

CONTACT INFORMATION

Lisa J. Day, PhD, RN, CNE, ANEF, FAAN, ANEF, FAAN
Clinician Educator, Professor

The University of New Mexico College of Nursing
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EDUCATION

1995 - 1999	University of California San Francisco, CA	PhD	
1990 - 1993	University of California San Francisco, CA	MS	Critical Care Nurse
1989 - 1990	University of California , CA	BSN	
1980 - 1984	Long Beach City College , CA	ADN	

Post-Doctoral Training

2015	Racial Equity Institute Durham, NC	Workshop	Racial Equity Institute Workshop
2015	Harvard Macy Institute for Health Professions Education Boston, MA	Workshop	Leading Innovation in Health Professions Education
2014	Harvard Macy Institute for Health Professions Education Boston, MA	Workshop	Course for Health Professions Educators
2008	Kennedy Institute of Ethics Washington, DC	Intensive	Intensive Bioethics Course: The Future of Bioethics: How it Began, Where it's Going

LICENSURE & CERTIFICATIONS

Registered Nurse: 1984 - 2022

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CA, 1984 - 2020; WA, 2017 - 2021; NM, 2020 - 2022

CNS: Clinical Nurse Specialist, 2008 - 2020

CNE: Certified Nurse Educator, 2020

PROFESSIONAL EXPERIENCE

Academic Appointments and Research Experience

2020 - Present	The University of New Mexico College of Nursing Albuquerque, NM	Clinician Educator, Professor
2019 - 2020	Washington State University Spokane, WA	Clinical Professor and Associate Dean for Academic Affairs College of Nursing
2018 - 2019	Washington State University Spokane, WA	Clinical Professor and Vice Dean for Educational Innovation College of Nursing
2013 - 2017	Duke University Durham, NC	Associate Professor School of Nursing
2010 - 2013	Duke University Durham, NC	Assistant Professor School of Nursing
2007 - 2008	University of California San Francisco San Francisco, CA	Associate Clinical Professor School of Nursing Masters Entry Program in Nursing
1999 - 2007	University of California San Francisco San Francisco, CA	Assistant Clinical Professor School of Nursing Masters Entry Program in Nursing
2001 - 2002	UCSF Medical Center San Francisco, CA	Critical Care Nurse Educator School of Nursing

Clinical Experience

2016 - 2017	Duke University Hospital Durham, NC	Staff Nurse, in-patient adult Psychiatry In-patient adult psychiatry
2008 - 2010	UCSF Medical Center San Francisco, CA	Clinical Nurse Specialist Neuroscience and

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1991 - 1999	UCSF Medical Center San Francisco, CA	Critical Care Staff & Charge Nurse Neurologic ICU
1987 - 1991	Eden Hospital Medical Center Castro Valley, CA	Staff & Charge Nurse Cardiac Care Unit
1984 - 1987	Los Angeles County-USC Medical Center Los Angeles, CA	Staff Nurse Recovery Room

Administrative Experience

2020 - Present	The University of New Mexico College of Nursing	CON representative to the HSC IPE Committee
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Consulting

2014 - Present	Remen Institute for the Study of Health and Illness Boonshoft School of Medicine Wright State University Dayton, OH	Non-Profit Organization
2016 - 2017	Washington State University College of Nursing , WA	Academic
2015	St. Luke's International University, College of Nursing Tokyo, Japan	Academic
2012 - 2013	Lourdes University School of Nursing Sylvania, OH	Academic
2012	University of North Carolina Greensboro School of Nursing Greensboro, NC	Academic
2011	Building a Teaching Effectiveness Network NY, NY	Non-Profit Organization
2010 - 2011	Winston Salem State University College of Nursing Winston-Salem, NC	Academic
2005 - 2008	University of North Carolina School of Nursing/Robert Wood Johnson Foundation, Chapel Hill, NC	Academic
2004 - 2008	Carnegie Foundation for the Advancement of Teaching Preparation for the Professions: Study of Nursing Education	Non-Profit Organization
2005	United Network for Organ Sharing, National Conference on Donation after Cardiac Death	Invited participant

CLINICAL PROGRAM NARRATIVE

In past faculty appointments I have always had a close connection to clinical practice by directly guiding students' clinical learning in the hospital (UCSF); as part of the hospital or health system ethics committee and ethics consult service (UCSF Medical Center, Duke University Hospital, Providence Health System in Spokane WA); and by working part-time as a staff RN (Duke University Hospital). With my move to UNM, I am happy to be once again in a College of Nursing that is part of a University-Based Health System. With the current COVID pandemic, clinical work has become more complicated and I have not wanted to burden the Health System with having to onboard a new faculty member. I did, however, immediately volunteer in for the first COVID vaccination clinics at UNM. In the future, in addition to clinical teaching with BSN students, I hope to become involved with clinical ethics and nursing education and practice committees at UNM Health. My area of clinical expertise in bioethics, neuroscience and critical care and I have also had clinical experience in adult in-patient psychiatry. I will be happy to contribute however I can to nursing and interprofessional practice in these areas.

AWARDS, HONORS, AND FELLOWSHIPS

2019 - Present	National League for Nursing Washington, DC	Fellow, Received
2019 - Present	American Academy of Nurses Washington, DC	Fellow, Received
2016	Duke University School of Nursing Durham, NC	Outstanding ABSN Faculty, Received
2013	Josiah Macy, Jr Foundation New York, NY	Faculty Scholar in Interprofessional Health Sciences Education, Received
2013	Texas Christian University Fort Worth, TX	Green Chair Scholar, Harris College of Nursing and Health Sciences, Received
2013	Duke University School of Nursing Durham, NC	Outstanding ABSN Faculty, Received
2012	Arizona State University Phoenix, AZ	Mary Killeen Visiting Scholar for Educational Excellence, Received

RESEARCH PROGRAM NARRATIVE

Investigating questions like what is learning, what are the best ways to facilitate learning in myself and others, and how do we know when learning has occurred keep me actively engaged in the scholarship of teaching and learning. I take up these questions grounded constructivist and social learning theory and in values-based education. I collaborate closely with other teaching/learning scholars to develop my own teaching, and to contribute to the larger nursing and health professions education community through wide dissemination of our work.

Significant publications:

Day, L. & Beard, K.V. (2019). Meaningful inclusion of diverse voices: The case for culturally responsive teaching in nursing education. *Journal of Professional Nursing*. 35(4):277-281. doi: 10.1016/j.profnurs.2019.01.002.

In this publication, my co-author Dr. Kenya Beard and describe connections between what we

see as shortcomings in nursing education and the high rate of medical error. We then introduce ideas and specific teaching and learning strategies from Culturally Responsive Pedagogy as a way to correct these shortcomings and impact medical error and healthcare inequity. I took the lead in writing. Dr. Beard and I also did a podium presentation based on this paper at the NLN Education Summit in 2019.

Day, L., Ziehm, S.R., Jessup, M. A., Amedro, P., Dawson-Rose, C., Derouin, A., Kennedy, B. B., Manahan, S., Parish, A. L., Remen, R. N. (2017). The power of nursing: An innovative course in values clarification and self-discovery. *Journal of Professional Nursing*. 33(4), 267-70. <https://doi.org/10.1016/j.profnurs.2017.01.005>

This paper reports the work a group of nurse faculty, in collaboration with Dr. Rachel Naomi Remen of the Institute for the Study of Health and Illness did to develop a course for nursing students and practicing nurses based on Remen's discovery model, generous listening and contemplative pedagogy. The course is intended to help students identify and stay connected to the values that brought them to nursing as the basis for their practice. Since it's development, the course has been implemented in schools of nursing and health systems in the U.S., Canada, and Taiwan. I was part of the original group that developed the course and I co-taught the course at Duke University School of Nursing. I took the lead on writing this paper. Dr. Scott Ziehm and I also did a podium presentation based on this paper at the NLN Nursing Education Summit in 2012, and I did a poster presentation at the Harvard-Macy Institute course for health professions educators.

Day, L. & Sherwood, G. (2017) Quality and safety in clinical learning environments. In G. Sherwood & J Barnsteiner, eds. *Quality and Safety in Nursing: A Competency Approach to Improving Outcome* (2nd ed): Hoboken, NJ: Wiley, (Ch 13).

This chapter is part of the second edition of the book that was published as part of the Quality and Safety Education in Nursing (QSEN) project and ongoing institute. It has been revised and is currently in review for inclusion in the third edition. The chapter reports specific teaching and learning strategies for clinical environments that will help undergraduate nursing students and beginning nurses achieve the QSEN competencies. I helped write the QSEN competencies for undergraduate nursing education during the first phase of the QSEN project, and took the lead on writing this chapter.

Day, L. & Sherwood, G. (2017) Transforming education to transform practice: Integrating quality and safety in subject-centered classrooms using unfolding case studies. Chapter 10 In G. Sherwood & J Barnsteiner, eds. *Quality and Safety in Nursing: A Competency Approach to Improving Outcome* (2nd ed): Hoboken, NJ: Wiley, (Ch 10).

This is another co-authored chapter in the second edition of the QSEN book has been revised and is currently in review for inclusion in the third edition. In this chapter, we present specific strategies for writing and implementing unfolding case studies that integrate concepts of quality and safety in classroom teaching and learning as a way to help nursing students achieve the QSEN competencies. I helped write the QSEN competencies for undergraduate nursing education during the first phase of the QSEN project, and took the lead on writing this chapter.

Day, L. (2017) The role of theory in the research process. In *Scientific Inquiry in Nursing Education: Advancing the Science*. B. Patterson & A. Krouse, eds. Sigma Theta Tau, (Ch 2).

This chapter describes the connections between theory and research, and advises nursing education researchers on how to use theory to support their scientific inquiry. My colleagues and I on the NLN Research Review Panel (NLNRRP) noticed many proposals in which the

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authors made weak or no connections to theory. Barbara Patterson, past chair of the NLNRRP, asked me to join her to develop and present a workshop on theory and research as part of the NLN/STTI Nursing Education Research Conference in 2016. This chapter is based on that workshop.

FUNDED RESEARCH & CREATIVE ACTIVITIES

Extramural

Heflin, M. (Principal Investigator/ Project Director), McConnell, E. (Principal Investigator/ Project Director), Day, L. (Co-Investigator), "Communities Caring for Seniors," Sponsored by HRSA Geriatric Workforce Enhancement Program, Federal, \$213000. (Funded: 2016 - 2019).

Corazzini, K. (Principal Investigator/ Project Director), Day, L. (Research Associate), "Regulating licensed nursing practice in nursing homes," Sponsored by National Council of State Boards of Nursing #R50007, Other. (Funded: 2015 - 2017).

Carter, B. (Principal Investigator/ Project Director), Day, L. (Consultant), "Nursing Workforce Diversity Program," Sponsored by Health Resources and Services Administration, Bureau of Health Professions, DHHS, Federal, \$863770. (Funded: 2013 - 2016).

Day, L. (Principal Investigator/ Project Director), "Macy Faculty Scholars Program," Sponsored by Josiah Macy, Jr. Foundation, Private. (Funded: 2013 - 2015).

McConnell, E. S. (Principal Investigator/ Project Director), Day, L. (Co-Investigator), "Evidence-Based Nursing in Geriatric Care Settings," Sponsored by Health Resources and Services Administration, Bureau of Health Professions, DHHS, Federal, \$1539305. (Funded: 2003 - 2015).

Intramural

Day, L. (Principal Investigator/ Project Director), "Development of an educational intervention and outcome measures to improve RN, LPVN and CNA students' preparation for collaborative practice in long-term care," Sponsored by Duke University School of Nursing Center for Nursing Research, Other, \$4000. (Funded: 2016 - 2017).

SCHOLARSHIP & PUBLICATIONS

Peer-Reviewed Journal Articles

(2019). Meaningful inclusion of diverse voices: The case for culturally responsive teaching in nursing education. *Journal of Professional Nursing*, 35(4), 277-281.

(2017). The power of nursing: An innovative course in values clarification and self-discovery. *Journal of Professional Nursing*, 33(4), 267-70.
<https://doi.org/10.1016/j.profnurs.2017.01.005>

(2015). Improving Nursing Home Care by Changing Enacted Scope of Practice: The Practical

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nurse, Registered nurse and Aide Collaborative Team In Care (PRACTICE) Educational Innovation. *Journal of Nursing Regulation*, 6(1), 43-49.

- (2015). Is it time for an interprofessional professional society? *Journal of Interprofessional Education & Practice*.
- (2015). Perceptions of Nursing Practice: Capacity for High Quality Nursing Home Care. *Journal of Nursing Regulation*, 6(3), 17-24.
- (2014). Teaching Delegation to RN Students. *Journal of Nursing Regulation*, 5(2), 15-Oct.
- (2013). Data Collection and Assessment in Nursing Homes: Practice, Regulation, and Education. *The Director*, 29-33.
- (2013). Pain Medication Management in Nursing Homes and Nursing Scope of Practice. *Journal of Gerontological Nursing*, 39(4), 40-6.
- (2011). Using unfolding case studies in a subject-centered classroom. *Journal of Nursing Education*, 50(8), 447-52.
- (2007). Integrating quality and safety content into clinical teaching in the acute care setting. *Nursing Outlook*, 55(3), 138-43.
- (2001). Gastric versus duodenal feeding in patients with neurological disease: A pilot study. *Journal of Neuroscience Nursing*, 33(3), 148-159.
- (2001). How nurses make the shift from care of the brain injured patient to maintenance of the brain dead organ donor. *American Journal of Critical Care*, 10, 306-312.
- (1995). Principle-based ethics and nurses' attitudes toward artificial feeding. *Journal of Advanced Nursing*, 21, 295-298.

Published Abstracts

- (2019). Meaningful inclusion of diverse voices: The case for culturally responsive teaching in nursing education. *National League for Nursing Education Summit; podium presentation*. Washington, DC:.
- (2014). Licensed Nurse Practice Patterns and Quality of Falls Management in Nursing Homes. *Council for the Advancement of Nursing Science 2014 State of the Science Congress on Nursing Research*. Washington, DC:.
- (2014). Relationship-based interprofessional education & practice: Turning challenges into opportunities. *Harvard-Macy Institute 20th Anniversary Event; Workshop*. Boston, MA:.
- (2014). The power of nursing: A discovery model course for affective domain learning. *Harvard-Macy Institute Course for Health Professions Educators; Poster*. Boston, MA:.
- (2013). What's in it for them? Effects of clinical instruction on hospital outcomes. *National*

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League for Nursing Education Summit; podium presentation. Washington, DC:.

- (2012). Attending to professional formation: Discovery model learning for nursing students. *National League for Nursing Education Summit; podium presentation.* Las Vegas, NM:.
- (2005). Basic Sciences for Nursing? The Social Sciences and the Education of Nurses, 1965-2005. *American Association of the History of Medicine Annual Meeting; paper.* Halifax, Nova Scotia:.
- (2004). What can family members tell us about ICU patients' symptoms? *American Association of Critical-Care Nurses National Teaching Institute; Research Poster.* Orlando, FL:.
- (2001). Gastric v. duodenal feeding in neurologically injured patients. *American Association of Neuroscience Nurses Annual Meeting; Podium Research Presentation.* San Francisco, CA:.

Books

- (2018). *New Horizons in Patient Safety: Safe Communication; Evidence-based Core Competencies with Case Studies from Nursing Practice.* Berlin: DeGruyter.
- (2015). *Educating Nurses: A Call for Radical Transformation. Italian translation.* Milano: EDRA LSWR S.p.A.
- (2012). *Educating Nurses: A Call for Radical Transformation. Korean translation.* Seoul: Hyunmoonsa.
- (2011). *Educating Nurses: A Call for Radical Transformation. Japanese translation.* Tokyo: Igaku-Shoin, Ltd.
- (2010). *Educating Nurses: A Call for Radical Transformation.* San Francisco, CA: The Carnegie Foundation for the Advancement of Teaching.

Book Chapters

- (2017). Quality and safety in clinical learning environments. *Quality and Safety in Nursing: A Competency Approach to Improving Outcome* (2nd ed., pp. Ch. 13). Hoboken, NJ: Wiley.
- (2017). The role of theory in the research process. *Scientific Inquiry in Nursing Education: Advancing the Science* (pp. Ch. 2). Sigma Theta Tau.
- (2017). Transforming education to transform practice: Integrating quality and safety in subject-centered classrooms using unfolding case studies. *Quality and Safety in Nursing: A Competency Approach to Improving Outcome* (2nd ed., pp. Ch. 10). Hoboken, NJ: Wiley.
- (2014). The hidden curriculum in nursing education. *The Hidden Curriculum in Health Professions Education* (pp. Ch. 12). Dartmouth College Press.

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- (2012). Educating nurses: The call for transformation of nursing education. *Distance Education in Nursing* (3rd ed.). NY: Springer.
- (2012). Neurological surgery. *Perianesthesia Nursing Care: A Bedside Guide to Safe Recovery* (pp. Ch. 30). Jones & Bartlett.
- (2009). Reflections on clinical education: Insights from the Carnegie study. *Clinical Nursing Education: Current Reflections* (pp. 71-88). NY: National League of Nursing.
- (2006). Brain death and organ procurement. *Critical Care Nursing Secrets* (pp. 780-85). Philadelphia, PA: Hanley & Belfus.
- (2006). Feeding tube placement and care. *Critical Care Nursing Secrets* (pp. 524-28). Philadelphia, PA: Hanley & Belfus.

Non-Peer-Reviewed Articles

- (2002). Ethics, ethical compoment, and etiquette. *American Journal of Critical Care*, 11(4), 76-79.
- (2000). Decision making by surrogates. *Critical Care Nurse*, 20(2), 107-111.
- (1999). Developing trust and connections with patients and families. *Critical Care Nurse*, 19(3), 66-70.
- (1995). Practical Limits to the uniform determination of death act. *Journal of Neuroscience Nursing*, 27, 319-322.

Manuscript and Book Reviews

- (1998). *The Wounded Storyteller: Body, Illness, and Ethics* by Arthur Frank (1st ed., vol. 4, pp. 113-114).

Other Publications

- (2010). *Healthcare reform, health and justice* (5th ed., vol. 19).
- (2010). *Error, blame, and professional responsibility* (3rd ed., vol. 9, pp. 296-8).
- (2009). *What is documentation for?* (1st ed., vol. 18, pp. 77-80).
- (2009). *Evidence-based practice, rule-following, and nursing expertise* (5th ed., vol. 8, pp. 479-82).
- (2009). *Evidence-based practice, rule-following, and nursing expertise*. (5th ed., pp. 479-82).
- (2009). *Questions on organ donation and hastening death* (4th ed., pp. 377-80).

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- (2009). *Questions on organ donation and hastening death* (4th ed., vol. 8, pp. 377-80).
- (2009). *Medical futility, personal goods, and social responsibility* (3rd ed., vol. 18, pp. 279-82).
- (2008). *Commercialism and the professional practice of healthcare providers* (2nd ed., vol. 17, pp. 164-7).
- (2008). *Formation and everyday ethical comportment* (5th ed., vol. 17, pp. 473-6).
- (2007). *Courage as a virtue necessary to good nursing practice* (6th ed., vol. 16, pp. 613-6).
- (2007). *Foundations of clinical ethics: Disengaged rationalism and internal goods* (2nd ed., vol. 16, pp. 179-83).
- (2007). *Lessons from the classics: conflict and tragedy in critical care at the end of life* (3rd ed., vol. 16, pp. 290-3).
- (2007). *Simulation and the teaching and learning of practice in critical care units* (5th ed., vol. 16, pp. 504-7).
- (2006). *Advocacy, agency and collaboration* (4th ed., vol. 15).
- (2006). *Distributive justice and personal responsibility for choices about health* (1st ed., vol. 15, pp. 96-98).
- (2006). *Family involvement in critical care: Shortcomings of a utilitarian justification* (2nd ed., vol. 15, pp. 223-225).
- (2006). *Industry gifts to healthcare providers: Are the concerns serious?* (4th ed., vol. 15, pp. 510-13).
- (2006). *Questions concerning the goodness of hastening death* (3rd ed., vol. 15, pp. 312-4).
- (2005). *Boundaries of double effect* (4th ed., vol. 14, pp. 334-37).
- (2005). *Life-support technology, enframing, and disclosing* (6th ed., vol. 14, pp. 551-553).
- (2005). *Nursing practice and civic professionalism* (5th ed., vol. 14, pp. 434-437).

PRESENTATIONS

International

Day, L. (October 18, 2020). *Ethical Nursing in Difficult Times*. Panel Presentation presented at American Society for Bioethics and Humanities Annual Conference: Justice and Flourishing in a Pluralistic World, American Society for Bioethics and Humanities, United States.

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Day, L. (August 5, 2020). *The Practice Apprenticeship*. Webinar presented at Benner Institute for Teaching and Learning: The Radical Transformation of Nursing Education Webinar Series, Health Impact Benner Institute for Teaching and Learning, United States.

National

Day, L. (August 14, 2020). *Technology, Access and Equity in Higher Education*. Panel Presentation presented at National League for Nursing's Taking Aim at Good Teaching: Inside Higher Education, National League for Nursing, United States.

Regional and Other Invited Presentations

Taylor, L. M., Dickson, E. L., Day, L., Ortiz, F., Rogers, H. H. *Justice, Equity, Diversion and Inclusion in Nursing*. Panel Presentation presented at HSC Office for Diversity, Equity and Inclusion: Panel presentation: CON JEDI curriculum, HSC Office for Diversity, Equity and Inclusion: Panel presentation: CON JEDI curriculum, United States.

Day, L. (October 9, 2020). *Educating Nurses in and for Difficult Times*. Keynote/Plenary Address presented at CACN-COASN 2020 Joint Fall Conference: Celebration of the Year of the Nurse & Midwife-Excel, Lead, Innovate, California Association of Colleges of Nursing & Californian Organization of Associate Degree Nursing, United States.

PROFESSIONAL ORGANIZATIONS

Service to Professional Organizations

2019 - Present	American Association for Bioethics and Humanities, Affinity Group, Nursing	Board of Directors
2018 - 2020	Providence Health System Eastern Washington Region Ethics Committee and Clinical Ethics Consult Service	Committee Member
2014 - 2019	National League for Nursing	Research Review Panel Member
2015 - 2017	Duke University Health Systems Clinical Ethics Consult Service Durham	Committee Member
2013 - 2017	Sigma Theta Tau, Beta Epsilon Chapter Durham, NC	President

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2013 - 2016	North Carolina League for Nursing , NC	Board of Directors
2013	Sigma Theta Tau International Capstone International Nursing Book Award Judging Committee	Committee Member
2013	Sigma Theta Tau International Nurse Leader Review Committee	Committee Member
2011 - 2013	Sigma Theta Tau, Beta Epsilon Chapter Durham, NC	Board of Directors

Service to Professional Publications

2013 - 2017	Sigma Theta Tau, Beta Epsilon Chapter Durham, NC	President
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Memberships

1999 - Present	American Nurses Association
2017 - 2020	Sigma Theta Tau, Delta Chi Chapter at Large
2010 - 2017	American Association of Neuroscience Nursing
1987 - 2013	American Association of Critical Care Nurses
2001 - 2011	North Carolina Nurses' Association

ACADEMIC SERVICE

The University of New Mexico College of Nursing

2020 - Present	Senior Faculty Committee	Member
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Other University Service

2019 - 2021	Washington State University Spokane, WA	Research and Arts Committee, Member
2019 - 2020	Washington State University Spokane, WA	Dean Search Committee, Member
2018 - 2020	Washington State University Spokane, WA	Interprofessional Education Research Cluster, Chair
2018 - 2020	Washington State University Spokane, WA	WSU CON Graduate curriculum committee, ex-officio

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2017 - 2020	Washington State University Spokane, WA	Faculty Senate Steering Committee, Member
2017 - 2020	Washington State University Spokane, WA	Research and Arts Committee, Member
2017 - 2020	Washington State University Spokane, WA	Sigma Theta Tau, Delta Chi Chapter at Large, Member
2017 - 2020	Washington State University Spokane, WA	Undergraduate curriculum committee, Member
2017 - 2020	Washington State University Spokane, WA	WSU Health Sciences Interprofessional Education Steering Committee, Member
2016 - 2017	Duke University School of Nursing Durham, NC	Executive Committee, Faculty Governance Association, Chair
2015 - 2017	Duke Medical Center Durham, NC	Duke Hospitals Clinical Ethics Consult Team, Member
2014 - 2017	Duke University School of Nursing Durham, NC	DUSON-DUHS Partnership Committee, Member
2012 - 2017	Duke University School of Nursing Durham, NC	Dean's Advisory Committee on Diversity and Inclusion, Member
2011 - 2017	Duke Medical Center Durham, NC	Duke Hospitals Ethics Committee, Member
2014 - 2016	Duke University School of Nursing Durham, NC	Executive Committee, Faculty Governance Association, Chair-Elect
2013 - 2015	Duke University School of Nursing Durham, NC	DUSON Faculty Search Committee, Member
2011 - 2014	Duke University School of Nursing Durham, NC	Curriculum Pathways Initiative phases 1 & 2, Member
2011 - 2014	Duke University School of Nursing Durham, NC	ABSN Curriculum Committee, Co-Chair
2010 - 2014	Duke Medical Center Durham, NC	New Graduate Nurse Residency Advisory Committee, Member
2013	Duke University Durham, NC	Duke AHEAD director search committee, Member
2012 - 2013	Duke University School of Nursing Durham, NC	Executive Committee, Faculty Governance Committee, Member

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2010 - 2013	Duke University School of Nursing Durham, NC	ABSN Program Committee, Member
2012	Duke University School of Nursing Durham, NC	Clinical Nurse Specialist Task Force, Co-Chair
2012	Duke University Durham, NC	Enterprise wide Education Committee, Member
1999 - 2010	University of California, San Francisco San Francisco, CA	Medical Ethics Committee and Clinical Ethics Consult Service, Member
1998 - 2009	University of California San Francisco Medical Center San Francisco, CA	Medical Ethics Committee, Member
2006 - 2008	University of California San Francisco San Francisco, CA	Master's Entry Program Selection Committee, Chair
2006 - 2008	University of California San Francisco San Francisco, CA	Department of Physiological Nursing Faculty Search Committee, Member
2006 - 2008	UCSF School of Nursing San Francisco, CA	Task force on Doctor of Nursing Practice Degree, Member
2004 - 2008	University of California San Francisco San Francisco, CA	Master's Entry Program Selection Committee, Member
2003 - 2008	University of California San Francisco San Francisco, CA	Master's Entry Program, Expansion Coordinator
2005 - 2006	University of California San Francisco San Francisco, CA	Take Your Child to Work Day Program, Participant
2003 - 2005	University of California San Francisco San Francisco, CA	Physiological Nursing Teaching & Committee Assignments, Member
2001 - 2003	University of California San Francisco San Francisco, CA	Chancellor's advisory committee for Lesbian, Gay, Bisexual, Transgender and Intersex issues, Member

Summary of Service Activities:

In past faculty appointments, I have provided service to the College and University through curriculum and course development; faculty development; strengthening academic-practice partnership; improving the college and university environment to better support equity, diversity, and inclusion; participation in student and faculty recruitment and selection processes; leading efforts to develop interprofessional education; and many others. Having been at UNM for less than a year, I have become involved in the College of Nursing Diversity, Equity and Inclusion committee, and I am the College representative on the UNM-HSC Interprofessional Education

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Team. I am also taking part in the search committee for an open-rank faculty position/NMNEC liaison. During the next academic year, I will put my name up for an open position on a faculty-elected, College committee, and possibly University committee.

In addition, I provide service to the nursing profession through memberships and positions in professional organizations. I am currently on the board of directors for the American Society for Bioethics and Humanities' Affinity Group for Nursing; a member of the NLN CNEA Residency Program Task Force; and I review manuscripts for the Journal of Professional Nursing and Nursing Outlook. I am a member of the American Academy of Nursing's Expert Panel in Bioethics.

TEACHING AND MENTORING

Current Teaching Responsibilities:

NMNC 3235: Assessment & Health Promotion	Summer, 2021
NURS 429: T: Cncpt Justice&Equity RN-BSN	Summer, 2021
NURS 429: T: Cncpts of Justice & Equity	Summer, 2021
NMNC 4310: Health & Illness Concepts II	Fall, 2020
	Fall, 2020
NMNC 4520: Prof Nursing Concepts II	Spring, 2021
	Spring, 2021
	Spring, 2021
	Fall, 2020
NMNC 4545: BSN Capstone	Spring, 2021
	Spring, 2021
NURS 593: T: Interdisciplinary Geriatric	Spring, 2021

Past Teaching Responsibilities

NUR 324: Nursing Concepts in Acute and Chronic Illness in Adults Washington State University, College of Nursing	Fall, 2019
NUR 324: Nursing Concepts in Acute and Chronic Illness in Adults Washington State University, College of Nursing	Spring, 2019
NUR 324: Nursing Concepts in Acute and Chronic Illness in Adults Washington State University, College of Nursing	Fall, 2018
NUR 311: Pathophysiology and Pharmacology; classroom teaching Washington State University, College of Nursing	Spring, 2017
NUR 324: Nursing Concepts in Acute and Chronic Illness in Adults Washington State University, College of	Spring, 2017

Nursing	
N 484: Nursing Care of Complex Health Problems; classroom teaching & clinical oversight	Spring, 2016
Duke University, School of Nursing	
N 393: Physiologic Homeostasis and Principles of Pharmacology; classroom teaching	Spring, 2016
Duke University, School of Nursing	
N 398: Pathophysiology and Pharmacology I; classroom teaching	Spring, 2016
Duke University, School of Nursing	
N 484: Nursing Care of Complex Health Problems; classroom teaching & clinical oversight	Fall, 2015
Duke University, School of Nursing	
N 393: Physiologic Homeostasis and Principles of Pharmacology; classroom teaching	Fall, 2015
Duke University, School of Nursing	
N 398: Pathophysiology and Pharmacology I; classroom teaching	Spring, 2015
Duke University, School of Nursing	
N 393: Physiologic Homeostasis and Principles of Pharmacology; classroom teaching	Fall, 2014
Duke University, School of Nursing	
N 330: Pathophysiology; classroom teaching	Spring, 2014
Duke University, School of Nursing	
N 330: Pathophysiology; classroom teaching	Fall, 2013
Duke University, School of Nursing	
N 211: Adult Health; classroom teaching and overseeing of clinical instruction	Summer, 2012
Duke University, School of Nursing	
N 211: Adult Health; classroom teaching and overseeing of clinical instruction	Spring, 2012
Duke University, School of Nursing	
N 211: Adult Health; classroom teaching and overseeing of clinical instruction	Summer, 2011
Duke University, School of Nursing	
N 211: Adult Health; classroom teaching and overseeing of clinical instruction	Spring, 2011
Duke University, School of Nursing	
N 142: End-of Life Care Across Practice Settings	2010
University of California, San Francisco School of Nursing	
N 142: End-of Life Care Across Practice Settings	2009

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University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	Fall, 2008
University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	2008
University of California, San Francisco School of Nursing	
N 142: End-of Life Care Across Practice Settings	2008
University of California, San Francisco School of Nursing	
N 145: Pathophysiology	Summer, 2008
University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	Fall, 2007
University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	2007
University of California, San Francisco School of Nursing	
N 142: End-of Life Care Across Practice Settings	2007
University of California, San Francisco School of Nursing	
N 145: Pathophysiology	Summer, 2007
University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	Fall, 2006
University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	2006
University of California, San Francisco School of Nursing	
N 142: End-of Life Care Across Practice Settings	2006
University of California, San Francisco School of Nursing	
N 145: Pathophysiology	Summer, 2006
University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	Fall, 2005

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University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	2005
University of California, San Francisco School of Nursing	
N 142: End-of Life Care Across Practice Settings	2005
University of California, San Francisco School of Nursing	
N 145: Pathophysiology	Summer, 2005
University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	Fall, 2004
University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	2004
University of California, San Francisco School of Nursing	
N 142: End-of Life Care Across Practice Settings	2004
University of California, San Francisco School of Nursing	
N 142: Introduction to Professional Nursing	Summer, 2004
University of California, San Francisco School of Nursing	
N 145: Pathophysiology	Summer, 2004
University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	Fall, 2003
University of California, San Francisco School of Nursing	
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical)	2003
University of California, San Francisco School of Nursing	
N 142: End-of Life Care Across Practice Settings	2003
University of California, San Francisco School of Nursing	
N 142: Introduction to Professional Nursing	Summer, 2003
University of California, San Francisco School of Nursing	
N 145: Pathophysiology	Summer, 2003
University of California, San Francisco School of Nursing	

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N 267: Curriculum & Educational Program Development University of California, San Francisco School of Nursing	Spring, 2003
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical) University of California, San Francisco School of Nursing	Fall, 2002
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical) University of California, San Francisco School of Nursing	2002
N 142: Introduction to Professional Nursing University of California, San Francisco School of Nursing	Summer, 2002
N 145: Pathophysiology University of California, San Francisco School of Nursing	Summer, 2002
N 267: Curriculum & Educational Program Development University of California, San Francisco School of Nursing	Spring, 2002
N 267: Ethical Dilemmas & Nursing Practice University of California, San Francisco School of Nursing	Spring, 2002
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical) University of California, San Francisco School of Nursing	Fall, 2001
N 142: Care of the Ill or Injured University of California, San Francisco School of Nursing	Fall, 2001
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical) University of California, San Francisco School of Nursing	2001
N 142: Introduction to Professional Nursing University of California, San Francisco School of Nursing	Summer, 2001
N 145: Pathophysiology University of California, San Francisco School of Nursing	Summer, 2001
N 267: Curriculum & Educational Program Development University of California, San Francisco School of Nursing	Spring, 2001
N 267: Ethical Dilemmas & Nursing Practice University of California, San Francisco School of Nursing	Spring, 2001

N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical) University of California, San Francisco School of Nursing	Fall, 2000
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical) University of California, San Francisco School of Nursing	2000
N 140: Integrated Science University of California, San Francisco School of Nursing	Summer, 2000
N 142: Introduction to Professional Nursing University of California, San Francisco School of Nursing	Summer, 2000
N 145: Pathophysiology University of California, San Francisco School of Nursing	Summer, 2000
N 267: Curriculum & Educational Program Development University of California, San Francisco School of Nursing	Spring, 2000
N 267: Ethical Dilemmas & Nursing Practice University of California, San Francisco School of Nursing	Spring, 2000
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical) University of California, San Francisco School of Nursing	Fall, 1999
N 144: Introduction to Med/Surge Geriatric Nursing (classroom & clinical) University of California, San Francisco School of Nursing	1999
N 140: Integrated Science University of California, San Francisco School of Nursing	Summer, 1999
N 145: Pathophysiology University of California, San Francisco School of Nursing	Summer, 1999
N 267: Ethical Dilemmas & Nursing Practice University of California, San Francisco School of Nursing	Spring, 1999
N 267: Ethical Dilemmas & Nursing Practice University of California, San Francisco School of Nursing	Spring, 1998
N 267: Ethical Dilemmas & Nursing Practice University of California, San Francisco School of Nursing	Spring, 1997
N 267: Ethical Dilemmas & Nursing Practice University of California, San Francisco School of Nursing	Spring, 1996

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Teaching Innovation and Curriculum Development

Duke Health Systems Department of Research & Clinical Education	2012 - 2014	Curricular Development
Duke Health Systems Department of Nursing Geriatric Resource Nurse Training Program	2011 - 2013	Curricular Development

Guest Lectures

2015	Duke University, School of Nursing Durham	Pathophysiology, lecture on nervous system disease
2012	Duke University, School of Nursing Durham	Pathophysiology, lecture on nervous system disease
2012	Duke University, School of Nursing Durham	Fundamentals of Nursing Practice; lecture on nervous system assessment
2011	Duke University, School of Nursing Durham	Pathophysiology, lecture on nervous system disease
2011	Duke University, School of Nursing Durham	Fundamentals of Nursing Practice; lecture on nervous system assessment

PRE-DOCTORAL STUDENTS SUPERVISED OR MENTORED:

2005 - 2006 Master's Thesis Committee Member Deborah Smith RN MS
 MS Candidate

DOCTORAL STUDENT DISSERTATIONS AND PROJECTS:

2018 - Present	Dissertation Committee Member	Jocelyn Ludlow, RN, MN Washington State University College of Nursing PhD Candidate
2015	DNP Project Committee Member	Hettie Peele Gardner-Webb University School of Nursing DNP Candidate

2015	DNP Project Committee Member	Maureen Haske-Palomino Duke University School of Nursing DNP Candidate
2013	DNP Project Committee Member	Susan Becker Duke University School of Nursing DNP Candidate
2013	DNP Project Committee Member	Tyeasha Williams Duke University School of Nursing DNP Candidate
2006 - 2008	Dissertation Committee Member	Susan McNiesh, RN, MS University of California, San Francisco School of Nursing PhD Candidate
2005 - 2006	Master's Thesis Committee Member	Deborah Smith RN MS University of California, San Francisco School of Nursing MS Candidate

TEACHING NARRATIVE

I developed my philosophy of teaching over the many years I have spent as a full-time educator in academic and practice settings. It can be expressed in three basic tenets: that teaching and learning is a collaborative endeavor; that learning the practice of nursing and instantiating the values internal to that practice is unique and emotionally difficult work; and that relationships and learning environments are more important to learning than any efforts to cover content or to convey information. This is reflected in the successful classes I taught at UCSF, Duke, and WSU, and in the work I am doing in teaching at UNM.

Teaching Activities at UNM:

NMNEC 4310: Concepts of Health and Illness II. Co-taught 2 sections with Sara Daykin Fall, 2020. We decided to take a “flipped classroom” approach. We posted recorded content lectures and assigned reading to be completed before scheduled classes via Zoom. During the Zoom sessions, we answered questions students had about the material in the reading and lecture and engaged students in small group application exercises using unfolding case studies. When we teach this again in the Summer, 2021, we will continue this format with slight modifications based on student evaluation feedback.

NMNEC 4520: Professional Nursing Concepts II. Taught 1 section in Fall, 2020; 2 sections in Spring 2021. For Fall, I adopted the prior faculty’s class plan and delivered the class on-line with

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3 in-person Zoom meetings. Students completed 3 assignments, 10 quizzes and 10 discussion board posts. Live class time was used to discuss materials and clarify assignment requirements. For Spring, I revised some of the reading to introduce different perspective on how to solve the problems in our healthcare system, reduced the number of discussion board assignments, added 2 exams and added in-class assignments for participation credit. The in-class sessions are still discussions to clarify class content, and also discussions of the different perspectives included in the readings. This is in order to help students develop their own perspectives and voices to argue for a particular solution.