

The Investigator



**The Conference is Coming!
The Conference is Coming!**

By Pamela Nye, MS, RN, CNRN, SCRNP, Clinical Nurse Specialist

The 14th Annual Research and Evidence-Based Practice Conference will soon be here. This very popular conference, to be held April 21-22, 2015, is open to all clinicians and researchers from UCLA and the outside community. This year’s conference has expanded from a one-day conference to a two-day program packed with information and featuring internationally-recognized evidence-based practice experts Bernadette Melnyk, PhD, RN, CPNP, PMHNP, FNAP, FAAN, Dean and Associate Vice President for Health Promotion, Chief Wellness Officer for the College of Nursing, Ohio State University, and Ellen Fineout-Overholt, PhD, RN, FNAP, FAAN, Professor and Mary Coulter-Dowdy Distinguished Nursing Professor at the University of Texas at Tyler.



Keynote speaker
Bernadette Melnyk,
PhD, RN, CPNP, PMHNP,
FNAP, FAAN



Speaker
Ellen Fineout-Overholt,
PhD, RN, FNAP, FAAN

We received a record number of local, regional, national, and international abstract submissions for oral and poster presentation at the conference, including from Ethiopia and the Philippines. Submissions include current perspectives in

...continued on page 7

**Call for Abstracts
Spring 2015**



Deadline	Event
4/1	8th UC San Diego Health System Nursing Inquiry & Innovation Conference ; San Diego, CA
4/1	Transcultural Nursing Society Annual Conference ; Portland, OR
4/1	National Nurse Practitioner Symposium ; Keystone, CO
4/7	2015 ISONG Congress ; Pittsburg, PA
4/12	Society of Urologic Nurses & Associates Annual Conference (research abstracts); Las Vegas, NV
4/14	American Speech Language Hearing Association (ASHA) Convention ; Denver, CO (proposals)
6/10	American Heart Association Scientific Sessions 2015 ; Chicago, IL
6/12	Society of Urologic Nurses and Associates Annual Conference (non-research abstracts); Las Vegas, NV

Also In This Issue:

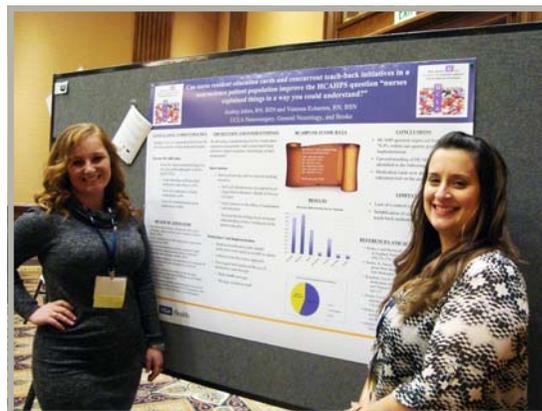
Nurse Residency Program	Page 2
NPRC Highlights	Page 2
Librarian’s Corner	Page 3
CPC Highlights	Page 4
Research Made Simple	Page 4
Research Trivia	Page 4
Creating the “WOW”	Page 5
Nursing Specialty Certification	Page 6
Reflective Case Rounds	Page 7
Grant Opportunities	Page 8

Nurse Residency Program

By Jessica Phillips, MSN, RN, BCHPCN, Nurse Residency Coordinator

The UCLA Nurse Residency Program helps new graduate nurses to build upon their nursing education and clinical competencies to transition into the role of a professional nurse. The program is part of the UHC/AACN Nurse Residency Program, which is an evidence-based program focused on leadership, patient outcomes, and professionalism. UHC is the nation's top nurse resident curriculum known for empowering and transforming the culture of nursing. One of the benefits of the program is achieving a consistent use of evidence-based practices. Nurse residents explore a topic throughout the 12-month program using evidence-based practice methods. They learn to describe how the evidence can be used to advance nursing practice. This project is presented and celebrated at the UCLA Nurse Residency Graduation, with the option of further submission to future conferences.

Recently, we had four groups from the 2013 residency cohort submit abstracts for the 2015 UHC/AACN Nurse Residency Program Annual Meeting in Scottsdale, Arizona. Audrey Johns and Vanessa Echarren's project was accepted for a poster presentation. The project was initiated on 6 North through the mentorship of Pamela Nye, MS, RN, CNRN, SCRN, and titled, "Can nurse resident education cards and concurrent teach-back initiatives in a neuroscience patient population improve the HCAHPS question - nurses explained things in a way you could understand?"



Audrey Johns, RN, BSN and Vanessa Echarren, RN, BSN, of UCLA Neurosurgery, General Neurology, and Stroke

...continued page 8

NPRC Highlights: Change is in the Air

By Pamela Nye, MS, RN, CNRN, SCRN, Clinical Nurse Specialist

2015 is proving to be a year of considerable and exciting change for the Nursing Practice Research Council (NPRC). The Council is made up of Advance Practice Nurses and Unit Directors, all with advanced degrees in Nursing, ranging from Master to Doctorate degrees. Nurses in the NPRC are not only interested in increasing the scientific foundation of clinical practice and often conduct their own research, but also serve as mentors to emerging nurse researchers with an interest in scientific inquiry.

Pamela Miller, PhD, RN, ACNP, CNS, Nurse Scientist, has served as Interim Chair since October of 2014, and has seen the Council through a time of productive transition. Elections were held earlier this year, which resulted in the installations of Kandace Whiting, DNP, RN, as Chair, and Pattie Jakel, MN, RN, AOCN, as Co-Chair of the NPRC.

Dr. Whiting currently works at Resnick Neuropsychiatric Hospital as the Nursing Performance Improvement & Magnet Program Director. She earned her DNP at Duke University in 2014, with a primary interest in healthcare quality and health information technology usability and evaluation. Dr. Whiting has been a member of the NPRC for two years. Her advice to nurses considering research involvement is to not be intimidated by the idea of conducting research, but rather embrace the opportunity to advance nursing science and improve patient outcomes by starting with a simple question.

Ms. Jakel works at the UCLA Medical Center, Santa Monica in the Oncology/Solid Tumor Program. She has been in her Clinical Nurse Specialist position at UCLA for 27 years. Ms. Jakel is active in her professional organization, Oncology Nursing Society, including her role as the current national chair of the Chemotherapy/Biotherapy Special Interest Group. Her current research interests include compassion fatigue and ethics. To anyone interested in nursing research, Ms. Jakel reminds us that "around every corner there is a nursing research opportunity."

Other recent changes for the NPRC include membership expansion to include Clinical Nurses at the RRUCLA, RNPH and SMUCLA campuses, a condensed meeting schedule (the Council now meets every first Wednesday from 12-4PM),

...continued on page 8



Kandace Whiting, DNP, RN-BC, Chair, Nursing Practice Research Council



Pattie Jakel, RN, MN, AOCN, Co-Chair, Nursing Practice Research Council



Librarian’s Corner: The Research Process - Part I

By Adele Dobry, MLIS, Nursing Informationist

The first step to the research process is determining your research need, and creating your research question. Below is a guideline that may help when formulating your research project.

State your search question: _____

To assist in refining your research question, it can be helpful to utilize the PICO(T) format. It is not always necessary to use PICO(T) when creating a search question. (T)Time is an optional part.

Define the topic via PICOT:

- a. Patient population? _____
- b. Intervention of interest? _____
- c. Comparison intervention of interest? _____
- d. Outcome(s) of interest? _____
- e. Time for intervention to achieve outcome? _____

Once you have stated your search question and/or defined your topic via PICO(T), you can break down your question into main topics. Two to three search topics are best to begin with. You will use these in your search later on.

List the concepts with search terms in your topic:

- | | | |
|----------|----------|----------|
| A | B | C |
| _____ | _____ | _____ |

After you have selected two to three key terms, you can now brainstorm synonyms for each of these terms. It is important to come up with synonyms now to include in your database search later. This will yield more articles for you.

List any synonyms or, narrower, or related words:

- | | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Next time, you will learn how to choose a database and incorporate these synonyms into a database search.

Research Made Simple Series:

Reliability & Validity

Kandace Whiting DNP, RN-BC, Chair, Nursing Practice Research Council

Two critical elements to consider when reviewing and critiquing research are the reliability and validity of the measures used. So what are reliability and validity, and why are they important? Reliability is a measure of consistency that assesses the degree to which a measure produces stable and consistent results. For example, if you were taking a patient's blood pressure you would expect the machine to deliver consistent results. Depending upon the measures and study design, various types of reliability should be considered. To go back to our blood pressure example, if you took a patient's blood pressure twice within a short period of time, you would expect similar results. This is an example of test-retest reliability, a measure of consistency when the test is administered multiple times to the same subject(s). A second type of reliability is inter-rater reliability, or consistency of results obtained by different examiners. For example, if you took a patient's blood pressure with a manual cuff, then a second provider did the same, the results should be the same.

Validity compliments reliability by providing a measure of how well an assessment measures what it is intended to measure. Like reliability, there are several types of validity. The first, face validity, provides a high-level assessment of validity by simply examining if a tool is a sensible measure of the intended construct. For example, if a patients' neuro status is the construct under study, does it make sense to use pupillary response to measure neuro status? Construct validity, on the other hand is a more precise assessment of whether the tool measures what it is intended to. Finally, sampling validity assures the measure provides a comprehensive assessment of the concept being examined. In our example, we are interested in neuro status. Is pupillary response sufficient for a complete neuro exam or are there other factors that should be considered?

As you can see, without knowing the reliability and validity of the measures used in a study, it is impossible to determine if the results are trustworthy. For more information on reliability and validity, contact any member of the NPRC.



Clinical Practice Council Highlights

By Pamela Miller, PhD, RN, ACNP, CNS, Nurse Scientist

The Clinical Practice Council (CPC) revises and develops new Policies, Clinical Guidelines, and Practice Alerts with the latest evidence. These documents can be accessed at <http://www.mednet.ucla.edu/nursing>. The following guideline has recently been approved and practice alert posted:

- [NUR-HS G2022 Venous Thromboembolism \(VTE\) Prophylaxis](#)

Research Trivia

Congratulations to our Winter edition trivia winners: Walter Chin, BSN, ADMT, CHT (Program Director, UCLA Hyperbaric Medicine) and Ginny Broughton RN, CNOR (Administrative Nurse I, RRUCLA Main OR). Honorable Mention: Betty Lee, MN, RN, CNS (Clinical Nurse Specialist, SMUCLA 4MNP). Statistical significance refers to the likelihood that the results obtained in a research study were due to chance. Clinical significance refers to the practical value or clinical importance of the effect of a research intervention to change clinical practice.

Spring Research Quiz: *What is the name of an index or estimate used to determine the reliability (or internal consistency) of an instrument comprised of several items or subparts such as a questionnaire? The first person to submit the correct answer will win a coffee/tea gift card. Send your submission to Dr. Pamela Miller at psmiller@mednet.ucla.edu by April 15.*

Nursing: Creating the “WOW” Nationally

We would like to recognize and congratulate our amazing nurses for their awards, publications, and accepted abstracts for presentation at conferences. Please send your congratulatory emails directly to the nurses.

Presentations:

- **Sandra Dewar, RN, MS, CNS.** The Application of an Explanatory Model of Treatment Decision-Making in a Patient with Medically Refractory Focal Epilepsy. *American Epilepsy Society Meeting.* Seattle, WA, December 8, 2014. (Podium)
- **Audrey Johns, RN, BSN and Vanessa Escharren, RN, BSN.** Can Nurse Resident Education Cards and Concurrent Teach-Back Initiatives in a Neuroscience Patient Population Improve the HCAHPS Question "Nurses Explain Things in a Way You Could Understand?" *UHC/AACN Nurse Residency Program™ Annual Meeting.* Scottsdale, AZ, March 3-5, 2015. (Poster)
- **Betty Lee, RN, MN, CNS; Kristian Del Rosario, RN, BSN; and Timothy Thorstenson, D. Min.** Utilizing an Interprofessional Team Approach and Innovative Learning Activities to Teach Therapeutic Delivery of Care Toward Patients Displaying Challenging. *National Association of Clinical Nurse Specialists Annual Conference.* Coronado, CA, March 5-7, 2015. (Poster)
- **Loretta So, MSN, RN, CGRN; Carol Pavlish, PhD, RN, FAAN; and Katherine Brown-Saltzman, MA, RN.** Critical Incident Technique (CIT) to Explore Signs of Moral Distress Among Staff and Nurse Leaders (CNS) in Ethically Difficult Situations. *3rd National Nursing Ethics Conference.* Los Angeles, CA, March 19-20, 2015. (Poster)
- **Norma D. McNair, PhD, RN, ACNS-BC.** The Burden of Post-Stroke Fatigue. *International Stroke Conference 2015.* Nashville, TN, February 12, 2015. (Invited Symposium Moderator)
- **Norma D. McNair, PhD, RN, ACNS-BC.** Creating the Infrastructure to Support the Advanced Practice Nurse in Promoting Evidence-Based Practice. *American Association of Neuroscience Nursing Meeting 2015.* Nashville, TN, March 23-April 1, 2015. (Podium)
- **Jennifer Zanotti, MS, RN, CEN, CCRN, CPEN; Jennifer Baird, PhD, RN; and Fotine Mamais, MSN, RN, CNS, GNP.** Optimizing CNS Practice Across a Health System Utilizing IHI Triple Aim and Magnet as a Framework. *National Association of Clinical Nurse Specialists Annual Conference.* Coronado, CA, March 5-7, 2015. (Podium)
- **Deborah Lorick, RN, MSN/MHA, CMSRN, OCN; Camille Laurilla, RN, BSN; and Rebecca Hoh, RN, OCN.** Reigniting the Spirit of an Oncology Unit: A Team Building Approach. *Oncology Nursing Society 40th Annual Congress.* Orlando, FL, April 23-26, 2015. (Poster)
- **Ken Miller, MSN, RN, CCRN.** Bringing Patient-Centered Care to Life Through Simulation. *QSEN Forum.* San Diego, CA, May 26-28, 2015. (Podium)
- **Ken Miller, MSN, RN, CCRN and Edward Lee, MD.** TeamSTEPPS® for Code Blue Teams: Piloting SBAR & CUS for Interprofessional Team Education. *TeamSTEPPS® National Implementation,* <http://www.teamsteppportal.org/> webinars, April 8, 2015. (Webinar)
- **Ken Miller, MSN, RN, CCRN.** TeamSTEPPS and Lean – Integrating Two Quality Improvement Methods to Improve Teamwork and Patient Safety. *TeamSTEPPS National Conference.* Denver, CO, June 16-18, 2015. (Podium)



...continued on page 6

Nursing Specialty Certification: Validation of Knowledge

By Theresa Haley, PhD, RN, CNS, Nursing Professional Development Specialist, Certification/ Continuing Education

In celebration of National Certified Nurses Day, March 19, and to recognize nurses every day of the year, UCLA believes all nurses should understand the value of specialty certification. Congratulations to all the UCLA nurses who made the commitment and achieved this professional milestone. We also support those who are pursuing the challenge. Below are a few reasons to consider taking your specialty exam.

Why Should Nurses Get Certified? Our registered nurse licensure validates entry-level competence of basic knowledge and skill to perform job responsibilities, where as a certification validates advanced knowledge and competence in caring for a specialized patient population. Certification programs are intended for consumer protection and are analogous to Board Certification in other disciplines.

The Value of Certification: Growing evidence links certified nursing practice and positive outcomes. For example, in a study of pediatric patients in 38 hospitals, clinical nursing experience and certification was linked to a decrease in overall patient mortality (Hickey et al., 2013). In another study, hospitals with a larger percentage of nurses with a baccalaureate degree and certification were associated with a lower 30-day mortality and lower failure to rescue rates. For every 10% increase, there was a 6% decrease odds of dying (Blegen, 2012).

For a list of research and evidenced based articles demonstrating the benefits of certifications, please visit the American Associations of Critical Care Nurse's website: <http://www.aacn.org/wd/certifications/content/researchvalidatingcertification.pcms>. For ongoing courses and certification support, please visit our Certification Campaign website <http://nursing.uclahealth.org/body.cfm?id=200>. If you have additional questions contact Dr. Theresa Haley at thaley@mednet.ucla.edu.

References:

- Hickey, P.A., Gauvreau, K., Curley, M.A., & Connor, J.A. (2013). The Effect of Critical Care Nursing and Organizational Characteristics on Pediatric Cardiac Surgery Mortality in the United States. *Journal of Nursing Administration*, 43(12): 637-644.
- Blegen, M.A. (2012). Does Certification of Staff Nurses Improve Patient Outcomes? *Evidence-Based Nursing*, 15(2):54-55.

Nursing: Creating the "WOW" Nationally (Continued from page 5)

Publications:

- **Chin, W.** & Huchim, O. (In press). CO and CO2 analysis in the diving gas of the fishermen of the Yucatan Peninsula. *Undersea and Hyperbaric Medicine*.
- Huchim, O., **Chin, W.**, & Salas, S. (In press). Diving behavior and fishing performance: the case of lobster artisanal fishermen of the Yucatan coast, Mexico. *Undersea and Hyperbaric Medicine*.
- **Dewar, S.** & **Pieters, H.** (2015). Perceptions of epilepsy surgery: a systematic review and an explanatory model of decision-making. *Epilepsy and Behavior*, 44: 171-178.
- Moseley, B.D., **Dewar, S.**, Haneef, Z., & Stern, J.M. (2015). How long is long enough? The utility of prolonged inpatient video EEG monitoring. *Epilepsy Research*, 109: 9-12.

Erratum:

- **Jennifer Baird, PhD, RN** and **Allison Ramsey, BSN, RN**. Implementing a Bedside Rounds Best Practice Bundle in the PICU. *Society of Pediatric Nursing 25th Annual Conference*. Anaheim, CA, April 16-19, 2015.

Awards:

- **UCLA Medical Center, Santa Monica**. 2015 ONCC Employer Recognition Award – Employer of the Year. *Oncology Nursing Society 40th Annual Congress*. Orlando, FL, April 23-26, 2015.
- **Alyssa DeBellis, RN, BSN; Samantha Schulz, RN, BSN; Renee Appleby, RN, BSN, NE-BC; Cherie Neil, RN, MSN, PCCN; Jaclyn McAfee, RN, BSN, PCCN; Megan Kelly, RN, MSN; Olivia Kulig-Kort, RN, NP-C; Wendy Nelson, RN, NP-C, CNS; Brett Schussel, RN, MSN, FNP-B; and Jay M. Lee, MD**. The Voice of Pain: Improving the Patient Experience in the Thoracic Surgery Population. Patient Voice Contest Winner, *UCLA Institute for Innovation in Health*. (\$5,000)
- **Kymerly Aoki, BSN, RN; Anna Dermenchyan, RN, BSN, CCRN-CSC; Cheryl Le Huquet, RN, MSN; Nancy Exarchos, RN ANI; and Elvina Luistro, RN, MSN, MHA**. Yo Entiendo (Understanding Health Literacy and Needs of Spanish-Speaking Heart Failure Population). Patient Voice Contest Winner, *UCLA Institute for Innovation in Health*. (\$5,000)

We want to hear about your research and evidence-based practice achievements!

Complete the brief form located on the Department of Nursing website under Quick Links:

[Achievements Submission Form \(http://bit.ly/uclawow\)](http://bit.ly/uclawow)



Reflective Case Rounds

By Tim Thorstenson, D.Min., Spiritual Care Manager, ACPE Supervisor

As a key component of efforts to advance patient-centered care, UCLA Medical Center, Santa Monica has been holding Reflective Case Rounds, an every-other-month case presentation and dialogue. Based on the model put forward by the Schwartz Center for Compassionate Care in Boston, the case presentations are unique in that they focus on the emotional experience of the provider rather than on the medical issues facing the patient, inviting vulnerability and self-disclosure.

The case is presented by a multidisciplinary panel, with each team member discussing the struggles and rewards of working with a particular patient and/or family. Feelings of inadequacy, sorrow, frustration, and even guilt may be expressed and then are respectfully "held" and honored as normal and understandable human responses to the very difficult things we encounter on a daily basis. A unique component is that audience members are invited to share parallel reflections from their own experiences. The case rounds become a safe forum to deepen our own sense of humanity as care providers and promote greater compassion for each other as well as for our patients. In one case, an oncologist talked about the guilt of not being fully honest with a patient about their diagnosis and rapid decline; in another, a neonatologist about the pain of not being able to save a struggling newborn; in still another, the whole care team wrestled with the issue of non-beneficial treatment at the end of life and the pain of prolonging suffering.

Each case has been evocative, pulling us all into reflecting on how to both deepen our own emotional presence with patients while at the same time tending to our own efforts to stay engaged and resilient. Case rounds have become an important part of enhancing a reflective culture in the hospital, hopefully increasing our ability to provide meaningful, compassionate care. Future Reflective Case Rounds offered will now officially be called Schwartz Center Rounds, since UCLA Medical Center, Santa Monica has joined with over 300 other hospitals across the country in supporting the work of the Schwartz Center (www.theschwartzcenter.org).

In a descriptive study by Lown and Manning (2010), Schwartz Rounds (Reflective Case Rounds) was shown to "[foster] enhanced communication, teamwork, and provider support." The authors noted that a higher frequency of Schwartz Rounds attendance was associated with greater insight into psychosocial care, impact of illness on patient/family, and compassion. Moreover, Schwartz Rounds effectively strengthened the sense of purpose and connectedness among health care providers and improved their relationships with patients and other health care providers (Lown and Manning, 2010).

Tim Thorstenson, D.Min. can be reached at 424-259-8172 or tthorstenson@mednet.ucla.edu.

Reference: Lown, B.A. & Manning, C.F. (2010). The Schwartz Center Rounds: Evaluation of an Interdisciplinary Approach to Enhancing Patient-Centered Communication, Teamwork, and Provider Support. *Academic Medicine*, 85(6), 1073-1081.



The Conference is Coming! (Continued from page 1)

research, evidence-based practice and quality improvement. Members of the Nursing Practice Research Council and UCLA School of Nursing as well as external clinical nurses served as peer reviewers for the evaluation of abstract merit. Accepted oral and poster abstract presentations are posted online.

The new two-day format is the result of feedback received from the annual learning needs assessment and prior conference evaluations. Day One will feature Drs. Melnyk and Fineout-Overholt in a full-day workshop of knowledge and skill-building on evidence-based practice (EBP) – an eight-hour EBP Bootcamp. Day Two will provide participants with a series of informative lectures providing new insight and perspectives in scientific and clinical inquiry. The Keynote address "Igniting and Sustaining Research and Evidence-Based Practice to Meet the Triple Aim in Healthcare: Key Strategies for Success" will be delivered by Dr. Melnyk. As the Anna Gawlinski Research Scholar, Daphne Stannard, PhD, RN, CNS, FCCM, Director and Chief Nurse Researcher at the University of California, San Francisco, will present "From Research Synthesis to Implementation: Bringing the Best Available Evidence to the Bedside Using Joanna Briggs Institute." The day will also feature our Advanced Leadership program as well as dynamic oral and poster presentations.

This conference traditionally attracts more than 300 participants and has become the highlight of the year for the Department of Nursing Research and Education. There is still time to register for either one or both days at: <http://www.regonline.com/uclaebp2015>. For more information about the conference, please visit <http://nursing.uclahealth.org/ebp2015>. If you have questions about the conference, contact Karyn Greenstone at kgreenstone@mednet.ucla.edu or 310-794-8856/310-794-3332.



Don't Miss Out!

2015 UCLA Research and Evidence-Based Practice Conference*

When: April 21-22, 2015
 Day 1: Ackerman Union Grand Ball room; 8:00AM—5:00PM
 Day 2: Covell Commons; 8:00AM—4:30PM

Keynote Speaker:
 Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN,
 Associate VP for Health Promotion, University Chief Wellness Officer and Dean, College of Nursing at The Ohio State University

*Visit <http://nursing.ucla-health.org/ebp2015> for registration information

Grant Opportunities

Deadline	Grant	Amount
4/1	Sigma Theta Tau Int'l/Assoc of Nurses in AIDS Care	\$2.5K
4/1	Sigma Theta Tau Int'l/Assoc of PeriOp Reg. Nurses	\$5K
4/1	Sigma Theta Tau Int'l/Hospice & Palliative Nurses Found. End-of-life Nursing Care Research	\$10K
4/1	When Everyone Survives Foundation-Leukemia Research	\$50K
4/30	Alpha-1 Foundation-Chest Foundation	\$25K
5/1	Sigma Theta Tau Int'l/Global Nursing Research	\$12K
5/1	Sigma Theta Tau Int'l/Chamberlain College of Nursing Ed. Research	\$10K
5/1	Sigma Theta Tau Int'l/American Nurses Foundation	\$7.5K
5/1	American Nurses Foundation (ANF) Nursing Research	Varies
5/31	Am. Acad. of Med. Surg. Nurses C. Gatson Grindel EBP Research	\$5-\$10K
5/31	Am. Acad. of Med. Surg. Nurses Nursing Research	\$5-\$10K
5/31	Am. Acad. of Med. Surg. Nurses Phillips Healthcare Research	\$5-\$10K
5/31	Am. Acad. of Med. Surg. Nurses MSNCB Certification Research	\$20K
6/1	PSC Partners Seeking a Cure- Research Grants	\$30K/Year
6/1	Sigma Theta Tau Int'l/ANCC EBP Implementation Grant Program	\$20K
6/1	Sigma Theta Tau Int'l/Nat'l League for Nursing	\$20K
6/26	American Epilepsy Society Seed Grant Program	Up to \$20K

Nurse Residency Program *(Continued from page 2)*

Other honorable mentions included:

- Can nurse residents introduce a reliable assessment tool called the “Critical Care Pain Observation Tool (CPOT)” and make a practice change? Seul-A Cha, Susan Lim, Julie Oh, Yin Min Thu, Carmen Wu, mentor Mary Lawanson-Nichols MSN, RN, NP, CCRN at SMH ICU;
- Will a multimodal visual aide approach increase hand hygiene compliance on a pediatric intensive care unit? Kaylee Eakin, Emily Hales, Miranda McNicoll, Jasmine Samra, Alyssa Simonsen, Cassidie Thomas, Amelia Tomlin, mentor Theresa Kirkpatrick MSN, RN, CPNP, CCRN at RR PICU
- What is the effect of self-care strategies on reducing work related stress on a pediatric unit? Jen Cunha, Sophia Han, Vasean Patel, Francis Tiempo, mentored by Khanh Luu MSN, RN, CPN from RR 5W.

Please join me in congratulating all our nurses!

Change is in the Air *(Continued from page 2)*

and an expansion of the signature Research and EBP Conference, from one to two days. Developing changes include a mentorship program which will pair new research nurses with more experienced nurses and refinement of Council subgroups to align with membership interests.

The NPRC supports, encourages and facilitates nurses’ participation in research conduct and utilization activities to optimize patient outcomes. If you would like to become involved, contact Dr. Kandace Whiting (kwhiting@mednet.ucla.edu) or Ms. Pattie Jakel (pjakel@mednet.ucla.edu).

To Access Nursing Research and Evidence-Based Practice Information:

- Enter the UCLA Nursing Home Page <http://nursing.uclahealth.org>
- Click on Nursing Staff Information (in “Quick Links”)
- Review Programs under “Research and EBP”

“The Investigator” is a quarterly publication of UCLA Nursing Research and Evidence-Based Practice.

Editors:

Pamela Nye, MS, RN, CNRN, SCRNI; Pamela Miller, PhD, RN, ACNP, CNS; Karyn Greenstone

Do you have newsletter comments or suggestions for future newsletters? Let us know! Email: [Karyn Greenstone at kgreenstone@mednet.ucla.edu](mailto:Karyn.Greenstone@mednet.ucla.edu).

Connect With Us:

-  <https://www.facebook.com/uclahealth>
-  <https://www.linkedin.com/company/ucla-health-system>
-  <https://twitter.com/uclahealth>
-  <https://plus.google.com/+UCLAHealth/posts>
-  <https://www.youtube.com/user/UCLAHealth/featured>
-  <https://www.pinterest.com/UCLAHealth>