

CURRICULUM VITA
Maria Olenick PhD, FNP, RN
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EDUCATION AND DEGREES

2012, June Doctor of Philosophy in Nursing, Widener University, Chester, PA.
1997, August Master of Science in Nursing, State University of New York, Binghamton, NY. (Family Nurse Practitioner Certification).
1994, May Bachelor of Science in Nursing, East Stroudsburg University, East Stroudsburg, PA.

LICENSURE/SPECIALTY CERTIFICATION

Licenses:

2011-present Florida RN license #9329036 FL
1994-2012 Pennsylvania RN license #RN502043L
1997-2012 Pennsylvania CRNP (Certified Registered Nurse Practitioner) license #TP004759B

Certifications:

PICC (Peripherally Inserted Central Catheter) line insertion certified.
ACLS (Advanced Cardiac Life Support) certified – requires renewal.
PALS (Pediatric Advanced Life Support) certified – requires renewal.
Certified CPR (Cardiopulmonary Resuscitation), ACLS and PALS instructor with ASHI (American Safety and Health Institute).
Medical Education Research Certificate (MERC) from the Group on Educational Affairs (GEA) of the American Association of Medical Colleges (AAMC), Completed March 2009.
“Protecting Human Research Participants”, Certificate of Completion: 9/9/2011 The National Institute of Health (NIH) training course.
CITI (Collaborative Institutional Training Initiative) “Human Subjects Research Curriculum” Completion 1/17/2013
CITI (Collaborative Institutional Training Initiative) “Responsible Conduct of Research Curriculum” Completion 2/5/2013
Healthcare Provider CPR and AED certified – renewed 9/2014

PROFESSIONAL EXPERIENCE

08/14-present Chair of Undergraduate Nursing and Clinical Assistant Professor
Florida International University (FIU), Miami, FL
Nicole Wertheim College of Nursing and Health Sciences
Responsible for providing administration and leadership for all undergraduate bachelor of science in nursing programs at both Modesto A.

Maidique and Biscayne Bay Campuses for the Nicole Wertheim College of Nursing and Health Sciences, including comprehensive management of all BSN academic programs, curriculum management, program review, accreditation, development, budget, and community relationships in concert with University policy, procedure, and expectations. Responsible for admission, student services, and clinical education, in addition to ensuring academic policy, procedure and expectations are met by faculty and students.

- 08/11-8/14 Assistant Director and Clinical Assistant Professor
Florida International University (FIU), Miami, FL
Nicole Wertheim College of Nursing and Health Sciences
Responsible for providing administration and leadership for the FEP (Foreign Educated Physician) program at the Biscayne Bay Campus, College of Nursing and Health Sciences, including comprehensive management of the FEP academic program, management of HRSA grants specific to the FEP program, development, budget, and community relationships in concert with University policy, procedure, and expectations. Responsible for admission, student services, and clinical education, in addition to ensuring academic policy, procedure and expectations are met by faculty and students.
- 04/08-06/11 Director of Clinical Skills and Simulation
The Commonwealth Medical College (TCMC), Scranton, PA
Responsible for providing academic simulation administrative leadership for medical students. Designed, developed, outfitted, and implemented first a temporary (2,700 ft) Clinical Skills and Simulation Center and then a permanent state of the art (11,000 sq ft) Clinical Skills and Simulation Center. Coordinated and integrated clinical skills and simulation into a 4yr allopathic MD curriculum. Assisted in preparation and achievement of LCME (Liaison Committee on Medical Education) accreditation.
- 04/04-04/10 Infection Control Practitioner and Intensive Care Unit Coordinator
Marian Community Hospital, Carbondale, PA
Responsible for coordinating and managing an 8 bed medical/surgical ICU in a community hospital. Coordinated and managed the Infection Control Program for a 104 bed community hospital. Coordinated and managed Magnet application. Other duties and responsibilities included Nursing Supervisor, Emergency Room staff, PACU (Post Anesthesia Care Unit) staff and GI lab staff intermittently. Inserted PICC (Peripherally Inserted Central Catheters) for those hospital patients requiring long term Intravenous therapy. Resigned as full time 4/07 to take medical school director and teaching position but stayed on per diem at Marian through 1/10.
- 04/02-04/04 Nurse Practitioner for HRSA Grant Program
University of Scranton, Scranton, PA
CAP (Community Access Program)
Responsible for designing and implementing a program to assist the under and uninsured populations of Lackawanna and Luzerne Counties in Northeast Pennsylvania so that they may access dental and medical care

through FQHCs (Federally Qualified Healthcare Centers) and safety net providers. Responsible for coordinating and managing over 1000 patients enrolled in this program. Developed a HRA (Health Risk Assessment) and carried out research on the efficacy of HRA in conjunction with nurse practitioner care coordination and/or case management.

- 02/99-04/02 Administrator
Interim Healthcare, Blakely, PA
Began at Interim in 1999 as a Nurse Case Manager responsible for coordinating and managing patient care. Offered and accepted position as Administrator in 2000 responsible for directing, coordinating, and supervising national franchise home health agency serving up to 300 patients regularly. Coordinated and managed CHAP (Community Health Accreditation Program). Assisted in development, testing, and sales of a home care agency electronic medical record based on care management using tiered visits to optimize patient education and care for specific disease processes.
- 04/97- 12/99 Medical Critical Care Nurse
Hospital of the University of Pennsylvania (HUP), Philadelphia, PA
Responsible for primary care of 2 critically ill intensive care unit patients when assigned to the MICU (Medical Intensive Care Unit) including care of multiple and various IV's, ventilator patients, renal dialysis patients, sedated patients, etc. Responsible for the primary care of 4 critically ill patients when assigned to the IMCU (Intermediate Medical Care Unit) including multiple and various IV's, ventilator patients, renal dialysis patients, sedated patients, etc. Full employment in critical care at HUP required passing a hospital based 3 month program in critical care nursing with a 97% average or better (passed successfully).
- 7/94-4/97 Telemetry Unit Nurse
Marian Community Hospital, Carbondale, PA
Responsible for general patient assignment on a telemetry/cardiac unit.

SCHOLARLY ACTIVITIES

Publications:

- Olenick, M.**, Flowers, M., & Diaz, V. J. (2015). US veterans and their unique issues: Enhancing health care professional awareness. *Advances in Medical Education and Practice*, 6, 635-639.
- Keita, M. D., Diaz, V. J., Miller, A. P., **Olenick, M.**, & Simon, S. (2015). Transitioning from military medics to registered nurses. *Journal of Multidisciplinary Healthcare*, 8, 495-502.
- Glymph, D. C., **Olenick, M.**, Barbera, S., Brown, E. L., Prestianni, L., & Miller, C. (2015). Healthcare utilizing deliberate discussion linking events (HUDDLE): A systematic review. *AANA Journal*, 83(3), 1-6.

Flowers, M. & Olenick, M. (2014). Transitioning from physician to nurse practitioner. *Journal of Multidisciplinary Healthcare*, 7, 51-54.

Olenick, M. & Allen, L.R. (2013). Faculty intent to engage in interprofessional education. *Journal of Multidisciplinary Healthcare*, 6, 149-161.

Olenick, M., Foote, E., Vanston, P., Szarek, J., Vaskalis, Z., Dimatteo, M. J., & Smego, R. A. (2011). A regional model of interprofessional education. *Advances in Medical Education and Practice*, 2, 17-23.

Olenick, M., Allen, L. R., & Smego, R. A. (2010). Interprofessional education: A concept analysis. *Advances in Medical Education and Practice*, 1, 75-84.

Grants:

NIH Program Director (PD):

Arts-Based Approaches in Palliative Care for Symptom Management (R01)
Currently in pilot study and application/writing status with intent to submit Fall 2016.

HRSA Grant **PD**: HRSA-16-066

BPCS (Bachelor of Science in Nursing Practicums in Community Settings) – Submitted January, 2016 (awaiting funding decision by HRSA – will know if funded for \$1M by July 1, 2016)

HRSA Grant **Co-PD**: HRSA-16-064

NWD (Nursing Workforce Diversity) – Submitted November, 2015 (awaiting funding decision by HRSA – will know if funded for \$350,000 by July 1, 2016)

VANAP Program Director (PD):

Veteran Administration Nursing Academic Partnership (VANAP) (\$8.2M) – July 2014 to June 2019.

HRSA **Grant Project Director (PD)**: HRSA-14-071/UF1HP26980

Veteran BSN (VBSN) (\$1.35M) – June 2014 to July 2014.
Upon receipt of VANAP funding, handed this role over to colleague Dr. Valerie Diaz July 2014. The project is funded June 2014 through June 2017.

HRSA Grant: HRSA-14-069

NWDPP (Nursing Workforce Diversity) – Submitted January, 2014 (not funded)

HRSA **Grant Program Administrator (PA)**: HRSA-13-256

Veteran BSN (VBSN) (\$1M) – July 2013 to June 2014.
Upon receipt of VANAP funding, handed this role over to colleague Dr. Audrey Miller July 2014. The project is funded through June 2017.

FIU 2013/2014 Technology Fee Project/Initiative: Proposal #13-0067

BBC ACII- 249 Multi-Function room A/V Equipment Installation: \$43,506.51

Josiah Macy Jr. Foundation **Grant Project Investigator (PI)**:

Development of Culturally Competent, Interprofessional Simulations with Limited English Proficiency – (\$35k) January 2013 to December 2013.

HRSA **Grant Project Director (PD)**: D19HP24304-03-00

Nursing Workforce Diversity (NWD) – (\$1M) July 2012 to June 2015.

HRSA Grant **Co-PD**:

CCC (Culturally Competent Combined) BSN/MSN Program (\$1M)– August 2011 to June 2013.

HRSA Grant **PD**:

Simulation at an Allopathic Medical School (\$1M) – July 2008 to June 2011.

Dissertation Committee:

Lisa Woodson: Sickle Cell Dissertation

Research Completed:

Olenick, M. as part of HRSA grant. (2015). Cultural Competence in Foreign Educated Physicians.

Cultural competence assessed at BSN program end. Data analysis complete and manuscript in progress. *PI*.

Glymph, D., Olenick, M., & Galindo, A. (2014). The Effects of an Educational Intervention on Student Health Care Provider's Attitudes toward Interprofessional Health Care Teams, Communication and Handoffs. IRB approval received; data collection occurred June 3rd to June 6th, 2014. *Contributor to project simulation*.

Olenick, M. as part of HRSA grant. (2013). Culturally Competent Combined FEP Program.

Coordinated and managed an FEP BSN/MSN Program to graduate culturally competent Family Nurse Practitioners. These nurse practitioners are approximately half male, from over 30 countries around the world, minimally bilingual, and from minority and disadvantaged backgrounds. Cultural competence was assessed at three points throughout the curriculum. *Data Collector*.

Olenick, M. Dissertation. (2012). Faculty Attitudes Toward Interprofessional Education (IPE) and Interprofessional Healthcare Teams.

Descriptive correlational and comparative study exploring healthcare faculty attitudes toward IPE and IPHCT. The results indicated that overall faculty have positive attitudes toward IPE and IPHCT. Barriers to effective IPE delivery were identified. *PI*.

Olenick, M. as part of HRSA grant. (2004). The Effectiveness of Nurse Practitioner Case Management and/or Care Coordination in a Community Access Program Servicing Under and Uninsured in Northeast Pennsylvania.

Developed and implemented an HRA (Health Risk Assessment) tool to evaluate the effectiveness of Nurse Practitioner case management and/or care coordination on HRA scores. The results indicated that Nurse Practitioner intervention through either case management and/or care coordination significantly improved client HRA total scores and also scores for each of the domains assessed. *Data Collector*.

Book Chapter Reviewer:

Chapter Reviewer for Blais, Professional Nursing Practice: Concepts and Perspectives, 7th Edition, Pearson, April 2014.

Chapter Reviewer for Blais, Professional Nursing Practice: Concepts and Perspectives, 7th Edition, Pearson, August 2014

Journal Reviewer:

Reviewer, *Advances in Medical Education and Practice*, 2010-present.

Reviewer, *Journal of Multidisciplinary Healthcare*, 2010-present.

Reviewer, *Nursing: Research and Reviews*, 2010-present.

Reviewer, *American Journal of Infection Control*, 2006-present.

Abstract Reviewer:

Abstract Reviewer for The 4th Annual Florida Undergraduate Research Conference (FURC), 2014.

Abstract Reviewer for The 2014 State of the Science Congress on Nursing Research an event sponsored by The Council for the Advancement of Nursing Science.

Abstract Reviewer for the Collaboration Across Borders IV International Conference, Vancouver, British Columbia, Canada June, 2013.

Abstract Reviewer for The 2012 State of the Science Congress on Nursing Research an event sponsored by The Council for the Advancement of Nursing Science.

Editorial:

Advances in Medical Education and Practice (DovePress Publication)
Consulting Editor. 2015-Present

Journal of Internal Medicine Research (Journal discontinued – prior SciKnow Publication)
Editorial Board. 2012-2015

Healthcare (Journal discontinued – prior SciKnow Publication)
Editorial Board. 2014-2015

Medpedia: An open platform connecting people and information to advance medicine.
Editor Privileges. 2012 (*Medpedia no longer available – discontinued by Google 2012*)

Selected Presentations:

FNA Membership Assembly, September 2015

St. Augustine, FL
Building Curriculum to Integrate Primary and Mental Health Care

INVITED: Urban Affairs Association, April 2015
Miami, FL
Urban Challenges Veterans Face which Limit Successful Transition into Civilian Lives

INVITED: NWCNHS FIU Clinical Faculty Development Seminar, January 2015
Miami, FL
Tips for Turning a Presentation into a Publication

Joining Forces Conference, November 2014
Tampa, FL
Integrating Veteran Centric Content into Nursing Curricula

FIU Global Learning for Global Citizenship Conference, April 2014
Miami, FL
World Café

Asian Pacific Islander Nurse Association, March 2014
San Diego, CA
Successful Implementation of Cultural Diversity and Inclusivity into Nursing Education Programs

INVITED: Stroke Rehabilitation Conference, November 2013
Miami, FL
Advances in Nursing Care for the Post Stroke Patient

INVITED (International): Collaborating Across Borders (CAB) IV, June 2013
Vancouver, British Columbia, Canada
Successful Implementation of IPE into Healthcare Education Programs

INVITED SPEAKER: University of Massachusetts, May 2013
Boston, Massachusetts
Interprofessional Education: Opportunities and Challenges

INVITED: CNHS Annual Faculty Retreat, August 2012
Miami, FL
Interprofessional Education

INVITED SPEAKER: Crozer Keystone Research Symposium, October 2011
Philadelphia, PA
Opening Keynote Speaker – Interprofessional Education: A Concept Analysis

INVITED: Collaborative Family Healthcare Association, October 2011
Philadelphia, PA
A Regional Model of Interprofessional Education

International Meeting of Simulation in Healthcare, January 2011
New Orleans, LA

Co-Presenter: Effects of a Specific IPE Experience on Health Science Students Attitudes
Toward Interprofessional Teamwork and Education

INVITED: Nursing Consortium of Northeast Pennsylvania, October 2010
Hosted by Luzerne County Community College, Nanticoke, PA
Interprofessional Education Regional Collaboratives

INVITED: Simulation User Network (SUN) Northeast Pennsylvania Regional
Conference, October 2010
Scranton, PA
Interprofessional Learning

International Association for Medical Education (AMEE) 14th Annual Ottawa
Conference, May 2010
Miami, FL
Clinical Evaluation: Grades Versus Pass/Fail.

Western Group on Educational Affairs (WGEA) of the Association of American Medical
Colleges (AAMC) Regional Conference, April 2010
Hosted by the University of California (UC Davis Medical School)
Invited to present on Interprofessional Education but unable to attend.

Association of American Medical Colleges (AAMC) Annual Meeting, November 2009
Boston, MA
Interprofessional Education: A Regional Model.

The Commonwealth Medical College (TCMC) Interprofessional Education Conference,
March 2009
Dallas, PA
Interprofessional Education (IPE): Definition, Description and Development of the
Concept of IPE

American Academy of Nurse Practitioners (AANP) Annual Conference, June, 2005
Ft Lauderdale, FL
Stages of Change in Health Behavior.

American Academy of Nurse Practitioners (AANP) Annual Conference, June, 2004
New Orleans, LA
The Efficacy of a Self Reporting Health Risk Assessment (HRA) in conjunction with
Nurse Practitioner Care Coordination and/or Case Management when incorporated into a
Community Access Program for the Under and Un-Insured.

TEACHING ACTIVITIES

Clinical Preceptor as Master's Level Primary Nurse Medical Intensive Care Unit (MICU) and Intermediate Medical Intensive Care Unit (IMCU) 1998 to 2000

Hospital of the University of Pennsylvania (HUP), Philadelphia, PA

- ◆ Acted as a role model to senior level nursing students while functioning as a critical care nurse
- ◆ Participated in identification of learning needs of students to students who accompanied me on the IMCU/MICU
- ◆ Facilitated student professional socialization into role as nurse
- ◆ Set goals with students in collaboration with their course faculty member and their curriculum
- ◆ Provided students with feedback on their progress based on observations of clinical performance, assessment of clinical competencies and assessment of patient care documentation
- ◆ Planned learning experiences and assignments to help students meet weekly professional and clinical goals

Clinical Faculty (Part-Time) 2004 to 2007

University of Scranton, Scranton, PA

- ◆ Clinical faculty primarily for Junior Med/Surg rotation (hospital based clinical rotations requiring coordination of small groups of junior level nursing students primarily on telemetry units but also on tours of the operating room and other hospital units) – included mid term and final evaluation of student clinical performance and clinical competency
- ◆ Lab faculty for course Physical Assessment (clinical skills and simulation center based physical assessment practices and competency testing for physical exam skills)
- ◆ Lab faculty for clinical skills and simulation center (primarily competency testing of nursing skills such as insertion of NG tube, insertion of foley catheter, intravenous procedures, etc)

Clinical Skills Competency Instructor and Evaluator 2009 to 2011

The Commonwealth Medical College, Scranton, PA

- ◆ Clinical skills and simulation center based physical assessment practices and competency testing for physical exam skills for the course Profession of Medicine (POM). POM is a foundation course designed to introduce medical students to becoming patient centered physicians and develop their professional identity.
- ◆ Clinical skills and simulation center based physical assessment practices and competency testing for physical exam skills for the course Art and Practice of Medicine (APM). APM is a second year course that expands on interviewing techniques, physical exam, professionalism and prepares students clinically for their third year clerkships.
- ◆ Clinical skills center facilitator for any MD and/or MBS student who requires clinical practice and/or remediation.

Small Group Facilitator (substitute for those regular faculty unable to attend a group session): Human Structure and Function (HSF)

HSF is a multidisciplinary approach to medical education that fully integrated the basic disciplines of gross anatomy, physiology, histology, normal radiology and development of the human body.

The Commonwealth Medical College, Scranton, PA: Nov 2009 to June 2010

- ◆ Facilitate discussions of clinical cases in small group setting
- ◆ Facilitate student abilities to assimilate and integrate basic science with clinical medicine
- ◆ Promote a culture of lifelong learning that optimizes patient care
- ◆ Provide students with feedback on his/her progress based on small group observations
- ◆ Facilitate development of students' medical knowledge, practice based learning and improvement, interpersonal skills, professionalism

Small Group Facilitator: Case Based Learning (CBL)

CBL is a case based learning course that provides students with the ability to assimilate and utilize basic science knowledge and integrate this knowledge into clinical medicine.

The Commonwealth Medical College, Scranton, PA: Fall 2010 to Fall 2011

- ◆ Facilitate discussions of clinical cases in small group setting
- ◆ Facilitate student abilities to assimilate and integrate basic science with clinical medicine
- ◆ Promote a culture of lifelong learning that optimizes patient care
- ◆ Provide students with feedback on his/her progress based on small group observations
- ◆ Evaluate student performance at Mid and Final Semester using an evaluation form and also a written narrative of student performance
- ◆ Facilitate development of students' medical knowledge, practice based learning and improvement, interpersonal skills, professionalism

Course Director: Health Assessment and Promotion in Nursing Practice (NUR 3066C)

Health and Physical Assessment of diverse individuals and health promotion: disease and injury prevention, evidence-based teaching/learning in a multicultural environment.

Florida International University, N. Miami, FL: Fall 2011, Spring 2012, Fall 2012

- ◆ Facilitate students' ability to complete comprehensive and focused assessments (physical, psychosocial, spiritual, developmental, socioeconomic, and environmental) of individuals
- ◆ Facilitate development of students' ability to complete a detailed health history
- ◆ Facilitate discussions regarding collaboration and communication of healthcare professions
- ◆ Evaluate student performance on tests, quizzes and assignments
- ◆ Evaluate student performance of clinical assessment skills

Faculty: Foundations of Nursing Practice Laboratory (NUR 3029C)

Laboratory portion of Foundations of Nursing Practice: students develop essential nursing skills using the nursing process for management of acute and chronic care of diverse individuals.

Florida International University, N. Miami, FL: Fall 2011, Fall 2015

- ◆ Facilitate students' ability to complete nursing skills
- ◆ Evaluate student performance of nursing skills
- ◆ Teach, review and test on medication administration

Course Director: Foundations of Nursing (NUR 3029)

Foundations of Nursing Practice: Introduction to the nursing process in assisting individual clients with adaptation to potential and actual stressors.

Florida International University, N. Miami, FL: Spring 2012, Fall 2012

- ♦ Articulate an understanding of pathophysiology as it relates to nursing and clinical management of diverse individuals' care across the health-illness continuum.
- ♦ Differentiate decision making skills, such as the nursing and problem solving processes, to perform evidence-based patient-centered quality care in a multicultural environment.
- ♦ Identify evidence-based practice guidelines/research, nursing theories, and theories from other disciplines that support the prioritization of activities, implementation of nursing skills, and quality outcomes for diverse individuals.
- ♦ Describe nursing skills, using the nursing process, for managing the acute and chronic care and promoting health and safety of diverse individuals.
- ♦ Explain the professional standards of moral, ethical, and legal conduct and their implications to the delivery of nursing care.
- ♦ Discuss nursing skills in initiating and developing effective therapeutic communication with patients/clients and their families.
- ♦ Discuss inter- and intraprofessional communication skills and collaboration in the provision of care as a team member.

Course Director: Curriculum Development (NGR 6713)

Curriculum Development: Curriculum theory and its application in nursing education. Curriculum construction, implementation, and evaluation are discussed from theoretical, philosophical, historical, and current perspectives.

Florida International University, N. Miami, FL: Summer 2012, Summer 2013, Fall 2014, Spring 2015

- ♦ Examine factors affecting nursing education.
- ♦ Discuss selected nursing theories as a framework for curriculum design.
- ♦ Explore the implementation of selected learning theories for curriculum development.
- ♦ Explain the interrelationship of institutional mission, school and educational philosophy, program objectives, organizing framework content, teaching-learning strategies, human and material resources, and evaluation.
- ♦ Develop a program of learning based on current societal and educational trends, nursing/health care needs, learning theories, and research.

Course Director: Professional Nursing: Concepts and Issues (NUR 3119)

Professional Nursing: Concepts and Issues: Concepts and issues in professional nursing, including historical and theoretical aspects, standards, and use of communication, collaboration, advocacy, and technology within a global environment.

Florida International University, N. Miami, FL: Spring 2013

- Describe historical and contemporary trends and issues in nursing and their impact on the practice of nursing within a multicultural global environment.

- Describe the scope of nursing practice, as articulated in ethical, legal, and professional documents (e.g. Scope and Standards of Nursing Practice, Nursing Codes of Ethics, Nurse Practice Acts, and Nursing Process).
- Examine the culture of professional nursing including values, beliefs, behaviors, attitudes and professional nursing organizations.
- Employ theoretical foundations of nursing, including selected nursing theories and theories from other disciplines that support nursing knowledge and evidence-based practice.
- Examine one's own beliefs, values, biases, health and risks as they relate to personal health and professional practice and the ability to provide quality care to diverse populations.
- Compare and contrast the roles, functions, and perspectives of the nurse professional with other care professionals on the healthcare team.
- Discuss the inter- and intra-professional communication, collaborative and advocacy skills needed to deliver patient-centered nursing care.
- Explore the delivery of nursing and health care in the United States and globally.
- Differentiate technologies that assist the nurse to deliver safe, quality care, including search and retrieval information, telecommunications, patient care, decision making and clinical information systems (CIS).

Course Director: Nursing in Global Health Care Systems (NUR 4667)

Nursing in Global Health Care Systems: Development of basic knowledge of global healthcare systems and models, including healthcare policy and economics, and their influence on health disparities and delivery of healthcare.

Florida International University, N. Miami, FL: Fall 2013

- ♦ Examine global health systems, service delivery, factors influencing care and policy decisions, health disparities, and evidence-based care at local, state, national, and global levels.
- ♦ Analyze the impact of cultural, societal, legal, and political factors, and ethical considerations, influencing healthcare policies, service delivery, economics and health disparities at local, state, national, and global levels.
- ♦ Demonstrate a basic understanding of a healthcare system's organizational structure, financing, mission, vision, philosophy, and values.
- ♦ Examine roles of local, state, national, and global regulatory and accreditation agencies in providing quality healthcare.
- ♦ Explore organizational and political processes and grassroots legislative efforts to influence healthcare policy and advocate for diverse populations at local, state, national, and global levels.
- ♦ Examine technological systems and appropriate software used to document evidence and monitor data related to achieving healthcare outcomes.
- ♦ Use technological systems and appropriate software to access local, state, national, and global information about healthcare.
- ♦ Evaluate societal and healthcare trends influencing healthcare systems and models within political environments, including local, state, national, and global systems.

Course Director: Research Project (NGR 6910C)

Research Project: Development of competencies in scientific inquiry. Competencies are achieved through participation in ongoing research projects and a written report of the experience.

Florida International University, N. Miami, FL: Fall 2013, Spring 2014, Fall 2014, Spring 2015

- Use technology to initiate a line of inquiry into comprehensive indexing databases.
- Use computer hardware and software for storage, management, retrieval, and statistical analysis of research data.
- Analyze the outcomes of nursing interventions and models of care to initiate change and improve practice.
- Compare and contrast strategies to enhance the conduct and use of research in clinical practice.
- Interpret health care research for consumers and officials.
- Apply knowledge of the research process to three or more research activities in an ongoing nursing research study with a research mentor.

Course Director: Research Methods in Nursing (NGR 5810)

Research Methods: Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of theory, practice, and research using information systems. Pre-Requisites : NGR 5110

Florida International University, N. Miami, FL: Spring 2014

- Analyze the historical trends contributing to the nursing profession's commitment to nursing research.
- Examine the conceptual, methodological, analytical, and interpretive components of the research process and systematic inquiry.
- Use technology to initiate a line of inquiry into comprehensive indexing databases.
- 4. Evaluate levels of evidence in studies focused on specific nursing phenomena in a specific population and translate evidence and incorporate practice guidelines into nursing practice.
- 5. Examine the legal and ethical tenets protecting the rights of human subjects in research development.
- Examine the role and rationale for interdisciplinary collaborative teams for improving patient outcomes.

Course Director: Diseases and Disabilities in the Physically Active (PET 5608)

Diseases and Disabilities in the Physically Active: Introduction to the clinical signs and symptoms of general medical conditions that will present to the Certified Athletic Trainer. Pre-requisites: PET 5312C, APK 6118C, and PET 5621L. Co-requisite: PET 5683L.

Florida International University, Miami, FL: Summer 2014

- Demonstrate general and specific assessment for the purpose of screening and referral of common medical conditions, treating those conditions as appropriate, and determining a person's readiness for physical activity.
- Establish effective lines of communication to elicit and convey information about the patient's status and treatment program while maintaining confidentiality and documenting using standardized record-keeping methods.
- Describe and apply common techniques and procedures for evaluation common medical conditions and disabilities including taking a history, inspection/observation, palpation, functional testing, special evaluation techniques, neurological, and circulatory tests.
- Apply commonly used special tests and instruments and document results of assessment.

Course Director: Senior Practicum (NUR 4945L)

Senior Practicum: Nursing care management of groups of patients through a practicum experience in a selected clinical setting that requires critical thinking, nursing skills and social and multicultural competence. Prerequisites: Admission to Nursing majors (RN:BSN or FEP:BSN), NUR 3535, NUR 3535L, NUR 4355, NUR 4355L. Corequisite: NUR 4636C.

Florida International University, Miami, FL: Fall 2015

- Synthesize antecedent knowledge in assessing psychosocial, developmental, cultural, and spiritual adaptive dimensions which impact selected individuals, families, and communities as clients who are experiencing potential and actual environmental stressors.
- Apply the nursing process to assist selected individuals, families and communities as clients in adapting to potential and actual environmental stressors in health promotion, maintenance, restoration, rehabilitation, and/or assist the client to face death.
- Evaluate nursing theories and theories from other disciplines as a base for nursing practice in the case of selected individuals, families, and communities as clients experiencing potential and actual stressors.
- Analyze research findings to formulate nursing approaches and decisions to potential and actual stressors which impact on selected individuals, families and communities as clients.
- Collaborate with selected clients and other health professionals in an independent or interdependent role in context of direct care provider, teacher-learner, client advocate, change agent, and research consumer.
- Evaluate strategies of leadership when interacting with selected individuals, families and communities and the health care team in a changing, multicultural environment.
- Analyze knowledge of social, economic, political, legal forces and ethical considerations impacting on the care of selected individuals, families and communities as clients experiencing stressors.
- Effect planned change in a selected aspect of professional nursing.
- Evaluate responsibility and accountability or own learning in the context of professional nursing practice.

Course Director: Evidence-Based Nursing and Research for Global Health Care (NUR 3666)

Evidence-Based Nursing and Research for Global Health Care: Develop research knowledge and skills for evidence-based nursing care delivery. Evaluate evidence for use in practice with diverse groups in a global environment. *Prerequisite:* Statistics is a prerequisite for this course. Additionally, you must hold registered nurse (RN) licensure and be accepted to the College of Nursing and Health Sciences program.

Florida International University, Miami, FL: Spring 2016

- Explain the interactive relationships between theory, research, and evidence-based practice.
- Explore the state of evidence-based practice globally and analyze factors that influence evidence from a global perspective.
- Identify the main qualitative and quantitative methodological approaches to research, the advantages and limitations of each approach, and the appropriate use of each approach.
- Apply knowledge of qualitative and quantitative research methods, processes, and models in analyzing and critiquing research studies and evidence-based practice guidelines.
- Advocate for protection of human subjects and apply legal and ethical precepts to guide research and scholarly work.
- Describe how gender, ethnicity, vulnerability, and other sociodemographic factors affect interpretation and application of research findings.
- Explain how evidence-based practice and practice guidelines may be modified to meet resource availability and sociocultural norms of specific groups and populations.
- Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.
- Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes in diverse populations.
- Collaborate in the collection, documentation, and dissemination of evidence and best practices within local, state, national, and global arenas.

PROFESSIONAL ACTIVITIES

Member:

2011-2015 Interprofessional Competency Work Group and AIHC (American Interprofessional Health Collaborative)

2012-2014 Advisory Board Medical Professional Recertification and Employment Program (MPREP), Miami, FL

2009 to 2012 Founder, then previous Co-Chair and member of Northeast PA Regional Pediatric Group

2007-2011 Advisory Council Member, Marywood University, Department of Nursing, Scranton, PA

2007-2011 Advisory Council Member, Marywood University, Physician Assistant Department, Scranton, PA

2007-2011 Community Advisory Member, University of Scranton, Department of Nursing, Scranton, PA

2007-2011 External Advisory Board, Misericordia University, Department of Nursing, Dallas, PA

2007 to 2014 Northeast Pennsylvania Interprofessional Education Collaborative (NEPA-IPEC), Co-Chair since this organization's origination 2007 to 2011 then member 2011 to 2014.

Faculty Development:

Advisor Undergraduate/BSN Programs: Generic, FEP, AO, VBSN, RN to BSN (8/14 to Present)

Advisor: FEP Program (8/11 to 8/14)

Attendee at conventions/conferences/seminars:

Integrating Evidence Based Practice into the VA, Presented by Dr. Lynn Gallagher-Ford, The Ohio State University. (Organized, Coordinated, and Attended this Presentation), December 2015, Miami VA.

Military Culture Training for Strengthening Access to SMVF Behavioral Health Services, Presented by SAMHSA, September 2015, Webinar.

Steps of Data Analysis, Six Week Seminar, Presented by William Bannon Associates, February 2015 through April 2015.

Nursing Consortium of South Florida, Generating Evidence for Education and Clinical Practice, Presented by Memorial Regional Hospital, October 2014.

Fostering Student Veteran Success, Presented by Kognito LLC, September 2014, Webinar.

Evidence Based Practice, Presented by Dr. Lynn Gallagher-Ford, The Ohio State University. (Organized, Coordinated, and Attended this Presentation), June 2014, FIU.

Evidence Based Practice, Presented by Dr. Lynn Gallagher-Ford, The Ohio State University. (Organized and Coordinated this Presentation), June 2014, FIU.

Leadership in the Trenches, Presented by COL (Retired) Mark Volk, President of Lackawanna College. (Organized, Coordinated, and Attended this Presentation), March, 2014, FIU.

Military Medic Training: Special OPS Seminar, Presented by John Dominguez, MSG and Luis Rivero, COL, Command Surgeon, SOCOM. (Organized, Coordinated, and Attended this Presentation), February, 2014, FIU.

Structuring and Publishing Cultural Research Data inclusive of Veteran Specific Culture: Seminar Presented by Dr. Larry Purnell. (Organized, Coordinated, and Attended this Presentation), January 2014, FIU

Special Operations Medical Association (SOMA) Conference, December, 2013, Tampa, FL

Choosing a Journal for Publication: Seminar Presented by CNHS designated faculty, November 2013, FIU

Applying the QM Rubric: Quality Matters Program Presented by Allison Miner, June 2013, FIU

Actual Help with Research: Seminar Presented by CNHS designated faculty, January 2013, FIU

Turning Presentations into Publications: Seminar Presented by CNHS designated faculty, January 2013, FIU

Actual Help with Publications: Seminar Presented by CNHS designated faculty, January 2013, FIU

Publication of Manuscripts related to Cultural Competence: Seminar Presented by Dr. Larry Purnell, January 2013, FIU

Cultural Competence: Teaching and Learning Seminar Presented by Dr. Larry Purnell, January, 2012, FIU.

NLN (National League of Nursing) Conference September, 2011, Orlando, FL
- Certificate of Continuing Education for attendance at “The NLN Preparation Course for Certification as a Nurse Educator”.

SSIH (Society for Simulation in Healthcare) Conference, January, 2009, Orlando, FL

UNIVERSITY SERVICE

The Commonwealth Medical College:

Application Screener and Student Interviewer
Chair of MD Assessment Committee
Member MD Subcommittee
Member CAC (Curriculum Action Committee)
Member Operations Committee
Member Curriculum Division Committee
Co-Chair Simulation Team

Member CME (Continuing Medical Education) Committee
Member ACCME (Accreditation Council for Continuing Medical Education)
Accreditation Team

Florida International University:

Member FIU Beyond Possible 2020 Grow Strategically Implementation Committee
2015-Present
Member FIU Beyond Possible 2020 Build Financial Base and Operational Efficiencies
Committee 2015-Present
Chair Undergraduate Nursing Committee 2014-Present
Chair FEP Faculty and Staff Committees 2011-2014
Member Curriculum Committee 2011-Present
Member DCD (Deans Chairs and Directors) Committee 2011-Present
Member Undergraduate Nursing Committee 2011-Present
Member Graduate Nursing Committee 2011-2014
Member Biscayne Bay Leadership Committee 2011-2014
Member CNHS Scholarship Committee 2012-2013
Member CAC (Chairs Advisory Council) Committee 2011-Present
Member CNHS Nightingala Event Committee 2013
Member PhD Committee 2013-Present
Member VBSN Advisory Council 2013-Prsent
Member QEP Implementation Team, Office of Global Learning Initiatives 2014

COMMUNITY SERVICE

Provided Spring 2014 opportunity to Panther LIFE disabled student in FEP BSN/MSN
Program to shadow administrative staff and gain mentorship.
Member MPREP (Medical Professional Recertification and Employment Program) 2012-
2014
Volunteer Our Community Salutes (OCS) 2013-2015
Served as a Content Expert for Widener University PhD student to evaluate content
validity on the IPCS-S (Interprofessional Communication Skills – Student
Version) and IPCS-E (Interprofessional Communication Skills – Evaluator
Version), Fall, 2013
Member Aventura Marketing Council 2011-2014
Member BBC Women Who Lead 2011-2012

SPECIAL PROJECTS

Faculty Moderator for FIU Seventh Annual Interprofessional Workshop entitled “Introduction to
the Health Disciplines: Working Together to Make a Difference in Patient Care” held on
February 4, 2016 at the Graham Center Grand Ballroom.

Faculty Moderator for FIU Sixth Annual Interprofessional Workshop entitled “Introduction to the Health Disciplines: Working Together to Make a Difference in Patient Care” held on January 29, 2015 at the Graham Center Grand Ballroom.

Faculty Moderator for FIU Fifth Annual Interprofessional Workshop entitled “Introduction to the Health Disciplines: Working Together to Make a Difference in Patient Care” held on February 6, 2014 at the Graham Center Grand Ballroom.

IPE Faculty Initiative (Coordination of monthly IPE lunches for chairs and directors to carry forward IPE initiative) 2014

Creation of FIU BBC Simulation Center: NORTH STAR
Received a Technology Grant 2013-2014 for 2 large screen LED screens, new state of the art podium, asbestos abatement, new rugs, and new paint.

Faculty Moderator for Collaborating Across Borders IV (CAB IV) for several sessions during the June 12-14, 2013 International Conference in Vancouver, BC, Canada.

Faculty Moderator for FIU Fourth Annual Interprofessional Workshop entitled “Introduction to the Health Disciplines: Working Together to Make a Difference in Patient Care” held on February 14, 2013 at the Graham Center Grand Ballroom.

Faculty Facilitator for the Northeast and Central Pennsylvania Interprofessional Education Collaborative (NECP IPEC) Collaborative Care Seminar held on March 20, 2013 where FIU CNHS FEP students participated live via video with over 600 healthcare discipline students from 17 colleges and universities in NE and Central Pennsylvania.

Continually serve as a faculty preceptor for NWCNHS graduate students in various programs.

HONORS AND AWARDS

Nominated for the FIU President’s Council World’s Ahead Award (not recipient at Fall 2015 Convocation, nominee only).

Nominated for U.S. Professor of the Year Award through CASE and the Carnegie Foundation, April 2015 (nomination was not eligible due to administrator status).

Pi Alpha Chapter Sigma Theta Tau International Honor Society, Florida International University at the Nicole Wertheim College of Nursing and Health Sciences, Vice President and member since August 2014.

Nominated for the Macy Faculty Scholars Program, Josiah Macy Jr. Foundation, April 2014.

FEP BSN/MSN Program nominated (but not awarded) for the 2014 Health Care Heroes

Awards by the Greater Miami Chamber, Miami, FL

WPEC Channel News 12, CBS, Palm Beach, Florida's Most Fashionable Couple Award, March 2014.

Zeta Iota Chapter, Sigma Theta Tau International Honor Society, State University of New York at Binghamton's Decker School of Nursing, Member since 1997.

Featured story and Cover Model in *Newsline for Nurse Practitioners* publication Spring 2006.

INTERVIEWS

Interviewed by Debra Wood for NurseZone.com's "Caring for Veterans: What's Your Military Culture I.Q.?", February 2016.

Interviewed by Raymond Boyle for FIU Magazine's "Battle-Tested Veterans Earn FIU Nursing Degrees", November, 2014.

Interviewed by Sophie Quinton for the National Journal Article "How Immigrant Doctors Became America's Next Generation of Nurses". Sophie traveled from Washington D.C. to Miami to learn about our unique FEP BSN/MSN program and write about it, February, 2014.

Interviewed by Alexi Cardona of the FIU Beacon for the article "Coffee Craving: Study Suggests it Affects Your Memory", February, 2014.

Interviewed by Carol Rosenberg of the Miami Herald for the article "Combat Medic's Healing Journey Leads to FIU". This article appeared as a feature in the Miami Herald's Veteran's Day Issue, November, 2013.

OTHER EXPERIENCE

*Medical Staff of First Aid Room for Triple A (AAA) Professional Baseball
New York Yankees 2006-2007
Lackawanna County Stadium, Moosic, PA*

*Medical Staff of First Aid Room for Clear Channel Concert Productions
June 2003-Sept 2005
Ford Pavilion at Montage Mountain, Moosic, PA*

*Pre-Hospital RN/EMT B 2003-2011
21-9 Archbald Ambulance and Rescue, Archbald, PA*

*Medical Staff of First Aid Room for Triple A (AAA) Professional Baseball
Philadelphia Phillies 2003-2006*

Legal Nurse Consultant

April 2000-April 2001 (full time),

Attended Independent Medical Exams (IMEs)

Requested, reviewed, summarized, and analyzed medical records and other pertinent healthcare documents.

Lenahan & Dempsey, Scranton, PA

Legal Nurse Expert

2001-Present (Intermittent Consultant Basis Only)