FRANCES PAYNE BOLTON SCHOOL OF NURSING

History
The Frances Payne Bolton School of Nursing (http://fpb.case.edu) at Case Western Reserve University is a globally recognized leader in nursing education, research and practice. Our commitment to excellence is visible in our distinguished faculty, small class sizes, world renowned clinical partners and academic innovations. While its roots date back to 1898 with the founding of the Lakeside Hospital Training School for Nurses, the school was formally established in 1923 as one of the first two colleges of nursing within a university through a gift from its namesake, Frances Payne Bolton, the first congresswoman from Ohio.

Today, the School of Nursing offers curricula for students at all levels of study including undergraduate, graduate entry and advanced nursing practice and leadership. Master’s level instruction prepares graduates to sit for certification and to practice in a range of specialties including: nurse midwifery, acute and primary care in adult-gerontology and pediatrics, care of families, care of neonates, family psychiatric mental health, women’s health, as well as education with a focus on populations. The school of nursing also offers both the Doctor of Nursing Practice (DNP) that includes a post baccalaureate nurse anesthesia track, and the PhD in Nursing, as well as dual doctorate programs. Areas of research include symptom science, family and community care, aging across the lifespan, self-management of health and illness, and neuroscience.

Strategic Vision
Mission
Create and empower nurse leaders who develop and implement innovative and interprofessional research, education and practice activities that make a positive difference in the health of individuals and communities.

Vision
To be recognized globally as an academic community of excellence that builds on our strengths and traditions to provide leadership in nursing research, education and practice in evolving, interprofessional health and scientific communities.

Purpose
The purpose of the Frances Payne Bolton School of Nursing is to provide an environment that encourages individuals to develop their personal and professional capabilities, including the sense of responsibility for continued learning; to learn as efficiently and effectively as possible; to find enjoyment, excitement, and challenge in the pursuit of knowledge and its application; and to develop behaviors that enable them to function in a changing, complex society. As an integral component of Case Western Reserve University, the school assumes responsibility for the preparation of individuals committed to excellence and leadership in the profession of nursing. The faculty of the school accepts the responsibility for teaching and scholarly inquiry as integral parts of the educational process.

Philosophy
FPB has set forth the following philosophy to accomplish the stated mission.

Nursing is an academic discipline and profession. Nursing as an academic discipline is a distinct branch of human knowledge fundamental to nursing practice, nursing education, and nursing administration, and to the continuous development of the profession. The distinct perspective of nursing includes a focus on the meta-paradigm concepts of persons, health, environment, and nursing. The conceptual focus within FPB is on health-seeking mechanisms and behaviors of human beings. Some of those mechanisms and behaviors are innate; others are learned or developed and may be subject to the influence of nurses’ knowledgeable ministrations. The body of nursing knowledge is continuously advanced, structured, and restructured as a consequence of a range of methods including scientific inquiry, philosophic inquiry, historical inquiry, and clinical evaluation.

Scientific inquiry within nursing is designed to discover, advance, and clarify knowledge about determinants and correlates of optimal biological, psychological, and social functioning; physical, emotional and spiritual comfort; and individual and group attainment of health goals in multiple environments and under a variety of circumstances (including illness and injury) attendant to birth, living, development, decline, and death. Philosophic inquiry is undertaken to clarify the values that underlie consumers’ and nurses’ responsibilities for human health promotion, the ethics of nursing practice, and the nature of the body of knowledge known as nursing. Historical inquiry is undertaken to document significant influences (by events and individuals) on the development of nursing over time as a body of knowledge and as a profession. Clinical evaluation is designed to test and verify the relative efficacy of strategies used in nursing administration, consultation, education, and practice, and the means employed to advance nursing knowledge.

Professional nurses have mastery over a body of scientific and humanistic knowledge that is fundamental to their particular kinds of practice. They selectively use this knowledge in the execution of their professional responsibilities and in the attainment of professional goals. Those involved in differentiated nursing practices employ nursing technologies (skills and approaches that represent the application of scientific knowledge), using artistry in the execution of their professional responsibilities. Professional nurses’ several, particular practices are guided by a code of professional ethics and also by knowledge about the individuals and groups whom they serve. The nurse's professional goal is to appraise accurately and to enhance effectively the health status, health assets, and health potentials of individuals, groups, families, and communities and to promote the initiative and independence of those they serve in the attainment of reasonable health goals, mutually agreed upon by consumers and by nurses as their health care providers. Nursing practice includes assisting persons in the maintenance of health, detecting deviations from health, assisting persons in the restoration of health, and supporting persons during life. These responsibilities are accomplished through a systematic and deliberative process. Nursing practice includes independent and interdependent functions and nurses are an integral part of the health care system.

Other beliefs essential to nursing that are shared by the faculty are stated below.
Nursing Strategies

Nursing strategies can be categorized according to the function they serve in facilitating clients’ health-seeking behaviors. A tentative classification scheme according to the function strategies is set forth below. Within each category, there are multiple behaviors from which the nurse can select depending on the nature of the clients’ assets and deficits. Also, each category is open to the discovery of more activities than are presently known. Each category focuses on facilitating health-seeking behaviors.

Compensating: Performing selected activities or measures (including monitoring) for clients when they are unable to do these activities.

Teaching: Performing actions intended to induce learning.

Counseling: Assisting clients to examine an alternative course of action.

Supporting: Promoting clients’ ability to cope, adapt and change.

Stimulating: Promoting clients’ desire to perform health-seeking behaviors.

Advocating: Intervening on behalf of the client to overcome obstacles that are interfering with health-seeking behaviors.

Comforting: Providing an environment that promotes ease and well-being.

The choice of nursing strategies for enhancing client’s health-seeking behaviors is based on assessment of these behaviors and the intervening variables to determine the assets and deficits and potential for engaging in behaviors that are directed toward attaining, maintaining or regaining an optimal level of health.

FPB Accreditation and Approvals

Accreditation

Case Western Reserve University is accredited at the institutional level by the Higher Learning Commission:

Higher Learning Commission
230 South LaSalle Street
Suite 7-500
Chicago, Illinois 60604-1411
Phone: 800.621.7440 / 312.263.0456
Fax: 312.263.7462
info@hlcommission.org

The University is chartered as an educational institution under the laws of the State of Ohio and holds a Certificate of Authorization from the Ohio Department of Higher Education (https://www.ohiohighered.org/) (formerly known as the Ohio Board of Regents).

In addition, many of the individual nursing programs are accredited by nationally recognized professional associations, including:

The Bachelor of Science in Nursing (BSN) (https://nursing.case.edu/bsn/), Master of Nursing (https://nursing.case.edu/mn/) (MN), Master of Science in Nursing (MSN) (https://nursing.case.edu/msn/), Post-Graduate APRN Certificate (https://nursing.case.edu/programs/certificate/), and Doctor of Nursing Practice (DNP) (https://nursing.case.edu/dnp/) programs at Case Western Reserve University are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2031. The next accreditation visit is due in 2030.

Commission on Collegiate Nursing Education
655 K Street NW
Suite 750
Washington DC 20001
202-887-6791
aacnursing.org/ccne (http://bulletin.case.edu/schoolofnursing/aacnnursing.org/ccne/)

The Frances Payne Bolton nurse anesthesia program (https://nursing.case.edu/msn/anesthesia/) is accredited by the Council on Accreditation of Nurse Anesthesia Education Programs (COA). The last accreditation was in 2020. The next accreditation is due in 2025. The next accreditation date is Spring 2030.

Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue
Park Ridge, Illinois 60068-4001
847-655-1160
accreditation@coacrna.org (https://www.coacrna.org/Pages/default.aspx)

http://www.coacrna.org (https://www.coacrna.org/Pages/default.aspx)

The Cleveland Clinic Foundation nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Education Programs (COA). The last accreditation was in 2012. The next accreditation is due in 2022.

Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue
Park Ridge, Illinois 60068-4001
847-655-1160
accreditation@coacrna.org (https://www.coacrna.org/Pages/default.aspx)

http://www.coacrna.org (https://www.coacrna.org/Pages/default.aspx)

The nurse midwifery program (https://nursing.case.edu/msn/midwifery/) is accredited by the Accreditation Commission for Midwifery Education (ACME) (formerly ACNM Division of Accreditation) in 2015. The next accreditation is due in 2025.

Accreditation Commission for Midwifery Education (ACME)
8403 Colesville Road, Ste 1550
Silver Spring, MD 20910-6374
240-485-1800
info@acnm.org
http://www.midwife.org

Approved Programs

The Bachelor of Science in Nursing (BSN) (https://nursing.case.edu/bsn/) and Master of Nursing (MN) (https://nursing.case.edu/mn/) programs (https://nursing.case.edu/mn/) are approved by the Ohio Board of Nursing. The last visit for the BSN program was in fall 2017, the next visit is due in fall 2022. The last visit for the MN program was in fall 2017, and the next visit is due in fall 2022.
Frances Payne Bolton School of Nursing

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https://nursing.ohio.gov/

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(Ohio Wesleyan University)
Director, Information Technology

Facilities

Instructional Facilities

With internationally renowned faculty engaged in teaching, research, and community service, FPB offers high quality academic programs. Instruction includes lectures, seminars, individual conferences and small
group discussions, and clinical experiences. The FPB School of Nursing, located at the Health Education Campus, provides a state of the art inter-professional education environment where nursing, medical, dental medicine and physician assistant students learn with and from each other. The eleven acre campus is the site of the Sheila and Eric Samson Pavilion. This 477,000 square-foot facility features a central atrium where students can gather, study and eat together, an innovation laboratory, 26 academic classrooms (including “team-based learning” classrooms) and simulation labs where collaborative learning take place.

Clinical Facilities

Instructional facilities are abundant and varied. University Hospitals Cleveland Medical Center (http://www.uuhospitals.org/) established in 1866 is a 1,032-bed tertiary, academic medical center specializing in adult/pediatric medical and surgical specialties and is an aggregate of specialized hospitals that includes Alfred and Norma Lerner Tower, Samuel Mather Pavilion and Lakeside Hospital for adult medical/surgical care; Rainbow Babies and Children's Hospital ranked #4 nationally for Neonatal Care by the U.S. News and World Report; University MacDonald Women's Hospital, Ohio's only hospital for Women; Seidman Cancer Center (formerly known as the Israel Cancer Center); University Psychiatric Center-Hanna Pavilion, University Hospitals Institute for Health Care Quality & Innovation, skilled nursing and rehabilitation services and home health care. University Hospitals is part of the University Hospitals Health System with services provided at 150 locations in 40 northern communities. University Hospitals Cleveland Medical Center is an affiliate of Case Western Reserve University.

Together, they form the largest center for biomedical research in the state of Ohio. University Hospitals Cleveland Medical Center is home to world class clinical and research centers, including cancer, pediatrics, women's health, orthopedics, spine, radiology, radiation oncology, neurosurgery neuroscience, cardiology, cardiovascular surgery, organ transplantation and human genetics.

The Cleveland Clinic Health System (https://my.clevelandclinic.org/) is a multi-specialty academic medical center founded in 1921. Main Campus has 1,400 beds and 4,435 beds system-wide. The Cleveland Clinic is one of the largest and most respected hospitals. Cleveland Clinic main campus, Fairview Hospital, Hillcrest Hospital, South Pointe Hospital and Akron General Hospital are all designated as Magnet status hospitals, the most sought after indicator of nursing excellence.

Cleveland Clinic Health System is comprised of the Cleveland Clinic main campus, Cleveland Clinic Children's Hospital located within the main campus, Euclid Hospital, Fairview Hospital, Lutheran Hospital, Marymount Hospital, Medina Hospital, South Pointe Hospital, Hillcrest Hospital, Ashtabula County Medical Center, Avon Hospital, Cleveland Clinic Florida (Weston, West Palm Beach), Lou Ruvo Center for Brain Health, Las Vegas, Nevada and The Glickman Urological & Kidney Institute in Las Vegas, and Cleveland Clinic Abu Dhabi, Cleveland Clinic London, Cleveland Clinic Canada. The system also includes Akron General Health System, Visiting Nurse Service and Affiliates, Hospice of VNS, Lod Community Hospital, Edwin Shaw Rehabilitation Institute, an outpatient clinic in Toronto, Ontario and three health and wellness centers. It is nationally recognized as one of the top medical centers in the US and the world, particularly in technological and management systems and in the treatment of cardiovascular disease.

MetroHealth Medical Center (https://www.metrohealth.org/) established in 1837, is a 642-bed hospital that includes a Level I Adult Trauma, Level II Pediatric Trauma Center, and a verified regional Burn Center, a skilled nursing facility and more than 25 locations throughout Cuyahoga County with more on the way. MetroHealth is one of three teaching hospitals that make up the Case Western Reserve University Integrated Surgical Program. Annually, MetroHealth medical center handles more than one million patient visits including more than 100,000 in the Emergency Department, one the busiest in the country. That’s an average of 274 Emergency Department visits per day.

Libraries

The Kelvin Smith Library (http://library.case.edu/ksl/aboutus/), a 144,000 square foot building completed in 1996, houses most of the collections of Case Western Reserve University. This includes over 1,290,000 monographs, 7,363 serial titles, U.S. Government publications, company annual reports, newspapers, CDs, technical reports, over 12,000 DVDs and videos, and more. The library enables users to integrate both traditional resources and state-of-the-art technology into teaching, research, and learning. A variety of seating styles accommodates 900 people and provides electrical ports for connecting personal laptop computers. Case Western Reserve’s wireless network enables personal laptops to have internet access throughout the library. Two multimedia rooms include scanners and sound and video digitizers. Available are individual study spaces, meeting rooms, conference areas, and social gathering places. Thirty miles of compact movable shelving allows the library to keep much of its collection onsite for immediate access to print materials. The user-friendly interface to the online catalog, databases, and other resources allows library staff to focus their attention on working in-depth with faculty and students.

The Cleveland Health Science Library (https://case.edu/chslibrary/) (CHSL) serves as the library system for the Schools of Medicine, Dental Medicine, Nursing, and the Departments of Biology and Nutrition. The CHSL was formed in 1965 by an agreement between the Cleveland Medical Library Association (CMLA) and Western Reserve University. CHSL operates in two locations: The Allen Memorial Medical Library (https://case.edu/chslibrary/about-us/allen-memorial-medical-library/), which has a collection of clinical books and journals, basic
The Frances Payne Bolton School of Nursing has an assigned Technology Services team. This team is part of the University Technology (UTech) Division, managing and overseeing all computer related operations within the school. The team assists faculty, staff and students with any computer problems, issues, needs, or equipment purchases. This team manages the Help Desk, provides troubleshooting of problems, and repairs all school-owned equipment. The UTech team provides assistance with the School’s website and develops web applications to meet the needs of the school. The team also administers online application, review, and customer relations management systems, as well as a variety of other IT systems and tasks.

The Health Education Campus (HEC) has an UTech Care Center (Tech Bar) located at the south end of the atrium on the first floor of Samson Pavilion. The HEC Support team assists all faculty, students and staff in the HEC with computer problems, connectivity issues, or repairs; providing technical support to resolve identified needs. A limited supply of loaner laptops are available through the Tech Bar which students can request for use for a limited amount of time.

The hours of operation for the Tech Bar are 8:00am - 5:00pm, Monday - Friday. The team is also available by emailing hecsupport@case.edu.

While the University is working remotely, assistance is available via the online Zoom Room: https://cwru.zoom.us/my/hecsupport (https://cwru.zoom.us/my/hecsupport/) (8:00 am - 5:00 pm (EST), Monday - Friday). For after-hours assistance, contact the University Helpdesk by emailing help@case.edu or calling 216-368-HELP (4357).

The HEC has extensive wireless access for all users, including access to the Internet and University software tools throughout the building. Students also have access to four wireless printing kiosks located on the first and fourth floors of the building. The HEC provides the most advanced technology possible to enhance and accelerate education.

Center for Nursing Education, Simulation & Innovation (CNESI)

The Center for Nursing Education, Simulation & Innovation is located on the second floor of the Samson Pavilion at the Health Education Campus (HEC) and is composed of two labs: Physical Assessment Lab and Clinical Teaching Bed Lab, and a separate Medication Room.

Physical Assessment Lab: This ten-bed lab is for pre-licensure students (BSN and MN) and graduate nurse practitioner students (MSN) learning basic and advanced physical assessment skills. The room is fully equipped with ten electronic exam tables that have inclining headrests, extending leg supports, storage drawers, and optional stirrups. To ensure privacy, the lab has custom ceiling-mounted privacy drapes at each bed station. Each station has electronic Welch Allyn otoscopes along with 3 sizes of clean gloves, sharps disposal units and wall-mounted blood pressure cuffs. The physical assessment lab has extensive locked storage for 10 Welch Allyn and 16 ADC Diagnostic kits, 20 various-sized blood pressure cuffs, 4 electronic blood pressure cuffs, and 10 single and 6 double headed stethoscopes for student and faculty use. Students also have access to several high fidelity human patient simulators, task trainers, anatomical ear and eye models, two full body skeletons, breast and prostate models, a DVD library, and two large screen video display boards to support our undergraduate and graduate lab sessions.

Clinical Teaching Bed Lab: This lab is comprised of 10 patient bed stations each with a static Laerdal Medical manikin. The lab simulates an in-patient medical-surgical or step-down unit and has a full-sized ADA hospital bathroom designed to provide students with the opportunity to learn how to transfer a patient in and out of the bathroom, to the shower, and to the commode. The center contains all of the common devices seen in the hospital setting including a Hoyer lift, Geri chair, wheel chairs, canes, crutches, linen carts, ventilators, ceiling-mounted privacy drapes, sharps disposal units, and head wall units at each patient bed to simulate oxygen delivery and wall suction. Pre-licensure students use this lab to learn and practice every essential nursing skill from hand washing and bed making to wound irrigation and managing a ventilated patient. The center also has three medication carts, 6 smart IV pumps, and extensive locked storage for IV tubing, IV solutions, dressing supplies, catheters, chest tubes, Foley catheters, sterile gloves, sterile gowns, bedpans, urinals, and tracheostomy supplies. The lab has an extensive DVD library and two large screen video display boards to support our undergraduate and graduate lab sessions.

Medication Room: The medication room is adjacent to the Clinical Teaching Bed Lab and is equipped with an academic version of the Pyxis Medication dispensing system, bar coding techniques, and synthetic medications. The medication room has extensive locked cabinetry, a sink, and counter space to provide a realistic setting for best practices of preparing patient medications.

In the HEC, nursing students have access to the following shared lab spaces that foster interprofessional education:

Acute Care Flexible Simulation Labs: These three labs are set up with portable head walls, one way glass, a large screen video display board, and video/audio capabilities for recording and debriefing and high-stakes testing. The labs can be set up for any high fidelity simulation with access to a family of Laerdal and Gaumard high fidelity human patient simulators: Sim-Man Essential, Sim-Baby, Sim Child, Sim Newbie, Sim Junior, and Lucinda birthing simulator. All pre-licensure
students and nurse practitioner students utilize these labs on a weekly basis throughout each semester for simulation training on human patient simulators; practicing various advanced nursing skills on task trainers; viewing skills and simulation videos; and conducting pediatric and obstetric labs and simulation sessions. Each acute care flexible simulation lab has a large screen video display board to support our undergraduate and graduate lab sessions.

Private Exam Rooms: 20 private exam rooms each equipped with a physician-grade exam table, side chair, exam stool, and built in otoscope and ophthalmoscope provide the opportunity for students to practice and review communication and assessment skills with faculty, peers, and standardized patients. Each room has one way glass, video and audio capability, and a small screen video display board allowing faculty to record exemplars and provide feedback on student practice, testing, and final examinations. Standardized patients (SPs) are hired for formative, summative, and high stakes testing situations and adjacent small and large debriefing rooms allow for private or class meetings prior to or following SP sessions.

Steris Perioperative Lab: This interprofessional lab contains a fully functioning Steris 3080 operating room table and fluid/blanket warmer, a full set of surgical instruments, back and gown tables, locked supply cabinets, pulse oximeters, and an educational anesthesia machine, endoscopy, and Bovie machine. Students learn basic perioperative safety skills including; aseptic technique, patient positioning, handling of surgical instruments, and communication hand-over techniques related to perioperative nursing and nurse anesthesia patient care. Audio and video capabilities allow for recording of formative and summative simulations and adjacent classrooms allow for pre-briefing and debriefing opportunities. The Steris Perioperative lab has two large screen video display boards to support our undergraduate and graduate lab sessions.