 8XXX Seminar in Grant Proposal Writing for Health Services Research. (1)

Seminar on development of a grant proposal using actual requests for proposals from government agencies and foundations. Case studies will be presented on grant applications by faculty. Students will develop a dissertation grant proposal budget, budget justification and research plan using application forms from government or foundation agencies. Open only to admitted students in the Health Services Research Ph.D. Program.

HSRD 8XXX Seminar in Health Services Research Implementation (1)

Seminar on implementation of a funded research project. The infrastructure for successful implementation and reporting will be discussed using specific examples. Pitfalls in technology, communication, natural history of a study and budgeting will be discussed. Case studies based on studies by faculty will be used to illustrate the range of approaches to the research process. Students will develop an application to present and a manuscript for publication. Open only to admitted students in the Health Services Research Ph.D. Program.

9 graduate credits for Special Emphasis Area:

Special Emphasis Area determined by the student and their Advisor. This may include an internship, HSRD 8XXX. Substantive areas identified include: long-term care/gerontology, public policy, health care organizations, mental health, and research methods.

HSRD 8XXX Internship in Health Services Research (3)

Supervised field work in Health Services Research. Prerequisite: Permission of the Instructor.

18 graduate credits for Dissertation**HSRD 8XXX Dissertation Guidance (1-9)**

Student meets individually with their Dissertation Chair for guidance in proposal development, implementation and dissemination of their dissertation research.

Total: 64 credits

IV. Faculty

- A. List the names of persons now on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita (Appendix A for evidence of teaching and research experiences; and Appendix B for faculty Bio-Sketches)**

Members of the Graduate Faculty who contribute to the Ph.D. Program in Health Services Research will be classified as either *Program Faculty* or *Participating Faculty*

Program Faculty: Criteria for Appointment and Responsibilities

Criteria for appointment to Program Faculty include all of the following:

1. Regular member of the Graduate Faculty at the University of North Carolina at Charlotte
2. Full-time or joint appointment in the College of Health and Human Services
3. Experience in directing student research, including synthesis projects, master's theses or dissertations
4. Expertise that is relevant to health services research
5. An active, ongoing research program with evidence of generating
 - Scholarly publications in peer reviewed journals
 - Paper presentations at national and/or international professional conferences
 - Grant proposals and funding

Responsibilities of Program Faculty

Program Faculty will assume leadership roles, which may include the following: chairing dissertation committee; chairing comprehensive/qualifying exam committees; advising and mentoring; membership on the doctoral program committee; developing and teaching courses; chairing directed health services research experience/ externships; etc.

Participating Faculty: Criteria for Appointment and Responsibilities

Criteria for Appointment to Participating Faculty include any of the items listed below:

1. Knowledge, skills and abilities that augment the Health Services Research program curriculum and objectives

2. Regular member of the Graduate Faculty at the University of North Carolina at Charlotte
3. An active, ongoing area of scholarship that augments the Health Services Research Program curriculum and objectives

Responsibilities for Participating Faculty

May include the following: dissertation committee member; comprehensive/qualifying exam committee member; and develop and teach courses

****Designation of program and participating faculty will be the responsibility of the Dean and will occur at a later date. Please refer to Section VII, Administration, for information about the process for appointment. The following list of faculty includes all regular members of the Graduate Faculty from the College of Health and Human Services who hold a full or joint appointment

Regular Members of the Graduate Faculty – CHHS Full or Joint Appointments

Faculty Name	Most Advanced Degree and Discipline	Other Degrees
Boyd, Suzanne	Ph.D., Social Work and Social Policy; Virginia Commonwealth University	MS in Social Work – Virginia Commonwealth University BA, Psychology – University of Virginia
Buchanan, Robert	Ph.D., Government Public Finance; University of Virginia	MA, Public Administration – University of Virginia BA, Political Science – Grinnell College
Cody, William	Ph.D., Nursing Science; University of South Carolina	MSN, Med-Surg Nursing – Hunter College BS, Communication Arts and Sciences – New York University BSN, Nursing – Regents College University of the State of New York
Cousins, Linwood	Ph.D., Social Work and Anthropology; The University of Michigan	MA, Anthropology – The University of Michigan BSW & MSW – Virginia Commonwealth University
Curran, Mary	Ph.D., Nursing; Vanderbilt University	MSN – University of Tennessee BSN – University of South Alabama
Dienemann, Jackie	Ph.D., Sociology, minor, nursing; Catholic University of America	MSN – Catholic University of America BS, Nursing, minor in psychology – Mount Saint Mary’s College
Dudley, James	Ph.D., Social Work; Bryn Mawr College	MSW – University of Illinois BS, Mathematics in Secondary Education – University of Illinois
Edwards, Lienne	Ph.D., Family Studies; University of North Carolina Greensboro	MSN – University of North Carolina Greensboro BSN – University of North Carolina Chapel Hill
Foss, Gwen	DNSc, Nursing; University of San Diego	MSN – Wayne State University BSN – University of Washington

Faculty Name	Most Advanced Degree and Discipline	Other Degrees
Hardin, Sonya	Ph.D., Nursing; University of Colorado Health Sciences Center	MBA/MHA – Pfeiffer College MSN Adult Health – UNC Charlotte BSN – UNC Charlotte
Hartos, Jessica	Ph.D., Developmental Psychology; University of Houston	MA, Developmental Psychology – University of Houston BS Psychology/Sociology – University of Houston
Harver, Andrew	Ph.D., Experimental Psychology; Ohio University	MS, Experimental Psychology – Ohio University BS, Psychology – University of Washington
Janken, Janice	Ph.D., Nursing; University of Illinois	MSN, Psychiatric Nursing – University of Illinois BSN – University of Illinois
Kao, Sabrina	Ph.D., Nursing; University of Texas	MSN – National Taiwan University
Langford, David	DNSc, Family Nursing; University of California at San Francisco	MS, Community Nursing – University of California BS, Nursing – Brigham Young University
Larsen, Pamala	Ph.D., Human Rehabilitation; University of Northern Colorado	MS, Medical-Surgical Nursing – University of Colorado Health Sciences Center BS, Nursing – Fort Hays State University
Maynard, Carolyn	Ph.D., Education; University of South Carolina	MN – University of Florida BSN – Medical College of Georgia
Moore, Linda	Ed.D., Higher Ed Adm; University of Virginia	MSN – University of Virginia BSN – Duke University
Morrow, Deana	Ph.D., Counselor Education North Carolina State University	MSW – University of Georgia MA, Education – Western Carolina University BA, Education – Catawba College
Narine, Lutchmie	Ph.D., Health Services Organization and Management; University of Toronto	MSc Community Health Sciences – University of Calgary BS, Anthropology – University of Calgary
Neese, Jane	Ph.D., Nursing; University of Virginia	MS, Nursing-University of Maryland BSN – Medical University of South Carolina
Newman, Ann	D.S.N., Nursing; University of Alabama at Birmingham	MSN – University of North Carolina Chapel Hill BSN – University of North Carolina at Charlotte
Popple, Phil	Ph.D., Social Work; Washington University	MSW – Washington University BS, Psychology – North Texas State University
Sanders, Delores	Ed.D., Student Services Personnel in Higher Ed Adm; University of South Carolina	MSN – University of South Carolina MEd – University of North Carolina Charlotte BSN – Winston-Salem State University BSN – West State School of Nursing
Schmaling, Karen	Ph.D., Psychology (clinical); University of Washington	MS, Psychology – University of Washington BA, Psychology – University of Oregon
Shobe, Marcia	Ph.D., Social Work; University of Kansas	MSW – University of Hawaii BA – State University of New York
Steele, Linda	Ph.D., Nursing; University of Texas	MSN, Psychiatric Nursing – Southern Illinois University BSN – Southern Illinois University

Faculty Name	Most Advanced Degree and Discipline	Other Degrees
Troyer, Jennifer	Ph.D., Economics; Florida State University	MS, Economics – Florida State University BBA, Economics – University of Memphis
Wilmoth, Peggy	Ph.D., Nursing; University of Pennsylvania	MS in Nursing – University of Maryland BSN – University of Maryland
Winston, Carole A.	Ph.D., Social Work; New York University	MSS – Columbia University School of Social Work BA, Sociology – New York University
Yousey, Yvonne	Ph.D., Health and Behavioral Science; University of Colorado at Denver	MSN – University of Colorado BSN – Eastern Mennonite College

B. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

The Dean of the College of HHS recommends adding a total of six new faculty positions for the Ph.D. in Health Services Research during the next four years, with two positions being added in each of the first three years of the program (2005, 2006, 2007). The rationale for this request is based on the number of courses that need to be covered in the Ph.D. Program, the number of existing faculty qualified and available to teach these courses, and the need for additional expertise in the program.

Number of courses required: The estimated need for new faculty positions is based on a post-master's program with a total of 64 credit hours of courses, including 18 dissertation credit hours. Assuming a full-time program of 46 credit hours of courses to be taught excluding dissertation credits (full-time option of 3 three-credit courses in each of four semesters and ten credit hours of courses during summer terms), a total of approximately two FTE's (full-time faculty equivalent) are needed to cover the Program in the first year and four FTE's are needed in each of the next three years of the program.

Expertise needed by new faculty: It is assumed that most faculty members will teach in the Ph.D. program on a part-time basis rather than a full-time basis. It is also assumed that while existing faculty in the College are likely to teach many of the courses in the proposed program, several courses will be taught by new faculty hires. This assumption is based on the need for existing faculty to also cover existing master's and baccalaureate course offerings. It is also based on the need for additional expertise in the Ph.D. program. Based on an assessment of current faculty strengths, comments by external reviewers, the national health services research agenda, and the proposed program's thematic focus, additional faculty with the following general levels of expertise are appropriate for consideration: advanced quantitative techniques, health services and policy research, and epidemiology. Preference will be given to new faculty hires having the above types of expertise.

C. If the employment of new faculty requires additional funds, please explain the source of funding.

Financing to support the proposed program is expected from three sources: state funds for enrollment growth (provided according to the UNC funding formula), the continued use and reallocation of existing resources, and new external grant and contract funding.

D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

The College of Health and Human Services strategic plan for 2002–2009 states the goal and expectation of increasing research funding to \$10 million. With this increase in research funding, faculty who have funded research-intensive programs will have a reduction in their teaching course load. This increase in research funding also will assist funding graduate research assistantships for doctoral students.

The current CHHS faculty teaching workload is 15 semester hours per academic year (three 3- credit hour courses one semester and two 3-credit hour courses the second semester) working toward a goal of 12 semester hours per academic year (two 3-credit hour courses each semester) for those with intensive research programs. Faculty who are assigned to teach doctoral courses, chair dissertation committees, or become members of dissertation committees will receive reduced teaching loads. Faculty will receive reduced teaching loads in accordance with their research funding. A high level of university, professional and community services already exists in the College, and it is expected to continue.

V. Library

A. Provide a statement as to the adequacy of present library holdings for the proposed program.

Library consultations were solicited for both the feasibility proposal and the proposal to establish. Initial consultation for the feasibility plan concluded that our 2002-2003 resources were “adequate” and recommended additional specific resources appropriate to support dissertation research. In the current 2004 library consultation, our holdings have increased since the 2003 evaluation. In the words of Judy Hathway, the library consultant, we are “good to start the curriculum.” Ms. Hathway has stated again that the library’s holdings are adequate. The journal literature has added 81 full-text journals through OVID and has reliable access to all but six of the 26 journals in *AcademyHealth’s Core List of Journals in Health Economics*. Appendix C includes the library consultation reports from both 2003 and 2004, as well as a listing of top journals in health services.

B. State how the library will be improved to meet new program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

Please see Appendix C for the library consultant's remarks. Of primary interest to add to the holdings are materials to support health services research (statistics, etc.)

C. Discuss the use of other institutional libraries.

The UNC Charlotte library is a member of the [Interuniversity Consortium for Political and Social Research \(ICPSR\)](http://www.icpsr.umich.edu/) (<http://www.icpsr.umich.edu/>), and the Federal Depository Library Program. Data may also be obtained from other sources, dependent on the availability of funds and the use to the general UNC Charlotte Committee. Codebooks and resources are included with the databases. Some examples of the databases are: National Health Interview Survey, General Social Survey, Substance Abuse and Mental Health Data Archive, Health and Medical Care Archive, and the Panel Study of Income Dynamics to name a few.

Another local library that students may access is the Charlotte Area Health Education Consortium (AHEC) Library, which focuses predominantly on books and journals related to health sciences. Students have unrestricted walk-in access to use of the library, downloading journal articles and use of books. To access the AHEC Digital Library distantly, a fee would need to be paid through the University. The Charlotte AHEC Library has health science-related books, journals, and literature search databases, but also has access to databases for health science professionals. The following are descriptors about the library:

The AHEC Digital Library (ADL) is a statewide electronic network of quality resources and services. ADL is designed to be the first choice portal to the Internet for all NC health care professionals in order to support their clinical and educational needs. ADL features online resources including full text journals and textbooks, links to drug information and current health news, patient education materials in English and Spanish, continuing education opportunities in NC, OVID databases such as MEDLINE and CINAHL, and comprehensive health information sites such as MD Consult.

VI. Facilities and Equipment

A. Describe facilities available for the proposed program.

The proposed program will be housed initially in the Colvard Building. Faculty offices are on the second floor of Colvard. The computer labs are on the 2nd floor as well. Currently graduate assistants work out of faculty offices.

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

A new building for the College of Health and Human Services will be available in summer of 2006. All units involved with the Ph.D. Program will move to the new building. The building offers significant space for faculty offices, graduate assistant offices, research, computer labs, seminar rooms and general classrooms.

C. Discuss any information technology services needed and/or available.

The information technology equipment and services available in the College of Health and Human Services are excellent. Computer labs are equipped with up-to-date hardware and software. Additionally, technical support staff provide exceptional service to both faculty and students.

D. Discuss sources of financial support for any new facilities and equipment.

The new College of Health and Human Services Building is being constructed through the funding authorized by the November 2000 Higher Education Bond Referendum.

VII. Administration

A. Introduction

The proposed interdepartmental Ph.D. Program in Health Services Research depends upon faculty from throughout the College for its success. Thus, it is important that the governance structure of the program reflect the range of expected contributions from College faculty. The proposed governance structure is inclusive and representative, and will maximize the appropriate distribution of resources to implement a responsive and successful doctoral program in the campus' health college.

The Dean of the Graduate School is responsible for monitoring the quality of graduate programs, the final admission of graduate students, and appointment to the Graduate Faculty. The Graduate Dean acts in collaboration with the Dean of the College of Health and Human Services, who is administratively responsible for personnel, resource allocation and evaluation, and other issues related to the administration of academic programs in the College.

B. Program Director

The Director of the Health Services Research Ph.D. Program is an administrative coordinator position appointed by the Dean. The Program Director is a 12-month administrative appointment. The Program Director provides oversight of the program and reports to the Dean of the College of Health and Human Services.

The Program Director:

- Meets the qualifications of a tenured, full professor and is a member of the Graduate Faculty and the Program Faculty of the Ph.D. Program
- Will have a 12-month administrative appointment

Responsibilities of the Program Director

- Chairs the Ph.D. Program Committee
- Communicates and coordinates program development and evaluation to the Dean and to the College Faculty Organization
- Oversees student recruitment efforts
- Recommends program budget needs to the Dean
- Coordinates scheduling of courses
- Maintains student records in collaboration with the Associate Dean for Academic Affairs
- Assigns an advisor to entering students
- Coordinates scheduling of dissertation defenses with chairs of dissertation committees
- Serves as the liaison to the Graduate School
- Represents the program to external professional and community constituencies
- Has teaching responsibilities as appropriate to program needs
- Works collaboratively with School Directors and Department Chairs

C. Health Services Research (HSR) Ph.D. Program Committee

The Ph.D. Program Committee will work with the Program Director to ensure the successful implementation, growth and evaluation of the degree program. The initial departmental representatives to the Ph.D. Program Committee will be appointed by the Dean of the College. Membership will consist of one representative from each participating department and one at-large representative from one of the participating academic departments from the College. All members will be regular members of the Graduate Faculty. The committee will assist the Program Director in administering the Ph.D. program to ensure a program of the highest quality. The length of terms of committee members will be staggered.

The HSR Ph.D. Program Committee:

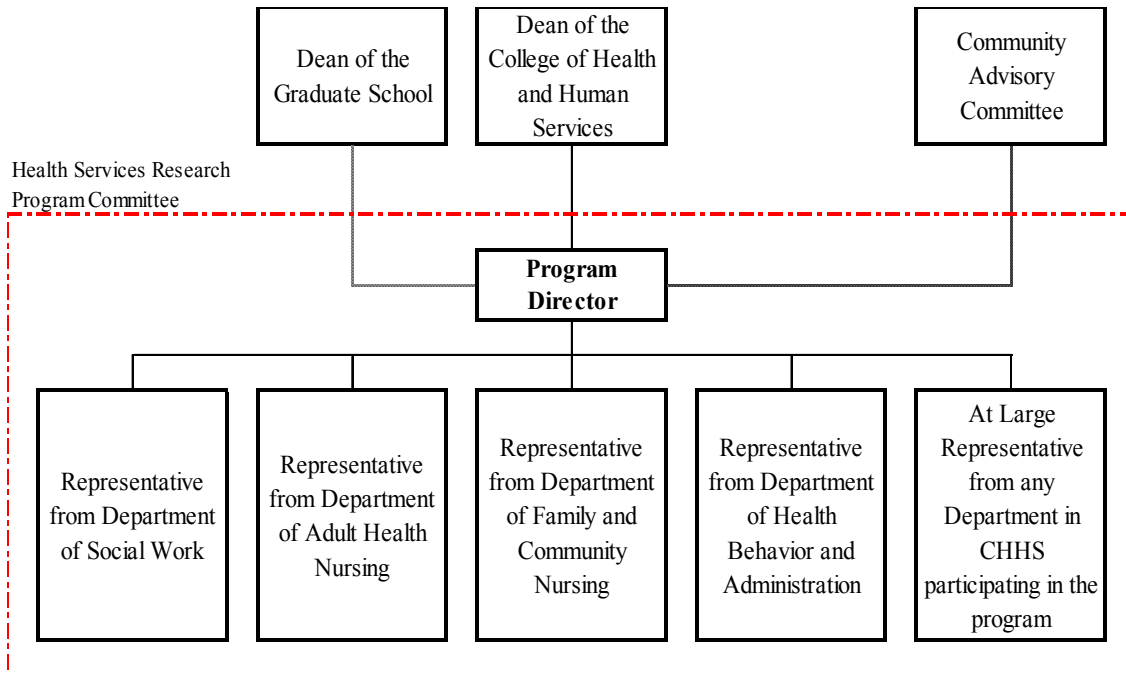
- Serves as the Curriculum Committee for the Ph.D. program in Health Services Research
- Reviews and recommends to the Graduate School student applicants to the program
- Approves the appointment of faculty members to the program as either Program Faculty or Participating Faculty
- Assures that the Qualifying/Comprehensive Examination is administered properly for this program
- Determines that program requirements are completed by each student
- Coordinates the evaluation of the program and student outcomes

After the initial appointment by the Dean, all future members of the Program Committee (with the exception of the Program Director who is appointed by the Dean) will be elected by the HSR Ph.D. Program Faculty in the College of Health and Human Services Faculty Organization.

D. The Ph.D. in Health Services Research Program will have an advisory board composed of community members and appropriate on-campus members.

E. Organizational Chart

The primary governance structure will be integrated within the existing College's Faculty Organization structure (see organizational chart on page 40) . The Health Services Research Program Committee will become a standing committee within the College of Health and Human Services Faculty Organization. The HSR Ph.D. Program Committee is composed of the Director of the Health Services Research Ph.D. Program, one representative from the Department of Health Behavior and Administration, the Department of Social Work, the Department of Family and Community Nursing, the Department of Adult Health Nursing and one at-large representative from any of the above departments. The Committee is chaired by the Program Director who reports to the Dean of the College of Health and Human Services. All members of the Ph.D. Program Committee—including the Program Director— must be from among the College's eligible Program Faculty. The Director of the HSR Ph.D. Program will maintain a list of program and participating faculty.



VIII. Accreditation

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential "substantive change" during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure

There is no agency that accredits Ph.D. programs in Health Services Research.

IX. Supporting Fields

Because Health Services Research is an interdisciplinary field, faculty from other departments may play a role in the program. There are faculty in psychology, mental health administration, biostatistics, public policy, and kinesiology (to mention a few disciplines) who have demonstrated expertise that may add to the richness of the students' experiences in the program.

Another entity, the Institute for Social Capital, is newly established and will play a role in the Ph.D. program in a related way. The goal of the Institute is to combine service data from multiple agencies in the Charlotte metropolitan area (social agencies, school district, etc.) to explore interventions to impact change in the community.

X. Additional Information

Not applicable

XI. Budget

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. *Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds.* Prepare a budget schedule for each of the first three years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. *Include the continuation of previous year(s) costs in second and third year estimates.*

Additional state-appropriated funds for new programs may be limited. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the “New Allocations” column of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time.

Please see Appendix E for estimates of additional costs in the first three years of the program.

XII. Evaluation Plans

All new degree program proposals must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program for the first four years of operation (number of graduates), (d) the names, addresses, e-mail addresses, and telephone numbers of at least three persons (six reviewers are needed for graduate programs) qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

A. Criteria to be used to evaluate the proposed program:

Program assessment and evaluation of the Ph.D. Program will be incorporated into the College’s annual evaluation process which is coordinated by the Associate Dean for Academic Affairs. The evaluation plan examines educational programming, scholarship, and service. Specifically for the Ph.D. program the following criteria will be used:

- Number of graduates
- Successful job placement of graduates in government, academic and private industry
- Publication of dissertation research
- Level of external funding obtained to support the research program

B. Measures to be used to evaluate the program

- Number and quality of students applying for the program
- Number of full-time students
- Number of students who received funding for graduate study
- Student demographics and diversity
- Retention of students and percent who complete the degree
- Student satisfaction survey
- Job placement of graduates in respected agencies, universities, and institutions
- Employer satisfaction with graduates (post graduation)

C. Projected productivity levels (number of graduates):

Year 1 2005-2006	Year 2 2006-2007	Year 3 2007-2008	Year 4 2008-2009	TOTAL
0	0	0	5	5

D. Recommended consultant/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina System. (See External Reviewers letters in Appendix D)

1. Dr. Nancy Kline Leidy
 CEO, MEDTAP International
 7101 Wisconsin Avenue, Suite 600
 Bethesda, MC 20814
 301-654-9729

2. Dr. Leonard Bickman
Professor, Psychology, Psychiatry and Public Policy
Director, Center for Evaluation and Program Improvement
Peabody College at Vanderbilt University
Peabody #151
230 Appleton Place
Nashville, TN 37203-5721
615-322-8694
leonard.bickman@vanderbilt.edu
3. Dr. Elizabeth Mervin
Associate Dean for Research
School of Nursing
University of Virginia
McLeod Hall, Box 800-782
Charlottesville, VA 22908-0782
merwin@virginia.edu
4. Dr. Tom Rice
Professor, Department of Health Services
School of Public Health
University of California, Los Angeles
405 Hilgard Avenue
Box 951361
Los Angeles, CA 90095-1361
trice@ucla.edu
(310) 206-1824
5. Dr. Craig H. Blakely
Chair, Department of Health Policy & Management
School of Rural Public Health
Texas A & M University System Health Science Center
1266 TAMU
3000 Briarcrest Drive, Suite 310
Bryan, TX 77802
979-845-2387
blakely@srph.tamuschsc.edu
6. Dr. Diane Martin
Director of Doctoral Programs
Department of Health Services
P.O. Box 357660
University of Washington
Seattle, WA 98195
dianemar@u.washington.edu
206-616-2987

E. Plan for evaluation prior to fifth operational year.

Year one evaluation efforts will focus on recruitment procedures, admission procedures and student qualifications, and if changes need to be made before the 2nd year of admissions. Course evaluation by students will continue throughout the program.

Year two evaluation will focus on the students' qualifying examinations (which full-time students would be taking by the end of 2nd year of the program) to determine if students are receiving comprehensive in-depth content in the foundation courses.

Throughout the program, regular feedback will be obtained from the HSR Ph.D. Advisory Committee (established upon initiation of the program).

Evaluation of student preparedness for research will be obtained from the faculty working with the students. The degree of preparedness will indicate whether the foundation courses and early statistics and methods courses need to be modified to better prepare the students for the research experience. Evaluation of preparedness will begin with the students' first research experience with faculty.

XIII. Reporting Requirements

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

Proposed date of initiation of proposed degree program: August 2005

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____



References

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- American Association of Colleges of Nursing. Faculty shortages in baccalaureate and graduate nursing programs: Scope of the problem and strategies for expanding the supply. Washington, DC: AACN, 2003.
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Appendix A

Evidence of Faculty Research and Teaching Experience

Name	Research Experience								Publications								Grants						Others		
	Directed doctoral dissertations	Directed master's theses/projects	Served on doctoral/masters committees	Directed undergrad research	Supervised or conducted research in workplace/project evaluator	Taught Graduate research course	Data-based articles in refereed journals	Data-based articles in non-refereed journals	Technical or evaluation reports	Monographs or book chapters	Papers in conference proceedings	Books	Received research grant or contract	Directed funded research	Research assistant on funded project	Reviewed research grant proposals	Research-based conference presentations	Received award(s) for research	Other						
College of Health and Human Services: Department of Social Work																									
Boyd, Suzanne					X		X		X						X										
Cousins, Linwood		X		X			X		X		X		X	X	X										
Dudley, James		X		X			X		X		X		X	X	X		X								
Morrow, Deana		X		X			X		X		X		X		X										
Popple, Phil		X		X			X		X		X		X		X		X								
Shobe, Marcia		X		X			X																		
Winston, Carole		X					X		X				X		X										
College of Health and Human Services: Department of Kinesiology																									
Jung, Alan				X			X						X	X		X	X								
Lightfoot, Tim		X		X			X				X		X	X	X		X	X	X						
Turner, Michael		X		X			X						X	X	X		X	X	X						

8/10/04 10:10AM

Appendix B

Faculty Bio-Sketches

BIOGRAPHICAL INFORMATION OF KEY PERSONNEL*(Do not exceed two pages per person for total biographical information.)*

Last name, first name

Boyd, A. Suzanne

Education

Degree/Year Conferred	Institution/Location	Field of Study
BA, 1991	The University of Virginia, Charlottesville, VA	Psychology/Sociology
MSW, 1993	Virginia Commonwealth University, School of Social Work, Richmond, VA	Social Work/Mental Health
PhD, 1997	Virginia Commonwealth University, School of Social Work, Richmond, VA	Social Work and Social Policy; <u>Specialization</u> : Community-based mental health programs and mental health policy

Appointments

Title	Institution	Dates
Assistant Professor	UNC Charlotte, College of Health and Human Services, Department of Social Work	8/02-present
Research Associate: NIMH Post-doctoral Fellow in Child and Adolescent Mental Health Services Research	Vanderbilt University, Center for Mental Health Policy	6/01-5/02
Assistant Professor	The University of Kansas, School of Social Welfare	8/97-5/01
Adjunct Faculty	Virginia Commonwealth University, School of Social Work	8/94-5/97
Research Assistant	Virginia Commonwealth University, School of Social Work, ACCESS Demonstration Project	8/95-7/97
Research Assistant/Project Manager	Virginia Commonwealth University, Survey Research Lab	6/93-8/95
Grant Coordinator	Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services, Office of Prevention	6/93-7/93
Social Work Intern	Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services, Office of Prevention	9/92-5/93
Program Administrator	Langley Aerospace Research Summer Scholars Program, University Affairs Office, National Aeronautics and Space Administration, Langley Research Center	5/92-8/92
Social Work Intern	Central State Hospital, Acute Care and Evaluation Unit	8/91-5/92
Summer Scholar	Langley Aerospace Research Summer Scholars Program, University Affairs Office, National Aeronautics and Space Administration, Langley Research Center	6/91-8/91
Research Assistant	The University of Virginia, Department of Psychology	1/90-5/91

Publications*(If partial list is given, indicate total number of publications.)*

Bickman, L., Vides de Andrade, A. R., Lambert, E. W., Doucette, A., Sapyta, J., **Boyd, A. S.**, Rumberger, D. T., Moore-Kurnot, J. L., McDonough, L. C., & Rauktis, M. B. (in press). Youth therapeutic alliance in intensive treatment settings. *Journal of Behavioral Health and Services Research*.

Boyd, A. S. (1997). The relationship between the level of personal empowerment and quality of life among psychosocial clubhouse members and consumer-operated drop-in center participants. Unpublished doctoral dissertation.

Boyd, A. S. (1999). The relationship between the level of personal empowerment and quality of life among psychosocial clubhouse members and consumer-operated drop-in center participants. *Proceedings of the Eleventh National Symposium on Doctoral Research in Social Work*, 11, 26-32.

Boyd, A. S., & Korr, W. S. (2002). Social workers as program evaluators and researchers. In K. J. Bentley (Ed). *Social work practice in mental health: Contemporary Roles, Tasks, and Techniques* (pp. 297-321). Pacific Grove, CA: Brooks Cole.

Shobe, M. A., & **Boyd, A. S.** (in press). Increasing the economic self-sufficiency of rural families: Individual Development Accounts. *Social Policy Journal*.

PAPERS PRESENTED AT MEETINGS (Selected)

Boyd, A. S. (2004, January 15-18). The predictors of personal empowerment. Paper abstract accepted for the 8th Annual Conference of the Society for Social Work and Research, Using Diverse Methods to Build Knowledge in New Orleans, Louisiana.

Boyd, A. S., Rauktis, M. B., & Kurnot-Moore, J. (2003, September 16). Conducting research in therapeutic wilderness camp settings: The research, administrative, and clinical perspectives. Paper presented at the 10th Annual Conference of the National Association of Therapeutic Wilderness Camps, Back to Basics in Helen, Georgia.

Boyd, A. S. (2003, August 23). The changing consumer role in mental health policy: A national survey of consumer-operated programs. Paper presented at the 8th Annual Conference of The Policy Conference, The Impact of Conflict and Uncertainty on Social Welfare Policy in Charleston, South Carolina.

Boyd, A. S., & Gibbs, K. A. (2003, April 11). Building a national sampling frame of consumer-operated drop-in centers. Paper presented at the 14th Annual Social Work Field Instruction and Research Institute, Winthrop University, Rock Hill, South Carolina.

Boyd, A. S., Pinkard, T., Rumberger, D. T., McDonough, L., & Moore-Kurnot, J. (2002, March 4). Applying therapeutic alliance: Findings from day school and wilderness camp settings. Paper presented at the 15th Annual Research Conference, *A System of Care for Children's Mental Health: Expanding the Research Base*, in Tampa, Florida.

Boyd, A. S., & Ridgway, P. (1999, October 12). The real reasons consumers leave competitive employment: The results of a qualitative study. Paper presented at the National Association of Case Management Conference's Case Management Research Forum in Cincinnati, Ohio.

Boyd, A. S., Carlson, L., Gowdy, L, and Ridgway, P. (1999, May 10). One-day Best Practices Institute. Institute presented at the 1999 International Association of Psychosocial Rehabilitation Services Conference, Minneapolis, Minnesota.

Boyd, A. S. (1999, April 16). The relationship between the level of personal empowerment and quality of life among psychosocial clubhouse members and consumer-operated drop-in center participants. Paper presented at the 11th National Symposium on Doctoral Research, Ohio State University, Columbus, Ohio.

Boyd, A. S. (1998, June 16). The consumer perspective on factors affecting job maintenance in competitive employment: Creating solutions through partnerships between consumers and service providers. Paper presented at the 1998 International Association of Psychosocial Rehabilitation Services Conference, Orlando, Florida.

Boyd, A. S., & Harris, R. (1996, November 8). Program evaluation of psychosocial clubhouses and consumer-operated drop-in centers: The relationship between the level of personal empowerment and quality of life. Paper presented at the meeting of the American Evaluation Association, Atlanta, Georgia.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Robert J. Buchanan		POSITION TITLE Associate Dean for Research and Professor	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Associate Dean for Research and University of Virginia, Charlottesville, VA	B.A.	1971	Political Science
University of Virginia, Charlottesville, VA	M.A.P.A.	1976	Public Administration
University of Virginia, Charlottesville, VA	Ph.D.	1980	Government (Public Finance)

A. Positions and Honors. List in chronological order previous positions, concluding with your present position. List any honors. Include present membership on any Federal Government public advisory committee.

Positions

1975-1977 The Federal Executive Institution, Charlottesville, VA-Administrative Assistant
 1977-1979 University of Nebraska, Omaha, NE - Instructor, Public Administration
 1979-1981 California State College, San Bernardino, CA - Assistant Professor, School of Administration
 1981-1986 University of Mississippi, Oxford, MS - Research Assistant
 1986-1990 Cornell University, Ithaca, NY - Assistant Professor, Sloan Program in Health Services
 Administration, Department of Human Service Studies
 1990-1997 University of Illinois at Urbana-Champaign, IL - Associate Professor, Department of Community Health
 1997-1999 Medical University of South Carolina, Professor, Department of Health Administration and Policy
 1999-2003 The Texas A&M University System Health Science Center, TX - Professor, Department of Health
 Policy and Management, School of Rural Public Health
 2003-present The Texas A&M University System Health Science Center, TX - Adjunct Professor, Department of
 Health Policy and Management, School of Rural Public Health
 2003-present University of North Carolina at Charlotte, Charlotte, NC - Associate Dean for Research and Professor,
 College of Health and Human Services

Recent Selected Honors

2001-present Nursing Home Task Force, National Multiple Sclerosis Society
 2000-2003 Co-director, Rural Center for AIDS/STD Prevention
 1998 Scholar of the Year, 1998, College of Health Professions, Medical University of South Carolina
 1997-present Board of Contributing Editors, AIDS AND PUBLIC POLICY JOURNAL
 1990-1993 National Advisory Committee, Robert Wood Johnson Faculty Fellowship in Health Care Finance at
 the Johns Hopkins Medical Institutions

B. Selected peer-reviewed publications (in chronological order). Do not include publications submitted or in preparation.

Travis, S.S., **Buchanan, R.J.**, Wang, S.J., and Kim, M. "Analyses of Nursing Home Residents with Diabetes at Admission." Journal Of The American Medical Directors Association, accepted for publication.

Buchanan, R.J., Choi, M.A., Wang, S.J., Ju, H., and Graber, D. "Nursing Home Residents with Alzheimer's Disease in Special Care Units Compared to Other Residents with Alzheimer's Disease." Dementia: The International Journal Of Social Research And Practice, accepted for publication.

Buchanan, R.J., Chakravorty, B.J., Bolin, J.N., Wang, S.J., and Kim, M. "Decision Making and the Use of Advance Directives Among Nursing Home Residents At Admission and One Year After Admission." Journal Of Social Work In Long Term Care, forthcoming, 2004.

Buchanan, R.J., Chakravorty, B., Wang, S.J., Ju, H., and Hackethorm, D. "Nursing Home Residents with Emphysema/COPD Compared to Other Residents." Journal Of Social Work In Disability & Rehabilitation, forthcoming, 2004.

- Buchanan, R.J.,** Bolin, J.N., Wang, S.J., Zhu, L., and Kim, M. "Urban/Rural Differences in Decision Making and the Use of Advance Directives Among Nursing Home Residents At Admission." Journal Of Rural Health, Vol. 20, No. 2, 2004, in press.
- Buchanan, R.J.,** Choi, M.A., Wang, S.J., and Ju, H. "End of Life Care in Nursing Homes: Residents in Hospice Compared to Other End Stage Residents." Journal Of Palliative Medicine, Vol. 7, No. 2, 2004, in press.
- Buchanan, R.J.,** Martin, R.A., Wang, S.J., and Ju, H. "Analyses of Nursing Home Residents with MS at Admission and One Year After Admission." Multiple Sclerosis, Vol.10, No. 1, 2004.
- Buchanan, R.J.,** Wang, S.J., Zhu, L., and Kim, M. "Rural-Urban Comparisons of Nursing Home Residents with Multiple Sclerosis." Journal Of Rural Health, Vol. 20, No. 1, 2004.
- Buchanan, R.J.** National Multiple Sclerosis Society, Long Term Care Committee, Nursing Home Task Force. "Nursing Home Care of Individuals with Multiple Sclerosis: Guidelines and Recommendations for Quality Care." Journal Of The American Medical Directors Association, Vol. 4, No. 6, 2003.
- Anderson, R.L., Buckwalter, K.C., **Buchanan, R.J.,** Mass, M.L., and Imhof, S.L. "Validity and Reliability of the Minimum Data Set Depression Rating Scale for Older Adults in Nursing Homes." Age And Ageing, Vol. 32, No. 4, 2003.
- Buchanan, R.J.,** Wang, S.J., and Ju, H. "Gender Analyses of Nursing Home Residents with Multiple Sclerosis." Journal Of Gender Specific Medicine, Vol. 6, No. 2, 2003.
- Buchanan, R.J.,** Wang, S.J., and Huang, C.F. "Profiles of Nursing Home Residents with Traumatic Brain Injury Using the Minimum Data Set." Brain Injury, Vol. 17, No. 6, 2003.
- Buchanan, R.J.,** Wang, S.J., Tai-Seale, M., and Ju, H. "Analyses of Nursing Home Residents with Multiple Sclerosis and Depression using the Minimum Data Set." Multiple Sclerosis, Vol. 9, No. 2, 2003.
- Buchanan, R.J.,** Gorman, D.M., Wang, S.J., and Huang, C.F. "Co-Morbidity and Treatment Needs Among Nursing Home Residents Receiving Alcohol and Drug Treatment." Journal Of Addictive Diseases, Vol. 22, No. 2, 2003.
- Bolin, J.N., **Buchanan, R.J.,** and Smith, S.R. "State Regulation of Private Health Insurance: Prescription Drug Benefits, Experimental Treatments, and Consumer Protection." The American Journal Of Managed Care, Vol. 8, No. 11, 2002.
- Buchanan, R.J.,** Choi, M.A., Wang, S.J., and Huang, C.F. "Analyses of Nursing Home Residents in Hospice Care Using the MinimumData Set." Palliative Medicine, Vol. 16, No.6, 2002.
- Buchanan, R.J.,** Wang, S.J., and Ju, H. "Analyses of the Minimum Data Set: Comparisons of Nursing Home Residents with Multiple Sclerosis to Other Nursing Home Residents." Multiple Sclerosis, Vol. 8, No. 6, 2002.
- Buchanan, R.J.,** Wang, S.J., and Huang, C.F. "Analyses of Nursing Home Residents with HIV and Depression Using the Minimum Data Set." Aids Patient Care And Stds, Vol. 16, NO. 9, 2002.
- Buchanan, R.J.** "Medicaid Managed Care and Coverage of Prescription Medications." American Journal Of Public Health, Vol. 92, No. 8, 2002.
- Buchanan, R.J.,** Wang, S.J., and Huang, C.F. "Profiles of Nursing Home Residents with HIV." Journal Of Health Care For The Poor And Underserved, Vol. 13, No. 3, 2002.
- Buchanan, R.J.,** Wang, S.J., Huang, C.F., Simpson, P., and Manyam, B.V. "Analyses of Nursing Home Residents with Parkinson's Disease Using the Minimum Data Set." Parkinsonism And Related Disorders, Vol. 8., No. 5, 2002.
- Buchanan, R.J.,** Wang, S.J., Huang, C.F., and Graber, D. "Profiles of Nursing Home Residents with Multiple Sclerosis Using the Minimum Data Set." Multiple Sclerosis, Vol. 7, No. 3, 2001.
- Buchanan, R.J.,** Wang, S.J., and Huang, C.F. "Nursing Home Residents with HIV and Anemia." AIDS PATIENT CARE AND Stds, Vol. 15, No. 7, 2001.
- Buchanan, R.J.,** Wang, S.J., and Huang, C.F. "Analyses of Nursing Home Residents with HIV and Dementia Using the Minimum Data Set." The Journal Of Acquired Immune Deficiency Syndrome, Vol. 26, No. 3, 2001.
- Buchanan, R.J.** and S.R. Smith. "State Implementation of the AIDS Drug Assistance Programs," Health Care Financing Review, Vol.19, No. 3, 1998.
- Buchanan, R.J..** "Medicaid Payment Policies for the Care Provided to People with Alzheimer's Disease in Nursing Facilities," Journal Of Rehabilitation Administration, Vol. 22, No. 2, 1998.
- Buchanan, R.J..** "Medicaid Policies for the Hospice Care Needed by People with Alzheimer's Disease," Journal Of Health And Human Services Administration, Vol. 20, No. 3, 1998.
- Buchanan, R.J.** and B. Chakravorty. "The Medicaid Home and Community-Based Care Waiver Programs: Providing Services to People with AIDS," Health Care Financing Review, Vol. 18, No. 4, 1997.
- Buchanan, R.J.** and R. Alston. "Medicaid Policies for the Home Health Care Needed by People with Alzheimer's Disease," Journal Of Rehabilitation, Vol. 63, No. 3, 1997.
- Buchanan, R.J.** and K.P. Lewis. "Services Nursing Facilities Should Provide to Residents with MS: A Survey of Health Professionals," Rehabilitation Nursing, Vol. 22, No. 2, 1997.
- Buchanan, R.J..** "Medicaid Payments for the Nursing Home Care Provided to Residents with Multiple Sclerosis and to Other Younger Adults," The Journal Of Rehabilitation Administration, Vol. 17, No. 4, 1993.
- Buchanan, R.J..** "The Difficulty Placing Younger Medicaid Beneficiaries in Nursing Facilities," American Journal Of Physical Medicine And Rehabilitation, Vol. 72, 1993.

C. Research Support. List selected ongoing or completed (during the last three years) research projects (federal and nonfederal support). Begin with the projects that are most relevant to the research proposed in this application. Briefly indicate the overall goals of the projects and responsibilities of principal investigator identified above.

- "Preliminary Analysis of the Utilization of Stroke Services by Veterans in Community Nursing Homes." Principal Investigator, 12%, September 1, 2002 - February 28, 2003, \$20,000. Rehabilitation Outcomes Research Center, North Florida/South Georgia Veterans Health System, Department of Veterans Affairs.
- "The Long Term Care Needs of People with Multiple Sclerosis." Principal Investigator, 30%, July 1, 2001 to June 30, 2005, \$446,257. The National Multiple Sclerosis Society.
- "Nursing Home Residents with Multiple Sclerosis and Depression." Principal Investigator: 10 percent. July 1, 2001 - June 30, 2002, \$27,491. The National Multiple Sclerosis Society.
- "Cognition and ADL Status of Individuals with Alzheimer's Disease Leaving the Community and Entering Nursing Homes." Subcontract, Principal Investigator: 15 percent. September 1, 2001 to March 31, 2002, \$35,233. The main grant was awarded to the Medical University of South Carolina (David Graber, Principal Investigator) by the Alzheimer's Association and is funded at \$99,165.
- "Analyses of Nursing Home Residents with Chronic Obstructive Pulmonary Disease Using the Minimum Data Set." Principal Investigator: 10 percent. June 1, 2001 - September 30, 2002, \$49,789. Alpha 1 Foundation and the Health Services Research Program at Scott and White/Texas A&M University System Health Science Center.
- "Rural HIV/AIDS Prevention and Education Project." Principal Investigator: 15 percent. October 1, 2000 - August 31, 2003, \$170,000. Subcontract from Indiana University. Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.
- "Delivery of Health Care to People with Multiple Sclerosis Living in Rural Areas," Principal Investigator, 30%, July 1, 2000 to June 30, 2004, \$421,720. National Multiple Sclerosis Society.
- "Analyses of Nursing Home Residents with Multiple Sclerosis," Principal Investigator: 10 percent. September 1, 1999 - February 1, 2001, \$27,498. National Multiple Sclerosis Society.
- "Analyses of Public Policies: Coverage of HIV Medications," Principal Investigator: 30 percent. September 1, 1998 - August 31, 2001, \$71,100. Agency for Health Care Research and Quality, Public Health Service, U.S. Department of Health and Human Services.
- "Effects of a Worksite Smokeless Tobacco Ban on Smokeless Tobacco-Related Behaviors," Co-Principal Investigator: 30 percent. September 30, 1995 - July 31, 2000, \$296,845. National Cancer Institute, National Institutes of Health, Public Health Service, U.S. Department of Health and Human Services.
- "State-Administered Programs for HIV-Related Care," Principal Investigator: 35 percent. September 27, 1994 - March 26, 1997, \$106,507. Health Care Financing Administration, U.S. Department of Health and Human Services.
- "Medicaid Policies for the Long Term Care Needed by People with Alzheimer's Disease: Surveys of the States," Principal Investigator. July 1, 1994 - June 30, 1995, \$19,991. Illinois Department of Public Health.
- "Caring for Young Adults in Nursing Facilities: The Services Needed and Medicaid Payments for These Special-Care Needs," Principal Investigator. August 1, 1993 - April 30, 1995, \$19,972. National Multiple Sclerosis Society.
- "National Survey of Nursing Facilities Caring for Non-Elderly Adults," Principal Investigator. September 1, 1992 - August 31, 1993, \$19,735. National Multiple Sclerosis Society.
- "State Medicaid Policies for AIDS-Related Health Care," Principal Investigator: 40 percent. July 1, 1992 - August 31, 1994, \$76,202. Agency for Health Care Policy and Research, Public Health Service, U.S. Department of Health and Human Services. "Medicaid Policies for Nursing Home Residents with Multiple Sclerosis: Survey of the States," Principal Investigator. July 1, 1991 - June 30, 1992, \$19,977. National Multiple Sclerosis Society.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed on Form Page 2.
Photocopy this page or follow this format for each person.

NAME	POSITION TITLE		
Cody, William K.	Professor, Dept. Chair, & Exec. Dir. of Nursing Center		
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of South Carolina, Columbia, SC	PhD	1992	Nursing
Hunter College, CUNY, New York, NY	MSN	1989	Medical-Surgical Nursing
New York University, New York, NY	BS	1987	Communication
Regents College, Albany NY	BSN	1986	Nursing
Regents College, Albany NY	ASN	1982	Nursing

RESEARCH AND PROFESSIONAL EXPERIENCE: Concluding with present position, list, in chronological order, previous employment, experience, and honors. Include present membership on any Federal Government public advisory committee. List, in chronological order, the titles, all authors, and complete references to all publications during the past three years and to representative earlier publications pertinent to this application. If the list of publications in the last three years exceeds two pages, select the most pertinent publications. **DO NOT EXCEED TWO PAGES.**

PROFESSIONAL EXPERIENCE

1997-present	Chair, Family & Community Nursing Dept., University of North Carolina at Charlotte, NC
2002-present	Professor, University of North Carolina at Charlotte, NC
1993-present	Executive Director, Nursing Center for Health Promotion, UNC Charlotte, Charlotte NC
1999-present	Faculty, part-time, School of Nursing, Excelsior College, Albany, NY
2004-present	Faculty Associate, Center for Professional and Applied Ethics, UNC Charlotte, Charlotte NC
1996-2002	Associate Professor (tenured 1999), University of North Carolina at Charlotte, NC
1993-1996	Assistant Professor, University of North Carolina at Charlotte, Charlotte, NC
1992-1994	Visiting Home Health Nurse, part-time, Olsten-Kimberly Quality Care, Charlotte, NC
1992-1993	Lecturer, University of North Carolina at Charlotte, Charlotte, NC
1990-1990	Lecturer, Hunter-Bellevue School of Nursing, Hunter College, City University of New York
1989-1990	Clinical Coordinator, Ortho-Neuro-Psych Service, New York University Medical Center
1988-1989	Asst. Clinical Coordinator, Medical Service, New York University Medical Center
1982-1988	RN, Neuroscience Nursing, Neurosurgery and Neuro ICU, New York University Medical Center
1978-1981	Licensed Practical Nurse, ICU, Mercy Hospital, Charlotte, NC

HONORS

Robert Wood Johnson Nurse Executive Fellow, 2003-2006
James G. Cannon Award, for leadership in enhancing medical care in Charlotte-Mecklenburg, 2004
Hunter College Hall of Fame, 2001
American Nurses Foundation Scholar, 1994

SELECTED PUBLICATIONS

- Cody, W.K. (in press). Critical thinking in nursing: Beyond clinical judgment to perspective, context and meaning. In Daly, J., Speedy, S., Jackson, S., Lambert, V., & Lambert C. (Eds.). **Professional nursing: Concepts, contexts and challenges**. New York: Springer.
- Cody, W.K. (2003). Nurse-managed clinic offers unique range of services to homeless persons. **Mecklenburg Medicine** [journal of the Mecklenburg County Medical Society, Charlotte NC], v. 33 (no. 10, Nov.-Dec.), p. 17.
- Cody, W.K. (2003). Human becoming community change concepts in an academic nursing practice setting. In R.R. Parse, **Community: A human becoming perspective** (pp. 49-72). Thousand Oaks, CA: Sage.
- Cody, W.K. (2003). Theoretical concerns. Paternalism and healthcare: Major issues and their relation to theory. **Nursing Science Quarterly, 16**(4).
- Cody, W.K. (2003). Scholarly dialogue. Theory and practice: A discussion. **Nursing Science Quarterly, 16**(3).
- Cody, W.K.** (2002). [abstract] Charlotte Rainbow PRISM Model: Improving healthcare for homeless women and children. Presented at the 130th Annual Conference of the American Public Health Association, *Putting the Public Back in Public Health*, Philadelphia, PA, Nov. 11. Abstract available online at APHA website: http://apha.confex.com/apha/130am/techprogram/meeting_130am.htm
- Cody, W.K. (2002). Theoretical concerns. Critical thinking and nursing science: Judgment, or Vision? **Nursing Science Quarterly, 15**(3).

- Cody, W.K. (2002). Theoretical concerns. Lyrical language and nursing science: Can science be the tool of love? *Nursing Science Quarterly*, **15**(2).
- Cody, W.K. & Mitchell, G.J. (2002). Nursing knowledge and human science revisited: Practical and political considerations. *Nursing Science Quarterly*, **15**(1).
- Cody, W.K. (2001). Ethical concerns. The ethics of bearing witness. *Nursing Science Quarterly*, **14**(4).
- Cody, W.K. (2001). Theoretical concerns. Interdisciplinarity and nursing: Everything is everything, or is it? *Nursing Science Quarterly*, **14**(4).
- Cody, W.K. (2000). The lived experience of grieving for persons living with HIV who have used injection drugs. *Journal of the Association of Nurses in AIDS Care*, **11**(3), 82-92.
- Cody, W.K., Bunkers, S.S., & Mitchell, G.J. (2000). The human becoming theory in practice, research, administration, regulation, and education. In M. Parker (Ed.), *Nursing theories and nursing practice* (pp. 229-262) Philadelphia: F.A. Davis.
- Cody, W.K., & Filler, J.E. (1999). The lived experience of hope for women residing in a shelter. In R.R. Parse, *Hope: An international human becoming perspective*. NLN Press/Jones & Bartlett (pp. 211-225).
- Mitchell, G.K. & Cody, W.K. (1999). Practice applications. Human becoming theory: A complement to medical science. *Nursing Science Quarterly*, **12**, 304-310.
- MacNair-Semands, R., Cody, W.K., & Simono, S. (1997). Changes in sexual knowledge and behavior following a college AIDS course. *AIDS Care*, **9**, 728-738.
- Clarke, P.N. & Cody, W.K. (1994). Nursing theory-based practice in the home and community: The crux of professional nursing education. *Advances in Nursing Science*, **17**(2), 41-53.
- Cody, W.K. (1994). Ethical issues in home health care: Appropriate resources and knowledge base are necessary. *Advance for Nurse Practitioners*, **2**(8), 27-28, 30.

NATIONAL / INTERNATIONAL ROLES IN SERVICE

- National Nursing Centers Consortium, 2003-present; Policy Committee, 2003-pres.; Board of Directors, 2004 (October)
- Grant Reviewer**, Social Sciences and Humanities Research Council (SSHRC) of Canada, December, 2003.
- Contributing Editor** for Theoretical Concerns, *Nursing Science Quarterly*, 1998-2003.
- Manuscript Reviewer**, *Journal of Hospice and Palliative Care*, by invitation, 2003.
- Manuscript Reviewer**, *Nursing Ethics*, 2002-present
- Manuscript Reviewer**, textbook, *Curriculum Development and Evaluation in Nursing* (Lippincott), Sept.-Oct., 2002
- Manuscript Reviewer**, *Canadian Journal of Nursing Research*, by invitation, March, 2000; also May, 2001
- Reviewer**, HRSA Bureau of Health Professions (U.S.D.H.H.S.) Nursing Special Projects, Feb. 1999
- Grant Reviewer**, Social Sciences and Humanities Research Council (SSHRC) of Canada, February, 2000
- Manuscript Reviewer**, *Journal of Nursing Philosophy*, by invitation, March, 2000
- Manuscript Reviewer**, *Australian Journal of Advanced Nursing* [occasional], 2000-present
- Manuscript Reviewer** [occasional], *Journal of Advanced Nursing*, 1999-present
- Member of Editorial Board** [masthead], *Nursing Science Quarterly*, 1996-present
- Manuscript Reviewer**, *Nursing Science Quarterly*, for Manuscript Reviews 1992-present

SELECTED RESEARCH AND FUNDED PROJECTS

- PI:** Improving Health Outcomes for Homeless Women. NC State Attorney General's Office, **\$15,000**, 2004.
- PI:** Base Grant from Blue Cross Blue Shield Funds. North Carolina Association of Free Clinics, **\$15,000**, 2004.
- PI:** Improving Outcomes for Homeless Women and Children. Merancas Foundation, **\$25,000**, 2003.
- PI:** Expanding and Strengthening Core Services of UNC Charlotte's Nursing Center. Sisters of Mercy of NC Foundation, **\$164,762**, 2002.
- PI:** General Operating Funds, Nursing Center for Health Promotion. Merancas Foundation, **\$25,000**, 2002.
- PI:** Expanding Capacity of the UNC Charlotte Nursing Center. Invited SOPHIA grant, Carolinas HealthCare Foundation, **\$14,992**, 2001.
- PI:** Funds to Upgrade the Infrastructure of the Nursing Center for Health Promotion. The North Carolina Foundation for Advanced Health Programs, **\$9,835**, 2001.
- PI:** General Operating Funds, Nursing Center for Health Promotion. Mermans Foundation, **\$20,000**, 2001.
- Co-PI:** Developing Faculty and Curriculum for Community-based Care. Helene Fuld Health Trust, **\$93,890**, 2000.
- PI:** Bridging Healthcare for Homeless Children. Mermans Foundation. **\$10,000**, 2000.
- PI:** Increasing Capacity to Provide Prescription Assistance. NC State Attorney General's Office via the North Carolina Association of Free Clinics, **\$5,250**, 1999.
- PI:** Expansion of the Nursing Center for Health Promotion. Sisters of Mercy of NC Foundation, **\$93,100**, 1998.
- Co-PI:** An HIV Prevention Program for Low-income, Inner-city Women. Regional HIV/AIDS Consortium, Foundation for the Carolinas, **\$10,000**, 1995.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Cousins, Linwood H.		POSITION TITLE Associate Professor and Interim Department Chair	
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Michigan, Ann Arbor, Michigan	Ph.D.	1994	Social Work and Anthropology
University of Michigan, Ann Arbor, Michigan	MA	1991	Anthropology
Virginia Commonwealth University, Richmond, VA.	MSW	1985	Social Work
Virginia Commonwealth University, Richmond, Va.	BSW	1981	Social Work

NOTE: The Biographical Sketch may not exceed four pages. Items A and B (together) may not exceed two of the four-page limit. Follow the formats and instructions on the attached sample.

A. Positions and Honors. List in chronological order previous positions, concluding with your present position. List any honors. Include present membership on any Federal Government public advisory committee.

1978-1984 Youth Counselor, Virginia Department of Youth Services
 1985-1989 Clinical Social Worker, Blue Water Mental Health and Child Guidance Clinic, Port Huron, MI
 1987-1988 Adjunct Professor, Department of Sociology, St. Clair County Community College, MI
 1992-1994 Clinical Social Worker (part-time), Youth Consultation Service, Newark, NJ
 1994-1994 Clinical Social Worker (part-time), University of Medicine and Dentistry, CMH, Newark, NJ
 1994-1999 Assistant Professor, School of Social Work, Western Michigan University
 1994-1999 Assistant Professor, Department of Anthropology, Western Michigan University
 1999-2000 Associate Professor of Anthropology, Department of Sociology and Anthropology, Kalamazoo College
 2000-present Associate Professor, Department of Social Work, UNCCharlotte
 2003-present Interim Department Chair, Department of Social Work, UNCCharlotte

B. Selected peer-reviewed publications (in chronological order). Do not include publications submitted or in preparation.

- Cousins, L. et al. (in press). "Social and Academic Relationships in the Lives of Black Children: Transdisciplinary Research and Practice," *Journal of Human Behavior in the Social Environment*.
- Cousins, L. (In press). Black Students' Identity and "Acting Black and White." In John U. Ogbu, Ed., *Minority Status, Collective Identity and Schooling*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cousins, L. (In press). "Black Higher Learnin': Black Popular Culture and the Politics of Higher Education." In Gunilla Holm, Ed., *Imagining the Academy: Higher Education and Popular Culture*. Routledge.
- Cousins, L. (2003). "Culture." In Elizabeth Hutchinson (Ed.), *Dimensions of Human Behavior: Person and Environment*. (2nd ed.), pp. 318-353. Sage. (Original chapter published in 1st ed., 1999, pp. 265-295. Thousand Oaks, CA: Pine Forge Press.)
- Pawlak, E., & Cousins, L. (2002). School Social Work: Organizational Perspectives. In Robert

- Constable, Shirley McDonald, and John Flynn (Eds.), *School Social Work: Practice, Policy, and Research Perspectives* (5th ed), pp. 314-327. Chicago: Lyceum. (Original chapter published in 4th edition, 1998, pp. 150-165).
- Cousins, L. (2001). "Moral Markets for Troubling Youths: A Disruption!" *Childhood*, 8 (2): 193-212.
- Helweg, A. and Cousins, L. (Eds.) (2001-2003): *Discovering the Peoples of Michigan*. Lansing, MI: Michigan State University Press. (In this monograph series, ten monographs have been published to date: Ethnicity in Michigan, African Americans in Michigan, Italians in Michigan, French Canadians in Michigan, Albanians in Michigan, Amish in Michigan, Jews in Michigan, Dutch in Michigan, Poles in Michigan, and Germans in Michigan.)
- Walker, L., Wilson, B. and Cousins, L. (2001). *African Americans In Michigan*. Lansing, MI: Michigan State University Press.
- Cousins, L. (1999). "Playing Between Classes: America's Troubles with Class, Race and Gender in a Black High School & Community." *Anthropology & Education Quarterly*. 30 (3): 294-316.
- Cousins, L., Williams, L., & Battani, P. (1998). Guest Editors: Symposium on Families and Neighborhoods, Community and University Partnerships. *Journal of Sociology & Social Welfare*, 25(1).

C. Research Support. List selected ongoing or completed (during the last three years) research projects (federal and non-federal support). Begin with the projects that are most relevant to the research proposed in this application. Briefly indicate the overall goals of the projects and your role (e.g. PI, Co-Investigator, Consultant) in the research project. Do not list award amounts or percent effort in projects.

Mickelson, Roslyn (Co-PI) and Cousins, Linwood (Co-PI) (University of North Carolina at Charlotte). National Science Foundation. "ROLE: Closing the Race Gap in Math and Science Achievement Through Improving Parental Involvement in the Course Selection and Placement Process." June 6, 2002-present.

This project aims to close the gap between African American and white students who enroll in upper level math and science courses in middle and high school. As co-PI, I am responsible for the overall administration of the research project; in addition I am responsible for the design, implementation and analysis of community-based workshops that are provided to parents of African American students to increase math and science course enrollment.

Research Associate (funded), Michigan Department of Education Grant, Western Michigan University, Office of the Vice President for Research, Institute for Leadership Transformation. Goals 2000: Supporting a Community to Help Itself: Removing Barriers to Preschool Readiness in the City of Benton Harbor, Michigan, 1998-2000 (Donald Thompson, PI).

This action research project aimed to provide evidenced-based programming to increase the participation of African American children and parents in preschool. I was responsible for collecting and analyzing ethnographic data on the socio-economic context of the Benton Harbor community, particularly pertaining to the educational and social beliefs and values of African American parents and school participation.

Biographical Sketch

Name: Dr. Mary A. Curran, APRN, BC, FNP

Rank: Associate Professor

Department: Adult Health Nursing

College: Health and Human Services

Phone: 704.687.3355 Email Address: macurran@email.uncc.edu

Education:

<i>Degree</i>	<i>Institution</i>	<i>Dates</i>
Certificate	Professional Web Site Design - Georgia Institute of Technology; Atlanta, GA.	1999
Certificate	FNP - University of Tennessee - Memphis, TN	1997
Certificate	Multimedia Development - Georgia Institute of Technology; Atlanta, GA	1996
Post Doc.	AACSB Advanced Faculty Development Institute in Information Systems - University of Baltimore; Baltimore, MD	1990
Post Doc.	Nursing Informatics - University of Utah; Salt Lake City, UT.	1989
Post Doc.	AACSB Information Systems Faculty Development Institute - University of Minnesota; Minneapolis, MN,	1988
Ph.D.	Nursing Administration - Vanderbilt University, Nashville, TN	1982
M.S.N.	Adult Health - University Tennessee Center for the Health Sciences; Memphis, TN	1978
B.S.N.	University of South Alabama; Mobile; AL	1977.
Diploma	St. Francis Hospital School of Nursing; Peoria, IL	1970

Refereed Paper Presentations/Publications in National/International Meetings/Proceedings (selected):

- Curran, M, Curran, K. & Maynard, C. *PDA and EBP at a Community Free Clinic*. 2nd International Evidence-Based Nursing Preconference, July 21, 2004, Dublin Ireland.
- Curran, K, & Curran, M. (Jan. 2004) E-learning: benefits, constraints and strategies. IABPAD, New Orleans.
- Curran, M & Curran K, & Maynard, C (November 2003) The developing e-health environment and its impact on nursing practice. *Leadership Session 37th Biennial Convention Sigma Theta Tau, International*, Toronto Canada.
- Maynard, C, Curran, M, & Curran K (November 2003) A partnership to teach real world practice. *Clinical Session 37th Biennial Convention Sigma Theta Tau, International*, Toronto Canada.
- Curran, MA & Curran, KE (September, 2003). The “Swiss army knife” project. *The National League for Nursing Educational Summit 2003*, San Antonio, TX.
- Curran, MA & Curran, KE. (April, 2003). The “Swiss army knife” approach to course development. *Proceedings of the International Medical Informatics Association (IMIA) Working Group for Education 2003 Conference*, Portland, OR. (CD-ROM)
- Curran, MA & Curran, KE (February, 2003). HIPAA: strategic planning to resolve health care dichotomies. *Proceedings of the 10th Annual Conference of the American Society of Business and Behavioral Sciences*, Las Vegas, NV. [CD-ROM]
- Curran, KE & Curran, MA (October, 2002). The E-Health revolution: competitive options for the local health care organization. *The 2002 Conference on Emerging Issues in Business and Technology*, Myrtle Beach, SC.

- Curran, KE & Curran, MA (February, 2002). E-business strategy for health care providers. *Proceedings of the 9th Annual Conference of the American Society of Business and Behavioral Sciences*, Las Vegas, NV. [CD-ROM] Awarded “Best Paper.”
- Curran, MA & Curran, K.E. (August, 2001). NCHICA a strategic approach to implementing a statewide healthcare information system. *Proceedings of the 4th Annual International Meeting of the American Society of Business and Behavioral Sciences*. London, UK.
- Curran, MA & Curran, KE (February, 2001). Keeping your class current: solving distribution and timeliness problems in graduate education *Proceedings of the 8th Annual Meeting of the American Society of Business and Behavioral Sciences*. 8(2), 301-308. Las Vegas, NV.
- Curran, KE, & Curran, MA (2000). In E-commerce we trust: or do we? *Proceedings of the American Society of Business and Behavioral Sciences*. 7(8), 138-145 [CD-ROM].
- Curran, KE, & Curran, MA (1999). An analysis of multimedia’s educational return on investment. *Proceedings of 6th Annual Meeting of the American Society of Business and Behavioral Sciences*. Vol. C & D [CD-ROM].
- Curran, MA & Curran, KE (1998). The development of decision support to manage the delivery of primary care. *Proceedings of the 5th Annual Meeting of the American Society of Business & Behavioral Sciences*, 3, 35-41.
- Curran, MA & Curran, KE (1996). Knowledge acquisition via multimedia nursing pharmacology cases. *20th National Fall Symposium of the American Medical Informatics Association (AMIA)* (formerly Symposium of Computer Applications in Medical Care - SCAMC), Washington, DC, 959.
- Uliss, D, Doiley, C, Allen, S, Newsom, K., Lipscomb, D, Curran, M, & Curran, K (1996). Application design in a community health prevention program. Fall, *National AMIA*, Washington, DC, 832.
- Murphy, S, Curran, MA, Curran, K & Gretes, J (1996). Design of computer-assisted instruction for staff development in the management of the heart failure client. *20th National Fall AMIA*, Washington, DC, 954.
- Wentworth, J, Richard, N, Curran, MA & Curran, KE (1996). Participative decision making through interactive tutorial. *20th National Fall AMIA*, Washington, DC, 946.
- Curran, MA, Curran, KE (1995). Determining variables to measure the impact of information systems on nursing practice. *Proceedings from the 8th World Congress on Medical Informatics*; Vancouver BC, Canada; 1420.
- Curran, MA, Curran KE & Cody W (1994, Nov.). Homeless patients: Designing a database for nursing documentation. *Proceedings of the 18th National Symposium on Computer Applications in Medical Care*, Washington, DC, 1017.
- Huang, F & Curran, MA, Curran, KE, & Gretes, J (1994, Nov.). Modeling computer-assisted instruction for abdominal surgical patients. *Proceedings of the 18th National Symposium on Computer Applications in Medical Care*, Washington, DC, 1015.
- Curran, MA, Curran, KE & Curran, AS (1993). A case study of nursing access of the hospital information system: ethical and legal issues. *Proceedings of the 11th Annual National Meeting of the Association of Management*, 11(2), 36-41.

Refereed Paper Presentations/Publications in Regional Meetings/Proceedings (selected)

- Curran, MA & Curran, KE (October, 2002). Transforming provider-patient relationships: How e-business is changing healthcare. NCHICA's 8th Annual Conference & Exhibition, Asheville, NC.

Refereed Publications (selected):

- Maynard, C., & Curran, M. A. (2004). *Teaching for practice: “Combining real and ideal.”* Monograph for the 28th Annual Meeting of NONPF.
- Curran, MA & Maynard, C (2003). Modeling evidence-based practice: one programs success story. *ADVANCE for Nurse Practitioners*. 11(3), 55-60.

- Maynard, C & Curran, MA (March, 2003) HIPAA transaction and code set standards. *NP News*. 12(1), 5-6, 8.
- Curran, MA, & Curran, KE. (Nov/Dec 2002). The legalities and practicalities of developing a course specific electronic reserve room. *Nursing Education Perspectives*. 23(6), 300-306.
- Curran, MA & Maynard, C (September, 2002) A brief introduction to HIPAA: security and privacy rules. *NP News*. 11(3).
- Curran, KE, & Curran, MA (Fall 2002). The E-Health revolution: competitive options for the local health care organization. *Journal of Contemporary Business Issues*. 10(2), 42-47.
- Curran, KE, & Curran, MA (2000). In E commerce we trust: or do we? *Journal of Business and Behavioral Sciences*, 7(2), 112-122.
- Curran, KE, & Curran, MA. (1999). An analysis of multimedia's educational return on investment. *Journal of Business and Behavioral Sciences*. 6(2), 134-146.

Invited Publications (selected):

- Maynard, C & Curran, MA (March, 2003) HIPAA transaction and code set standards. *NP News*. 12(1), 5-6, 8.
- Curran, MA & Maynard, C (September, 2002) A brief introduction to HIPAA: security and privacy rules. *NP News*. 11(3).
- Curran, MA & Maynard, C (June, 2002). A brief introduction to HIPAA. *NP News*. 11(2).

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Jacqueline A. Dienemann PhD RN CNAA FAAN	POSITION TITLE Chair and Professor, Adult Health Nursing, UNC Charlotte
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EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Mount St Mary's College, Los Angeles, CA	BS	1964	Nursing
Catholic University of America, Washington, DC	MSN	1973	Nursing
Catholic University of America, Washington, DC	PhD	1983	Sociology

PROFESSIONAL EXPERIENCE

1964-66 PHN, Visiting Nurses Association, LA.
 1966-68 Washington, DC Health Department, Washington, DC.
 1973-83 Instructor,(PT) and RA (PT) Colleges & Universities Washington Metro Area.
 1983-89 Assistant Professor, George Mason University, School of Nursing.
 1989-92 Associate Professor, George Mason University, School of Nursing.
 1991-93 Nurse consultant (1PA 50%), National Center for Nursing Research, NIH.
 1992-99 Associate Professor, Johns Hopkins University School of Nursing.
 Joint appointment School of Public Health, Department of Health Policy and Management (93-99)
 Joint appointment, Nursing Systems Expert, Johns Hopkins Hospital (1995-99)
 1999-2001 Clinical Associate Professor, Georgetown University, School of Nursing and Health Studies (part time)
 1999- Adjunct Associate Professor, Johns Hopkins University, School of Nursing
 2001-3 Adjunct Professor, University of North Carolina at Charlotte (part time) and Private Consultant
 2003-4 Visiting Professor and Interim Chair Adult Health Nursing, University of North Carolina at Charlotte

FELLOWSHIPS, HONORS, ASSOCIATIONS

1973 Sigma Theta Tau.
 1982-3 NRSA Predoctoral Fellowship
 1986 Nursing Administration Fellow, VAMC, Washington, DC.
 1988, 91 Outstanding Grad Faculty Nursing.
 1993 Fellow, American Academy of Nursing.
 2002- AAN Expert Panel on Violence.
 2000- Chair, Advisory Board, Nursing Center for Health Promotion, UNC Charlotte, School of Nursing
 2003- Commission on Education, North Carolina Nurses Association

RECENT CONSULTATIONS

1995-04 Evaluator Family Violence Program, Sinai Hospital, Department of Women and Children's Services.
 2000-2 Leadership Education Model for RN-BS and MSN Programs, Helene Fuld Fund
 2000- Homeless Healthcare Alliance with UNC-Charlotte and Mecklenburg County Health Department
 2000-3 Domestic Violence Response Program Development, United Family Services, Mecklenburg County, NC
 2000-2 Domestic Violence Outcomes, Application of DVSA, Montgomery County MD
 2003 Domestic Violence Outcomes, Application of DVSA, State of Oklahoma, Dept of MH, SA, and Domestic Violence
 2004 Homeless Health Initiative, Metrolina Comprehensive Care, Charlotte, NC

RECENT RESEARCH

Principal Investigator Domestic Violence Assessment and Intervention 1999-2002, AHRQ, R03HS10375
 Principal Investigator Exploratory Center for "Pain, Fatigue and Sleep Alternation in Cancer Patients." 1994-96, NINR, P20NR00327803
 Co-Investigator Identification of Abuse and Health Consequences in Military and Civilian Women, 1996-00, DoD,

PUBLICATIONS AND PRESENTATIONS (Selected)

Dienemann, J, Campbell, J, Wiederhorn, N, Laughon, KL, Jordan, E (2003) A critical pathway for Intimate Partner Violence across the continuum of care. JOGNN 32(5)594-603.
 Campbell, J, Garza, M, Gielan, AC, O'Campo, P, Kub, J, Dienemann, J, Jones, AS, Jafar, E, Modrow, P (2003) Intimate partner violence and abuse among active duty military women. Violence Against Women 9 (9) 1072-1092

- Schollenberger, J., Campbell, J., Sharps, P.W., O'Campo, P., Gielen, A.C., Dienemann, J., Kub, J. (2003) African American HMO Enrollees. Their experiences with partner abuse and its effect on their health and use of medical services. *Violence Against Women* 9 (5)599-618.
- Dienemann, J. (2004) Domestic Violence Response Project [abstract] *JONA* 34(5)210
- Dienemann, J. (2002) Leader as achiever. *Nursing Leadership Forum* 7(2)63-68.
- Dienemann, J & VandeCastle, B (2002) the impact of health care informatics on the organization. In *Health Care Informatics An Interdisciplinary Approach*, Edited by Shiela P. Englehardt and Ramona Nelson. St. Louis: Mosby pp 303-320. Reprinted October, 2004 in *Journal of Nursing Administration*.
- Schollenberger, J., Campbell, J., Sharps, P.W., O'Campo, P., Gielen, A.C., Dienemann, J., Kub, J. (2003) African American HMO Enrollees. Their experiences with partner abuse and its effect on their health and use of medical services. *Violence Against Women* 9 (5)599-618.
- Dienemann, Jacqueline, Jill Silverman, Kaney Kathleen, Nicholson, Nancy (paper) September 27, 2002 In the beginning: Implementing a hospital domestic violence program. End Abuse Family Violence Prevention Fund, Atlanta, Georgia.
- Dienemann, J, Campbell, J, Curry, M, Landenburger, K (2002) Domestic Violence Survivor Assessment: A tool for counseling women in violent intimate partner relationships. *Patient Education and Counseling Journal* 46(3)221-228.
- Campbell, J, Jones, AS, Dienemann, J, Kub, J., Schollenberger, J., O'Campo. P., Gielen, AC, Wynne, EC (2002) Physical Health consequences of intimate partner violence. *Archives of Internal Medicine* 162, 1157-1163.
- Lemire, Judith, Dienemann, Jacqueline, Aroian, Jane, Haynor, Patricia, Vance, Connie, Frank, Betsy, (paper) October 25, 2001 Leadership Education Model: validation of knowledge areas, behaviors, and skills. *Nursing Administration Research Conference*, Cincinnati, Ohio.
- Lemire, Judith, Frank, Betsy, Haynor, Patricia, Dienemann, Jacqueline, Aroian, Jane, Vance, Connie, September, 19, 2001, (paper) Leadership Education: Teaching Methods. National League for Nursing, Annual Meeting, Baltimore MD.
- Lemire, Judith, Dienemann, Jacqueline, Aroian, Jane, Haynor, Patricia, Vance, Connie, Frank, Betsy, June 9, 2001, (symposium) Leadership Education Model: Validation of knowledge areas, behaviors and skills, Sigma Theta Tau, International Research Meeting, Copenhagen, Denmark.
- Campbell, J & Dienemann J (2001) Ethical issues in research on violence against women in *Sourcebook on Violence Against Women* Edited by Claire Renzetti, Jeffry Edleson, Raquel Bergen. Thousand Oaks: SAGE publications p57-72
- Gielen, CA, O'Campo, PJ, Campbell, JC, Schollenberger, J, Woods, AB, Jones, AS, Dienemann, JA, Kub, J & Wynne, EC (2000) Women's opinions about domestic violence screening and mandatory reporting. *American Journal of Preventive Medicine* 19(4)279-285.
- Dienemann, J, Boyle, E, Baker, D, Resnick, W, Wiederhorn, N, Campbell, J (2000) Intimate partner abuse in women diagnosed with depression. *Issues in Mental Health Nursing* 21(5)499-513.
- Murphy, C & Dienemann, J (1999) Informing the research agenda on domestic abuser intervention through practitioner-researcher dialogues. *Journal of Interpersonal Violence* 14(12)1314-1326.
- Campbell, J, Dienemann, J, Kub, J, Wurmser, T, Loy, E (1999) Collaboration as a partnership. *Violence Against Women* 5(10)1040-57.
- Dienemann, J, Trautman, D, Shanan, J, Pinella, K, Krisnan, P, Whyne, D, Bekemeir, B, & Campbell, J. (1999) Developing a domestic violence program in an inner city academic health center emergency department: the first three years. *Journal of Emergency Nursing* 25(2)110-115.
- Jones, AS, Campbell, JC, Schollenberger, J, O'Campo, PA, Dienemann, JA, Gielen, A, Kub, J, Wynne, EC (1999) Annual and lifetime prevalence of partner abuse in a sample of female HMO enrollees *Women's Health Issues* 9 (6)295-305.
- Fitzgerald, S, Dienemann, J, & Canerro, M (1998) Domestic Violence in the Workplace *AAOHN Journal* 12(7)147-53.
- Dienemann, J (1998) (Editor) *Nursing Administration: Managing Patient Care 2nd Ed* Stamford, CT: Appleton & Lange
- Dienemann, J (1998) Assessing Organizations in *Nursing Administration: Managing Patient Care 2nd Ed* Edited by J. Dienemann Stamford, CT: Appleton & Lange p. 267-83.
- Dienemann, J (1997) (Editor) *Cultural Diversity In Nursing: Issues, Strategies and Outcomes* Washington, DC: American Academy of Nursing
- Mock, V., Grimm, P., Ropka, M., Pickett, M., Rhodes, V., Dienemann, J., Paula, M., Roxanne, L., Haisfield-Wolfe, M., McCorkle, R. & McCorkle, R. (1997). Implementing a FIRE Grant: An exercise intervention for fatigue in breast cancer patients. *Oncology Nursing Forum*.
- Dienemann, J. (1996). Dual master's pack a powerful punch *Nursing Spectrum 1997 Career Fitness Guide* 6(26)29.
- Mock, V., Hill, M., Dienemann, J., Grimm, P., & Shivnan, J. (1996). Challenges to behavioral research in oncology. *Cancer Practice* 4(5) 267-73.
- Weisman, C., Minnick, A., Dienemann, J., Cassard, S. (1995). Management Education for Nurses: Hospital Executives Opinions & Hiring Practices. *Hospital & Health Services Administration*, 40(2): 296-308.
- Weisman, C.S., Minnick, A.F., Dienemann, J.A., and Cassard, S.D. (1995). Management Education for Nurses: Hospital Executives' Opinions and Hiring Practices. *Hospital & Health Services Administration*, 40(2):296-308.

BIOGRAPHICAL INFORMATION OF KEY PERSONNEL*(Do not exceed two pages per person for total biographical information.)*

Last name, first name

Dudley, James R.

Education

Degree/Year Conferred	Institution/Location	Field of Study
BS, 1964	The University of Illinois, Urbana, IL	Mathematics Education
MSW, 1966	The University of Illinois, Urbana, IL	Social Work
PhD, 1979	Bryn Mawr College Graduate School of Social Work and Social Research, Bryn Mawr, PA	Social Work and Social Policy

Appointments

Title	Institution	Dates
Professor and Director of Social Work Program (1991-1998)	Department of Social Work The University of North Carolina at Charlotte Charlotte, NC	8/91 to present
Associate Professor (1982- 1991) Assistant Professor (1973- 1981)	School of Social Administration Temple University, Philadelphia	8/73 to 6/91

Publications

Total Number of Scholarly Publications = 40

Books

Dudley, J. (2005). *Research Methods for Social Work: Becoming Consumers and Producers of Research*. Boston: Allyn & Bacon. Includes a separate "Instructor's Manual and Test Bank."

Dudley, J., Calhoun, M., & Ahlgrim-Delzell, L. (Editors). (2002). *Lessons Learned from a Lawsuit: Creating Services for People with Mental Illness and Mental Retardation*. Kingston, NY: NADD (National Association of the Dually Diagnosed) Press.

Dudley, J., & Stone, G. (2001). *Fathering At Risk: Helping Nonresidential Fathers*. New York: Springer Publishing Company. Paperback version published in 2004 by Prometheus Books, Amherst, NY.

Dudley, J. (1997). *Confronting the Stigma in their Lives: Helping People with a Mental Retardation Label*. Springfield, IL: Charles Thomas Publisher.

Dudley, J. (1983). *Living with Stigma: The Plight of the People Who We Label Mentally Retarded*. Springfield, IL: Charles Thomas Publisher.

Journal Issue

Dudley, J., & Fagan, J. (Guest Editors). (2002). Special Fatherhood Issue of *Professional Development: The International Journal of Continuing Social Work Education*. Volumes 4(3) and 5(1). Philadelphia: Temple University, Office of Publications.

Book Chapters

Dudley, J. (2002). Who they are? In Dudley et al., *Lessons Learned from a Lawsuit: Creating Services for People with Mental*

Illness and Mental Retardation, 19-30. Kingston, NY: NADD Press.

Dudley, J. & Ahlgrim-Delzell, L. (2002). Variations in consumer satisfactions and dissatisfactions by where they lived. In Dudley et al., *Lessons Learned from a Lawsuit: Creating Services for People with Mental Illness and Mental Retardation*, 31-45. Kingston, NY: NADD Press.

Conroy, J. & Dudley, J. (2002). Significant progress in outcomes. In Dudley et al., *Lessons Learned from a Lawsuit: Creating Services for People with Mental Illness and Mental Retardation*, 46-60. Kingston, NY: NADD Press.

Conroy, J., Seiders, J., Dudley, J. & Ahlgrim-Delzell, L. (2002). Considering the impact of deinstitutionalization on their progress. In Dudley et al., *Lessons Learned from a Lawsuit: Creating Services for People with Mental Illness and Mental Retardation*, 61-79. Kingston, NY: NADD Press.

Dudley, J. & Ahlgrim-Delzell, L. (2002). From lawsuit to quality improvement. In Dudley et al., *Lessons Learned from a Lawsuit: Creating Services for People with Mental Illness and Mental Retardation*, 99-107. Kingston, NY: NADD Press.

Ahlgrim-Delzell, L., Dudley, J., & Betts, S. (2002). Linking person-centered planning with service implementation. In Dudley et al., *Lessons Learned from a Lawsuit: Creating Services for People with Mental Illness and Mental Retardation*, 108-116. Kingston, NY: NADD Press.

Dudley, J. (1994) Fathers who have infrequent contact with their children. In A. Skolnick & J. Skolnick (Eds.), *Families in Transition*, Eighth Edition. Harper Collins College Publishers.

Articles

Dudley, J., & Fagan, J. (2002). A time to support fatherhood. *Professional Development: The International Journal of Continuing Social Work Education*, Commissioned Paper, Volumes 4(3) and 5(1), 4-15. Philadelphia: Temple University, Office of Publications.

Ahlgrim-Delzell, L., & Dudley, J. (2001). Confirmed, unconfirmed, and false allegations of abuse made by adults with mental retardation who are members of a class action lawsuit, *Child Abuse and Neglect* 25, 1121-1132.

Dudley, J. (2000). Personal associations with potential clients: A way of understanding the stigma problems of people with a mental retardation label," *The Journal of Baccalaureate Social Work*, 6(1), 81-93.

Dudley, J. (2000). Confronting stigma within the services system, *Social Work*, 45(5), 449-455.

Dudley, J. (1999). When staff and consumers disagree about consumer satisfaction. *Proceedings of the 16th Annual Conference of the National Association of the Dually Diagnosed*, NADD Press, 1999. Reprinted in Dudley et al., (2002). *Lessons Learned from a Lawsuit: Creating Services for People with Mental Illness and Mental Retardation*, 117-122. Kingston, NY: NADD Press; Also reprinted in *NADD Bulletin*, 4(6), 103-106 (November/December, 2001).

Dudley, J., Calhoun, M., Conroy, J., & Jones, J. (1999). The Thomas S. case: Report on progress with court compliance issues. *Journal of Intellectual Disability Research*, 43(4), 289-293.

Dudley, J., M. Calhoun, & L. Delzell.(1999). Diverse diagnostic and behavioral patterns amongst people with a dual diagnosis." *Journal of Intellectual Disability Research*, 43(2), 70-79.

Dudley, J., M. Calhoun, J. Conroy, & J. Jones. (1998). A five year longitudinal study of class members of the Thomas S. lawsuit: Who are they and how are they doing?" *Proceedings of the 15th Annual Conference of the National Association of the Dually Diagnosed*, NADD Press, 1998.

Dudley, J., M. Calhoun, L. Delzell, & J. Conroy. (1998). Measuring the consumer satisfaction of class members of a law suit." *Journal of Intellectual Disability Research*, 42(3), 199-207.

Dudley, J., M. Calhoun, L. Delzell, & J. Conroy. (1997). A consumer satisfaction study of people with mental illness and mental retardation." *Psychiatric Services*, 48(8), 1075-1077.

Rice, D., & J. Dudley. (1997). Preparing students for the spiritual issues of their clients through a self-awareness exercise. *The Journal of Baccalaureate Social Work*, Vol. 3(1), 85-95.

Dudley, J. (1996). Seeking a closer partnership with the Self-Advocacy Movement." *Mental Retardation*, Vol. 34(4), 255-256.

Dudley, J. (1996). The views of noncustodial fathers about their parental role. *Family and Conciliation Court Review*, Vol. 34(3), 410-426.

Dudley, J., C. Smith, & M. Millison. (1995). Unfinished business: Assessing the spiritual needs of hospice clients." *American Journal of Hospice and Palliative Care*, 12(2), 30-37. Also, reprinted in *Healing Ministries*, 1(2), 8-15.

Millison, M. & J. Dudley. (1992). Providing spiritual support: A job for all hospice professionals." *The Hospice Journal*, 8(4), 49-66.

Dudley, J. (1991). The consequences of divorce proceedings for divorced fathers. *Journal of Divorce and Remarriage*, 16(3/4), 171-193. Also reprinted as a book chapter in C. Everett (Ed.), *The Consequences of Divorce: Economic and Custodial Impact on Children and Adults*. New York: Haworth Press.

Dudley, J. (1991). Increasing our understanding of divorced fathers who have infrequent contact with their children. *Family Relations*, 40, 279-85.

Dudley, J. & C. Helfgott. (1990). Exploring a place for spirituality in the social work curriculum. *Journal of Social Work Education*, 26(3), 287-294.

Dudley, J. (1990). Exploring ways to get divorced fathers to comply willingly with child support agreements. *Journal of Divorce and Remarriage*, 15, 121-135. Also reprinted as a book chapter in S. Volgy (Ed.), *Women and Divorce, Men and Divorce: Gender Differences in Separation, Divorce, and Remarriage*. New York: Haworth Press.

Millison, M. & J. Dudley. (1990). The importance of spirituality in hospice work: A study of hospice professionals." *The Hospice Journal*, 6(3), 63-78.

Dudley, J. (1989). "The role of residential program staff in facilitating positive relations with the neighborhood: What should it be?" *Administration in Social Work*, 13(1), 95-111.

Dudley, J. (1988). Discovering the community living arrangement - neighborhood equation. *Mental Retardation*, 26(1), 25-32.

Dudley, J. (1987). Speaking for themselves: Clearing up misconceptions about the people who are labeled mentally retarded." *Social Work*, 32(1), 80-82.

Dudley, J. & M. Schatz. (1985). The missing link in evaluating sheltered workshop programs: The clients' input." *Mental Retardation*, 23(5), 235-240.

Dudley, J., & others. (1981). Proceedings of N.A.S.W. Conceptual Framework II Conference." *Social Work*, 26(1).

Dudley, J. (1978). Is social planning social work?" *Social Work*, 23(1), 37-41.

Dudley, J. (1975). Citizens' boards for Philadelphia Community Mental Health Centers. *Community Mental Health Journal*, 11(4), 410-417.

RESEARCH GRANTS (recent as Principal Investigator)

Completion of Self-Determination Study of Former Thomas S. Class Members, Division of Mental Health, Developmental Disabilities, and Substance Abuse Services, North Carolina Department of Health and Human Services, 2000-01. (\$132,386 contract)

Continuation of Self-Determination Study of former Thomas S. Class Members, Division of Mental Health, Developmental Disabilities, and Substance Abuse Services, North Carolina Department of Health and Human Services, 1999-00. (\$133,496 contract)

Self-Determination Study of former Thomas S. Class Members, Division of Mental Health, Developmental Disabilities, and Substance Abuse Services, North Carolina Department of Health and Human Services, 1998-99. (\$123,979 contract)

Thomas S. Longitudinal Study, a six year North Carolina State Contract, North Carolina Department of Human Resources, 1993-98 (An investigation of the quality of life issues and court-mandated service provisions for approximately 1200 Thomas S. class members leaving state psychiatric hospitals. Deinstitutionalization class action suit against the state of North Carolina decided in 1988 and dismissed in 1998. (\$1,150,000 contract). Website: <http://www.uncc.edu/thomass>

Survey of "Family-Sensitive Policies" of Charlotte Employers, UNC Charlotte Faculty Research Grant, Charlotte, NC, 1992-93. (Under \$10,000)

PROFESSIONAL PAPERS AT NATIONAL CONFERENCES (recent)

"The Role of Grandfathers in the Lives of Children: Integration of Content into the HBSE. Curriculum." Annual Baccalaureate Social Work Education Conference, with Glenn Stone, Pittsburgh, October 25, 2002.

"A Seven Year Study of People with a Dual Diagnosis in North Carolina: Who Are They and How Are They Doing?" Annual Conference of American Association on Mental Retardation, Denver, June 1, 2001.

"Progress of Thomas S. Consumers," Southeastern Regional Conference of American Association on Mental Retardation, with Lynn Ahlgrim-Delzell, Durham, Nov. 16, 2000.

Substantiated, Unsubstantiated, and False Allegations of Abuse Among Consumers with Mental Retardation." Annual Conference of American Association on Mental Retardation, Washington, D.C., June 1, 2000.

"Comparing the Responses of Staff and Consumers to a Consumer Satisfaction Survey: Examining Agreements and Disagreements." Annual Conference of the National Association for the Dually Diagnosed. Niagara Falls, Ontario. November 13, 1999.

"Five Year Longitudinal Study of People with a Dual Diagnosis in North Carolina: Who Are They and How Are They Doing?" Annual Conference of the National Association for the Dually Diagnosed. Albuquerque, New Mexico, November 5, 1998.

"The Thomas S. Lawsuit: Longitudinal Findings from 1993-98," Annual Conference of the American Association on Mental Retardation, San Diego, CA, May 29, 1998.

"Outcome Indicators of a Longitudinal Study: Considering Their Use in Program Evaluations," with Lynn Ahlgrim-Delzell. Annual Conference of the American Association on Mental Retardation, New York, May 29, 1997.

"Helping Students Understand the Stigma Problems of People with a Mental Retardation Label, "Annual Program Meeting, Council on Social Work Education, Chicago, March 9, 1997.

BIOGRAPHICAL SKETCH

Name: (Last, first, middle initial) Edwards, Lienne D.

Title: Associate Professor; Director Office of Continuing Education, College of Health and Human Services

Education:

Institution and Location	Degree	Year Conferred	Field of Study
The University of North Carolina at Greensboro	PhD	1990	Family Studies
The University of North Carolina at Greensboro	MSN	1979	Parent-Newborn Nursing/ Nursing Ed.
The University of North Carolina at Greensboro	BSN	1971	Nursing

Professional Experience:

- 2001 – present Associate Professor, Dept. of Family and Community Nursing, College of Health and Human Services, UNC Charlotte, Charlotte, NC
- 1995 - present Director, Office of Continuing Education, College of Health and Human Services, UNC Charlotte
- 1995 – present North Carolina Nurses Association, CEAU (Cont.Ed.Approver Unit) member
- 1971 – present AWHONN: Association of Women’s Health, Obstetric and Neonatal Nurses, member; N.C. President, 1971-1974, Secretary-Treasurer, 1993-1996; 1996-1998; 1999-2000; National Finance Advisory Group and Finance Committee, 1999-2001, National Convention Host Committee, 2001
- 1992 - 1993 Interim Chair, Dept. of Parent-Child and Women’s Health Nursing, College of Nursing and Health Professions, UNC Charlotte
- 1982 – 2001 Assistant Professor, Dept. of Family and Community Nursing, College of Nursing and Health Professions, UNC Charlotte
- 1973 – 1982 Instructor, Associate Degree Nursing Division, Central Piedmont Community College, Charlotte, NC
- 1975 – 1988 ASPO/Lamaze certified Childbirth Educator, Lamaze Association of Charlotte, Inc., Vice-president, Board of Directors, 1979-1080; President, Board of Directors, 1980-1982; Curriculum Consultant, 1985-1988
- 1972 – 1973 Staff Nurse (labor and delivery; charge nurse: OB/GYN, pediatric specialty, and rheumatology clinics) Charlotte Memorial Hospital, Charlotte, NC
- 1971 - 1972 Staff Nurse, Charge Nurse: labor and delivery suite, Duke University Medical Center, Durham, NC

Honors and Awards:

- 2000 Undergraduate Teaching Excellence Award, College of Nursing and Health Professions, UNC Charlotte
- 1998 Clinical Teaching Excellence Award, College of Nursing and Health Professions, UNC Charlotte
- 1998 Dean’s Technology Innovation Award, for study and development of on-line course, College of Nursing and Health Professions, UNC Charlotte
- 1998 North Carolina Great 100
- 1996 Elinor B. Caddell Faculty Scholar, UNC Charlotte College of Nursing & Health Professions
- 1991 Outstanding Clinical Research Paper Award, District IV NAACOG (Nurses Association of the American College of Obstetricians and Gynecologists)
- 1989 American Nurses’ Foundation Scholar
- 1971 Sigma Theta Tau (International Honor Society for Nursing)

Published Books/Book Chapters:

- Edwards, L. (2004). Transition to parenthood. In Lowdermilk and Perry (Eds.), Maternity and Women's Health Care, 8th edition, St. Louis: Mosby.
- Edwards, L. (2000). I Transition to parenthood. In Lowdermilk, Pery, & Bobak (Eds.), Maternity and Women's Health Care, 7th edition, St. Louis: Mosby.
- Edwards, L. (1997). Family dynamics after childbirth. In Lowdermilk, Pery, & Bobak (Eds.), Maternity and Women's Health Care, 6th edition, St. Louis: Mosby.
- Edwards, L. (). Transition to Parenthood. In Lowdermilk, Pery, & Bobak (Eds.), Maternity Nursing, 4th edition, St. Louis, MO: Mosby.
- Edwards, L. (1999). Family dynamics after childbirth. In Lowdermilk, Pery, & Bobak (Eds.), Maternity Nursing, 3rd edition, St. Louis, MO: Mosby.
- Edwards, L., Fennimore, G., & Hester, E. (Eds.). (1984). Preparing: Pregnancy, Childbirth, Parenthood. Charlotte, NC: Lamaze Association of Charlotte, Inc.
- Edwards, L. and Morris, J. (1980). Physical and behavioral changes during labor. Nurse care. Stage One. Charlotte, NC: Central Piedmont Community College.

Published Articles in Refereed Journals:

- Edwards, L. & Saunders, R. (1990). Symbolic interactionism: A guide for care of parents with preterm infants. Journal of Pediatric Nursing, 5(2), 123-128.
- Tempesta, L. (1972). The importance of touch in the care of newborns. JOGNN, 1(3), 27-28.

Other Published Articles:

- Edwards, L. (1984). Relaxation. Tapping the power within. In Edwards, Fennimore, & Hester, (Eds.), Preparing: Pregnancy, Childbirth, Parenthood. Charlotte, NC: Lamaze Association of Charlotte, Inc.
- Edwards, L. (1985). Staying stimulated. ASPO.Lamaze: Charlotte Newsletter, 12(3), 23-26.

Referred Papers Presented with abstracts in Conference Proceedings (representative):

- Edwards, L. (1995). Infant gender and temperament effects on fathers' parenting behaviors. Proceedings of the 1995 Annual Meeting. AWHONN, Nashville, NT.
- Edwards, L. (1991). Competent parenting by fathers of infants: Empirical test of a conceptual model. In Proceedings of the 31st Biennial Convention, Sigma Theta Tau International. Scientific Sessions. Tampa, FL.
- Edwards, L. (1991). Competent parenting by fathers of infants: Empirical test of a conceptual model. In Conference Proceedings of District IV NAACOG, Caring for the Family. Perspectives for the 21st Century. Charleston, SC.
- Edwards, L. (1991). Factors associated with amount, quality, and appropriateness of fathers' involvement with their young infants. In The Proceedings of the Fifth Annual Conference of the Southern Nursing Research Society, Richmond, VA.

Funded Research:

- 1996 Maternal Activity Restriction during Pregnancy: The Father's Experience. Elinor Brooks Caddell Faculty Scholar Award, UNC Charlotte (\$1000)
- 1989 Determinants of Competent Parenting by Fathers of Infants. American Nurses' Foundation Grant (\$2700)
- 1985 Phase II. Computer-assisted Documentation of Clinical Evaluation in Nursing Education. Curriculum and Instruction Grant. UNC Charlotte (\$305)
- 1984 Phase I. Computer-assisted Documentation of Clinical Evaluation in Nursing Education. Faculty Development Grant. UNC Charlotte (\$1100)

Funded Program Proposals:

- 2000 Program Fund Grant, awarded by AWHONN national, for AWHONN North Carolina Leadership Conference (\$2000)
- 1999 New Program Fund Grant, awarded by AWHONN national, for AWHONN North Carolina Leadership Conference (\$2000)

BIOGRAPHICAL SKETCH

Name: Foss, Gwendolyn F.

Title: Associate Professor

Education:

Institution and Location	Degree	Year Conferred	Field of Study
University of San Diego, San Diego, CA,	DNSc	1998	Nursing
Wayne State University, Detroit, MI,	MSN	1970	Nursing Education
University of Washington, Seattle WA	BSN	1966	Nursing
Northwest College, Kirkland, WA,	AA	1963	Religious Education

PROFESSIONAL EXPERIENCE

1998-present Associate Professor (2004), University of North Carolina at Charlotte, Charlotte, NC
 1989-1997 Associate Professor (1996), Point Loma Nazarene University, San Diego, CA.
 1989-1998 School Health Nurse, San Diego Unified School District, San Diego, CA.
 1982-1988 Public Health Nurse, Contra Costa County Health Services, Richmond, CA.
 1981-1982 Staff Nurse, St. Francis Community Hospital, Greenville, SC.
 1977-1978 Instructor, Motlow Junior College, Tullahoma, TN.
 1974-1975 Director of Continuing Education, Visiting Nurses Association, Houston, TX.
 1972-1974 Assistant Administrator, Nurse Practitioner, Fourth Ward Clinic, Houston, TX.
 1970-1972 Instructor, Community Health Nursing & Medical Surgical Nursing, Texas Christian University, Fort Worth, TX.

CERTIFICATION

2003- present Nursing Child Assessment Satellite Training (NCAST)
 1982- present Public Health Nursing, California
 1999- 2003 Denver Developmental Screener
 1989-1994 American Nurses Association, Community Health Nurse
 1987-1993 Sickle Cell Educator/Counselor.

PUBLICATIONS AND PRESENTATIONS

Journal publications

Foss, G. F. (In Press). Graduate Public/Community Health Nursing Internships, IRBs, and HIPAA: A New Reality. *Public Health Nursing* (Refereed).
Foss, G. F., Janken, J. K., Langford, D.R., & Patton, M. M. (2004). Using professional specialty competencies to guide course development. *Journal of Nursing Education*, 43(8), 1-9. (Refereed)
Foss, G. F., Chantel, A. W., & Hendrickson, S (2004). Depression, Anxiety, and Child Development in Foreign born and Native-born Mothers. *Public Health Nursing*, 238-247 (Refereed)
Foss, G. F., Bonaiuto, M. M., Johnson, Z. S. & Moreland, D. M. (2003). A Theory Driven Campus-community Partnership: School Nurses, Public Schools and a University. *Journal of School Health*, 73,305-310. (Refereed)
Foss, G. F. (2001). Maternal sensitivity, posttraumatic stress, and acculturation in Vietnamese and Hmong mothers. *MCN: The American Journal of Maternal/Child Nursing*, 26(4), 257-263. (Refereed)
Foss, G. F. (1998). *Relationships between posttraumatic stress, acculturation and maternal sensitivity in Vietnamese and Hmong mothers.* (Doctoral Dissertation, University of San Diego, 1998). Dissertation Abstracts International, 59-11B, 5785.
Foss, G. F. (1996). A conceptual model for studying parenting behaviors in immigrant populations. *Advances in Nursing Science*, 19(2), 74-87. (Refereed)
Foss, G. F. (1996). Cultural Transition: The synthesis of a concept. *Journal of Transcultural Nursing*. Accepted for publication. (Refereed)

Presentations and Posters

- Foss, G. F. (1/2004). *Nurse preceptor-training workshop*. CaroMont Hospital, Gastonia, NC
- Foss, G. F. (2003). CHN Internships, IRBs, and HIPPA: A New Reality. 2003 Annual Meeting, American Public Health Association, San Francisco, CA
- Foss, G. F. (11/2003). *Nurse preceptor-training workshop*. School of Nursing, UNC Charlotte, Charlotte, NC
- Foss, G. F. (2003). Maternal depression, anxiety, maternal sensitivity, and infant development in Hmong families. Video conference presentation, Carolinas Medical System, Charlotte, NC
- Foss, G. F. (3/2003). *School nurse preceptor-training workshop*. School of Nursing, UNC Charlotte, Charlotte, NC
- Langford, D. L., Foss, G. F., & Boggs, K. (2002). *Meeting the Diverse Practice Needs of School Nurses in North Carolina: Developing an Innovative School Nursing Curriculum Within CHN and FNP Graduate Programs*. 2002 ACHNE Spring Institute, Association of Community Health Nursing Educators, St. Louis, MO.
- Langford, D. L., Foss, G. F., Janken, J., & Patton, M. (2002). *Linking the ACHNE Essentials to Competency-Based Learning in an RN-BSN Curriculum*. ACHNE Spring Institute, Association of Community Health Nursing Educators, St. Louis, MO.
- Foss, G. F. & Bonaiuto, M. (2002). *School Nursing: Developing partnerships for practice and education*. Community-Campus partnerships for Health Sixth Annual Conference, Miami, FL.
- Foss, G. F. & Langford, D. L. (2002). *Collaboration for advanced education for school nursing*. Southern Regional Educational Board, Atlanta GA.
- Foss, G. F. (10/2002). *School nurse preceptor-training workshop*. School of Nursing, UNC Charlotte, Charlotte, NC
- Foss, G. F. (1/2002). *School nurse preceptor-training workshop*. School of Nursing, UNC Charlotte, Charlotte, NC
- Foss, G. F. (10/2001). *School nurse preceptor-training workshop*. School of Nursing, UNC Charlotte, Charlotte, NC
- Foss, G. F. (1/2001). *School nurse preceptor-training workshop*. School of Nursing, UNC Charlotte, Charlotte, NC
- Foss, G. F. (10/2000). *School nurse preceptor-training workshop*. School of Nursing, UNC Charlotte, Charlotte, NC
- Foss, G. F. (2000). *Maternal depression, anxiety, and infant development in foreign-born and native-born families*. (Poster). Head Start's Fifth National research Conference, Washington, DC.
- Foss, G. F., Bonaiuto, M., & Cody, W. K. (2000). *Development of a clinical rotation in the schools: A collaborative experience*. (Poster). Southern Regional Educational Board, Atlanta GA.
- Foss, G. F. (1999). *Maternal sensitivity, posttraumatic stress, and acculturation in Vietnamese and Hmong mothers*. (paper) International Research Conference, Sigma Theta Tau, Edmonton, AL, Canada
- Foss, G. F. (1997). *Posttraumatic stress, acculturation, maternal sensitivity, and infant health*. (Poster) Research Conference, Western Institute of Nursing, Portland, OR.
- Foss, G. F. (1995). *Cultural Transition: The synthesis of a concept*. (paper) Transcultural Nursing Society Annual Meeting, Kona, HI.

FUNDED GRANTS:

- 2003 Foss, G. & Larson, P. *AHEC Clinical Site Development Grant* (\$6,650.00), North Carolina Area Education Centers.
- 2002 Foss, G. & Larson, P. *AHEC Clinical Site Development Grant* (\$7,400.00), North Carolina Area Education Centers.
- 2001 Langford, D. & Foss, G. *An Integrated Proposal for School Nursing in a CHN Program and FNP Program* HRSA, Department of Health and Human Services, Washington DC.
- 2001 Foss, G. & Larson, P. *AHEC Clinical Site Development Grant* (\$7,900.00), North Carolina Area Education Centers
- 2000 Larson, P. & Foss, G. *AHEC Clinical Site Development Grant* (\$7,900.00) North Carolina Area Education Centers
- 1999 Foss, G. F. *Curriculum Instructional Grant* UNC Charlotte
- 2000 Foss, G. F. *Faculty Research Grant*), UNC Charlotte
- 1999 Foss, G. F. *Caddell Research Award*, Department of Family and Community Nursing
- 1999 Foss, G. F. *Research Award*, Gamma Iota Chapter, Sigma Theta Tau International Honor Society for Nursing, UNC Charlotte.
- 1997 Foss, G. F. *Dissertation Support*, Nurses Educational Foundation, Washington, DC.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Sonya Renae Hardin		POSITION TITLE Associate Professor, Adult Health Nursing	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of NC at Charlotte, Charlotte, NC	B.S.N.	1981	Nursing
University of NC at Charlotte, Charlotte, NC	M.S.N	1984	Adult Health Nursing
Univ. Colorado Health Sciences Center, Denver, CO	Ph.D.	1990	Nursing
Pfeiffer University Charlotte, NC	MBA/MHA	1997	Business

A. Positions and Honors**Positions**

1981-84	Critical Care Nurse, Frye Regional Medical Center, Hickory, NC
1985-1990	Assitant Professor, Lenior Rhyne College, Hickory, NC
1990-93	Assistant Professor, University of NC at Charlotte, Charlotte NC
1993-98	Nurse Executive, Hickory, NC
1998-2004	Assistant Professor, University of NC at Charlotte, Charlotte, NC
2004-present	Associate Professor, University of NC at Charlotte, Charlotte, NC

B. Selected peer-reviewed publications (in chronological order).**BOOK (Ed.)**

1. **Hardin, S.** & Kaplow, R. (2005). *Synergy for Clinical Excellence: The AACN Synergy Model for Patient Care*. Sudbury, MA: Jones and Bartlett.

PEER-REVIEWED ARTICLES IN REFEREED JOURNALS (D) = DATA BASED

2. Steele, L., Mills, B., **Hardin, S.** and Hussey, L. (2004). The Quality of Life of Hospice Patients: The Relationship of Symptom Distress to the Quality of Life of Hospice Patients *American Journal of Hospice and Palliative Care* (Accepted) (D)
3. **Hardin, S.**, Hussey, L. and Blanchette, C. (2003) HTN Induced CHF: Gender Differences. (Under review by *Journal of Cardiovascular Nursing*) (D)
4. **Hardin, S.**, Hussey, L., and Steele, L. (2003) Spirituality as Integrality among Chronic Heart Failure Patients: A Pilot Study. *Visions: The Journal of Rogerian Nursing Science*, 11, 1, 43-53. (D)
5. Hussey, L. & **Hardin, S.** (2003). Sex-related differences in heart failure. *Heart and Lung*, 32, 4, 215-23. (D)
6. **Hardin, S.** & Hussey, L. (2003) AACN Synergy Model for Patient Care: Case Study of a CHF Patient. *Critical Care Nurse*, 23, 1, 73-76. (D)
7. Hussey, L., **Hardin, S.** & Blanchette, C. (2002) Economic burden of Medication Costs for CHF Patients. *American Journal of Critical Care*, 11, 5, 474-478. (D)
8. **Hardin, S.** & Schooley, B (2002). A Story of Pick's Disease: A rare form of Dementia. *Journal of Neuroscience Nursing*, 34(3), 117-122. (D)
9. **Hardin, S.** & Hussey, L. (2001). The Synergy Model: Clinical Inquiry. *Critical Care Nurse*. 21, 2, 88-91.
10. **Hardin, S.** & Langford, D. (2001). Telehealth and the Nursing Compact. *Journal of Professional Nursing*. 17, 5, 243-247.
11. **Hardin, S.** & Langford, D (2000). North Carolina Health Technology and Telehealth Initiatives. *Policy, Politics, and Nursing Practice*, 1, 1, 93-96.
12. Langford, D. and **Hardin, S.** (1999). Distance Education: Issues emerging as the Paradigm shifts. *Nursing Science Quarterly*, 12(3), 191-196.
13. **Hardin, S.** (1999). The termination process: Strategies for nurse managers. *Nursing Management*, 3 (4), 58-9.

□ Principal Investigator/Program Director (Hardin, Sonya Renae):

14. **Hardin, S.** (1997). Culture: A manifestation of pattern. *Journal of Multicultural Nursing and Health*, 3(3), 21-23.
15. **Hardin, S.** (1997). Virginia Henderson's Theory and Cultural Diversity. *Journal of Multicultural Nursing and Health*, 3 (3), 6-9.
16. Ray, G. & **Hardin, S.** (1995). Advanced practice nursing: Playing a vital role. *Nursing Management*, 26 (2), 45-47.
17. **Hardin, S.** (1987). Do your students call in sick for clinical? *Nurse Educator*, 1, 4-3.
18. **Hardin, S.** (1985). Calcitrol, *Critical Care Nurse*. 5(3), 66-67.

BOOK CHAPTERS

19. Bishop, S. & **Hardin, S.** (In Press) Logical reasoning, Chapter 3 in *Nursing Theorists and their works*, 6th edition, A.M. Tomey and M.R. Alligood. St Louis: Mosby.
20. Bishop, S. & **Hardin, S.** (In Press) Theory Development Process, Chapter 4 in *Nursing Theorists and their works*, 6th edition, A.M. Tomey and M.R. Alligood. St Louis: Mosby.
21. Bishop, S. & **Hardin, S.** (In Press), History and Philosophy, Chapter 2 in *Nursing Theorists and their works*, 6th edition, A.M. Tomey and M.R. Alligood. St Louis: Mosby.
22. **Hardin, S.** (In Press). Anticoagulants and Antiplatelets. Chapter 31 in *Pharmacology for Nurses*, S. Shipton (ed) Jones and Bartlett.
23. **Hardin S.** (2001) Financial Implications. In Lubkin, I. & Larsen, P. (eds) *Chronic Illness: Impact and Interventions* (5th ed). Boston: Jones and Bartlett.
24. Lehne, Moore, Crosby, & Hamilton, (1994). *Instructor's Manual to Accompany Pharmacology for Nursing Care. 2nd Edition*. Philadelphia: W.B. Saunders Company. **Contributor** of case studies, discussion and multiple choice questions.
25. **Hardin, S.** (1990). A Caring Community. In (1st edition) *A caring imperative in nursing education*. New York: NLN Publication.

C. Research Support.

1. **Hardin, S.** (1991). (PI) Widowhood in Appalachia from a Phenomenological perspective. University of N.C. to research **\$4000. Funded**
2. **Hardin, S.** (1995). (PI) Critical Care Practice Model. Catawba Memorial Hospital Foundation **\$5000-funded**
3. **Hardin, S.** (1996). (PI) Staff education on Patient Teaching- Catawba Memorial Hospital Foundation **\$2390-funded**.
4. **Hardin, S.** (1997). (PI) IV Equipment. Becton-Dickinson Corporation **\$5000-funded**.
5. **Hardin, S.** (1998). (PI) IV Team Staff Education. Becton-Dickinson Corporation - **\$430-funded**.
6. **Hardin, S.** (1998). (PI) Critical Care Simulation Lab. Hewlett Packard - **\$233,000-funded**
7. **Hardin, S.** (2000). (PI) Spirituality among African Americans. Gamma Iota Chapter Sigma Theta Tau Research Award **\$1000 funded**
8. **Hardin, S.** (2001). (PI) Spirituality Among Elderly African Americans. UNC-Charlotte Faculty Grant - **\$2500 funded**
9. **Hardin, S.** and Hussey L. (2002). (Co-PI) Quality of Life and Spirituality among CHF. UNC-Charlotte Faculty Grant - **\$7000 funded**
10. **Hardin, S.** (2002). (PI) Diversity Issues in Quality of Life among CHF. National Institute on Aging. RO3, Approved. \$50,000 Score 247. Not Funded
11. **Hardin, S. (2002). (PI) Spirituality among CHF Patients. Eleanor Caddell Grant – \$750 funded**
12. Hussey, L., **Hardin, S.** and Steele, L. (2002). (Co-PI) Kerley Research Grant, University of NC at Charlotte. **Funded**.
13. Hussey, L., **Hardin, S.** and Steele, L. (2002). (Co-PI) Self-Care of Heart Failure, NINR, R21, Not Funded
14. **Hardin, S.** (2003). (PI) Diversity Issues in Quality of Life among CHF. UNC-Charlotte Faculty Grant - **\$6000 funded**

PROGRAM GRANT PROPOSALS

1. **Hardin, S.** (1999). To develop a web-based course on Nursing Theory. Technology Grant, University of North Carolina at Charlotte. **Funded, \$4,100.**
2. **Hardin, S.** (2000). To develop a web-based course on Nursing Leadership for RN-BSN Program. Technology Grant, University of North Carolina at Charlotte. **Funded, \$4,100.**
3. **Hardin, S.** (2001). To develop a web-based course on Professional Nursing Perspectives. Technology Grant, University of North Carolina at Charlotte. **Funded, \$4,100.**
4. **Hardin, S.** (2002). To develop a multi-institutional course with University of NC at Wilmington for the RN-BSN Program. Technology Grant, University of North Carolina at Charlotte. **Funded, \$4,100.**
5. **Hardin, S.** (2003) (PI) Expansion through Collaboration, HRSA-04-014- \$429,000-approved, not funded

BIOGRAPHICAL SKETCH

Hartos, Jessica L.	Assistant Professor, UNC Charlotte
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Education/Training

University of Houston at Clear Lake	BS	1992	Double Major: Psychology and Sociology
University of Houston	MA	1996	Developmental Psychology
University of Houston	PhD	1998	Developmental Psychology
Prevention Research Branch, NICHD	Post Doctoral Fellowship	1998- 2001	Prevention Research

Positions and Employment

1990-1992	Director of After-school Program, W. D. Ley YMCA, Houston, TX
1992-1994	Children's Program Coordinator, The Bridge Family Violence Shelter, Pasadena, TX
1995-1997	Case Manager, Big Brothers & Sisters of Houston, Houston, TX
1994-1998	Instructor (Teaching Fellow), University of Houston, Houston, TX
1997-1998	Project Coordinator, Baylor College of Medicine, Houston, TX
1997-1998	Project Coordinator, Chicano Family Center, Houston, TX
1999	Instructor, The Catholic University Of America; Washington, DC
2001-2003	Research Fellow, Prevention Research Branch National Institute of Child Health and Human Development, Bethesda, MD ☆ I received a merit award, and 2 on-the-spot awards for contributions to Branch
2003-present	Assistant Professor, Department of Health Behavior and Administration UNC Charlotte, Charlotte, NC

Recent Grant & Contract Awards

2004-2005	Principal Investigator, Driving Experience among UNC Charlotte Freshmen Junior Faculty Grant Award, UNC Charlotte (UNCC; \$6,000)
1997-2000	Principal Investigator, New Driver Study: The Effect of Parent Behavior on Teen Driving National Institute of Child Health and Human Development (NICHD; \$25,000)
1996-1998	Principal Investigator, A Survey of Risky Driving Among Young Drivers National Institute of Child Health and Human Development (NICHD; \$16,000)
1998-2005	Co-investigator, Young Driver Intervention Study, Connecticut Checkpoints National Institute of Child Health and Human Development (NICHD, \$3.5 million)
2002-2008	Co-investigator, Preventing Aggression among Early Adolescents National Institute of Child Health and Human Development (NICHD; \$3.5 million)
1999-2004	Co-investigator, Violence Prevention among High Risk Youth Maternal and Child Health Bureau (MCHB; \$650,000)
2001-2003	Co-investigator, Maryland Young Driver Intervention Study National Institute of Child Health and Human Development (NICHD; \$120,000)
2004	Recipient, Faculty Grants Program for General Education UNC Charlotte (UNCC; \$2000)

Publications (of 21 total)

Hartos, J. L., Shattuck, T., Simons-Morton, B. G., & Beck, K. H. (in press). An In-depth Look at Parent-imposed Driving Rules: Their Strengths and Weaknesses Journal of Safety Research.

Hartos, J. L., Simons-Morton, B. G., Beck, K. H., & Leaf, W. A. (in press). Parent-imposed limits on high-risk adolescent driving: Are they stricter with graduated driver licensing? Accident Analysis & Prevention.

Beck, K. H., **Hartos, J. L.**, & Simons-Morton, B. G. (in press). Parent-teen disagreement of parent-imposed restrictions on teen driving after 1-month of licensure: Is discordance related to risky teen driving? Prevention Science.

Simons-Morton, B. G., **Hartos, J. L.**, Leaf, W. A., & Preusser, D. F. (in press). The persistence of effects of the Checkpoints Program on parental restrictions on teen driving privileges. American Journal of Public Health.

Hartos, J. L., Beck, K. H., & Simons-Morton, B. G. (2004). Parents' intended limits on adolescents' approaching unsupervised driving. Journal of Adolescent Research, 19(5).

Simons-Morton, B. G., **Hartos, J. L.**, & Beck, K. H. (2004). Increased parent limits on teen driving: Positive effects from a brief intervention administered at the Motor Vehicle Administration. Prevention Science, 5(2), 101-111.

Simons-Morton, B. G., **Hartos, J. L.**, & Haynie, D. L. (2004). Prospective analysis of peer and parent influences on minor aggression among early adolescents. Health Education & Behavior, 31(1), 22-33.

Beck, K. H., Shattuck, T., Raleigh, R., & **Hartos, J. L.** (2003). Does graduated licensing empower parents to place greater restrictions on their newly licensed teens' driving? Health Education and Behavior, 30(6), 695-708.

Simons-Morton, B. G., & **Hartos, J. L.** (2003). Improving the effectiveness of countermeasures to prevent motor vehicle crashes among young drivers. American Journal of Health Education, 34(5), 357-361.

Simons-Morton, B. G., **Hartos, J. L.**, & Beck, K. H. (2003). The persistence of effects of a brief intervention on parental restrictions of teen driving privileges. Injury Prevention, 9(2), 142-146.

Simons-Morton, B. G., & **Hartos, J. L.** (2003). How well do parents manage young driver crash risks? Journal of Safety Research, 34, 91-97.

Simons-Morton, B. G., **Hartos, J. L.**, & Leaf, W. A. (2002). Promoting parental management of teen driving. Injury Prevention, 8(supplement II), 24-38.

Simons-Morton, B. G., & **Hartos, J. L.** (2002). Application of the authoritative parenting model to adolescent health behavior. In R. DiClemente, R. Crosby, & M. Kegler (Eds.) Emerging Theories in Health Promotion Practice and Research. Jossey-Bass: San Francisco.

Beck, K. H., **Hartos, J. L.**, & Simons-Morton, B. G. (2002). Teen driving risk: The promise of parental influence and public policy. Health Education and Behavior, 29(1), 71-82.

Hartos, J. L., Eitel, P., & Simons-Morton, B. G. (2002). Parenting practices and adolescent risky driving: A three-month prospective study. Health Education and Behavior, 29(2), 194-206.

Hartos, J. L., Nissen, W. J., & Simons-Morton, B. G. (2001). Acceptability of the Checkpoints parent-teen driving agreement: Pilot test. American Journal of Preventive Medicine, 21(2), 1-4.

Hartos, J. L., Eitel, P., & Simons-Morton, B. G. (2001). Do parent-imposed delayed licensure and restricted driving reduce risky driving behaviors among newly-licensed teens? Prevention Science, 2(2), 111-120.

Hartos, J. L., & Power, T. G. (2000). Relations among single-mothers' awareness of their adolescents' stressors, mother-adolescent communication, maternal monitoring, and adolescent adjustment. Journal of Adolescent Research, 15(5), 546-563.

Hartos, J. L., & Power, T. G. (2000). Using both parent and adolescent reports to assess relations between parent-adolescent communication and adolescent adjustment. Journal of Youth and Adolescence, 29(4), 441-450.

Hartos, J. L., Eitel, P., Haynie, D. L., & Simons-Morton, B. G. (2000). Can I take the car? Relations among parenting practices and adolescent problem driving practices. Journal of Adolescent Research, 15(3), 352-367.

Hartos, J. L., & Power, T. G. (1997). Mothers' awareness of their early adolescents' stressors: Relation between awareness and adolescent adjustment. Journal of Early Adolescence, 17(4), 371-389.

Synergistic Activities

- 2004-present Coordinator, Undergraduate Minor in Interdisciplinary Health Studies;
Department of Health Behavior and Administration
- 2003-present Coordinator, Health Communications Forum Listserv; UNC Charlotte
- 2001-2004 ANB50 Committee on Alcohol and Other Drugs, Transportation Research Board (TRB)
- 2002-2005 ANB30 Committee on Operation Education/Regulation, Transportation Research Board (TRB)
- 2001-present Manuscript and Proposal Reviewer, including American Journal of Health Behavior, Injury Prevention, AAA Foundation, others

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Harver, Andrew Robert		POSITION TITLE Chair and Professor Department of Health Behavior and Administration	
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Washington, Seattle, WA	B.S.	1979	Psychology
Ohio University, Athens, OH	M.S.	1982	Psychology - Experimental
Ohio University, Athens, OH	Ph.D.	1984	Psychology - Psychophysiology
Dartmouth Medical School, Lebanon, NH	Post-Doc	1984-87	Respiratory Physiology

A. Positions and Honors.**Positions and Employment**

1979-1984	Graduate Teaching and Research Associate, Dept. of Psychology, Ohio University
1984-1987	Postdoctoral Research Fellow, Dept. of Physiology, Dartmouth Medical School
1991-1995	Assistant Professor, Dept. of Psychology, University of North Carolina at Charlotte
1995-2000	Associate Professor, Dept. of Psychology, University of North Carolina at Charlotte
2001-2002	Professor, Dept. of Psychology, University of North Carolina at Charlotte
2002-	Interim Associate Dean, Graduate School, University of North Carolina at Charlotte Chair and Professor, Department of Health Behavior and Administration, College of Health and Human Services, University of North Carolina at Charlotte

Honors

Marquis *Who's Who in America*, 2002

Other Experience and Professional Memberships

1994-95	Member, Presbyterian Children's Hospital Pediatric Asthma CareMap Team.
1995-98	Member, American Thoracic Society, Ad hoc Committee, Statement on Dyspnea.
October 1995	Program Chair, Second Annual Meeting of the International Society for the Advancement of Respiratory Psychophysiology (XIV International Symposium on Respiratory Psychophysiology), Toronto.
1997-99	Board of Editors, <u>Applied Psychophysiology and Biofeedback</u> .
April 1998	Organizer and Chair, Symposium on "Symptom Perception and Dyspnea: From the Clinic to the Cortex." American Thoracic Society, Chicago.
1999-2000	President, International Society for the Advancement of Respiratory Psychophysiology.
1999-2004	Member, Editorial Board, <u>Chest</u> .

B. Selected peer-reviewed publications (in chronological order).

1. Kotses, H., Harver, A., Creer, T. L., & Baker, A. D. (1988). Measures of asthma severity recorded by patients. Journal of Asthma, 25, 373-376.
2. Kotses, H., Harver, A., Segreto, J., Glaus, K. D., Creer, T. L., & Young, G. A. (1991). Long-term effects of biofeedback-induced facial relaxation on measures of asthma severity in children. Biofeedback and Self-Regulation, 16, 1-21.
3. Harver, A., Katkin, E. S., & Bloch, E. (1993). Signal-detection outcomes on heartbeat and respiratory resistance detection tasks in male and female subjects. Psychophysiology, 30, 223-230.

- Principal Investigator/Program Director (Last, first, middle): Harver, Andrew, Robert
4. Harver, A. (1994). Effects of feedback on the ability of asthmatic subjects to detect increases in the flow-resistive component to breathing. Health Psychology, 13, 52-62.
 5. Bloch-Salisbury, E., & Harver, A. (1994). Event-related potentials to the detection and classification of resistive and elastic loads. Journal of Applied Physiology, 77, 1246-1255.
 6. Harver, A., Squires, N. K., Bloch-Salisbury, E., & Katkin, E. S. (1995). Event-related potentials to airway occlusion in young and old subjects. Psychophysiology, 32, 121-129.
 7. Harver, A., & Smith, D. M. (1996). Gender affects the detection of resistive loads. Perceptual & Motor Skills, 82, 1-2.
 8. Mahler, D. A., Harver, A., Lentine, T., Scott, J. A., Beck, K., & Schwartzstein, R. M. (1996). Descriptors of breathlessness in cardiorespiratory diseases. American Journal of Respiratory and Critical Care Medicine, 154, 1357-1363.
 9. Harver, A., Humphries, C. T., & Baker, D. (1997). Perception of added resistive loads in children with asthma. American Journal of Respiratory and Critical Care Medicine, 155(Suppl.), A260.
 10. Harver, A. (1997). Threshold resistance to breathing in children at one year intervals. Biological Psychology, 1998, 48, 87.
 11. Kotses, H., & Harver, A. (Eds.) (1998). Self-management of asthma. New York: Marcel Dekker, Inc.
 12. Harver, A., & Mahler, D. A. (1998). Dyspnea: Sensation, symptom, and illness. In D. A. Mahler (Ed.), Dyspnea (pp. 1-34). New York: Marcel Dekker, Inc.
 13. Harver, A., & Mahler, D. A. (1998). Perception of increased resistance to breathing. In H. Kotses and A. Harver (Eds.), Self-management of asthma (pp. 147-193). New York: Marcel Dekker, Inc.
 14. Harver, A., & Katkin, E. S. (1998). Modification of respiratory perceptions: A self-management perspective. In H. Kotses and A. Harver (Eds.), Self-management of asthma (pp. 407-433). New York: Marcel Dekker, Inc.
 15. Bloch-Salisbury, E., Harver, A., & Squires, N. K. (1998). Event-related potentials to inspiratory flow-resistive loads in young adults: Stimulus magnitude effects. Biological Psychology, 49, 165-186.
 16. Moy, M. L., Lantin, M. L., Harver, A., & Schwartzstein, R. M. (1998). Language of dyspnea in assessment of patients with acute asthma treated with nebulized albuterol. American Journal of Respiratory and Critical Care Medicine, 158, 749-753.
 17. Harver, A., & Humphries, C. T. (1999). The perceived value of symptoms exceeds the perceived value of peak flow in patients with asthma. American Journal of Respiratory and Critical Care Medicine, 159(Suppl.), A240.
 18. Mahler, D. A., & Harver, A. (2000). Are you speaking the language of dyspnea? [Editorial]. Chest, 117, 929-928.
 19. Harver, A., Mahler, D. A., Schwartzstein, R. M., & Baird, J. C. (2000). Descriptors of breathlessness in healthy individuals: Distinct and separable constructs. Chest, 118, 679-690.
 20. Harver, A., & Lorig, T. (2000). Respiration. In J. T. Cacioppo, L. G. Tassinary, and G. Berntson (Eds.), Handbook of psychophysiology (2nd ed., pp. 265-293). Cambridge: Cambridge University Press.
 21. Harver, A. (2002). Defining dyspnoea [Special issue: Key outcomes in COPD: exacerbations and dyspnoea]. European Respiratory Review, 12 (review no.82), 26-27.
 22. Ritz, T., Dahme, B., DuBois, A. B., Folgering, H., Fritz, G. K., Harver, A., Kotses, H., Lehrer, P. M., Ring, C. M., Steptoe, A., & Van de Woestijne, K. P. (2002). Guidelines on mechanical lung function measurements in psychophysiology. Psychophysiology, 39, 546-567.

C. Research Support.

Completed Research Support

National Institutes of Health (R25 RR10839); PI. *Project PROMISE*. NCRR, 1995-1998, \$151,235. Summer training program for pre-college students to enable career decisions in biomedical and behavioral sciences. "Precollege Research Opportunities for Minorities in Health Science Education."

Current Support

National Institutes of Health (R01 HL068706); PI. Project On TRAC: Improving Asthma Control in Children. NHLBI, 2007-2007, \$1,811,020.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Janken, Janice K.		POSITION TITLE Associate Professor	
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
James Ward Thorne School of Nursing, Chicago, IL	Diploma	1967	Nursing
Univ. of Illinois College of Nursing, Chicago, IL	BSN	1970	Nursing
Univ. of Illinois College of Nursing, Chicago, IL	MSN	1972	Comm. Mental Health
Univ. of Illinois College of Nursing, Chicago, IL	PhD	1980	Nursing Science

PROFESSIONAL EXPERIENCE

1989 – Present	Associate Professor, University of North Carolina Charlotte, Charlotte, NC Director of Research (1993-94) Interim Department Chair, Community Health, Psychiatric Mental Health & Nursing Systems (1992-93) Interim Graduate Program Coordinator, (1991-92)
1989-1999	Clinical Nurse Researcher - Presbyterian Hospital, Charlotte, NC
1982-1989	Associate Director for Education & Research, Rhode Island Hospital Adjunct Assistant Professor, University of Rhode Island
1980-1982	Assistant Professor - University of Maryland, Research
1978-1982	Senior Consultant, Medicus Systems Corporation, Bethesda, MD
1976-1978	Instructor - University of Illinois, Research & Statistics
1974-1975	Assistant Professor - University of Illinois, Mental Health Integrator
1971 Summer	Clinical Instructor - Augustana Hospital, School of Nursing, Medical Surgical Nursing
6/72 - 9/72	Psychiatric Staff Nurse III - University of Illinois, Neuro-Psychiatric Institute
1/69 - 9/69	Psychiatric Staff Nurse - Saint John's Hospital
part-time 1968	Recovery Room Staff Nurse - Grant Hospital
1/68 - 12/68	Psychiatric Staff Nurse - UCLA Neuropsychiatric Institute
6/67 - 12/67	Surgical Staff Nurse - Passavant Memorial Hospital

Publications

- Foss, G. F., Janken, J. K., Langford, D. R., & Patton, M. M. (2004). Using professional specialty competencies to guide course development. *Journal of Nursing Education*, 43(8), 1-9.
- Janken, J. K., & Dufault, M. (2003). Improving pain assessment through research utilization. *Sigma Theta Tau International Online Continuing Education Web site*, http://www.nursingsociety.org/education/case_studies/cases/OJ0011
- Janken, J. K., Grubbs, J. H., Haldeman, K. (2003). Toward a research-based critical pathway. *Sigma Theta Tau International Online Continuing Education Web site*, http://www.nursingsociety.org/education/case_studies/cases/OJ0009
- Janken, J. K., & Dufault, M. (2002, January 24). Improving pain assessment through research utilization. *The Online Journal of Knowledge Synthesis for Nursing*. [Online Serial] Number Document Number 2C
- Janken, J. K., Grubbs, J. H., Haldeman, K. (1999, July 1). Clinical column. Toward a research-based critical pathway: A case study. *The Online Journal of Knowledge Synthesis for Nursing*. [Online Serial], Available Volume Number 6, Document Number 1C.
- Janken, J. K. (1999, July 1). Clinical column. Applying research findings in nursing practice: Not always easy but it can be done. *The Online Journal of Knowledge Synthesis for Nursing*. [Online Serial], Available Volume Number 6, Introductory Column.
- Flaskerud, J.H., Halloran, E.J., Janken, J., Lund, M., & Zetterlund, J. (1999). A glance back in time: avoidance and distancing: a descriptive view of nursing...reprint of article from *Nursing Forum*, 1979, 18(2). *Nursing Forum*, 34(2), 29-35.
- Janken, J. K., Blythe, G., Campbell, P. T., & Carter, R. H. (1999). Changing nursing practice through research: Consistent support for breastfeeding. *Applied Nursing Research*, 12(1), 22-29.
- Eichorst, A., Janken, J.K., & Mullen, T. (1997.) The therapeutic value of cranberries in the treatment and prevention of urinary tract infections. *The Online Journal of Knowledge Synthesis for Nursing*. [Online Serial], Available Volume Number 4, Document Number 6.
- Janken, J. K. (1997). Nursing education: a quest to apply research. *Reflections*, 23 (1), 28.
- Janken, J. K., Blythe, G., Campbell, P. T., & Carter, R. H. (1996). No limits on appetite. *Reflections*, 23(3), 17.

- Principal Investigator/Program Director (Last, first, middle):
- Janken, J. K. (1995). Critical pathways: What they are not. Tar Heel Nurse, 57(6), 36-37.
- Janken, J. K., Blythe, G., Campbell, P. T., & Carter, R. H. (1993). The consequences of early postpartum breastfeeding practices for mothers and infants. The Online Journal of Knowledge Synthesis for Nursing, 1, 3.
- Dougherty, C. M., Janken, J. K., Lunney, M. R., & Whitley, G. G. (1993). Conceptual and research validation of nursing diagnoses: 1950 to 1993. Nursing Diagnosis, 4, 156-165.
- Janken, J. K., Rudisill, P., & Benfield, L. (1992). Product evaluation as a research utilization strategy. Applied Nursing Research, 5, 188-201.
- Adamson, R. H., & Janken, J. K. (1992). Comparison of the effects of two oxygen delivery devices on arterial hemoglobin oxygen saturation during transport of the postoperative patient to the recovery room. Journal of the American Association of Nurse Anesthesia, 60, 356-357. (Abstract)
- Cullinan, C. L., & Janken, J. K. (1992). Sensory perception altered: Auditory. In K. V. Gettrust & P. D. Brabec (Eds.), Nursing Diagnosis in Clinical Practice: Guides for Care Planning (pp 489-492). Delmar Publishers, Inc.
- Janken, J. K., & Cullinan, C. L. (1991). Validation study of the nursing diagnosis "sensory/perceptual alteration: auditory". In R. Carroll-Johnson (Ed.), □Classification of Nursing Diagnoses: Proceedings of the Ninth Conference pp. 120-125. Philadelphia: J. B. Lippincott.
- Janken, J. K., & Lewis-Cullinan, C. (1990). Auditory sensory/perceptual alteration: suggested revision of defining characteristics. Nursing Diagnosis, 1, 147-154.
- Lewis-Cullinan, C., & Janken, J. K. (1990). Effect of cerumen removal on the hearing ability of geriatric patients. Journal of Advanced Nursing, 15, 594-600.
- Janken, J. K., Beal, L. F., & Fieler, V. K. (1989). Measuring mouth moisture: A case study in instrument development. Clinical Nurse Specialist, 3(3), 114-118.
- Janken, J. K., Dufault, M. A., & Yeaw, E.M.S. (1988). Research round tables: Increasing student/staff awareness of the relevancy of research to practice. Journal of Professional Nursing, 4(3), 186-191.
- Janken, J. K., & Reynolds, B. A. (1987). Identifying patients with the potential for falling. In A. M. McLane (Ed.), Classification of Nursing Diagnoses: Proceedings of the Seventh Conference (pp. 136-143). St. Louis: C. V. Mosby Company.
- Janken, J. K., Reynolds, B. A., & Swiech, K. (1986). Patient falls in the acute care setting: identifying risk factors. Nursing Research, 35, 215-219.
- Janken, J. K. & Cohen, H. M. (1985). Patient falls - hospital and nursing malpractice? Rhode Island Bar Journal, 34, 5-8.
- Flaskerud, J. H., Halloran, E. J., Janken, J. K., Lund, M., & Zetterlund, J. (1979). Avoidance and distancing: a descriptive view of nursing. Nursing Forum, 18, 158-174.
- Dennis, L. C. & Janken, J. K. (1979). The relationship between nursing education and performance: a critical review. (DHEW Publication No. HRA 79-38). Springfield, VA: National Technical Information Service.
- Janken, J. K. & Knafl, K. A. (1978). Becoming an empty-nest parent. In K.A. Knafl and H.K. Grace (Eds.), Families Across the Life Cycle: Studies for Nursing (pp.299-312). New York: Little, Brown.
- Janken, J. K. & Cavalleri, K. A. (1978). Nurses and research: observation versus intervention. In K.A. Knafl and H.K. Grace (Eds.), Families Across the Life Cycle: Studies for Nursing (pp.327-340). New York: Little, Brown.
- Flaskerud, J. H. & Janken, J. K. (1978). Negotiating field research in community agencies. Nursing Research, 27, 375-376.
- Janken, J. K. (1974). The nurse in crisis. Nursing Clinics of North America, 9, 19-26.

Positions on Funded Research Projects:

- Project Manager, "Development of an Empirical Model for Measuring Nursing Productivity in Acute Care Hospitals", funded by Division of Nursing, HRA., PHS., DHEW, 1978-79.
- Project Director, "Temporary Nursing Services, Nurses and Hospitals, funded by Division of Nursing, HRA, PHS, DHHS, 1980-82.
- Project Director, "Nurse Dissatisfaction and Nursing Shortages in Hospitals", funded by Robert Wood Johnson Foundation, 1980-82.
- Methodologist, "Patient Perceptions of Oral Endotracheal Intubation", partially funded by Delta Upsilon Chapter, Sigma Theta Tau, 1983-85.
- Methodologist, "Cerumen and Hearing Impairment in the Elderly", funded by Nurse Practitioner Associates for Continuing Education, 1987-1989.
- Methodologist, "A Comparison of Three Oral Care Agents for Xerostomia", funded by NANDA, 1988.
- Methodologist, "Diet Management of Flatus in Ostomates", funded by International Association of Enterostomal Therapists, 1988.
- Methodologist, "Institutionalizing the Nursing Practice of Support for Early Initiated, Unlimited, Unsupplemented and Frequent Episodes of Breastfeeding" funded by NAACOG, 1992.
- Program Evaluator, "Community Care Services," funded by Duke Endowment Foundation, 1996-1999.
- Program Evaluator, "TRAIL" funded by OAP, DHHS, 2002-2007
- Program Evaluator, "Healthy Lives, Health Futures," funded by Kate B. Reynolds Foundation, 2001-2006.
- Program Evaluator, "Outcomes of a Chronic Disease Management Program," funded by North Carolina Association of Free Clinics, 2004-2005.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME		POSITION TITLE	
Kao, Hsueh-Fen Sabrina		Assistant Professor of Adult Health Nursing	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
National Taipei College of Nursing, Taipei, Taiwan	ADN	1981	Nursing & Midwifery
National Taiwan University, Taipei, Taiwan	MSN	1987	Medical-Surgical Nursing
University of Texas at Austin	PhD	1999	Adult Health Nursing

A. Positions and Honors.**Employment History**

- 1981-84 Staff Nurse, Charge Nurse, Veterans General Hospital, Taipei, Taiwan
 1987-95 Senior instructor, Chang-Gung institute of Nursing (ADN program), Taoyuan, Taiwan (joint appointment)
 1991- 93 Supervisor, Chang-Gung Memorial Hospital, Taoyuan, Taiwan (nursing continuing education).
 1996-1999 Teaching Assistant & Research Assistant, University of Texas at Austin
 1999-2002 Assistant Professor, University of Colorado Health Sciences Center, Denver, Colorado.
 2002-present Assistant Professor, University of North Carolina at Charlotte, Charlotte, North Carolina

Other Experience and Professional Memberships

- 1987-now Sigma Theta Tau International (present Gamma Iota chapter)
 1990-95 Curriculum Design and Development Committee, Chang-Gung Institute of Nursing, Taoyuan, Taiwan
 1991- 93 Chief Editor, Chang-Gung Journal of Nursing
 1991- 93 Chairperson, Nursing Education and Research Development Committee, Chang-Gung Memorial Hospital.
 1998-present Southern Nursing Research Society
 1999-present Nurses Christian Fellowship
 1999-present The Gerontological Society of America
 2002-present Volunteer Teacher, Charlotte-Mecklenburg Senior Center On Shamrock

Awards

- 1981 Graduate with Honors, National Taipei College of Nursing
 1988 Excellent Researcher Award, National Scientific Council, Taiwan
 1993 Teacher of the Year, Chang-Gung Institute of Nursing
 1999 Professional Development Award (University of Texas at Austin)
 1999 Dissertation of the Year Nomination (University of Texas at Austin, School of Nursing)
 2002 Certificate of Achievement, Charlotte Mecklenburg Senior Center on Shamrock.

B. Selected peer-reviewed publications (in chronological order).

1. Kao, H. S., Chen, M., & Lu, H. (1987). Laboratory data for medical-surgical units. In H. Kao (Ed.), *Practical laboratory guide for nurses* (pp.1-87). Taipei: Farseen Publish Co.
2. Kao, H. S., Chen, M., & Lu, H. (1988). Assessment, plan, implementation, and evaluation. In H. Kao (Ed.), *Nursing process* (pp.1-150). Taipei: Farseen Publish Co.
3. Kao, H. S. (1989). Medical-Surgical Nursing. In Lu, M. (Ed.), *RN board examination* (pp.1-283). Taipei: Farseen Publish Co.
4. Kao, H. S. & Chang, K. (1988). Factors influencing the responses of abdominal surgical patients at their first post-operative ambulation. *Journal of Nursing (ROC)*, 35 (2), 21-34.
5. Kao, H. (1991). Physical and psychological responses of coronary artery bypass graft (CABG) patients in their initial stage after discharge. *Chang-Gung Yearly Report*, 80, 27.
6. Kao, H. S. & Stuijbergen, A. K. (1999). Family experiences related to the decision to institutionalize an elderly member in Taiwan. *Social Science and Medicine*, 49 (8), 1115-23.
7. Kao, H. S. (2003). The likelihood of institutionalization among different-gender caregivers in Taiwan. *Journal of Gerontological Nursing*, 29 (10), 12-21.
8. Kao, H. S. (2003, Spring). Rejoice in suffering. *Journal of Christian Nursing*, 10-12.
9. Kao, H. S. & Stuijbergen, A. K. (2004). Love and load --the lived experience of the mother-child relationship among traumatic brain injury young adult survivors. *Journal of Neuroscience Nursing*, 36 (2), 19-27.
10. Kao, H. S., Travis, S. S., & Acton, G. (2004). Working with patients and families before, during, and after relocation to a long-term care facility. *Journal of Psychosocial Nursing & Mental Health Services* 42 (3), 12-18.
11. Kao, H. S., & McHugh, M. L. (2004). The role of caregiver gender and caregiver burden in nursing home placements for elderly Taiwanese survivors of stroke. *Research in Nursing and Health*, 27 (2), 121-134
12. Kao, H. S., Hsu, M., & Clark, L. (in press). Conceptualizing and critiquing culture in health research. *Journal of Transcultural Nursing*.
13. Kao, H. S. (in press). To the editor. *Journal of Neuroscience Nursing*.

C. Research Support.**Ongoing Research Support**

John H. Biggs (TIAA-CREF) Faculty Fellows Program (\$7,000)

5/1/04-

5/1/05

Development of the Family Caregiver Medication Administration Hassles Scale in Mexican Americans.

The objective is to produce a Spanish version of Family Caregiver Medication Administration Hassles Scale in Mexican Americans

Role: PI

Completed Research Support

Sigma Theta Tau: Alpha Kappa Chapter at Large

5/1/02-4/30/03

Lived experience of the family relationship among traumatic brain injury survivors: a phenomenological study.

The aim was to describe the meaning of the experience of the relationship between young adult traumatic brain injury (TBI) survivors and their mothers using a phenomenological approach.

Role: PI

UNCC 1-11251 Junior Faculty Research Grant, University of North Carolina at Charlotte

1/1/2003-7/1/04

Development of Filial Piety Scale in Hispanics/Latino. (\$6,000)

The objective is to produce a Spanish version of the Expectations of Filial Piety Scale (EFPS) to measure parents' expectations of their adult children.

Role: PI

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME		POSITION TITLE	
David Langford		Associate Professor	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Brigham Young University, Provo UT	A.S.	1982	Nursing
Brigham Young University, Provo UT	B.S.	1984	Nursing
University of California, San Francisco	M.S.	1988	Community Nursing
University of California, San Francisco	DNSc.	1994	Family Nursing

PROFESSIONAL EXPERIENCE

1994-Present	Associate Professor, College of Nursing & Health Professions, University of North Carolina at Charlotte, Charlotte, NC
1990-1994	Teaching Assistant. Lab Manager, University of California, San Francisco
1988-1991	Research Assistant, University of California, San Francisco
1987-1989	Intern (practicum), Family Violence Project, Medical Services Unit, San Francisco, CA
1985-1986	PHN, Salt Lake City/County Health Department, WIC Program, Salt Lake City, UT
1985-1986	PHN, Salt Lake City/County Health Department, Immunization Clinic, Salt Lake City, UT
1984-1985	RN, LDS Hospital, Emergency Department, Salt Lake City, UT
1983	RN, Idaho Falls Consolidated Hospitals, Emergency Department, Idaho Falls, ID
1983	RN, Bonneville County Jail, Idaho Falls, ID

HONORS AND AWARDS

April 2002	Association Military Surgeons of the United States 2002 Federal Nursing Service Essay Award for manuscript with P. Wilmoth
Feb 1995	Sigma Theta Tau, Region 1, Dissertation Award
June 1994	Distinguished Dissertation Award, UCSF School of Nursing
Mar 1985	Outstanding Young Professional Award; Brigham Young University; Sigma Theta Tau Chapter at Large
Aug 1984	Graduate Cum Laude, Brigham Young University

FUNDED RESEARCH/PROJECTS

2002	PI, AS Kerley Award. Developing Faculty Research Capacity to Build Healthy Communities: Participatory Research with Schools. College of Health & Human Services, UNCCCharlotte.
2000-2003	Director, Advanced Nurse Education Grant – An integrated proposal for school nursing in a CHN and FNP program. Division of Nursing, DHHS
1999	Director, Nightingale Tracker Project - FITNE Inc. College of Nursing and Health Professions, University of North Carolina at Charlotte.
1998	PI, Development of WEB-based internship, Dean's Technology Innovation Grant, University of North Carolina at Charlotte
1998	PI, Danger of Battering in Sheltered Homeless Women. Faculty Research Grant, University of North Carolina at Charlotte

□

Principal Investigator/Program Director (Last, first, middle):

- 1996-1997 Director, Advanced Nurse Education Grant – Community Health Nursing. Division of Nursing, DHHS
- 1995 PI, Avoiding Battering Men. Faculty Research Grant, University of North Carolina at Charlotte
- 1995 PI, Nursing Interventions in Domestic Violence. Curriculum Development Grant, University of North Carolina at Charlotte
- 1992 PI, Women in Danger Study. Funded by NINR, NRSA 1 F31 NRO6847-01, UCSF School of Nursing Century Club and UCSF Graduate Division Research Award.

PUBLICATIONS

- Langford, D. R.** (in press). Violence: A Family and Social Problem. In Smith C.M. & Maurer, F. A. (Eds.). Community Health Nursing: Theory and Practice (3rd ed.). St. Louis: Saunders.
- Langford, D. R.** (2004). Family Health Protection (chpt 18). In P. Bomar (Eds.). Nurses and Family Health Promotion (3rd ed.). St. Louis: Saunders.
- Wilmoth M. C., **Langford, D.**, & Roeder, T. A. (2003). Enlisted women with breast cancer: Balancing demands and expectations. Military Medicine, 168, 514-519.
- Boggs, K. U. & **Langford, D.** (2003). Documentation in the age of computers (chpt 23). In E. Arnold & K. U. Boggs (Eds.). Interpersonal Relationships: Professional Communication Skills for Nursing (4th ed.).
- Hardin, S. & **Langford, D.** (2001). Telehealth's impact on nursing and the development of the interstate compact. Journal of Professional Nursing, 17, 243-247.
- Langford, D. R.** (2000). Developing a safety protocol in qualitative research involving battered women. Qualitative Health Research 10, 133-142.
- Hardin, S., **Langford D.R.**, (2000) North Carolina Health Technology and Telehealth Initiatives. Policy, Politics & Nursing Practice 1, 93-96.
- Langford, D. R.**, Hardin, S. (1999). Distance Learning: Issues emerging as the paradigm shifts. Nursing Science Quarterly, 12, 191-196.
- Naumann, P. A, **Langford, D. R.**, Torres, S., Campbell, J. C., & Glass, N. (1999). Woman battering in primary care practice. International Journal of Family Practice 16, 343-352.
- Langford, D. R.** (1998). Social chaos and danger as the context of battered women's lives. Journal of Family Nursing, 4, 167-181
- Langford, D. R.** (1997). Diagramming Anselm Strauss. Qualitative Family Research, 11(1,2), 13-14.
- Langford, D. R.** (1996). Predicting unpredictability: A model of women's processes of predicting men's violence. Scholarly Inquiry for Nursing Practice, 10, 371-385.
- Langford, D. R.** (1996). Policy issues for improving institutional response to domestic violence. Journal of Nursing Administration, 26, 39-45.
- Langford, D. R.** (1993). Assessing levels of danger in battering relationships. Violence: Nursing Debates the Issues Proceedings of the American Academy of Nursing Conference 1993. (abstract).
- Langford, D. R.** (1992). 'IDing' abuse through ER. Traumagram, 17(7), 7. (abstract).
- Langford, D. R.** (1990). Consortia: A strategy for improving the provision of health care to domestic violence survivors. Response, 13(1), 17-19.

BIOGRAPHICAL SKETCH

Name: Larsen, Pamala D.

Title: Associate Dean, College of Health & Human Services
Director, School of Nursing

Education:

Institution & Location	Degree	Year Conferred	Field of Study
Fort Hays State Univ Hays, KS	BS	1969	Nursing
Univ of Colorado Health Sciences Center, Denver, CO	MS	1984	Med-Surg Nursing
Univ of Northern Colorado, Greeley, CO	Ph.D.	1989	Human Rehabilitation

Academic Experience:

2003-present Associate Dean, College of Health and Human Services
Professor and Director, School of Nursing, UNC Charlotte

2002-2003 Professor and Interim Director, School of Nursing, UNC Charlotte

1999-2002 University of North Carolina at Charlotte
Associate Dean for Academic Affairs, Associate Professor

1995-1999 Wichita State University, Wichita, KS
Director, Undergraduate Program, Associate Professor

1985-1995 University of Northern Colorado, Greeley, CO
Associate Professor, Assistant Professor, Instructor, Project
Director

Clinical Practice Employment:

1990-1995 House Supervisor, Poudre Valley Hospital, Fort Collins, CO

1979-1983 Staff Nurse, Charge Nurse, Poudre Valley, Hospital, Fort Collins,
CO

1975 Charge Nurse, St. Francis Hospital, Wichita, KS

1973-1974 Staff Nurse, Kapiolani Hospital, Honolulu, Hawaii

1972-1973 Queens Medical Center, Honolulu, Hawaii

1970 Office Nurse, Rex Stone MD, Manhattan, KS

1969-1970 Charge Nurse, Memorial Hospital, Manhattan, KS

Books:

Lubkin, I. & Larsen, P. (eds.) (2002). Chronic illness : Impact and interventions (5th ed.)
Boston: Jones & Bartlett.

Lubkin, I. & Larsen, P. (eds.) (1998). Chronic illness: Impact and interventions (4th ed.) Boston: Jones & Bartlett.

Publications – Representative:

Travis, S., Moore, S., Larsen, P. & Turner, M. (in press). Clinical indicators of treatment futility and imminent terminal decline as discussed among interdisciplinary teams. American Journal of Hospice & Palliative Care.

Larsen, P., McGill, J. & Palmer, S. (2003). Factors influencing career decisions: Perspectives of nursing students in three types of programs. Journal of Nursing Education, 42(4), 168-173.

Larsen, P. & Irish, N. (2003). Gastrointestinal Symptoms. In M. Matzo & D. Sherman (eds). Gerontologic Palliative Care Nursing. (pp. 352-385) St. Louis: Mosby

Travis, S. & Larsen, P. (2003) Palliation and end of life care across health care settings. In M. Matzo & D. Sherman (eds.) Gerontologic Palliative Care Nursing (pp. 66-81). St. Louis: Mosby.

Larsen, P. (2001). Management of Post-operative Pain in the Elderly Client. Geriatrics and Aging, 4(8), 9, 36.

Travis, S., Conway, J., Daly, M. & Larsen, P. (2001). Terminal restlessness in the nursing facility: Assessment, palliation and symptom management. Geriatric Nursing, 22(6), 308-12

Larsen, P. (2001). Management of post-operative pain in the elderly client. Geriatrics and Aging, 4(8), 9, 36.

Long, A., Larsen, P., Hussey, L. and Travis, S. (2001). Organizing, managing and evaluating service-learning projects. Educational Gerontology, 27, 3-21.

Larsen, P. (2000). Community based curriculum: New issues to address. Journal of Nursing Education, 39(3), 140-142.

Larsen, P. (2000). Effectively managing pain in the elderly. AORN Journal, 71(1), 118-121.

Grants Funded:

2004 - 2005 Larsen, P. Professional Nurse Traineeship, \$56,681.

2004 Larsen, P. e-learning initiative. UNC System, \$17,460

2003 – 2004 Foss, G & Larsen, P. Clinical site development for undergraduate nursing students, State AHEC system, \$6,800.

2002-2003 Larsen, P. & Glenn, B. Collaborative Initiative in Nursing Distance Education: An e-learning initiative. Funded for \$235,856, Office of the President, UNC System

2002-2003 Foss, G. and Larsen, P. Clinical site development of the Private School System for undergraduate nursing students, State AHEC system, \$7,400

2001-2002 Foss, G. and Larsen, P. Clinical site development of the private school system for undergraduate nursing students, State AHEC System, \$7,900

2000-2002 Larsen, P. and Cody, W. Curriculum & Family Development in Community-Based Care, Helene Fuld Trust, \$93,800

2000-2001 Larsen, P. and Foss G. Clinical site Development of the CHS System for undergraduate nursing students, State AHEC System, \$7,900

1989-1992 Geriatric Rehabilitation Nursing in Long Term Care, PI, \$348,376

Division of Nursing, Department of Health & Human Services,
Washington, D.C.

1985-1988 Rehabilitation Nursing: Pre-service & Post-employment Training for
Nurses \$244,359, RSA, Office of Special Education & Rehabilitation
Services Department of Education, Washington, D.C.,

Biographical Sketch

Name: **Carolyn Maynard, PhD, APRN, BC, FNP**

Rank: **Assistant Professor**

Department: **Family and Community Nursing**

College: **Health and Human Services**

Phone: **704.687.4671**

Email Address: **cmaynard@email.uncc.edu**

Education:

<i>Degree</i>	<i>Institution</i>	<i>Dates</i>
Certificate	FNP - University of Tennessee - Memphis, TN	1997
Ph.D.	Counselor Education - University of South Carolina	1984
M.N.	University of Florida	1971
B.S.N.	Medical College of Georgia	1968
Diploma	Piedmont Hospital School of Nursing	1963

Paper presentations (selected):

- Maynard, C., & Curran, M. A. (Nov. 2003). *Partnerships for teaching evidence-based practice*. Sigma Theta Tau International Biennial Convention
- Maynard, C., & Curran, M. A. (April, 2002). *Teaching for practice: "Combining real and ideal."* Presented at the 28th Annual Meeting of NONPF, Minneapolis, MN.
- Maynard, Carolyn K. (1994). Hypnosis as an Intervention with Orthopedic Surgical Patients. Pragmatic Innovations and Applications: Shaping our Clinical Future. Sponsored by Texas Medical Center and National League for Nursing. (Paper accepted but not presented).
- Maynard, Carolyn K. (1993). *Comparison of group approaches to depression in women*. Presented at Sigma Theta Tau's International State of the Science of Research Congress.
- Maynard, Carolyn K. (1992). *Comparison of group approaches to depression in women*. Presented at Fifth Annual Conference of the Southern Nursing Research Society.
- Maynard, Carolyn K. (1992). *Effect of an audiotaped hypnosis intervention on post operative responses to surgery*. Presented at Sigma Theta Tau's International State of the Science of Research Congress.
- Maynard, Carolyn K. (1991). *Effect of an audiotaped hypnosis intervention on post operative responses to orthopedic surgery*. Presented at University of Arkansas for Medical Sciences Research Conference.
- Maynard, Carolyn K. (1991). *Effect of an audiotaped hypnosis intervention on post operative responses to orthopedic surgery*. Presented at Fourth Annual Conference of the Southern Nursing Research Society.
- Maynard, Carolyn K. (1989). *Variables influencing selection and utilization of stress management techniques*. Presented at Gamma Iota Chapter Research Conference.

Refereed Publications (selected):

- Maynard, Carolyn K. (2003). Differentiating dementia and depression. *Nurse Practitioner*, 28(3), 7-15.
- Maynard, Carolyn K. (2003). Assess and manage somatization. *Nurse Practitioner*, 28(4) 14-22.
- Curran, M. & Maynard, C. (2003). Modeling evidence-based practice. *Advance for Nurse Practitioners*, 11(3), 55-60.

- Maynard, C. K. & Newman, A. (1995). Stress and the working mom. *Advance for Nurse Practitioners*
- Maynard, Carolyn K. (1994). Comparison of group approaches to depression in women. *Capsules and Comments in Psychiatric Nursing*, 1, 59.
- Maynard, Carolyn K. (1993). Comparison of group approaches to depression in women. *Archives of Psychiatric Nursing*, 7, 277-283.
- Maynard, Carolyn K. (1993). A psychoeducational approach to depression in women. *Journal of Psychosocial Nursing and Mental Health Services*, 31, 9-14.
- Chitty, K., & Maynard, Carolyn K. (1986). Managing manipulation in the hospitalized client. *Journal of Psychosocial Nursing and Mental Health Services*, 24, 8-13.
- Maynard, Carolyn K., & Chitty, K. (1979). Dealing with anger: guidelines for nursing intervention. *Journal of Psychiatric Nursing and Mental Health Services*, 17, 36-41.

Book Chapters:

- Maynard, Carolyn K. (1998). Illness and its impact on patients and families. In *Professional nursing: Concepts and challenges*. (2nd Ed.) K.K. Chitty (Ed.), Boston: W.B. Saunders Co.
- Maynard, Carolyn K., & Torres, Sarah (1997). Posttraumatic stress disorder. In *Comprehensive Psychiatric Nursing* (5th Ed.). Haber, J. et al. (Eds). Philadelphia: Mosby Co.
- Maynard, Carolyn K. (1993). Illness and its impact on patients and families. In *Professional nursing: Concepts and challenges*. K.K. Chitty (Ed.), Boston: W.B. Saunders Co.

BIOGRAPHICAL SKETCH

NAME Moore, Linda A.	POSITION TITLE Associate Professor		
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Duke University, School of Nursing	BSN	1966	Nursing
University of Virginia, School of Nursing	MSN	1978	Med/Surg. Nsg.
University of Virginia, School of Education	EdD	1985	Higher Ed.Admin
UCLA		1997	Teaching Cultural Diversity in Elderly in Colleges/Universities
UNC Greensboro	Certificate as NP	1999	Adult and Gerontology NP

PROFESSIONAL EXPERIENCE

1999-present	Adult Nurse Practitioner, Multiple Sclerosis Center, Charlotte, NC
1991-present	Associate Professor, University of North Carolina at Charlotte, Charlotte, NC
1992	Director of Continuing Education, University of North Carolina at Charlotte, Charlotte, NC
1991-1997	Part-time Staff Nurse, Dickson Heart Unit, Carolinas Medical Center, Charlotte, NC
1991	Part-time Staff Development Educator, Carolinas Medical Center, Charlotte, NC
1985-1991	Assistant Professor, University of North Carolina at Charlotte, Charlotte, NC
1981-1985	Assistant Professor, University of Virginia, Charlottesville, VA
1978-1981	Instructor, University of Virginia, Charlottesville, VA
1980-1985	Part-time Administrative Coordinator for Nursing, University of Virginia Medical Center, Charlottesville, VA
1976-1981	Part-time Staff Nurse, Coronary Care Unit, University of Virginia Medical Center, Charlottesville, VA
1974-1975	Staff Development Coordinator, Wallace Thompson Hospital, Union, SC
1973-1974	Staff Nurse, Wallace Thompson Hospital, Union, SC
1970-1972	Part-time Staff Nurse, Charlotte Memorial Hospital
1969-1970	Instructor, Preston College, Columbia, SC
1966-1968	Public Health Nurse I, Duval County Health Department, Jacksonville, FL

PUBLICATIONS AND RESEARCH

Books

- Lehne, R.A., with Moore, L., Crosby, L., & Hamilton, D., 2004. Pharmacology for Nursing Care, 5th ed. Philadelphia: W.B. Saunders Co.
- Moore, L. (1998). Instructor's Manual for Pharmacology for Nursing Care, 3rd ed. Philadelphia: W.B. Saunders.
- Moore, L. A. & Lehne, R.A. (1998). Study Guide for Pharmacology for Nursing Care. Philadelphia: W. B. Saunders.
- Moore, L. (March 1994). Instructor's Manual for Pharmacology for Nursing Care. Philadelphia: W.B. Saunders Co.
- Lehne, R.A., Moore, L., Crosby, L., & Hamilton, D., 1994. Pharmacology for Nursing Care. Philadelphia: W.B. Saunders.
- Lehne, R.A., Moore, L., Crosby, L., & Hamilton, D., 1990. Pharmacology for Nursing Care. Philadelphia: W.B. Saunders.
- Lehne, R.A., Moore, L., Crosby, L., & Hamilton, D., 1990. Instructor's Manual for Pharmacology for Nursing Care. Philadelphia: W.B. Saunders Co.

Articles

- Shenk, d., Moore, L., Davis, B. (2004). Teaching an Interdisciplinary Distance Education Gerontology Course: Benefits of Diversity. Educational Gerontology, 30 (3), 219-235.
- Davis, B. & Moore, L. (2003). Research on retention in Alzheimer's Discourse. In Search of the Active Learner, Sonderdruck.
- Moore, L.A. & Davis, B. (2002). Quilting narrative: Using repetition techniques to help elderly communicate. Geriatric Nursing, 23 (5), 262-266.
- Moore, L. & Blount, K. (2002). Medications and the Elderly in the Critical Care Setting. Critical Care Nursing Clinics of North American. 14, 111-119.
- Blount, K. & Moore, L. (accepted for 2002). Quantifying Educational Needs of Critical Care Nurses. Journal of Staff Development.

-
- Shenk, D., Davis, B., Peacock, J. & Moore, L. (2002). Narratives and self-identity in later life: Two rural American older women (2002), Journal of Aging Studies 16 (4), 401-403.
- Boggs, K & Moore, L.A. (2000). Metrolina NP Prescribing Practices. North Carolina NP News, 9 (2), 9.
- Boggs, K. & Moore, L. A. (2000) MCNP Prescribing Practices. Metrolina coalition of Nurse Practitioners, 2 (2), 1.
- Leonard, M., Moore, L., Algozzine, R., Gregorino, J. & Giles, B. (1997). Recovery times from subarachnoid blocks using bupivacaine hydrochloride and tetracaine hydrochloride with and without epinephrine. AANA, 65 (3), 260-264.
- Moore, L., Reed, G., & Coleman, L. (1991). Occupational setting lipid reduction program. Abstract published in Program Book, Cardiovascular Health, The National Conference of Cholesterol and High Blood Pressure Control, 195.
- Reed, G., Moore, L. & Coleman, L. (1991). Heart healthy education: Effectiveness of teaching methods in the workplace. AAOHN Journal, 39 (3).
- Glenn, B.L. & Moore, L.A. (1990). The relationship of self-concept, health locus of control and perceived cancer treatment options in the practice of breast self-examination. Cancer Nursing, 13 (6), 361-365.
- Rudisill, P. & Moore, L. (1989). The relationship between arterial and venous activated partial thromboplastin time values in patients after percutaneous transluminal coronary angioplasty. Heart & Lung, 18 (5), 514-519.
- Justus, P.D., Badenhop, D.T., Moore, L.A., & Gutmann, C.A. (1988). Abstract published in Journal of Cardiopulmonary Rehabilitation, VIII (10), 393.
- Moore, L.A. and Boyd, M. (1985). Meeting the terminal functional objectives in a baccalaureate curriculum: The student's perception. Journal of Nursing Education, 24 (8), 321-325.

Presentations (selected):

- Update in Hypertensive Treatment and the Interactions with Over-The-Counter Medications. American Association of Occupational Health Nurses for Foothills, North Carolina, Statesville, NC, November 1993.
- What's New in Hypertensive Treatment: An Update. North Carolina Association of Occupation Health Nurses, Asheville, NC, October 18, 1996.
- Care of the Older Adult in Acute Care Settings. Lake Norman Regional hospital, May 1, 1997.
- Adult Learning, North Carolina Lipid Educators, Charlotte, NC, April 1999.
- Update in Insulin Therapies. Renaissance Assisted Living, Charlotte, NC, July 2-5, 1999.
- Managing Care of the Older Adults, Pine Oaks, Hickory, NC April 2000.
- Neuro-Muscular Disorders and Adjunctive Therapies.(Poster Presentation, Peer Review). North Carolina Nurse Practitioner Conference May 2, 2000 in Winston-Salem, NC.
- Frozen Phrases as Requests for Topic management: Effect and Affect in Recipient Design by a Speaker of Alzheimer's Discourse. Davis, B., Moore, L., & Peacock, J. NWAV 29 (New Ways of Analyzing Variation) Program, Michigan State University, October 8, 2000.
- A Cognitive-Behavioral approach to pain Management in African-American Women with Arthritis. Newman, A. and Moore, L. at the 20000 NPWH (National Association of Nurse Practitioners in Women's Health), Albuquerque, New Mexico, October 13, 2000.
- Real and Fancied: Oral and Written Metanarrative of Elderly Speakers. Moore, L. & Brewer, J. At South Atlantic Modern Language Association (SAMLA), Birmingham, Alabama, November 12, 2000.
- Boggs, K., Curran, M.A., Steele, L., Maynard, C., Moore, L. & Smith, M. Making a Difference in the Community: Tailoring Faculty Practice to Meet Individual Needs Nurse Practitioner Associates for Continuing Education (NPACE). November 13-16, 2002, Boston. (Boggs presenter)
- Moore, L. New technique to manage Betaseron injection site reactions. International Perspectives on Multiple Sclerosis (Sponsored by MS Trust and International Meeting of MS specialist Practitioners and the International Organization of MS Nurses), Harrogate, UK, November 16-19, 2002.
- Lexical richness, Routines, and topic Initiation in a Speaker with mid to late Alzheimer's. Davis, B., Russell-Pinson, L., Moore, L., Shenk, D., Greene, R., Nold, G. Gerontological Society of America, 55th Annual Scientific Meeting, Boston, November 22-26, 2002.

FUNDED RESEARCH

- Decision Making and Clinical Correlations in Multiple Sclerosis Patients choosing Chemotherapy as treatment. Serono, 2004 (\$64,100).
- Alternative Method of Injections to Decrease Betaseron Injection Site Reactions. Berlex (\$40,910), July 2001.
- Correlation of hearing and scores on the Mini-Mental State Exam and the Janssen 7 Minute Cognitive Exam. Sigma Theta Tau International, Gamma Iota Chapter (\$1,000).
- Communication Styles and Their Relationships to Scores on the Mini Mental State Exam and the janssen 7 Minute Cognitive. Elinor Caddell Faculty Research Award, April 2000 (\$600.)
- Boundary signals: Frozen (Echoic) Language and Topic Shift in Alzheimer-type Discourse. Faculty Resource Award,

UNCCharlotte with Dr. Boyd Davis (Dept. of English), April 2000 (\$9,966.00).

Longitudinal Study of Alternate Educational Approaches in Lipoprotein Reduction. Funded by Hoechst-Celanese Corp., 1990, (\$550, and UNC Charlotte Faculty Research Grant, 1990 (\$3070).

Educational Instructional Methods for Cholesterol Reduction. Funded with G. Reed by Hoechst-Celanese Corporation, Spring 1989, \$1100.

Psychological Care of the Critically Ill Patient, with J. Reynolds (1981 &1982). Funded by University of Virginia, \$2500.

Community Needs for Cardiopulmonary Resuscitation, Instruction with L. Ware, Summer, 1980. Report completed Fall, 1980. Project funded by University of Virginia, \$1200.

FUNDED GRANTS

Gerontology Content in Graduate Education, AACN & Hartford Foundation, 2004 (\$5,600).

Nurse Anesthesia Traineeship, HHS, 2004 (11,164).

Technology Award Grant for Distance Learning, Summer 2000 (\$6,000).

National Institute on Aging Grant for UCLA Certificate Program, 1997.

Clinical Alternatives for RN/BSN students, CID Grant, UNCCharlotte, 1997.

Nurse Anesthesia Traineeship Grant (yearly from 1989-1995).

Nurse Anesthesia Program Development, 1988. Curriculum and Instruction Grant, UNC Charlotte

HONORS AND AWARDS

BETA Excellence in Nursing Care Award, June 2004. Toronto, Canada.

Teaching Excellence Finalist, Bank of America/UNCCharlotte, September 2000.

Adult Nurse Practitioner Certification, October 1999.

Selected as the first recipient of the Graduate Teaching Award for the College of Nursing, 1994.

Selected as one of 93 Nurse Leaders in North Carolina by North Carolina Nurses Association, October 1992.

"The Great 100" of North Carolina, North Carolina Nurses Association, 1989.

Sigma Theta Tau, Nursing Honorary Society, 1980.

BIOGRAPHICAL INFORMATION OF KEY PERSONNEL*(Do not exceed two pages per person for total biographical information.)*

Last name, first name

Deana F. Morrow

Education

Degree/Year Conferred	Institution/Location	Field of Study
PhD/1993	North Carolina State University/Raleigh, NC	Counselor Education
MSW	University of Georgia/Athens, GA	Social Work
MA Ed	Western Carolina University/Cullowhee, NC	Counseling
BA	Catawba College/Salisbury, NC	Education

Appointments

Title	Institution	Dates
MSW Program Coordinator & Assoc. Professor	University of North Carolina at Charlotte	2004 – present
BSW Program Director & Assoc. Professor	University of North Carolina at Charlotte	2003-2004
Assoc. Professor	University of North Carolina at Charlotte	2001-present
Asst. Professor	University of North Carolina at Charlotte	1998-2001
BSW Program Director	Warren Wilson College	1994-1998
BSW Field Director	Warren Wilson College	1993-1994

Publications*(If partial list is given, indicate total number of publications.)*

Total Number of Scholarly Publications = 20

Messinger, L. & Morrow, D.F. (under contract). *Sexual orientation and gender identity in social work practice: A casebook*. Under contract with Columbia University Press.

Morrow, D.F. & Messinger, L. (in press). *Sexual orientation and gender identity in social work practice*. Under contract with Columbia University Press.

Tack, F. E., & Morrow, D. F. (2005). Mental health case consultation. In A. Michael Dougherty (Ed.), *Case studies in human services consultation* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Tack, F. E., Dougherty, A. Michael, & Morrow, D. F. (2005). Group consultation with a university counseling center staff. In A. Michael Dougherty (Ed.), *Case studies in human services consultation* (2nd ed.). Pacific

Grove, CA: Brooks/Cole.

- Morrow, D. F. (2004). Social work practice with gay, lesbian, bisexual, and transgender adolescents. *Families in Society*, 85(1), 1-9.
- Morrow, D. F. (2003). Cast into the wilderness: The impact of institutionalized religion on lesbians. *Journal of Lesbian Studies*, 7(109-123).
- Morrow, D. F. (2003). Cast into the wilderness: The impact of institutionalized religion on lesbians. In K. F. Balsam (Ed.), *Trauma, stress, and sexual minority women: Rising like the phoenix*, pp. 109-124. Binghamton, NY: Harrington Park Press.
- Morrow, D.F. & Fogel, S.J. (2002). By every other name: The variety of baccalaureate degrees awarded in social work education. *Arete*, 26(1), 88-91..
- Morrow, D.F. (2002). Advocating for gay and lesbian youth. *The Connection*, 18(1), 4-5.
- Morrow, D.F., & Fogel, S. J. (2001). Staffing patterns for field director positions in accredited social work programs. *Arete*, 25(2), 78-86.
- Fogel, S. J., Ellison, M. E., & Morrow, D. F. (2001). BSW graduates respond: Is sexual harassment a problem in field placements? *Journal of Baccalaureate Social Work*, 7(1), 79-93.
- Morrow, D.F. (2001). Older gays and lesbians: Surviving a generation of hate and violence. *Journal of Gay and Lesbian Social Services*, 13(1/2), 151-169.
- Morrow, D.F. (2001). Older gays and lesbians: Surviving a generation of hate and violence. In M.E. Swigonski, R. Mama, & K. Ward (Eds.), *From Hate to Human Rights*, pp. 151-169. Binghamton, NY: Harrington Park Press.
- Morrow, D.F. (2000). Coming out to families: Guidelines for intervention with gay and lesbian clients. *Journal of Family Social Work*, 5(2), 53-66.
- Morrow, D.F. (2000). Gatekeeping for small baccalaureate social work programs. *Journal of Baccalaureate Social Work Education*, 5(2), 67-80.
- Morrow, D.F. (1996). Heterosexism: Hidden discrimination in social work education. *Journal of Gay and Lesbian Social Services*, 5(4), 1-16.
- Morrow, D.F. (1996). Coming out issues for adult lesbians: A group intervention. *Social Work*, 41(6), 647-656.
- Morrow, D.F. (1993). Social work with gay and lesbian adolescents. *Social Work*, 38(6), 655-660.
- Morrow, D.F. (1993). Lesbian identity development through group process: An exploration of coming out issues. *Dissertation Abstracts International*, 54-02 (0428).

HONORS/CERTIFICATIONS

HONORS

- Outstanding Veteran Mentor Award (2000), Ronald E. McNair Scholars Program, UNC Charlotte, Charlotte, NC
- Rookie Mentor Award (1999), Ronald E. McNair Scholars Program, UNC Charlotte, Charlotte, NC.
- Teaching Excellence (Professor of the Year) Award (1995), Warren Wilson College, Asheville, NC.
- Top Graduate Award; Graduation with Honors; Class President, Northeast Georgia Police Academy, Athens, GA.
- Phi Kappa Phi, The University of Georgia, Athens, GA.

CERTIFICATIONS

- Licensed Clinical Social Worker - North Carolina #C000498, 1987 - present.
- Licensed Professional Counselor - North Carolina #697, 1993-present.
- Academy of Certified Social Workers – National Association of Social Workers, 1989 – present.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED TWO PAGES.**

NAME Narine, Lutchmie		POSITION TITLE Associate Professor	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of Calgary, Calgary, Alberta, Canada	B.Sc.	1983-1986	Anthropology
University of Calgary, Calgary, Alberta, Canada	M.Sc.	1987-1989	Community Health Sciences
University of Toronto, Toronto, Ontario, Canada	Ph.D.	1990-1993	Health Services Organization & Mgmt.

A. Positions and Honors.**Positions and Employment**

1995- 1997	Assistant Professor & Project Director, Department of Health Administration, Faculty of Medicine, University of Toronto.
1997 - 2002	Assistant Professor, Department of Health Administration and Policy, College of Public Health, University of Oklahoma.
2002- present	Associate Professor and Director of the MHA Program, Department of Health Behavior and Administration, University of North Carolina at Charlotte.

Other Experience and Professional Memberships

2000-present	Obesity Prevention Network, Centers for Disease Control and Prevention (CDC)
2000-present	Surveillance and Research Committee, Oklahoma Arthritis Network, Oklahoma State Department of Health.
1999-2002	Council of Public Health Practice Coordinators, Health Resources Service Administration (HRSA).
2001-2002	Council on Distance Learning, Association of Schools of Public Health (ASPH)
2000-2001	Faculty, Oklahoma Public Health Leadership Institute, Oklahoma State Health Department.

Honors

2000-2001	Faculty of the Year, American College of Health Executives, Oklahoma City Student Chapter.
1991-1993	National Health Ph.D. Fellowship, National Health Research and Development Program (NHRDP), Health and Welfare Canada.

B. Selected peer-reviewed publications.

- Broyles, R. W., **Narine, L.**, and Robertson, M. "Assessing Administrative Costs of Mental Health and Substance Abuse Services". *Administration and Policy in Mental Health*, 2004, 31(5):393-408.
- Narine, L.**, and Persaud, D. D. "Overcoming Barriers to Large-Scale Change in Healthcare Organizations". *Health Services Management Research*, 2003, 16:179-187.
- Broyles, R. W., **Narine, L.**, Clarke, S. R., and Baker, D. R. Factors Associated with the Likelihood of Injury in Four Wheel Drive-Passenger Car Collisions. *Accident Analysis & Prevention*, 2003, 35:677-681.
- Broyles, R.W. **Narine, L.** and Khaliq, A. "Break-Even Analysis Revisited: The Need to Adjust for Profitability, The Collection Rate and Autonomous Income". *Health Services Management Research*, 2003 16:194-202.
- Aliaban, K.M., Al-Omar, B., **Narine, L.**, Al-Assaf, A.F., and Javed, F. "A Survey Assessing Patient Satisfaction at Public & Private Healthcare Facilities in Riyadh, Saudi Arabia." *Annals of Saudi Medicine*, 2003 23:417-419.
- Broyles, R. W., **Narine, L.**, and Brandt, E. N. The Temporarily and Chronically Uninsured: Does their Use of Primary Care Differ? *Journal of Health Care for the Poor and Underserved*, 2002, 13(1): 95-111.

- Broyles, R. W., **Narine, L.**, and Brandt, E. N. "Health Risks, Ability to Pay and the Use of Primary Care: Is the Distribution of Service Effective and Equitable?" *Preventive Medicine*, 2000, 30: 453-462.
- Broyles, R. W., **Narine, L.**, and Brandt, E. N. "Equity Concerns with the Use of Hospital Services by the Medically Vulnerable". *Journal of Health Care for the Poor and Underserved*, 2000, 11(3): 343-360.
- Broyles, R.W., Clarke, S.R., **Narine, L.**, Baker, D.R. "Factors Contributing to the amount of Vehicular Damage From Four Wheel Drive Vehicle-Passenger Car Collisions". *Accident Analysis & Prevention*, 2001, 33: 673-678.
- Senathirajah, M., Smith, T., and **Narine, L.** "Disease Management: What Does It Mean For Health System Integration?". *Hospital Quarterly*, 1998, 2(1): 18-22.
- Leggat, G. S., **Narine, L.**, Lemieux-Charles, L., Barnsley, J., Baker, G. R., Sciotte, C., Champagne, F., and Bilodeau, H. "A Review of Organizational Performance Assessment in Health Care". *Health Services Management Research*, 1998, 11: 3-18.
- Persaud, D., and **Narine, L.** "Organizational Justice Principles and Large Scale Change: The Case of Program Management". *HealthCare Management Forum*, 2001, 13 (4):10-23.
- Narine, L.** "Impact of Health System Factors on Changes in Human Resource and Expenditure Levels in OECD Countries". *Journal of Health and Human Services Administration*, 2000, 22 (3): 292-307.

C. Research Support

- Duke Endowment 01/01/04 – 01/31/06
Evaluation of Project Access
The goal of the study is to evaluate the impacts of Project Access which is a program that seek to expand the access for medically underserved populations to needed Physician care and related social services.
Role: Co-PI
- UNCC Faculty Development Program 11/31/02 – 11/01/04
Understanding the Socio-economic correlates of Prostate Cancer in Minority Populations
The purpose of this study is to assess the relevance and importance of socio-economic status differences, and the occurrence and treatment of prostate cancer among ethnic and racial minority populations in the U.S. The study involves the analysis of secondary data collected from the SEER program.
- Oklahoma State Department of Education 02/02/02 – 07/31/02
HIV/AIDS Policy, Staff Training and Education Assessment Survey
The goal of this project was to survey teachers and other staff in Oklahoma High Schools on their current level of education and training about HIV/AIDS Policies.
Role: PI
- Association of Schools of Public Health and Health Resources and Services Administration (ASPH/HRSA) 09/01/1999-09/31/01
Faculty Development for Public Health Practice - Parts I & II
The purpose of these two projects were to develop community based participatory research relationships between Public Health Faculty, and communities and community organizations.
Role: PI.
- Presbyterian Health Foundation/DFM 01/02/00 –07/31/02
OKLAHOMA Studies
This involved the assessment of a cohort of older primary care patients recruited from a network of physician offices and followed prospectively.
Role: Investigator
- Oklahoma Health Care Authority 7/01/00-11/31/01
Evaluation of the Oklahoma Health Care Authority's Product Based Authorization Program for NSAIDS and Anti-Ulcer Drugs
Role: PI
- Oklahoma State Senate, 7/01/99-2/31/00
Interim Committee on Substance Abuse Services
Audit of Substance Abuse Services in Oklahoma
Role: Co-PI

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Neese, Jane, B.		POSITION TITLE Associate Professor	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Medical University of South Carolina, Charleston,	BSN	1978	Nursing
University of Maryland at Baltimore, Baltimore,	MS	1983	Psychiatric Liaison
University of Virginia, Charlottesville, VA	PhD	1994	Nursing

POSITIONS AND HONORS**Positions**

- 1978 – 1981: Staff Nurse on Adult In-Patient Psychiatric Unit, Department of Nursing, Medical University of South Carolina Medical Center (Full Time)
- 1982 – 1984: Psychiatric Liaison Clinical Nurse Specialist, Department of Medicine Nursing, The Johns Hopkins Hospital (Full Time)
- 1984 – 1989: Joint Appointment with the Medical University of South Carolina, College of Nursing (Nontenure Position)
- 1984 – 1988: Psychiatric Liaison Clinical Nurse Specialist, Department of Clinical Nursing, Medical University of South Carolina Medical Center (Full Time)
- 1985 – 1989: Clinical Instructor, Department of Psychiatry and Behavioral Sciences, Medical University of South Carolina (Adjunct Faculty, Nontenure Position)
- 1990: Teaching Assistant, University of Virginia, School of Nursing (Part Time)
- 1990 – 1994: W. K. Kellogg Research Assistant, "The Jefferson Area Rural Elder Health Outreach Program" University of Virginia, School of Nursing.
- 1992 – 1994: NRSA Pre-doctoral Fellowship, National Institute of Nursing Research
- 1994 – present: Associate Professor, The University of North Carolina at Charlotte, College of Health and Human Services. Assistant Professor from 1994 until 2000.
- 2002 – present: Associate Dean for Academic Affairs, College of Health and Human Services, University of North Carolina Charlotte.

Honors

- Fellow, National Institute for Nursing Research, 1992 – 1994.
- Sigma Xi, The Scientific Research Society, 1995.
- Who's Who in American Nursing, 1996.
- Gamma Iota Chapter of Sigma Theta Tau International, Nursing Research Award, April 1997
- International Society for Psychiatric Liaison Nurses, Educator Award, 1998
- Distinguished Lecturer, Sigma Theta Tau International, 1999 – 2001
- Great 100 Award for Nursing Excellence in North Carolina, Great 100, Inc., 2000.
- Phi Kapp Phi Honor Society, University of North Carolina Charlotte, 2003.

PUBLICATIONS (*selected publications*)

- Abraham, I. L., Manning, C. A., Boyd, M. R., Neese, J. B., Newman, M. C., Plowfield, L. A., & Reel, S. J. (1993). Cognitive screening of nursing home residents: Factor structure of the modified mini-mental state (3MS) examination. International Journal of Geriatric Psychiatry, 8(2), 133-138.
- Snustad, D., Thompson-Heisterman, Neese, J. B., Abraham, I. L. (1994). Mental health outreach to rural elderly: Service delivery to a forgotten risk group. Clinical Gerontologist, 14(1), 95-111.
- Abraham, I. L., Buckwalter, K. C., Neese, J. B., & Fox, J. C. (1994). Mental health of rural elderly: A research agenda for nursing. Issues in Mental Health Nursing, 15(3), 203-213.
- Abraham, I. L., Currie, L. J., Neese, J. B., Yi, E. S., & Thompson-Heisterman, A. A. (1994). Risk profiles for nursing home placement of rural elderly: A cluster analysis of psychogeriatric indicators. Archives of Psychiatric Nursing, 8(4), 262-271.
- Chalifoux, Z., Neese, J. B., Buckwalter, K. C., Litwak, E., & Abraham, I. L. (1996). Mental health services for Rural elderly: Innovative service strategies. Community Mental Health Journal, 32(5), 463 - 480.
- Neese, J. B., & Abraham, I. L. (1997). Profiles of psychogeriatric nursing status and service utilization among Southern rural elderly: A cluster analysis. Issues in Mental Health Nursing, 18 (1), 1 -18.
- Neese, J. B., Abraham, I. L., & Buckwalter, K. C. (1999). Utilization of mental health services among rural elders. Archives of Psychiatric Nursing, 8(1), 30 - 40.
- Dennis, B. P., & Neese, J. B. (2000). Recruitment and retention of African American elders into community-based research: Lessons learned. Archives of Psychiatric Nursing, 14(1), 3 - 11.
- Minarik, P., & Neese, J. B. (2002). Essential educational content for advanced practice in psychiatric consultation liaison nursing. Archives of Psychiatric Nursing, 16 (1), 3 – 15.

PRESENTATIONS (*selected presentations*)

- "Assessing Depression in Older Adults: Instruments and Practice." 18th Annual Southeastern Conference of Clinical Nurse Specialists in Psychiatric Mental Health Nursing. Winston-Salem, NC, September 1996.
- "Outcomes of a community-based program for elders: A pilot study." UNCC College of Nursing and Health Professions & Sigma Theta Tau 1st Annual Research Day. Charlotte, NC. April 1997. (J. Neese).
- "The Social Activities Satisfaction Instrument (SASI): A quality of life scale for impoverished elderly." Southern Nursing Research Society Annual Conference. Charleston, SC. February 1999. (J. Neese)
- "Mental health and health outcomes and service use of impoverished elders participating in a community-based program." International Society of Psychiatric Mental Health Nurses Annual Conference. Miami, FL. April 2000. (J. Neese).
- "Cost-effectiveness of a community-based program for impoverished elders." 15th Annual Conference of the Southern Nursing Research Society. Baltimore, MD. February 1 - 3, 2001. (J. Neese, D. Bradham, & B. South).

EDITORIAL BOARD & MANUSCRIPT REVIEWER

- 2002 – present: North Carolina Medical Journal
- 2002 – present: Reviewer for Nursing Research
- 2000 – present: Reviewer for Journal of Applied Gerontology
- 1998 - 2002: Issues in Depression: Index & Reviews

RESEARCH SUPPORT

FUNDING

Completed Research Support

- New Investigator Award Under Review
Alzheimer's Association
"Outcome Analyses of Alzheimer's SCUs (Special Care Units)."
PRINCIPAL INVESTIGATOR

Principal Investigator/Program Director (Last, First, Middle): Foss, Gwendolyn F.

Elinor Brooks Caddell Nursing Faculty Scholar Award 04/01/97 – 04/01/98
The, University of North Carolina at Charlotte, College of Nursing and Health Professions
"Quality of Life Among Frail Impoverished Elderly: Development of an Instrument."
PRINCIPAL INVESTIGATOR

1K01NR00092-01 01/01/97 – 01/01/00
NINR
"Outcomes Among Elders Using A Community Based Program"
PRINCIPAL INVESTIGATOR

Faculty Research Grant Award 04/1995 – 03/1996
University of North Carolina at Charlotte
"Cognition, Depression, Function, and Behavior among Urban Elders Receiving a Multidisciplinary Team
Intervention."
PRINCIPAL INVESTIGATOR

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed on Form Page 2.
Photocopy this page or follow this format for each person.

NAME	POSITION TITLE		
Newman, Ann M.	Associate Professor		
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Virginia, Charlottesville, Virginia	Diploma	1962	Nursing
University of North Carolina at Charlotte	BSN	1978	Nursing
University of North Carolina at Chapel Hill	MSN	1980	Nursing
University of Alabama at Birmingham	DSN	1991	Nursing

RESEARCH AND PROFESSIONAL EXPERIENCE: Concluding with present position, list, in chronological order, previous employment, experience, and honors. Include present membership on any Federal Government public advisory committee. List, in chronological order, the titles, all authors, and complete references to all publications during the past three years and to representative earlier publications pertinent to this application. If the list of publications in the last three years exceeds two pages, select the most pertinent publications. **DO NOT EXCEED TWO PAGES.**

PROFESSIONAL EXPERIENCE

2002-2003 Faculty Associate in the Provost's Office
 1986-Present Adjunct Associate Professor, Women's Studies, College of Nursing and Health Professions, University of North Carolina at Charlotte
 1981-Present Associate Professor, College of Health and Human Services, University of North Carolina at Charlotte
 1981-1983 Instructor, College of Nursing and Health Professions, University of North Carolina at Charlotte
 1980-1981 Clinical Instructor, College of Nursing and Health Professions, University of North Carolina at Charlotte
 1975-1977 Staff Nurse, Medical Personnel Pool, Charlotte, NC
 1969-1974 Office Nurse (Part-time), General Practitioner, Charlotte, NC
 1967-1969 Staff Nurse (Part-time), Charlotte Memorial Hospital, Charlotte, NC
 1965-1966 Staff Nurse (Part-time), Geary County Hospital, Junction City, Kansas
 1963-1964 Staff Nurse, The Medical Center, Columbus, Georgia
 1962-1964 Assistant Head Nurse, University of Virginia Hospital, Charlottesville, Virginia

SCHOLARLY PUBLICATIONS (Selected)

- Newman, A. (2002). Self-concept. In K. Boggs & P. Arnold (Eds). Communication in Nursing. Philadelphia: Saunders.
- Newman, A. (2002). Patient teaching tools and self-help techniques: Focus on cultural diversity. In A. Schmidt and S. Meiner (Eds). Care of Arthritis in the Older Adult. New York: Springer
- *Newman, A. (2001). Self-management in African Americans with Arthritis. Gerontology Nursing.
- Cook, J., Fogel, S., Newman, A., Tedeschi, R., & White, R. (1999). Helping students help children and Families: a multidisciplinary approach. Let's Talk.....Teaching, (9)3.
- Newman, A. (1999). Show stress who's in charge: are stress and pain related? Arthritis Services Outreach, 2, pp. 1-3.
- *Newman, A. (1997). Arthritis Self-help in minorities: preliminary results. Arthritis Care and Research, 10 (6), 16.
- *Maynard, C. & Newman, A. (1994). Stress and the working mom: a battle you can win. Advances for Nurse Practitioners, 2(3), 21-23.
- Newman, A. (1995). Grief and grieving. In P. LeMone & S. Weber. (Eds.) Medical-Surgical Nursing. Redwood City, CA: Addison-Wesley.
- Newman, A. (1994). The importance of Arthritis education. Arthritis Accent, 4, 1-3.
- *Newman, A. (1993). Effects of a self-help program on women with arthritis. In S. Funk, E. Tournquist, M.Champagne, & R. Wiess (Eds.) Key Aspects of Chronic Pain: Hospital and Home. New York: Springer.

*Peden, A. & Newman, A. (1993). After menopause. Journal of Women and Aging, 5(3/4), 25-40

*Dulski, T. & Newman, A. (1989). The effectiveness of relaxation in relieving pain of women with rheumatoid arthritis. In S. Funk, E. Tournquist, M. Champagne, L. Copp, & R. Wiess (Eds.), Key Aspects of Comfort: Management of Pain, Fatigue, and Nausea, 150-154. New York: Springer.

*Newman, A. (1991). Effect of the Arthritis Self-Help course on adaptation in people with arthritis, Arthritis Care and Research 4, (3), S26

*Coleman, L., Newman, A., & Vasquez, A. (1983, July). Noise in the post operative period. American Journal of Nursing, 83, 39.

PAPERS PRESENTED AT MEETINGS (SELECTED):

Newman, AM (2003). A self-help intervention for african americans with arthritis. Research to Application: Reducing Health Disparities Through Self and Family Management. Howard University, March 26, Washington, DC.

Newman, AM (2003). Celebrate nursing...education. District 5NCNA/Gamma Iota, Sigma Theta Tau, Spring Meeting, Charlotte, NC, May 6.

Newman, Ann M & Moore, L. A. (2000). A cognitive-behavioral approach to pain management in African-American women with arthritis. The 2000 National Association of Nurse Practitioners in Women's Health (NPWH). Albuquerque.

Newman, Ann M. (2000). Arthritis self help interventions in minorities Gamma Iota of Sigma Theta Tau Research Day, Charlotte, March 27.

Newman, A. (1998). Self-help education in minorities with arthritis. Poster Presentation. Gamma Iota of Sigma Theta Tau Research Day, April 6.

Newman, A. (1997). Arthritis self-help intervention in minority women. Refereed Presentation. Scientific Presentation. Scientific Sessions of the 34th Biennial Convention of Sigma Theta Tau International. Indianapolis, IN, December 3.

Newman, A. (1997). Arthritis self-help education in minorities. Refereed Presentation. Society for Education and Research in Psychiatric-Mental Nursing. Washington, DC, November 6.

Newman, A. (1997). Arthritis self-help intervention in minorities. Refereed Presentation. American College of Rheumatology/Association of Rheumatology Health Professionals 1997 Scientific Meeting. Washington, DC, November 11.

Newman, A. (1996). Arthritis self-help intervention in minority women: a pilot study, Research Poster, American Academy of Nursing 1996 Annual Meeting & conference, November 15-16, Orlando, FL.

Newman, A. (1996) Arthritis self-help intervention in minority women: a pilot study, Research Poster, Association of Rheumatology Health Professionals Nation Scientific Meeting, October 19, Orlando, FL.

Newman, A. (1995). Self-help education in people with arthritis: a one year follow-up, Research Poster, Gamma Iota, Sigma Theta Tau, April 10, Charlotte, NC.

Newman, A. (1992). Self-efficacy: its use in psychiatric-mental health nursing practice. Paper Presentation. Southeastern Conference of Clinical Nurse Specialists in PMH Nursing, September 23-25, Lexington, KY.

Newman, A. (1992). A nursing approach in women with arthritis. Paper Presentation. Sigma Theta Tau State of the Science Conference, August 6-7, Washington, DC.

Newman, A. (1992). Aging women with arthritis: Effects of self-help. Paper Presentation. Verhonick Nursing Research Conference, April 1-4, Charlottesville, VA.

REFEREED JOURNAL

See * above

GRANTS FUNDED

2001	Self-Management in Minority Elders: A Pilot Study. Faculty Research Support Grant; \$5,000
2000	.Network/Family Participation in a Self-help Course for Minorities with Arthritis, Faculty Research Summer Grant, N\$4,000, January 10
1998	Self-Efficacy and Family Support in Minority Women with Arthritis, Faculty Research Support Grant, \$5,000, March 23.
1996	Arthritis Self-Help in Minorities NINR-NIH, \$102,000, August 1.
1995	Arthritis Self-Help Intervention, Elinor Brooks Caddell, \$1,000, April 10.
1992	RNs Perception of Events Leading to Aggression and Seclusion on an Adolescent Psychiatric Unit, Faculty Grants Committee, UNC-Charlotte, \$3,675, January 10.
1990	Effects of the Arthritis Self-Help Course on Adaptation in People with Arthritis, \$10,000, June 28.
1990	Effects of the Arthritis Self-Help Course on Adaptation in People with Arthritis, Birmingham Chapter of the Arthritis Foundation, \$1,055, April 15.
1989	Validation of a Tool to Measure Self-Efficacy in Women with Rheumatoid Arthritis, Mecklenburg Medical Society, \$1,000 (with matching funds). December 3.
1985	Management of Pain in Women with Rheumatoid Arthritis, Mecklenburg Medical Society, \$3,620, July 3.
1984	Women's Studies, Academic Affairs Faculty Research Grant, \$1,111, June 1.

HONORS AND AWARDS RECEIVED

2004	Elected Congress on Nursing Practice and Economics, ANA
2004	Elected Alumni Board of Governors – UNC Charlotte
2003	Certificate of Training.- Evaluator Training Program, Commission on Collegiate Nursing
2002	NCNA Board of Directors Award for Outstanding Service to the North Carolina Nurses Association
2002	Faculty Associate in the Center for Applied Ethics
2001	Bridges IX: Academic Leadership Program for Women
2001	Certificate of Recognition – Nominee for 2002 Carolina Panthers Community Quarterback Award
2000	UNC Charlotte Woman of the Year
1999	NCNA Educator of the year
1999	Sigma Theta Tau, Inc. Distinguished Lecturer
1999	Elected Delegate to 2000 ANA Convention
1999	Delta Kappa Gamma International
1997	Elected NC Board of Nursing
1996	UNC Board of Governors Award for Teaching Excellence
1996	Arthritis Patient Services Community Service Award
1995	Nations Bank Teacher of Excellence – Highest teaching Award given by UNCCharlotte
1995	Certification as a Clinical Specialist in Psychiatric Mental Health Nursing
1995	First Recipient of EC Caddell Faculty Scholar Award
1990	Phi Kappa Phi – Chapter President 2003-04
1989	Medical Center, Fellow, University of Alabama at Birmingham

BIOGRAPHICAL SKETCH

Name: Poppo, Phillip

Title: Professor, Department of Social Work

Education:

Institution & Location	Degree	Year Conferred	Field of Study
University of North Texas	BS		Psychology
Washington University in St. Louis, George Warren Brown School of Social Work	MSW		Social Work
Washington University in St. Louis, George Warren Brown School of Social Work	Ph.D.		Social Work

Professional Experience:

1999-present Professor, Department of Social Work, UNC Charlotte
 1999-2002 Department Chair, Department of Social Work, UNC Charlotte
 1993-1998 Professor and Director, School of Social Work, Western Michigan University
 1998-1993 Professor and Head, Department of Sociology, Anthropology, and Social Work, Auburn University
 1982-1988 Associate Professor and Director, Social Work Program, Department of Sociology, Anthropology, and Social Work, Auburn University
 1977-1982 Assistant Professor of Social Work/Director of Summer Accelerated Program, University of Tennessee School of Social Work – Nashville Branch
 1976-1977 Child Welfare Services Specialist, Metropolitan Nashville Urban Observatory/University of Tennessee School of Social Work-Project Vantage Point
 1973-1974 Lead Program Director for Educational Services/Child Welfare Training Specialist, Texas Department of Public Welfare-Austin Regional Office
 1972-1973 Planning Analyst, Texas State Department of Public Welfare-State Office
 1969-1970 Child Welfare Worker, Texas State Department of Public Welfare-Dallas County Child Welfare Unit

Books:

- Leighninger, L & Popple, P (2005) Social Work, Social Welfare, and American Society (6th ed.) Boston: Allyn & Bacon.
- Leighninger, L & Popple, P (2003) The Policy Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers (3rd ed.) Boston: Allyn & Bacon.
- Reid, P & Popple, P (1992) The Moral Purposes of Social Work Chicago: Nelson-Hall.

Book Chapters:

- Popple (2005). "Social Reform Movements-United States" in Stuart & Herrick (Eds.), Encyclopedia of Social Welfare in America, Newbury Park: Sage.
- Popple & Reid (1999). "A Profession for the Poor?" in Lowe & Reid (Eds.), Professionalization of Poverty: Social Work and the Poor in the Twentieth Century. New York: Aldine De Gruyer.
- Popple (1995). "The Social Work Profession-History" in Encyclopedia of Social Work (19th ed). Alexandria: NASW Press.
- Popple (1985). "George Benjamin Mangold" in Trattner Biographical Dictionary of Social Welfare in America. Westport: Greenwood Press.
- Popple (1983). "Contexts of Practice" in Rosenblatt & Waldfogel (Eds.), Handbook of Clinical Social Work. San Francisco: Jossey-Bass.
- Popple (1980). "Emergence of the Drug Culture" in McGill, Great Events from History. Los Angeles: Salem Editorials.
- Popple (1980). "Pressure for Prison Reform" in McGill, Great Events from History. Los Angeles: Salem Editorials.

Publications – Representative:

- Popple, P., (1994). Contemporary Folklore and Social Welfare. Arete, 18(2), 1-11.
- Popple, P., (1991). The Introductory Course in the Undergraduate Social Work Curriculum. Journal of Sociology and Social Welfare. 28(1), 119-136.
- Popple, P., (1985). The Social Work Profession: A Reconceptualization. Social Service Review, 59(4), 560-578.
- Popple, P., (1984). Negotiation: A Critical Skill for Social Work Administrators. Administration in Social Work, 8(2), 1-11.
- Popple, P., (1981). Social Work Practice in Business and Industry; 1875-1930. 55(2), 257-269.
- Popple, P., (1978). Community Control of Social Work Education-A Historical Example. Journal of Sociology and Social Welfare. 5(2), 152-167.

Grants Funded:

- 1996- 1998 Popple, P. U.S. Children's Bureau/University of California-Berkley Child Welfare Fellowship, \$8,500.
- 1995-1998 Popple, P. Community Training Association Project, W.K. Kellogg Foundation, \$630,000.

BIOGRAPHICAL INFORMATION OF KEY PERSONNEL*(Do not exceed two pages per person for total biographical information.)*

Last name, first name

Sanders, Delores L.

Education

Degree/Year Conferred	Institution/Location	Field of Study
BSN, 1962	Winston-Salem State University	Nursing
MEd, 1974	University of North Carolina-Charlotte	Education Administration
Teaching Certificate, 1976	University of North Carolina-Charlotte	Education Curriculum
MSN, 1984	University of South Carolina	Nursing
EdD, 1991	University of South Carolina	Higher Education Administration; Higher Student Services

Appointments

Title	Institution	Dates
Assistant Professor	College of Nursing & Health Professions, UNC Charlotte, NC	1984-present
Instructor	College of Nursing, UNC Charlotte, NC	1974-1984
Nursing Coordinator (PT)	Charlotte Orthopaedic Hospital, Charlotte, NC Charlotte Memorial Hospital, Charlotte, NC	1980-present 1974-1980
Instructor In-Service Education	College of Nursing, UNC Charlotte, NC	1972-1974
Part-Time Lecturer	Charlotte Memorial Hospital, Charlotte, NC	1969-1972
Nurse Manager, Burn Unit	Charlotte Memorial Hospital, Charlotte, NC	1965-1969
Charge Nurse, Intensive Care	Mission Memorial Hospital, Asheville, NC	1965
Charge Nurse, Intensive-Recovery Room	Cook-County Hospital, Chicago, IL	1964-1965
Staff Nurse	Haywood County Hospital, Waynesville, NC	1962-1964
Staff Nurse		

Publications*(If partial list is given, indicate total number of publications.)***Journal**

Wilmoth, M.C., and **Sanders, L.D.** (2001). Accept me for myself: African American Women's Issues after breast cancer. *Journal of Oncology Nursing*, 28, 5, 875-879. refereed.

Abstracts

Wilmoth, M.C., and **Sanders, L.D.**, (1999). Accept me for myself: African American women's issues after breast cancer. *Psycho-Oncology*, 8 6, 202 (supplement).

Sanders, L. D. (1991). The relationship between the location and size of predominantly white colleges and universities and the success of black students in those colleges and universities.

(Doctoral Dissertation USC 1991). *Dissertation Abstract International*.

Feature article published

Editor, Jeff Lowrance UNCC Magazine Spring 2001

Wilmoth, M.C. & **Sanders, L.D.** (2001). Study views challenges African-Americans face after breast cancer. *UNCC Magazine*.

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE
Karen B. Schmaling	Dean, College of Health & Human Services Professor, Health Behavior & Administration

EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of Oregon Honors College	B.A.	1981	Psychology
University of Washington	M.S.	1985	Psychology
University of Washington	Ph.D.	1988	Psychology (Clinical)
University of Washington School of Medicine	Internship	1988	Clinical Psychology

A. POSITIONS AND HONORS

Positions and Employment

1988-1992	Staff Psychologist, Dept. Medicine, National Jewish Center for Immunology & Respiratory Med.
1988-1990	Instructor, Dept. of Psychiatry, University of Colorado
1990-1992	Assistant Professor, Dept. of Psychiatry, University of Colorado
1992-1995	Acting Assistant Professor, Dept. of Psychiatry and Behavioral Sciences, University of Washington
1995-1997	Assistant Professor, Dept. of Psychiatry and Behavioral Sciences, University of Washington
1997-2000	Associate Professor, Dept. of Psychiatry and Behavioral Sciences, University of Washington
1998-2001	Director, Psychology Internship Program, University of Washington School of Medicine
2000-2001	Professor, Dept. of Psychiatry and Behavioral Sciences, University of Washington
2000-	Affiliate Professor, Dept. of Psychiatry and Behavioral Sciences, University of Washington
2000-2003	Adjunct Professor, Dept. of Psychology, University of Washington
2001-2004	Professor, Program in Health Science and Dept. of Psychology, University of Texas at El Paso
2001-2002	Associate Dean for Academic Affairs & Research, College of Health Sciences, University of Texas at El Paso
2002-2004	Associate Vice President for Academic Affairs, University of Texas at El Paso
2003-2004	Interim Dean, College of Health Sciences, University of Texas at El Paso
2004-	Professor, Dept. of Health Behavior & Administration, University of North Carolina at Charlotte
2004	Dean, College of Health and Human Services, University of north Carolina at Charlotte

Other Experience, Professional Memberships, Honors

1982-	Member, American Psychological Association (Div. 12, 38), Assoc. for the Advancement of Behavior Therapy (1983-present); Society of Behavioral Medicine (1993-present); Association of Medical School Psychologists (1997-present)
1985-	Ad hoc reviewer for ~20 academic journals
1994-	Ad hoc reviewer, NIAID, Chronic Fatigue Syndrome/Fibromyalgia Review Committee; NIMH, Health Behavior and Prevention Review Committee; NIMH, Special Emphasis Panel for B/START applications; Dept. of Defense (for proposals in response to the Broad Agency Announcements on Defense Women's Health Research, Defense Health Research, and Gulf War Illnesses)
1996	Diplomate, American Board of Professional Psychology
1999-2001	Chair, Doctoral Membership Review Committee, Association of Psychology Postdoctoral and Internship Centers

B. SELECTED PEER-REVIEWED PUBLICATIONS

(From ~80 peer-reviewed publications)

1. Schmaling, K. B., & Jacobson, N. S. (1990). Marital interaction and depression. *Journal of Abnormal Psychology, 99*, 229-236.
2. Schmaling K. B., DiClementi, J. D., Cullum, C. M., & Jones, J. F. (1994). Cognitive functioning in chronic fatigue syndrome and depression: A preliminary comparison. *Psychosomatic Medicine, 56*, 383-388.
3. Buchwald, D., Pearlman, T., Umali, J., Schmaling, K. B., & Katon, W. (1995). Functional status in patients with chronic fatigue syndrome, other fatiguing illnesses and healthy individuals. *American Journal of Medicine, 101*, 364-370.
4. Schmaling, K. B., Wamboldt, F., Telford, L., Newman, K. B., Hops, H., & Eddy, J. M. (1996). Interaction of asthmatics and their spouses: A preliminary study of individual differences. *Journal of Clinical Psychology in Medical Settings, 3*, 211-218.
5. Schmaling, K. B., & Bell, J. (1997). Asthma and panic disorder. *Archives of Family Medicine, 6*, 20-23.
6. Schmaling, K. B., Afari, N., Barnhart, S., & Buchwald, D. (1997). The association of disease severity, functional status and medical utilization with relationship satisfaction among asthma patients and their partners. *Journal of Clinical Psychology in Medical Settings, 4*, 373-382.
7. Schmaling, K. B., Afari, N., & Blume, A. W. (1998). Predictors of treatment adherence among asthma patients in the emergency department. *Journal of Asthma, 35*, 631-636.
8. Schmaling, K. B., Afari, N., Barnhart, S., & Buchwald, D. (1999). Medical and psychiatric predictors of airway reactivity. *Respiratory Care, 44*, 1452-1457.
9. Schmaling, K. B., Afari, N., & Blume, A. W. (2000). Assessment of readiness to adhere to medication regimens among adult patients with asthma. *Journal of Asthma, 37*, 335-343.
10. Schmaling, K. B., Smith, W., & Buchwald, D. (2000). Significant other responses are associated with fatigue and functional status among patients with chronic fatigue syndrome. *Psychosomatic Medicine, 62*, 444-450.
11. Aaron, L. A., Herrell, R., Hartman, S., Belcourt, M., Schmaling, K. B., Goldberg, J., & Buchwald, D. (2001). Comorbid clinical conditions in chronic fatigue: A co-twin control study. *Journal of General Internal Medicine, 16*, 24-31.
12. Schmaling, K. B., Blume, A. W., & Afari, N. (2001). A randomized controlled pilot study of motivational interviewing to change attitudes about adherence to medications for asthma. *Journal of Clinical Psychology in Medical Settings, 8*, 167-172.
13. Giardino, N. D., Schmaling, K. B., & Afari, N. (2002). Relationship satisfaction moderates the association between catastrophic cognitions and asthma symptoms. *Journal of Asthma, 39*, 749-756.
14. Lehrer, P., Feldman, J., Song, H. S., Giardino, N., & Schmaling, K. B. (2002). Psychological aspects of asthma. *Journal of Consulting and Clinical Psychology, 70*, 691-711.
15. Schmaling, K. B., Dimidjian, S., Sullivan, M., & Katon, W. (2002). Response styles among patients with minor depression and dysthymia in primary care. *Journal of Abnormal Psychology, 111*, 350-356.
16. Schmaling, K. B., Giardino, N. D., Korslund, K. E., Roberts, L. J., & Sweeny, S. (2002). The utility of interdisciplinary training and service: Psychology training on a psychiatry consultation-liaison service. *Professional Psychology: Research and Practice, 33*, 413-417.
17. Schmaling, K. B., McKnight, P., & Afari, N. (2002). A prospective study of the relationship of mood and stress to pulmonary function among patients with asthma. *Journal of Asthma, 39*, 501-510.
18. Schmaling, K. B., Lewis, D. H., Fiedelak, J. I., Mahurin, R., & Buchwald, D. S. (2003). Single photon emission computerized tomography and cognitive function in patients with chronic fatigue syndrome. *Psychosomatic Medicine, 65*, 129-136.
19. Schmaling, K. B., Fiedelak, J. I., Katon, W. J., Bader, J. O., & Buchwald, D.S. (2003). Prospective study of the prognosis of unexplained chronic fatigue in a clinic-based cohort. *Psychosomatic Medicine, 65*, 1047-1054.
20. Ciechanowski P, Wagner E, Schmaling K, Schwartz S, Williams B, Diehr P, Kulzer J, Gray S, Collier C, LoGerfo J. (2004). Community-integrated home-based depression treatment in older adults: A randomized controlled trial. *JAMA, 291*, 1569-1577.

C. RESEARCH SUPPORT

Selected Completed Research Support

R24MD000520 Schmaling (PI) 2003-2006

NCMHD/NIH

Promoting health parity among Mexican-American women

The major goals of this project are to engage in research, career development, and community outreach efforts to promote health parity among Mexican-American women

Role: PI (transferred when I left University of Texas at El Paso)

P20MD000548 Natalicio (PI) 2003-2008

NCMHD/NIH

Hispanic Health Disparities Research Center

The goal of this project is to reduce Hispanic health disparities.

Role: Project Leader, Research Core (transferred)

U48/CCU009654 LoGerfo (PI) 1999-2004

CDC

Prevention effectiveness center.

The major goal of this center is to test the effectiveness of a behavioral intervention for older ethnic minority adults with minor depression and medical comorbidities.

Role: Co-investigator

U01AI3849 Romano (PI for Project 4) 1999-2004

NIH/NIAID

Chronic fatigue syndrome research center

The major goal of Project 4 in this center is to examine an operant model of illness behavior among persons with chronic fatigue syndrome.

Role: Co-investigator

(No ID #) Schmaling (PI) 2003-2004

Beaumont Army Medical Center

Deployment Assessment Project

The major goals of this project were to assess all mobilizing and demobilizing soldiers processed through Ft. Bliss, TX, for a 7-month period in terms of stress, intimate relationship satisfaction and intimate partner violence, and alcohol use behavior.

Role: PI

(No ID #) Schmaling (PI) 2002-2003

Texas Higher Education Coordinating Board

Depression detection and screening in a community clinic

The major goals of this project are to implement a standardized depression screening program in a rural Hispanic-serving primary care clinic, and to examine the effectiveness of a brief behavioral treatment conducted by paraprofessionals.

Role: PI

R01MH55502 Dunner (PI) 1999-2003

NIH/NIMH

Cognitive and activation treatments for depression

The major goal of this project is the efficacy of pharmacological treatment of major depression compared to cognitive therapy and a behavioral activation treatment.

Role: Co-PI

R25MH60486 Schmaling (PI) 2001-2006
NIH/NIMH

Training future mental health clinical researchers

The major goals of this grant were to train advanced psychology and psychiatry residents in grantsmanship and other skills necessary for success in academia.

Role: PI (Currently member, External Advisory Committee)

(No ID #) Schmaling (PI) 1998-2000

Alcohol and Drug Abuse Institute, University of Washington

Neurocognitive function: Its relation to readiness to change alcohol abuse.

The major goal of this project was to examine the associations among alcohol consumption, awareness of problematic levels of consumption, and neurocognitive function.

Role: PI.

R01AT00003 Buchwald (PI) 1999-2001
NIH/NCCAM

Efficacy of acupuncture in the treatment of fibromyalgia.

This project was a randomized controlled trial of acupuncture to treat fibromyalgia, compared to a sham acupuncture control treatment.

Role: Co-investigator.

U01AI38429 Buchwald (PI) 1995-1999
NIH/NIAID

Chronic fatigue syndrome research center (Center); Prognosis of CFS (Project 4); Neuropsychological testing and SPECT scans in CFS (Supplement); Cognitive behavior therapy for CFS (Developmental funds); Monozygotic twins for CFS: An evaluation of neuropsychological, neuroendocrine, and sleep function (Project 2).

The major goals of these projects were to examine predictors of CFS-related outcomes in a longitudinal, prospective design; compare regional cerebral blood flow and neuropsychological function among patients with CFS compared to healthy controls; examine the efficacy of CBT for improving functional status among patients with CFS; and to compare twins concordant and discordant for CFS, respectively.

Roles: Associate Director (for the Center); Project PI (Project 4; Supplement; Developmental Funds); Project co-investigator (Project 2).

R01MH51647 Schmaling (PI) 1994-1997
NIH/NIMH

Psychological and interpersonal effects of asthma

The major goals of this project were to test the effects of stress on asthma-related outcomes.

Role: PI

U01AI32244 Jones (PI) 1991-1995
NIH/NIAID

Neuropsychiatric features of chronic fatigue syndrome

The major goals of this project were to examine psychological and neuropsychological function among patients with chronic fatigue syndrome compared to patients with allergy, depression, and healthy controls.

Role: Project PI (Project 4)

BIOGRAPHICAL INFORMATION OF KEY PERSONNEL*(Do not exceed two pages per person for total biographical information.)*

Last name, first name

Shobe, Marcia A.

Education

Degree/Year Conferred	Institution/Location	Field of Study
BA, 1990	State University of New York at Plattsburgh, Plattsburgh, NY	French/Spanish
BSW Coursework	College of Saint Rose, Department of Social Work, Albany, NY	Social Work
MSW Coursework	State University of New York at Albany, Albany, NY	Social Work
MSW, 1996	University of Hawai'i at Manoa, School of Social Work, Honolulu, Hawai'i	Social Work
PhD, 2001	University of Kansas, School of Social Work, Lawrence, KS	Social Welfare

Appointments

Title	Institution	Dates
Assistant Professor	UNC Charlotte, College of Health and Human Services, Department of Social Work	8/01-present
Teaching Assistant	The University of Kansas, School of Social Welfare	8/97-5/00
Research Coordinator	The University of Kansas, School of Social Welfare, The Family Asset Building Program	7/97-5/01
Research Assistant	The University of Kansas, School of Social Welfare, Title IV-E Project	8/96-6/97
Social Work Intern	The University of Hawai'i School of Social Work, Queens Medical Center, Emergency Trauma Unit	8/95-5/96
Social Work Intern	The University of Hawai'i School of Social Work, Parents and Children Together Healthy Start Program	8/94-5/95

Publications

(If partial list is given, indicate total number of publications.)

Total Number of Scholarly Publications =

Shobe, M. A. & Boyd, A. S. (2004). Findings from an anti-poverty policy demonstration: Relationships between assets and economic hardship. *Journal of Community Practice*, 13(2).

Shobe, M. A. & Christy-McMullin, K. (in press). The connection between health status and Social Security for low-income elderly women. *Arete*.

Shobe, M. A. & Boyd, A. (2003). The use of Individual Development Accounts for low-income rural youth: Economic, social, and psychological effects on well-being. *Social Policy Journal*, 2(2/3), 63-87.

Shobe, M. A. (2002). The future in anti-poverty strategies. *Journal of Children & Poverty*, 8(1), pp. 95-110.

Shobe, M. A. & Page-Adams, D. (2001). Assets, future orientation, and well-being: Exploring and extending Sherraden's framework. *Journal of Sociology and Social Welfare, Special Issue: Evaluation of TANF*, 28(3), pp.109-118.

BOOK REVIEW:

Shobe, M. A. (April 2003). Reviewed for the *Journal of Children and Poverty*. Townsend, P. & Gordon, D. (2002). *World poverty. New policies to defeat an old enemy*. (ISBN 1-86134-395-7)

PUBLICATIONS UNDER EDITORIAL REVIEW:

Shobe, M. A. & Christy-McMullin, K. (under review) Joining an asset building program: The social and economic correlates. *The Journal of Evidence-Based Social Work*.

Shobe, M. A., Christy-McMullin, K., & Kandel, D. (under review). Savings experiences past and present: Narratives from low-income African American women. *Affilia*.

HONORS/CERTIFICATIONS

Academy of Certified Social Workers (ACSW) – Accepted July 2004

Graduate Teaching Award. (May 2003) The University of North Carolina at Charlotte, College of Health and Human Services.

Award for Excellence in Teaching (May 2003) The University of North Carolina at Charlotte.

Excellence in Field Instruction. (May 1998) The University of Kansas, School of Social Welfare.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed on Form Page 2.
Photocopy this page or follow this format for each person.

NAME	POSITION TITLE		
Steele, Linda L.	Associate Professor		

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Texas, Austin, TX	PhD	1985	Nursing
State University of New York, Buffalo, NY	ANP	1976	Adult Nurse Practitioner
Southern Illinois University, Edwardsville, IL	MSN	1975	Psychiatric Nursing
Southern Illinois University, Edwardsville, IL	BSN	1971	Nursing

RESEARCH AND PROFESSIONAL EXPERIENCE: Concluding with present position, list, in chronological order, previous employment, experience, and honors. Include present membership on any Federal Government public advisory committee. List, in chronological order, the titles, all authors, and complete references to all publications during the past three years and to representative earlier publications pertinent to this application. If the list of publications in the last three years exceeds two pages, select the most pertinent publications. **DO NOT EXCEED TWO PAGES.**

PROFESSIONAL EXPERIENCE

2004-present Associate Professor, , Coordinator NP Programs, University of North Carolina at Charlotte, Charlotte, NC
 1998-2004 Assistant Professor, Coordinator NP Programs, University of North Carolina at Charlotte, Charlotte, NC
 1995-1998 Clinical Professor, Coordinator Adult and Women NP Programs, University of Missouri, St. Louis
 1990-1995 Professor and Chair, Nursing, McKendree College, Lebanon, IL
 1987-1990 Associate Professor, University of Missouri, St. Louis, MO
 1984-1987 Associate Professor and Chair, McKendree College, Lebanon, IL
 1982-1984 Associate Professor and Director of College Health, Maryville University, St. Louis, MO
 1975-1982 Assistant Professor, Southern Illinois University, Edwardsville, IL
 1974-1975 Staff Nurse, Psychiatry, St. Elizabeth's Hospital, Granite City, IL
 1971-1973 Staff Nurse, United States Army, Fort Sam Houston, TX

Clinical Practice

2003 - Present Nurse Practitioner
Our Town Free Clinic, Davidson, NC
 2002 - Present Nurse Practitioner
Planned Parenthood, Charlotte, NC
 2001-2002 PRN Nurse
Hospice at Charlotte
 1998- 2003 Nurse Practitioner
Huntersville Clinic, Huntersville, NC
 1995-1998 Nurse Practitioner
VA Medical Center, St. Louis, MO
 1987-1995 Nurse Practitioner
Family Services and VNA, Alton, IL
 1982-1984 Director of College Health and
Nurse Practitioner
Maryville College, St. Louis, MO
 1977-1982 Nurse Practitioner,
University Health Center
Southern Illinois University
Edwardsville, IL

PUBLICATIONS

- Steele, L., Mills, B., and Hardin, S.** (2004). The quality of life of hospice patients: The relationship between symptom distress and quality of life. The American Journal of Hospice and Palliative Care. 22(4): pp.30-0.
- Steele, L. (2004). Advanced Practice Questions: Nurse Practitioner in Hardin, S. and Kaplow, R., eds., *AACN Synergy Model*. Jones and Bartlett.
- Beagle, D., Ladner, B, **Steele, L.** and Steele, J. (2004). Rethinking online instruction: From content transmission to cognitive immersion. RUSQ. In Press.
- Hardin, S., Hussey, L. and Steele, L.** (2003). Spirituality as Integrality among Chronic Heart Failure Patients: A Pilot Study. Visions. 10 (2); pp.18-24.
- Steele, Linda, Hagopian, G., Mills, B., and Long, M.(2001). Patient and caregiver satisfaction with end of life care: Does high satisfaction equal high quality of care? The American Journal of Hospice and Palliative Care. 19(1): pp. 19-28..
- Steele, Linda (2001). Utilizing research findings in advanced nursing practice. Online Journal for Synthesis in Nursing Practice.
- Travis, S., Steele, L., and Long, A. (2000). Adult day services in a frontier state. Nursing Economics. 19 (2): 62-67.
- Steele, Linda (2000). An unforgettable case: The art of giving. The Clinical Advisor for Nurse Practitioners.
- Steele, Linda (1999). Advanced nursing practice in Meiner (ed). Nursing documentation: legal focus across practice settings. Thousand Oaks, CA: Sage Publications.
- Steele, Linda (1999). Telephone triage in Meiner (ed). Nursing documentation: legal focus across practice settings. Thousand Oaks, CA: Sage Publications.
- Steele, Linda (1999). Expert to novice: Advanced practice nurses in role transition. Clinician Reviews. (Manuscript Submitted).
- Steele, Linda (1999). The relative risk of cardiovascular disease in postmenopausal women receiving hormone replacement therapy. The Nurse Practitioner Journal. (Manuscript Submitted).
- Steele, Linda (1993). A risk screening profile for bereaved spouses. Death Education. 16(4): 116 -131.
- Steele, Linda (1990). The Death Surround: Factors Influencing the Grief Experience of Survivors of Terminally Ill Cancer Patients. Oncology Nursing Forum. 17 (2): 145 -152.
- Steele, Linda (1984). Introduction to Health Care. St. Louis College of Health Careers: St. Louis, MO.
- Steele, Linda (1982). Training Manual for Hospice Volunteers. Hospice of Madison County.
- Steele, Linda (1977). Attitudes of nursing students toward the mentally retarded. Rehabilitation Forum. Vol.21, No.8, pp. 64 - 76.

Research in Progress

- Evaluation of nursing interventions to improve quality of life at the end of life. Research completed, June, 2001
- The Intensive Journal as a Technique to Investigate Quality of Life at the End of Life. In process.
- The Correlation of Breast Cancer Incidence in Postmenopausal Receiving Hormone Replacement Therapy. In process

Grants and Funding Received

- Friends Clinic: A Comprehensive Breast Screening Program for Underserved Women.** L Steele, PI \$55,000, United Way of the Carolinas, 1 year funding.
- The Intensive Journal Method as a Technique to Evaluate Quality of Life at the End of Life.** Linda Steele, PI. Funded for \$750.00 for one year as the Elinor Caddell Faculty Research Scholar.
- Intimacy at the End of Life.** \$50,000, Linda Steele and Peggy Wilmoth, Co PI's. Submitted to the Oncology Nursing Foundation, May, 2001. (Not Funded).
- Partnership in Quality Education.** Linda Steele and Sonya Hardin, Co PI's. Submitted to Robert Wood Johnson: \$30,000, May, 2000. (Not funded).

Nurses' Call: A Cost-effective Bridge to Healthcare. Linda Steele and William Cody, Co PI's. Submitted to K.B. Reynolds Foundation: \$220,697, March, 2000 (Not funded).

NAET: Does It Eliminate Corn Allergies/Intolerances? Linda Steele and Robert Prince, Co PI's. Submitted to DHHS/NIH: \$323,920, January, 2000. (Not Funded).

Development of an Articulated Model of Nursing Education: The Integration of Death and Dying Concepts into Nursing Curricula. Linda Steele, PI. Submitted to Project on Death in America: \$78,000, January 1999. (Not funded)

The Development of a Screening and Intervention Protocol for Women

Veterans Who Are Victims of Domestic Violence. Linda Steele, PI. Urban Extension Program at the University of Missouri: \$13,700 for a 6-month period, 1998.

The Use of A Theoretical Model of Nursing in Practice. Linda Steele, PI. University of Missouri Small Grants Award: \$5,000 for 3 months, 1987.

The Development of a Tool to Measure the Use of a Theoretical Model in Nursing Practice. Linda Steele, PI. Department of Health and Human Services: \$3,500 for one year, 1986.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME		POSITION TITLE	
Jennifer L. Troyer		Assistant Professor	
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Memphis, Memphis, TN	BBA	1993	Economics
Florida State University, Tallahassee, FL	MS	1996	Economics
Florida State University, Tallahassee, FL	PhD	1999	Economics

A. Positions and Honors**Positions**

1999-Present Assistant Professor/Member of Graduate Faculty, Dept. of Economics and Dept. of Health Behavior and Administration, The University of North Carolina at Charlotte, Charlotte, NC

Honors

Distinguished Scholarship Award, Belk College of Business Administration, UNC Charlotte, 2002-2003.

Junior Investigator Award, Health Services Research Academy, UNC Charlotte, 2003.

John H. Biggs Fellow, UNC Charlotte, 2003. This fellowship is sponsored by TIAA-CREF.

Awarded Georgescu-Roegen Prize for best paper published in the *Southern Economic Journal* during the year 2001-2002 (volume 68).

B. Selected peer-reviewed publications (in chronological order)

Sass, T.R. & Troyer, J.L. (1999). Affirmative action, political representation, unions, and female police employment. *Journal of Labor Research*, 20, 571-587.

Troyer, J.L. (2002). Cross-subsidization in nursing homes: Explaining rate differences among payer types. *Southern Economic Journal*, 68, 750-773.

Troyer, J.L. (2002). Decomposing the effect of marital status on migration. *Applied Economics Letters*, 9, 641-644.

Troyer, J.L. & Krasnikov, A. (2002). The effect of price regulation on innovation in the pharmaceutical industry. *Journal of Applied Business Research*, 18, 87-96.

Troyer, J.L. & Thompson, H. (2004). The impact of litigation on nursing home quality. *Journal of Health Politics, Policy and Law*, 29, 11-42.

Troyer, J.L. (2004). Examining differences in death rates for Medicaid and Non-Medicaid nursing home residents." *Medical Care*, 42, forthcoming October.

C. Research Support.

Source: US Department of Health and Human Services, Health Care Financing

Title of Project: The Impact of Regulatory Measures on Nursing Home Quality, Costs, and Access

Dates of Project: March 1998-March 1999

Major Goals of the Project were to:

1). Present a model of nursing home behavior

□ Principal Investigator/Program Director (Last, first, middle):

2) Examine the degree of subsidization of Medicaid patients by private-pay patients in nursing homes given Medicaid reimbursement rates

3) Considers the impact of competitive forces and regulatory measures on nursing home quality, costs, and the proportion of Medicaid patients in nursing homes.

Role: PI

Source: The Belk College of Business Administration

Title of Project: The Impact of Litigation on Nursing Home Quality

Dates of Project: June 2000-August 2000

Major Goal of the Project was to:

Examine the relationship between quality as measured by the nursing home inspection process and litigation against nursing homes.

Role: PI

Source: The University of North Carolina at Charlotte

Title of Project: An Examination of the Relationship Between Resident Death and Nursing Home Characteristics

Dates of Project: June 2001-August 2001

Major Goal of the Project was to:

Use econometric techniques to investigate the effects of nursing home characteristics and patient characteristics on the probability of death in the nursing home for Florida nursing home residents.

Role: PI

Source: The University of North Carolina at Charlotte

Title of Project: The Effect of Price Regulation on Innovation in the Pharmaceutical Industry

Dates of Project: June 2002-August 2002

Major Goal of the Project was to: Investigate the relationship between research and development in the pharmaceutical industry and the Medicaid prescription drug rebate program (a form of price regulation).

Role: PI

Source: Administration on Aging

Title of Project: The SOS Nutrition Project: MNT and Therapeutic Meals for Homebound Seniors With Three Chronic Diagnoses.

Dates of Project: October 2002- February 2005

Major Goal of the Project was to: Study the effectiveness of medical nutrition therapy (MNT) and meals developed for the dietary needs of people with specific diagnoses in improving health and/or limiting decline among homebound seniors with chronic diseases.

Role: PI (with Jim McAuley)

Source: The Belk College of Business Administration

Title of Project: Determinants of Racial/Ethnic Differences in Advance Care Planning Among Nursing Home Residents

Dates of Project: May 2004-May 2005

Major Goal of the Project was to:

Examine the extent to which racial/ethnic differences in advance care planning are attributable to measured differences between the racial/ethnic groups in health status or the facilities or communities in which the members of the racial/ethnic groups reside.

Role: PI

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed on Form Page 2.
Photocopy this page or follow this format for each person.

NAME	POSITION TITLE
Margaret C. Wilmoth	Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Maryland School of Nursing, Baltimore, MD	BSN	1975	Nursing
University of Maryland School of Nursing, Baltimore, MD	MS	1979	Medical-Surgical Clinical Specialty Minor: Education
Univ. of Pennsylvania School of Nursing, Philadelphia, PA	PhD	1993	Nursing/Psycho-social Oncology
US Army War College, Carlisle Barracks, PA	MSS	2001	Strategic Studies

RESEARCH AND PROFESSIONAL EXPERIENCE: Concluding with present position, list, in chronological order, previous employment, experience, and honors. Include present membership on any Federal Government public advisory committee. List, in chronological order, the titles, all authors, and complete references to all publications during the past three years and to representative earlier publications pertinent to this application. If the list of publications in the last three years exceeds two pages, select the most pertinent publications. **DO NOT EXCEED TWO PAGES.**

PROFESSIONAL EXPERIENCE

6/75-8/76	Nurse Intern, Medical College of Virginia, Richmond, VA
9/76-6/79	Clinical Nurse, University of Maryland Hospital, Baltimore, MD
6/79-8/79	Staff Nurse, Staff Builders, Baltimore, MD
9/79-6/84	Instructor, University of Delaware 8/96-6/97 Visiting Assistant Professor, UNC-Charlotte, College of Nursing & Health Professions
9/84-8/92	Assistant Professor, University of Delaware (LOA 9/89-1/91)
6/90-9/90	Registered Nurse, PRN Float Pool, Holy Cross Hospital, Silver Springs, MD
9/89-4/91	Teaching Assistant/Research Assistant, University of Pennsylvania
8/93-6/95	Associate Professor, Central Missouri State University
8/95-8/96	Research Assistant Professor, University of Kansas School of Nursing
8/96-8/97	Visiting Assistant Professor, UNC-Charlotte, College of Nursing & Health Professions
8/97-6/04	Associate Professor, UNC-Charlotte, College of Nursing & Health Professions
6/04-present	Professor, UNC Charlotte, College of Health and Human Services

PUBLICATIONS (Previously went by the name Margaret Chamberlain Metcalfe)

- Wilmoth, MC**, Coleman, EA, Smith, SC & Davis, B. (In Press). Fatigue, weight gain and altered sexuality in breast cancer patients: Development of a symptom cluster. *Oncology Nursing Forum*
- Wilmoth, M.C.**, Langford, D., Roeder, T.A. (2003). Enlisted women with breast cancer: Balancing demands and expectations. *Military Medicine*, 168 (7), 514-519. *Received Federal Nursing Service Essay Award
- Wilmoth, M.C.** (2001). The aftermath of breast cancer: An altered sexual self. *Cancer Nursing*, 24 (4), 278-286.
- Wilmoth, M.C.** & Sanders, L.D. (2001). Accept me for myself: African American women's issues after breast cancer. *Oncology Nursing Forum*, 28 (5), 875-879.
- Wilmoth, M.C.**, Robinson, L. (2001). Development and psychometric testing of the sexual behaviors questionnaire. *Canadian Journal of Nursing Research*, March
- Wilmoth, M.C.**, & Spinelli, A. (2000) Sexual Implications of Gynecologic Cancer Treatments. *Journal of Obstetric, Gynecologic & Neonatal Nursing*, 29, 413-421.
- Wilmoth, M.C.** & Botchway, P. (1999). Psychosexual implications of breast and gynecologic cancer. *Cancer Investigation*, 17, 631-636.
- Wilmoth, M.C.** (1998). Sexuality resources for cancer professionals and their patients. *Cancer Practice*, 6(6), 1-3.
- Wilmoth, M.C.** (1998). Sexuality. In C. Burke (Ed.), *Psychosocial Nursing Guidelines*, (pp. 100-126). Pittsburgh: Oncology Nursing Society.
- Wilmoth, M.C.** & Ross, J.A. (1997). Women's Perceptions: Breast Cancer and Sexuality. *Cancer Practice*, 5(6), 353-359.

- Wilmoth, M.C.** (1997). Altered Sexuality Patterns. In L. J. Carpenito (Ed.), Nursing Diagnosis: Application to Clinical Practice, 7th edition.(pp. 811-831) Philadelphia: J. B. Lippincott Company.
- Wissmann, J.L. & Wilmoth, M.C. (1996). Meeting the learning needs of senior citizens and nursing students through a community based pharmacology experience. Journal of Community Health Nursing, 13 (3); 159-165.
- Wilmoth, M. C.** (1996). The middle years: Women, sexuality and the self. Journal of Obstetric, Gynecologic and Neonatal Nursing (25), 615-621.
- Wilmoth, M. C.** & Townsend, J. (1995). A comparison of the effects of lumpectomy versus mastectomy on sexual behaviors. Cancer Practice, 3, 279-285.
- Wilmoth, M. C.** (1995). Computer networks as a source of accessing research subjects. Western Journal of Nursing Research 17, 385-388.
- Wilmoth, M. C.** & Waterhouse, J. (1995). Altered Sexuality Patterns. In L. J. Carpenito, Nursing Diagnosis: Application to Clinical Practice, 6th edition (pp. 845-866). Philadelphia: J. B. Lippincott Company.
- Wilmoth, M. C.** (1994). Nurse and patient perspectives on sexuality: Bridging the Gap. Innovations in Oncology Nursing, 10, 34-36.
- Wilmoth, M. C.** (1994). Strategies for becoming comfortable with sexual assessment. Oncology Nursing News, (Spring), 6-7.
- Wilmoth, M. C.** (1993). Development and psychometric testing of the Sexual Behaviors Questionnaire. (Doctoral dissertation, University of Pennsylvania, 1993). Dissertation Abstracts International, 54, 6137B-6138B.
- Wilmoth, M. C.** & Waterhouse, J. (1993). Altered Sexuality Patterns. In L. J. Carpenito (Ed.), Nursing Diagnosis: Application to Clinical Practice, 5th edition (pp. 702-723). Philadelphia: J. B. Lippincott.
- Waterhouse, J. & **Metcalfe, M.** (1991). Attitudes of healthy individuals toward discussing sexual concerns with nurses. Journal of Advanced Nursing, 16, 1048-1054.
- Metcalfe, M. C.** & Waterhouse, M. (1991). Altered Sexuality Patterns. In L. J. Carpenito (Ed.), Nursing Diagnosis: Application to Clinical Practice, 4th edition (pp. 750-775). Philadelphia: J. B. Lippincott Company.
- Metcalfe, M. C.** (1990). Reliability and validity testing of the sexual adjustment questionnaire. In O. L. Strickland & C. F. Waltz (Eds.) Measurement of Nursing Outcomes, Vol. 4: Measuring Client Self-Care and Coping Skills, 286-302 New York: Springer.
- Waterhouse, J. & **Metcalfe, M. C.** (1986). Development of the sexual adjustment questionnaire. Oncology Nursing Forum, 13, 53-59.
- Metcalfe, M. C.** & Fischman, S. H. (1985). Factors affecting the sexuality of head and neck cancer patients. Oncology Nursing Forum, 12, 21-25.

RESEARCH

- Wilmoth, MC (2002) Symptom Cluster Intervention Development; Oncology Nursing Foundation Fellowship; \$13,700
- Wilmoth, M.C. (1998) Minority Women and Sexuality After Breast Cancer, Elinor B. Caddell Scholarship, UNCC Funded \$500.
- Wilmoth, M.C. (1997) How Enlisted Women on Active Duty Manage Breast Cancer. Tri Service Nursing Research Program; Funded: \$133,964.
- Wilmoth, M. C. (1996). Womens Experiences Related to Sexuality After Breast Cancer: A Grounded Theory Study. Oncology Nursing Foundation Chiron Therapeutics \$6,500. University of Kansas Cancer Center; Intramural Funding; Funded: \$6,278 (Declined due to move to North Carolina 6/96)
- Wilmoth, M. C. (1990-1993). Psychometric Testing of the Sexual Behaviors Questionnaire (Dissertation Research). Sigma Theta Tau, Beta Xi Chapter Research Award \$750.
- Metcalfe, M. C. (1986-1988). Refinement of the Sexual Adjustment Questionnaire Participant in the Outcome Measurement Project sponsored by the University of Maryland & DHHS, 1986-1988. Funding provided by College of Nursing, University of Delaware.
- Metcalfe, M. C. & Waterhouse, J. (1980-1985). Effects of Teaching on Sexual Adjustment of Head & Neck Cancer Patients. Spring 1982: American Cancer the Society, DIMER Award, \$2,800; College of Nursing Grant, University of Delaware, \$500; Summer 1983: General University Grant, University of Delaware, \$3,400; Sigma Theta Tau, Beta Xi Chapter Grant, \$750; College of Nursing Grant, University of Delaware, \$500

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME		POSITION TITLE	
Winston, Carole A.		Professor of Social Work	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
New York University	B.A.	1963	Liberal Arts
Columbia University	M.S.S.	1971	Social Work
New York University	Ph.D.	1999	Clinical Social Work

A. Positions and Honors.**Positions and Employment**

1963-1971 Probation Officer/Supervisor, Family Courts of the City of New York
 1971-1999 Supervising Clinical Social Worker, Health and Mental Health Care agencies
 1995-1998 Adjunct Lecturer, Graduate Social Work Program, New York University
 1998-2000 Assistant Professor, Undergraduate and Graduate Social Work Programs, Southern Connecticut State University
 2000- Assistant Professor, Undergraduate and Graduate Social Work Programs, UNC Charlotte.

Other Experience and Professional Memberships

1972- Member, National Association of Social Workers
 1977- National Association of Social Workers Academy of Certified Social Workers
 1997- Certified Clinical Social Worker, New York
 2000- Licensed Clinical Social Worker, North Carolina
 1999-2004 Executive Board Member, Columbia University School of Social Work Alumni Association
 2004-2006 Southeast Region Board Member, Columbia University School of Social Work Alumni Association
 2000-2006 Editorial Board Member, *Affilia* Journal of Women and Social Work
 2004-2006 Board Member, Arthritis Patient Services, Charlotte, NC

Honors

2004 Award for Excellence in Graduate Teaching (UNC Charlotte)

B. Selected peer-reviewed publications (in chronological order).

1. Winston CA. Self-help for grandmothers parenting again. *Journal of Social Distress and the Homeless* 1999; 8(3): 157-165.
2. Winston CA. African American grandmothers parenting AIDS orphans: concomitant grief and loss. *American Journal of Orthopsychiatry* 2003; 73(1): 91-100.
3. Winston CA. African American grandmothers parenting grandchildren orphaned by AIDS: Grieving and coping with loss. *Illness, Crisis, and Loss* 2003; 11(4): 350-361.

C. Research Support.

2004-2005 Junior Faculty Research Grant. "What Will Happen to My Grandchildren When I'm Gone?" – Late Life Issues for Parenting Grandparents. Study will explore the concerns of a convenience sample of over-65 year-old parenting grandparents as they contemplate how their grandchildren will be cared for when they become too fragile to provide care or when they die.
 Role: PI.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Yvonne Yousey		POSITION TITLE Assistant Professor of Nursing	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Eastern Mennonite University Harrisonburg, Va. 22801	BSN	1970	Nursing
Good Samaritan Hospital	PNP Certificate	1974	Pediatric Primary Care
University of Colorado Health Sciences Center Denver, Colorado	MS	1977	Community Health Nursing
University of Colorado, Denver	PhD	2003	Health and Behavioral Science

PROFESSIONAL EXPERIENCE:

1970-1972 Staff Nurse (ICU), Swedish Medical Center, Englewood, Co.

1972-1974 PHN, Tri-County Health Department, Englewood, Co.

1975-1981 Pediatric Nurse Practitioner and Program Coordinator, Tri-County Health Department, Englewood, Co.

1982-1985 Pediatric Nurse Practitioner, Lewis and Clark County Health Department, Helena, Mt.

1985-1987 Pediatric Nurse Practitioner, Community Health Services, Commerce City, Colorado

1987-1997 Assistant Professor of Nursing, School for Health Care Professions, Regis University, Denver, Colorado.

1995-2003 Senior Instructor, University of Colorado Health Sciences Center, School of Nursing, Denver, Colorado.

2003-2004 Senior Instructor, University of North Carolina, Charlotte, Department of Family/Community Nursing.

2004-present Assistant Professor of Nursing, University of North Carolina, Charlotte, Family/Community Nursing.

ASSOCIATIONS

1999-2000 Reviewer, Guide to Community Preventive Services, Tobacco. CDC-Division of Prevention

2003 Reviewer, NAPNAP Policy Statement. Prevention of Tobacco Use in Pediatric Population.

1997-present Planning Committee, National Nurse Practitioner Symposium, University of Colorado School of Nursing.

RECENT RESEARCH

2001-2003 Dissertation research--*Household Factors Associated With Environmental Tobacco Smoke Exposure of Young Children* funded by Colorado Tobacco Research Program, Boulder, Colorado.

2001-2003 Co-Investigator—*Evaluation of A School-Based Health Center's effectiveness on Health Promoting Behaviors in a Pre-School*, The Children's Hospital and University of Colorado Health Sciences Center, School of Nursing. Funded by Rose Foundation, Denver, Colorado.

1999-2004 Co-Investigator-- *Breathe Better Asthma Screening: Detection of Asthma Symptoms in an Underserved Population*. District 50 School-based Health Centers and The Children's Hospital, Denver, Colorado.

PUBLICATIONS AND PROFESSIONAL PRESENTATIONS

- 2004 Presenter. *Household Factors Associated With Environmental Tobacco Smoke of Young Children; What Do Parents Say?*. Annual Research Symposium, University of North Carolina, Charlotte, NC, April 2004.
- 2003 Presenter. *Evaluating Effectiveness of Services Provided to Pre-School Children Through a School-based Health Center*. National Nursing Centers Consortium, Baltimore, Maryland, November 2003.
- 2003 Presenter. *Integrating Asthma Management and Education in a SBHC*. National Nursing Centers Consortium, Baltimore, Maryland, November 2003.
- 2003 Presentation, *Integrating Health Education into Asthma Management*. Colorado Association for School-Based Health Care Asthma Management Conference. Denver, Colorado. April 2003.
- 2003 Poster Presentation, *Evaluating the Effectiveness of Services Provided to Pre-school Children Through a School-Based Health Center*. WIN Research Conference, Scottsdale, Arizona. April 2003.
- 2002 Co-Presenter, *Asthma Education and Management, The Challenge of Collaboration in School-based Health Center*. National Assembly of School-based Health Care, Denver, Colorado, June 2002.
- 2002 Co-Presenter, *ON THE BEAM: Balancing the Act of Asthma Management in School-based Health Centers*. National Association of Nurse Practitioners and Associates Conference, Reno, Nevada. April, 2002.
- 2002 Presentation, *Household Factors and Environmental Tobacco Smoke Exposure of Pre-School Children*. University of Colorado, Denver, Program For Health and Behavioral Science, March, 2002.
- 2001 Presentation, *Promoting Children's Health Through Reducing Environmental Tobacco Exposure in Their Homes*. 2001 National Conference on Tobacco or Health, New Orleans, Louisiana. November, 2001.
- 2001 Co-presenter--*Reaching the Other Half: Serving 100% of Your Target Population in School Based Health Centers*, National Association of School Based Health Centers National Meeting, Miami, Florida. June, 2001.
- 2001 Presentation--*On the BEAM: Balancing the Act of Asthma Management and Education in a School Based Health Center*, National Association of School Based Health Centers National Meeting, Miami, Florida.
- 2001 Presentation--*Breathe Easy Asthma Management Program*, Bureau of Maternal Child Health and AAP Healthy Peoples, Healthy Tomorrows Conference, Washington, DC. March 2001.
- 1999 Yousey, Y. (1999). Sera, vaccines, and immunizing drugs. in K. Gutierrez (ed.) Pharmacotherapeutics: Clinical Decision Making in Nursing. Philadelphia: WB Saunders.

Appendix C

Library Reviews



Consultation on Library Holdings

To: Pam Larsen
From: Judy Hathway
Date: Aug. 10, 2004
Subject: Health Services Research Curriculum

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Hathway _____ **Date:** July/Aug. 2004

Check One:

1. Holdings are superior _____
2. Holdings are adequate XX
3. Holdings are adequate only if Dept. purchases additional items. _____
4. Holdings are inadequate _____

Comments:

Each new course presented in the July 2004 Health Services Research Curriculum will need to be individually evaluated by the Library when it is developed for presentation to the relevant University level committees. This evaluation concerns the overall curriculum.

With help from CHHS administration the Library has purchased monograph materials to update our collection of materials on health resources research methods, epidemiological methods, and health economics and policy. We have also targeted some of the Library's discretionary monies allocated for CHHS for purchases supporting the start up of this program. We could use a few more targeted resources in the areas of grant writing and health services research implementation, and we will attempt to strengthen these areas this fiscal year. We are good to start the curriculum.

We have good coverage of US government documents both in hard-copy and electronic in the health area and are working to ensure that the relevant DHHS websites are all represented in the catalog. We could use more Pan American Health Organization and World Health Organization coverage and will be looking at what we can do to enhance access to those agency publications. We collect all we hear about from North Carolina as part of our state depository program.

The comments in the June 2003 evaluation relating to databases and journals are still valid for the most part. We are in better shape in journal literature with the addition of 81 full-text journals through OVID and we now have reliable access to all but 6 of the 26 journals in Academy Health's Core List of Journals in Health Economics.

The weakest area continues to be resources which actually support doing health services research. We continue to need a broader range of journals in medical care,

health related statistics, and health services to support a candidate's dissertation efforts, though addition of the OVID journals has helped in this area. There are two areas of specific concern – statistics and anything related to drugs and the drug industry. While we get some statistical sources, we need to increase the amount of statistical information we carry in health related areas. We do not have enough continuing statistical resources (publications like Health in the Americas). We collect, but sporadically. We will attempt to put some of our statistical resources on standing order, if funds permit, which will ensure that we get every edition of the more relevant titles. Because we have no programs directly relating to drugs and the pharmaceutical industry we don't really collect enough in this area to support in-depth research into any health services area that is heavily impacted by this events in this industry. We need to broaden our efforts into this area.

Library holdings are in better shape this year to begin this program than last year, and will continue to improve as we make changes to the CHHS approval plan profiles, and work to add more full-text access in health related areas.

Evaluator's Signature

Date



Consultation on Library Holdings

To: Pam Larson
From: Judy Hathway
Date: June 20, 2003
Subject: Proposed PhD in Health Services Research

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Hathway _____ **Date:** June 20, 2003__

Check One:

- 1. Holdings are superior _____
- 2. Holdings are adequate _____ **XX**__
- 3. Holdings are adequate only if Dept. purchases additional items. _____
- 4. Holdings are inadequate _____

Comments:

Overall we are in good shape to begin this program. We have most of the relevant databases and journal resources to support the start-up of a PhD program in this area. We are somewhat weaker in statistical reference materials and in monographic resources, areas we will need to beef up somewhat. Money should be included with the PhD program to help alleviate the problem areas.

1. Databases are good enough to begin the program, but the Library will need to broaden the range of statistical databases to support candidates' dissertation research.
2. Journals (print & electronic). The Library has most of the relevant journals in the field of health services research as outlined in Academy Health's Core List of Journals in Health Economics (where they consider "health economics" to be the entire health services research area). Several of the titles, however, are in aggregator databases where we do not control the access, in other words, the title could be removed at any time. We need to add subscriptions to these titles to ensure ongoing access in support of this program. We will need to add the rest of the core journal list, and there are several other journals on the Academy Health's "desired" list of journals that would help strengthen our program. Overall however, since the journal literature is the single most important type of resource in this research area, we are in pretty good shape.
3. A broader range of journals in medical care and health services is needed to support candidates' dissertation efforts. This is difficult to assess because material relevant to this PhD can come from a wide range of fields, direct health related areas as well as economics,

business, public policy etc. We have electronic access to a wide range of titles that will provide a good amount of the needed access, but the program would definitely benefit from the addition of a number of key peer-reviewed health related titles that are not available in the e-journal resources we now have. We will be able to cover with document delivery and InterLibrary Loan.

4. We have excellent business, economics, and ethics monographic resources which will more than adequately support the curricular aspects of “how to do the research” . We are not that well developed in monographs targeted toward health services. Our weakest area is in monographs dealing with specific health services, for example, long term care services. We will need to strengthen our collection in both aspects through targeted purchases, and a broadening of our books approval profile. It is doable, and we have enough of a collection to have a good start to the program. Fortunately, our monographic resources are not as critical to this research area as the journal literature. With the changes mentioned above we will be in good shape for the future.

Evaluator’s Signature

Date

Appendix D

External Reviews



University of Washington
Seattle, Washington 98195-7660

School of Public Health and Community Medicine

Department of Health Services
Box 357660
FAX: (206) 543-3964

September 10, 2004

Dean Karen Schmaling
College of Health and Human Services
UNC Charlotte
9201 University City Blvd.
Charlotte NC 28223-0001

Dear Dean Schmaling:

I strongly support the UNC Charlotte proposal to establish a Doctor of Philosophy in Health Services Research. One of the major strengths of the program is its interdisciplinary nature and faculty. The interdisciplinary knowledge and mentorship will benefit students greatly as they progress through their dissertation research and will prepare them to work effectively as health services researchers upon graduation.

Overall, it is evident that this curriculum was thoughtfully crafted and compared with seven other health services PhD programs. The curriculum is well described, has sufficient credit hours, and will provide the basic skills required of today's health services researchers. The Foundation courses cover the core content of health services. The Research Methods are excellent, covering qualitative and quantitative methods, as well as longitudinal studies. The analytic techniques included are appropriate for health services research and the students will gain practical experience while applying some of these techniques in analyzing a large data base. There is good coverage of statistical techniques across the two statistical courses. (I assume that logistic regression is covered, but it is not mentioned under statistics or in the Analytic Epidemiology course.)

The four seminars include content that is important for professional development: ethics, health disparities, grant writing, and research implementation. In future years, the program might offer a seminar on dissemination of research, including such topics as writing journal articles, publication strategies, and poster and podium presentations at national conferences or community meetings.

It is important to allow students to develop depth in a particular area, so I strongly support the Special Emphasis area. The five subject areas for the Special Emphasis are appropriate, but it would be useful to know more about their specific content and where the courses will be offered. Can students take graduate courses on those topics anywhere

in the university? If so, are those courses open to Health Services students? Is the oversight of the appropriateness and quality of these courses left solely to the Advisor?

The 18 dissertation credits are reasonable.

There is much to do in the launch of a new doctoral degree, but once the program is established two other issues might be considered. The first, is to have a competency based curriculum with learning objectives for each course. Second, the proposal is silent on curriculum evaluation. This is no doubt part of your usual practices, but it would be good to address review of individual courses and the entire curriculum overtime via student and faculty evaluations and/or outside review.

UNC Charlotte has done an admirable job in putting together this program and I expect it will lead to high quality graduates who will be sought after health services researchers. Please feel free to contact me if you have any questions regarding this review.

Sincerely,



Diane P. Martin, MA, PhD
Professor
Director of Doctoral and Postdoctoral Programs
Department of Health Services
University of Washington

206-616-2987
dianemar@u.washington.edu



The Texas A&M University System Health Science Center



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Phone: (979) 845-2387 Fax: (979) 458-1878

Department of Health Policy & Management

September 12, 2004

Dean Karen Schmaling
College of Health and Human Services
University of North Carolina Charlotte
9201 University City Blvd.
Charlotte, NC 28223-0001

Dear Dr Schmaling:

I am pleased to offer my assessment of the proposal to establish an interdisciplinary PhD training program in Health Services Research (HSR) at the College of Health and Human Services at UNC Charlotte. Having just recently established a new PhD in HRS at the School of Rural Public Health at Texas A&M (fall 2002), I am certainly familiar with both the process and the needs of a successful start-up. In the cover letter sent with the draft of the College's submission packet, Dr. Pamela Larsen asked that I specifically comment on the curriculum plan for the proposed interdisciplinary PhD in HSR—and to try to restrict my thoughts to two pages.

First and foremost, the philosophical foundation upon which this PhD is based seems very sound and indeed quite timely. With an explicit emphasis on an interdisciplinary approach to applied HSR with the clear goal of disseminating research findings, the program should be well positioned for rapid growth in funding and ultimately recruitment of quality faculty and students. Further, this interdisciplinary foundation also lends strength to the capacity to examine the access, quality and cost of behavioral health services—something often lacking in other HSR training programs. Importantly, this foundation is apparent in the curriculum outlined.

The ties to the Public Policy doctoral training program provide the strongest case for efficiency in the development of the interdisciplinary PhD in HSR. Two cross listed courses and a single course already available through this existing program will both provide efficiencies that will be a relief, particularly during the first several years of implementation and likely stimulate further ties to that program in other key areas of activity. The role of each of the departments is apparent throughout the curriculum. If increased collaboration in research follows from the structured collaboration in curriculum delivery you may find many departmental lines blurred and stimulate more interdisciplinary research. This would only enhance the experiences the students will receive.

The 64 hour, post masters degree, curriculum plan seems quite comprehensive. The recruitment requirement that incoming students already possess a master's degree seems an appropriate approach. In fact, it parallels our own program. However, we found it useful to include an MS degree in HSR as a potential stepping stone to the doctoral degree. While we generally do not proactively recruit students into this MSPH with an eye toward ultimate enrollment in the doctoral program, each year we seem to stumble on to one or two students who might appropriately follow such a track. This may be an area the College may want to consider in out years.

The foundation courses (12 credits) seem very appropriate as a starting point. Introducing students to a common picture of our health delivery system, including the economics of our system and the policy making process as it impinges on practice, provides a critical context for considering health services research opportunities. And, of course, an intro course in HSR that focuses on social determinants of health and health disparities prepares the students to see the importance of this career path and hopefully provides stimuli for them to consider emphasis areas they will pursue in subsequent semesters.

It is always difficult to put a plan of study together that provides the best sequence of courses for each student. The foundation or core courses provide critical information that one would want students exposed to immediately, prior to investing too much time in other areas of study. Yet, you also want them to get acquainted with statistics and methods

Dean Karen Schmaling

September 12, 2004

Page 2

courses as quickly as possible to maximize the students' utility to faculty researchers who will likely be supporting the students on research grants. I strongly recommend that you allow for some flexibility in the course sequences based on the strengths different students bring to the program on their arrival. However, in early program years you will need to be as efficient as possible in the preparation of student degree plans in order to maximize student exposure per faculty classroom hour. If at all possible, you should seek to set up some of the new course demands during the first years of the program in a way that allows both first and second year students to take some courses together—where appropriate. For example, the first cohort of students might take the PPOL 8667 Economics of Health and Health Care course their second year and the second cohort of students might take it their first year—allowing a single presentation of the course to meet the needs of two cohorts of students. While the program is growing and you are still seeking to fill faculty positions, this efficiency could help reduce critical growth pains and faculty teaching loads.

The methods courses (15 credits) again provide a nice overview of critical material. It is good to see the inclusion of qualitative approaches in both of the design courses. Such approaches truly require different strategies and the well rounded researcher is much better prepared to meet the needs they will encounter in the field. One critical issue that should be included in the Large Data Sets and Health services Research course is the unique demands of data cleaning and interpretation that is presented to the researcher when the data was collected by someone else for a very different set of purposes. While it is difficult to truly comment on a planned course from a four sentence descriptor, this critical information should be included in this course.

The statistics sequence (6 credits) seems a bit short. While the topics to be covered seem very appropriate, a strong exposure to sampling needs to be included somewhere. Again, it is possible that is intended to be included in the large Date Sets course—if not, this may be one shortage. Obviously you will also find a wide array of student backgrounds in statistics and leveling courses may be necessary.

The four, one-hour professional development courses seem an excellent strategy for developing an on-going dialog with students about several critical issues. The HSRD 8883 and 8884 courses provide exposure to R-01 proposal development and project implementation. One topic that did not appear in the short descriptions that you should be certain to include is financial management and reporting to a funding agency.

The special emphasis area (9 credits) will provide an opportunity for each student to build a substantive base of study from which they can build their own research interests. This will undoubtedly provide another venue for you to push an interdisciplinary experience for the students.

Finally, 18 hours of dissertation credits, while considerably higher than many programs seems reflective of the true investment faculty make in the research efforts of doctoral students.

The document does a fine job of establishing the need for such a program in Charlotte both by making the case for the program in the urban hub of North Carolina and by noting its unique characteristics relative to other programs in the state—in particular in Chapel Hill. Further, the fit of the program within the larger campus strategic planning efforts and the noted institutional commitments lend confidence to the fact that you will be able to "pull it off" if given the okay to proceed. I am confident that you will be successful in your efforts to establish the program and look forward to collaborative opportunities down the road.

Sincerely,



Craig H. Blakely, PhD, MPH
Professor and Chair
Department of Health Policy and Management

September 3, 2004

Karen Schmaling
Dean, College of Health and Human Services
UNC Charlotte
9201 University City Blvd.
Charlotte, NC 28223-0001

Dear Dean Schmaling,

This letter is written in response to a request by Dr. Pamala D. Larsen, Co-Chair of the Health Services Research PhD Steering Committee, to review the College of Health and Human Services proposal for establishing a PhD program in Health Services Research, with attention given to the program's curriculum. As the President and CEO of a private health services research company, an active HSR investigator, and a former professor, I am keenly aware of the need for qualified individuals in this field, the skills these individuals need to succeed, and the challenges academic institutions face in offering a rigorous, balanced program. It is a pleasure to review and comment on your proposed program.

General Comments:

The Request for Authorization to establish the PhD program in health services research (HSR) appropriately defines HSR as "a field of scientific investigation that studies how financing systems, health technologies, organizational structures and processes, personal behaviors, and social factors affect access to health care, quality and cost of health care, and ultimately societal health and well-being. Its research domains are individuals, families, organizations, institutions, communities, and populations." (p. 3). This definition highlights the breadth and depth of this field and the importance of taking an interdisciplinary approach to preparing scientists to contribute to its ongoing development. The program objectives are very appropriate, emphasizing the analytical skills essential to the qualified HSR practitioner.

Curriculum Balance:

The curriculum is a 64 credit post-masters program, with, in descending order, 18 hours of dissertation, 15 hours of research methods, 12 credit hours of foundational/core courses, 9 hours of special emphasis courses, 6 hours of statistics, and 4 hours of professional development seminars. Thus, one-third of the program (33%) trains the student in research methods and statistics, one-third (33%) addresses foundational and specialty content, 6% offers the student opportunities to understand the field and begin to develop professionally, and the remaining 28% of the program requires the student to apply the knowledge and skills gained through coursework to a specific HSR research problem through the dissertation experience. This is an appropriate distribution, emphasizing the acquisition of research methods so critical to this field, while providing

students important content to inform the understanding, analysis, and empirical pursuit of health-related issues.

Because the HSR field is broad, one of the challenges educational institutions face is the need to provide those new to the field with sufficient exposure to content, to assist them with the identification of specialty areas, without diluting the rigor of the overall program. All too often I have seen young graduates or job candidates who have a broad understanding of HSR but lack the depth and analytical skills required to effectively pursue specific research problems. Similarly, I often witness situations in which a scientist understands his or her specific area of research or methodological specialty, but lacks an understanding of the broader field. This leads to difficulty assessing and identifying health services problems and applying HSR methods to their analysis. UNC's HSR PhD program appears to overcome both of these problems, offering students an appropriate balance of content and methodological training.

Coursework:

The foundation/core courses as outlined in the proposal appear to offer the essential information necessary for students to understand the HSR field and begin the process of developing the requisite critical thinking and analytical skills. Courses in HSR study design, qualitative and quantitative methods, epidemiology, the analysis of large datasets, and program evaluation are consistent with the methodological needs and demands of the field. A sound background in statistics is essential in order to succeed in HSR and the coursework outlined in the program proposal appears to meet this need. Students entering the program with a firm grounding in the basics will be able to build upon this knowledge through courses in regression and advanced statistical methods. Coursework addressing professional development include research ethics and health disparities, two essential elements of an HSR program, and exposure to grant writing and implementation, two skills necessary to succeed in the field. Supervised fieldwork will enable students to draw upon their previous experience and their new understanding of HSR in an applied setting. Clearly, the dissertation will be the culmination of the educational program, where students synthesize their prior educational and professional knowledge and experience with their developing expertise in HSR to immerse themselves in the discovery, analysis, and perhaps resolution of an HSR problem or issue.

Faculty:

Needless to say, UNC faculty will play a key role in the success of the program, from coursework and internships to the final dissertation. The interdisciplinary nature of the UNC faculty and the unique blend of experience and expertise of faculty from four departments in the College, including Health Promotion, Social Work, Health Administration, and Nursing, as well as student access to expertise in programs across campus, including business, economics, and public policy, offer students limitless opportunities for growth. Excellent students, particularly during the program's early

years, will not only ensure that these resources are accessed effectively and used wisely, but increase the visible successes of the first graduating classes and enhance the growing reputation of the program.

Summary:

The College of Health and Human Services proposal for establishing a PhD program in Health Services Research at UNC Charlotte is excellent. The program is not only timely, with growing demand in this field, but very well developed. The objectives, course structure, content outline and balance reflect thorough research and careful attention to the needs of society at the state and national level, the demands of the field, the strengths of the University, and the needs of the students to prepare themselves for their future as HSR practitioners. Based on the quality of the planning, I anticipate outstanding graduates from this program and a rapid rise in UNC Charlotte's HSR PhD program ranking in the years to come.

It was a pleasure reviewing this proposal. Please don't hesitate to contact me if you have any questions or if I can be of further assistance.

Sincerely,

A handwritten signature in blue ink that reads "Nancy Kline Leidy PhD". The signature is fluid and cursive.

Nancy Kline Leidy PhD RN
President & CEO



UNIVERSITY of VIRGINIA
School of Nursing

McLeod Hall, Charlottesville, Virginia 22908-0782
(434) 982-3286, Fax: (434) 982-1809
merwin@virginia.edu

Elizabeth Merwin, PhD
Director, Rural Health Care Research Center

Dean Karen Schmaling
College of Health and Human Services
UNC Charlotte
9201 University City Blvd.
Charlotte, NC 28223-0001

Dear Dean Schmaling:

It was a pleasure to review UNC Charlotte's PhD proposal in Health Services Research. The program is well organized and all aspects of the program are logically developed. I reviewed the curriculum in detail. The curriculum provides sufficient breadth and depth to accomplish the overall goal of providing necessary educational preparation for productive careers in health services research.

The 12 credits of courses making up the Foundations core contain content necessary for students with all backgrounds and future research interests. The course descriptions are appropriate in describing the usual content for the different areas. It is not apparent from the brief description the extent to which the courses will incorporate theories to guide the study of policies or systems or the extent to which the courses will be taught through the use of data based research. While the health policy course builds on a pre-requisite master's level course in health policy other courses in this core do not. It will be important that they are developed to include the content that is commonly associated with a master's level version of the course and go beyond to incorporate theories and exposure to research methods used to study the content area. These courses---for example Health Care Systems and Delivery, and Health Economics are often developed with an increased incorporation of theory and research methods when offered at the doctoral level. When taught at the masters level they tend to be more of an overview of the content of the area. For example, the Health Care Systems and Delivery course should include substantial information on organizational theories as they relate to the delivery system. As the courses are developed, it will be important to make sure that the courses include the theoretical foundations for the area of content as well as the current research in the content area. The course descriptions will facilitate this emphasis.

The 4 credits in seminar courses related to professional development are innovative. The health disparities seminar may stimulate needed work in all of the special areas of emphasis. I would suggest making the list of substantive areas more open ended. While

these areas may represent the most likely areas given the availability of resources at your school, surely there will be others that emerge based on the unique backgrounds of students who will enter the program.

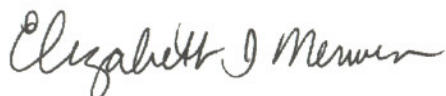
The area I would raise concerns about is with the 6 credits in statistics and the 15 credits in Methods. Even with a prerequisite in statistics the additional 6 credits in statistics will provide only basic quantitative analysis knowledge and skills necessary for health services research. It will be important that the research methods courses build on this basic information and that additional more complex applications be applied in each methods course. The expected sequencing of courses among the methods and statistics courses isn't clear. It would be useful for all but the entry level design course to follow the statistics sequence and to incorporate quantitative analysis course requirements to extend the basic statistical knowledge and skills taught in the statistics sequence.

At one point in the application it states that it is expected that 60% of students will complete the program in 3 years. That is a useful goal but from my experience it may be too high a percentage. The amount of faculty time that is available to guide dissertations will directly affect the productive use of students' time and the length of time to graduation.

I believe the curriculum you have proposed is innovative and addresses the need for interdisciplinary education in health services research. The curriculum incorporates both the theoretical and methodological foundations necessary for developing complex health services research studies. The fact that you are integrating the expertise of faculty from several disciplines within the program is reflected in the curriculum and is a strength of the proposed program.

Thank you for the opportunity to review your program.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth I. Merwin".

Elizabeth I. Merwin, Ph.D., R.N., F.A.A.N.
Associate Dean for Research & Professor



August 30, 2004

Dean Karen Schmaling
College of Health and Human Services
UNC Charlotte
9201 University City Blvd.
Charlotte, NC 28233-0001

Dear Dean Schmaling:

I am writing in response to a letter that was sent to me on 26 August 2004 by Pamela Larsen, Ph.D., asking for my evaluation of the proposed curriculum for the Ph.D. in Health Services Research. Dr. Larson suggested that the Ph.D. Steering Committee was most interested in my thoughts about the proposed curriculum, and I confine myself to that below. But let me make the more general comment that there is an acute need for more good Ph.D.-level training programs in health services research. I applaud your University and faculty for their efforts to put together what appears to be a very strong program, with outstanding faculty, a well-thought out curriculum, and an excellent statement of justification. I was particularly impressed by the large number of new by your faculty.

The curriculum has several components:

- 4 courses in Foundations/Core
- 5 courses in Method
- 2 courses in Statistics
- 4 “mini-courses” (one credit hour each) in Professional Development
- 9 credit hours in Special Emphasis
- 18 credit hours for Dissertation

Foundations/Core

Four courses are required: Introduction to Health Services Research; Health Care Systems and Delivery; Health Policy; and Economics of Health and Health Care. These would appear to be the right mix of foundation/core courses. The introductory course will teach students to the issues of costs, access, and quality, as well as key concepts such as the determinants of health. The Systems course will provide, in seminar format, the necessary institutional knowledge. Health Policy and Health Economics, two already-existing courses, are also necessary for Ph.D. students to be well-grounded in the most

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essential policy issues. I do not think any additional foundation/core courses are necessary.

Methods

Five courses are required: Design of Health Services Research; Advanced Design; Large Data Sets; Analytical Epidemiology; and Program Evaluation, Outcomes and Quality. All but the Epidemiology courses are new. I was pleased to see three courses devoted to applied quantitative health services research. We also have three courses on this topic at UCLA and it is necessary for training good researchers. Similarly, a course on program evaluation, focused on outcomes and quality, is also a necessary component of a well-rounded Ph.D. curriculum given the current (and undoubtedly future) emphasis on this topic in health policy. The Epidemiology course is a nice touch; this is about the only course in the curriculum that we don't require at UCLA. It provides students with a good understanding of modeling and causality so I think it's a reasonable requirement. Again, I don't have any suggestions for further required courses.

Professional Development

The four mini courses (one credit each) – all new – as very innovative. Each of these topics – ethics, disparities, grant proposal writing, and project implementation – will be most useful to students. I've never seen a course in project implementation and thought that was a great idea.

Special Emphasis

This is the equivalent of three courses, one of which can be an internship. The others are selected by the student and his/her advisor. I think it is essential that students have elective courses, and if anything, I could imagine this expanded to 12 rather than 9 credit hours. These special emphases are an important way for your students to distinguish themselves from their peers. At UCLA we call these areas "cognates" and a student selects a particular cognate, which is comprised of three to five courses.

In summary, I believe that the curriculum being developed is excellent and that you should proceed with implementing this new degree program. I would be happy to correspond further; I can be reached at 310-206-1824 or trice@ucla.edu.

Best wishes,



Thomas Rice, Ph.D.
Professor and Chair

Appendix E

Summary of Estimated Additional Costs

**Projected Funding for New Degree Program
 Doctor of Philosophy in Health Services Research
 Regular Term 2005-2006
 (Based on 2004-2005 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I				643.72	171.44	138.41	0.000	0.000	0.000
Category II				487.37	249.94	146.74	0.000	0.000	0.000
Category III			0	364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

Total Positions Required		0.000
Instructional - Position Salary Rate	(FY 02)	\$65,191
Instructional Salary Amount		\$0
Other Academic Costs	44.89300%	0
Total Academic Requirements		\$0
Library	11.48462%	0
General Instit Support	54.04980%	0
Neg Adj Factor	50.00000%	n/a
In-state SCHs	0	
Financial Aid (in-state)	67.99800%	0
Total Requirements		\$0

Fringes for faculty salaries
 FICA @ 7.65%;
 Retirement @ **10.485%**
 Medical @ \$3,432

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

Institution	UNC Charlotte		Date	September 24, 2004	
Program (API#, Name, Level)	51.2201 Public Health, General (Health Services Research)				
Degree(s) to be Granted	Ph.D.		Program Year	2005-06	
ADDITIONAL FUNDING REQUIRED - BY SOURCE					
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total
101 Regular Term Instruction					
1210 SPA Regular Salaries	\$35,000				\$35,000
Administrative Assistant III	35,000				
1110 EPA Non-teaching Salaries					0
1310 EPA Academic Salaries	194,000	0	36,000		230,000
Coordinator Stipend	10,000				
New Associate Professors (2)	130,000				
Graduate Assistants (5 @ \$18,000)	54,000		36,000		
1810 Social Security	17,519		2,754		20,273
1820 State Retirement	22,376				22,376
1830 Medical Insurance (3432*X)	10,296				10,296
2000 Supplies and Materials	4,000				4,000
2300 Educational Supplies	2,000				2,000
2600 Office Supplies	2,000				2,000
3000 Current Services	6,500				6,500
3100 Travel	2,000				
3200 Communications	2,000				
3400 Printing & Binding	2,500				
5000 Capital Outlay (Equipment)	5,000				5,000
5100 Office Equipment	2,500				
5200 EDP Equipment	2,500				
TOTAL Regular Term Instruction	\$294,691	\$0	\$38,754	\$0	\$333,445
151 Libraries					
5000 Capital Outlay (Equipment)		0			0
5600 Library Book/Journal					
TOTAL Libraries	\$0	\$0	\$0	\$0	\$0
189 General Institutional Support					
2000 Supplies and Materials					0
2600 Office Supplies					
3000 Current Services					0
3200 Communications					
3400 Printing & Binding					
5000 Capital Outlay (Equipment)					0
5100 Office Equipment					
5200 EDP Equipment					
TOTAL General Inst. Support	\$0	\$0	\$0	\$0	\$0
999 Multiactivity					
0123 Non-Resident Graduate Assistant Tuition Waivers (2)	\$68,795	\$0	\$0	\$0	68,795
TOTAL ADDITIONAL COSTS	\$363,486	\$0	\$38,754	\$0	\$402,240

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
 Doctor of Philosophy in Health Services Research
 Regular Term 2006-2007
 (Based on 2005-2006 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours		Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I			643.72	171.44	138.41	0.000	0.000	0.000
Category II			487.37	249.94	146.74	0.000	0.000	0.000
Category III		136	364.88	160.93	122.95	0.000	0.000	1.106
Category IV			230.52	102.45	70.71	0.000	0.000	0.000

Total Positions Required		1,106
Instructional - Position Salary Rate	(FY 02)	\$65,191
Instructional Salary Amount		\$72,110
Other Academic Costs	44.89300%	32,373
Total Academic Requirements		\$104,483
Library	11.48462%	12,000
General Instit Support	54.04980%	56,473
Neg Adj Factor	50.00000%	n/a
In-state SCHs	0	
Financial Aid (in-state)	67.99800%	0
Total Requirements		\$172,956

101-1310		
Purpose 101		
Purpose 151		
Purposes 152, 160, 170 180		
	\$5,516	
	\$7,561	
	\$3,796	
	<u>\$16,873</u>	

Fringes for faculty salaries
 FICA @ 7.65%;
 Retirement @ 10.485 %
 Medical @ \$3,432

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

<i>Institution</i>	UNC Charlotte			<i>Date</i>	September 24, 2004	
<i>Program (API#, Name, Level)</i>	51.2201 Public Health, General (Health Services Research)					
<i>Degree(s) to be Granted</i>	Ph.D.			<i>Program Year</i>	2006-07	
ADDITIONAL FUNDING REQUIRED - BY SOURCE						
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total	
101 Regular Term Instruction						
1210 SPA Regular Salaries						\$0
1110 EPA Non-teaching Salaries						0
1310 EPA Academic Salaries	73,890	72,110	54,000			200,000
New Assistant Professors (2)	37,890	72,110				
Graduate Assistants (5 @ \$18,000)	36,000		54,000			
1810 Social Security	5,653	5,516	4,131			15,300
1820 State Retirement	3,973	7,561				11,534
1830 Medical Insurance	3,068	3,796				6,864
2000 Supplies and Materials		4,000				4,000
2300 Educational Supplies		2,000				
2600 Office Supplies		2,000				
3000 Current Services		6,500				6,500
3100 Travel		2,000				
3200 Communications		2,000				
3400 Printing & Binding		2,500				
5000 Capital Outlay (Equipment)		5,000				5,000
5100 Office Equipment		2,500				
5200 EDP Equipment		2,500				
TOTAL Regular Term Instruction	\$86,583	\$104,483	\$58,131	\$0		\$249,197
151 Libraries						
5000 Capital Outlay (Equipment)		12,000				12,000
5600 Library Book/Journal		12,000				
TOTAL Libraries	\$0	\$12,000	\$0	\$0		\$12,000
189 General Institutional Support						
2000 Supplies and Materials		10,000				10,000
2600 Office Supplies		10,000				
3000 Current Services		20,000				20,000
3200 Communications		10,000				
3400 Printing & Binding		10,000				
5000 Capital Outlay (Equipment)		26,473				26,473
5100 Office Equipment		10,000				
5200 EDP Equipment		16,473				
TOTAL General Inst. Support	\$0	\$56,473	\$0	\$0		\$56,473
999 Multiactivity						
0123 Non-Resident Graduate Assistant Tuition Waivers (5)	\$68,795	\$0	\$0	\$0		\$68,795
TOTAL ADDITIONAL COSTS	\$155,378	\$172,956	\$58,131	\$0		\$386,465

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
 Doctor of Philosophy in Health Services Research
 Regular Term 2007-2008
 (Based on 2006-2007 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours		Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I			643.72	171.44	138.41	0.000	0.000	0.000
Category II			487.37	249.94	146.74	0.000	0.000	0.000
Category III		132	364.88	160.93	122.95	0.000	0.000	1.074
Category IV			230.52	102.45	70.71	0.000	0.000	0.000

Total Positions Required	1,074
Instructional - Position Salary Rate (FY 02)	\$65,191
Instructional Salary Amount	\$69,990
Other Academic Costs	31,420
Total Academic Requirements	\$101,410
Library	11,646
General Instit Support	54,812
Neg Adj Factor	n/a
In-state SCHs	0
Financial Aid (in-state)	67,99800%
Total Requirements	\$167,868

101-1310

Purpose 101

Purpose 151

Purposes 152,
160, 170 180

Fringes for faculty salaries
 FICA @ 7.65%;
 Retirement @ **10.485%**
 Medical @ \$3432

\$5,354
 \$7,338
 \$3,685

 \$16,377

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

Institution	UNC Charlotte			Date	September 24, 2004	
Program (API#, Name, Level)	51.2201 Public Health, General (Health Services Research)					
Degree(s) to be Granted	Ph.D.			Program Year	2007-08	
ADDITIONAL FUNDING REQUIRED - BY SOURCE						
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total	
101 Regular Term Instruction						
1210 SPA Regular Salaries					\$0	
1110 EPA Non-teaching Salaries					0	
1310 EPA Academic Salaries	40,010	69,990	54,000		164,000	
New Assistant Professors (2)	40,010	69,990				
Graduate Assistants (5 @ \$18,000)	36,000		54,000			
1810 Social Security	3,061	5,354	4,131		12,546	
1820 State Retirement	4,195	7,338			11,533	
1830 Medical Insurance	3,179	3,685			6,864	
2000 Supplies and Materials		4,000			4,000	
2300 Educational Supplies		2,000				
2600 Office Supplies		2,000				
3000 Current Services		6,000			6,000	
3100 Travel		2,000				
3200 Communications		2,000				
3400 Printing & Binding		2,000				
5000 Capital Outlay (Equipment)		5,043			5,043	
5100 Office Equipment		2,000				
5200 EDP Equipment		3,043				
TOTAL Regular Term Instruction	\$50,445	\$101,410	\$58,131	\$0	\$209,985	
151 Libraries						
5000 Capital Outlay (Equipment)		11,646			11,646	
5600 Library Book/Journal		11,646				
TOTAL Libraries	\$0	\$11,646	\$0	\$0	\$11,646	
189 General Institutional Support						
2000 Supplies and Materials		10,000			10,000	
2600 Office Supplies		10,000				
3000 Current Services		20,000			20,000	
3200 Communications		10,000				
3400 Printing & Binding		10,000				
5000 Capital Outlay (Equipment)		24,812			24,812	
5100 Office Equipment		10,000				
5200 EDP Equipment		14,812				
TOTAL General Inst. Support	\$0	\$54,812	\$0	\$0	\$54,812	
999 Multiactivity						
0123 Non-Resident Graduate Assistant Tuition Waivers (5)	\$68,795	\$0	\$0	\$0	\$68,795	
TOTAL ADDITIONAL COSTS	\$119,240	\$167,868	\$58,131	\$0	\$345,238	

NOTE: Accounts may be added or deleted as required.