

OCHS Chapman Professorship Award recipients

Samantha Beams, MEd, MBCT

Bal-Vis-X is a series of rhythmic based exercise that support neurosequencing. It is an integrated approach to enhance educational and therapeutic settings using patterned, repetitive, rhythmic and somatosensory activity. Bal-Vis-X exercises support executive function, address visual deficiency, anxiety and processing, and enable the mind-body system. Training will include 50 Tulsa-metro professionals working in educational or therapeutic settings and work with developmental trauma.

Tedi Courtney, MSN, RN, CEN

Leadership is a verb. At The University of Tulsa School of Nursing, senior nursing students are challenged to develop this crucial nursing skill through simulation to provide a safe environment to expand their knowledge, practice their skills and most importantly, grow their confidence through hands-on training. The Chapman Professorship Award will help improve this process by allowing me to obtain a certificate in simulation from Drexel University College of Nursing and Health Professions. I will expand my comfort level, expertise, and knowledge base, specifically in the area of simulating leadership concepts to bridge the gap between lack of clinical space and providing realistic, premium-quality simulation.

Lori Davis, EdD, CCC-SLP, BCS-S

I will be attending the 2020 annual meeting of the American Cleft Palatecraniofacial association. The information obtained from continuing education sessions will update my practice and teaching in this area. I will also be able to purchase tests and equipment to use in patient assessments when the team meets monthly.

Cassie Abbott Eng, PhD, RN, ENE

I will be attending the 24th International Caritas Consortium Bridging the (caring) Past with the (technological) Future along with Caring Science founder and theorist Dr. Jean Watson. The conference emphasizes striving for and maintaining the delicate balance between the science of our profession and the art of caring; more specifically, balancing the load of teaching and our profession with intentional caring connections with our students. During this conference, I will discover how the integration of Caring Science into the realm of academia can enhance student success, impact professional practice and enrich overall program culture.

Greg Gardner, EdD, ATC/L

The Chapman Professorship funding I received will help develop a course focused on clinical reasoning in health care. The initial use of money will enable me to attend two seminars on critical thinking in higher education and how to weave those concepts into the curriculum. A second element will be identifying an appropriate assessment instrument to administer to students in the course on a pre/post basis. I anticipate incorporating concepts from this course, or the development process, into other courses in the college.

Rachel Hildebrand, PhD, ATC, LAT

The Chapman Professorship Grant funds will be used to initiate collaborative interprofessional education within the Oxley College of Health Sciences programs. Through the knowledge gained by the Interprofessional Health Collaborative Mentorship Program and the 2020 Interprofessional Education Collaborative Spring Institute, we can create actionable items to directly influence and enhance the learning of all students, graduate and undergraduate, in the Oxley College of Health Sciences.

Brandon King, DNP, APRN-CNP

I will use the funds to bring the SCCM Fundamental Critical Care Support (FCCS) course to TU. FCCS is a two-day intensive program that combines 17 didactic lectures, group cases and nine skills stations to train non-intensivist providers who may have to direct the care for critically ill people in the first 24 hours of their illness or until transfer to an appropriate critical care facility or service. The funds would be used for my recertification in FCCS and then to fund an SCCM consulting director to bring the course to TU. We will establish TU as an FCCS course site to serve our students and the region.

Angela Martindale, PhD, RN

With my award, I will focus on retention of nursing students in the following ways:

1. Apply new tools/interventions to S4S (Strategies for Success).
2. Purchase new tools and clinical cases to use in tutoring.
3. Purchase new conceptual clinical cases for faculty to use in classroom teaching.
4. Attend a conference for nurse educators to learn and apply Next Gen NCLEX learning.

Sheryl Stansifer, DNP, APRN-CNP

All third-year FNP students will benefit from the funds awarded by giving each student access to the NPXpert NP Certification Review Exam (1,850 questions) to prepare them for the national certification exam. The award will also allow an FNP faculty member to attend a prep course to ensure our curriculum is current in all content domains.

Suzanne Thompson Stanton, EdD, CCC-SLP

The Communication Sciences and Disorders Bilingual Student Recruitment Program is designed to recruit local bilingual students to the field of speech-language pathology. This program involves current bilingual students and bilingual speech-language pathologists from the community recruiting students from local high schools. The students will have the opportunity to visit the campus and experience the field in an outreach activity with local bilingual children.

Eric Wickel, PhD

Despite reported benefits of physical activity on chronic diseases such as Type 2 diabetes, obesity and cardiovascular disease, nearly half (54%) of college students do not meet current physical activity guidelines. The Chapman Professorship will be used to develop a university leadership team to implement Exercise is Medicine® – On Campus (EIM-OC) with a primary aim to promote physical activity as a vital sign of health. In addition to promoting physical activity, surveillance studies will be conducted among university students to assess daily physical activity and unique sedentary behavior. Implementing EIM-OC through the Department of Kinesiology and Rehabilitative Sciences will facilitate student engagement projects across campus to promote health and wellness and provide valuable mentorship opportunities.

Nicole Wilkins, EdD, LAT, ATC

My proposal for the Chapman Annual Professorship is to use the appropriated funds and resources to become a member of the Association of Athletic Training Education (AATE) to enhance the current courses offered within the Master of Athletic Training program. The university grant funds will be used for three initiatives: (1) Support the annual fee for membership to the AATE; (2) Support faculty attendance at the annual AATE sponsored research colloquium (travel, registration, and per diem); and (3) Development of a collaborative research and/or advanced training event with the Oklahoma State University athletic training program (current members of the AATE). The purpose of the AATE is to provide a community that serves as a collective voice for matters pertaining to athletic training education and founding members of the AATE are amongst the upper echelon of athletic training education programs and represent the highest level of development of new athletic trainers.

Laura Wilson, PhD, CCC-SLP, CBIST

The grant fund associated with my Chapman Professorship will cover the training and start-up funds necessary for the creation of a Tulsa-based chapter of the National Stuttering Association. This will provide a needed service to the local stuttering

community and an opportunity for undergraduate and graduate speech-language pathology students to learn from and about individuals who stutter outside of the traditional therapy environment.