

Honors Opportunities in CONHI

The College of Nursing & Healthcare Innovation (CONHI) actively supports the goals and mission of Barrett, The Honors College at ASU through its work with students enrolled in CONHI baccalaureate programs. These programs include:

Undergraduate Degrees:

- BS in Nursing
- BS in Community Health
- BS in Integrative Health
- BS in Health Innovation
- BS in Health Care Coordination
- BS in Health Care Compliance and Regulations
- BAS in Health Entrepreneurship and Innovation

Upon acceptance to Barrett, The Honors College, CONHI students have opportunities to engage in the following health-related education enrichment experiences:

Honors Classes & Contracts

For students in the lower division prerequisite courses, there are many opportunities for honors contracts in university-wide courses, specifically in the 200-level Health Care Related (HCR) courses. Students can also request Honors Contracts for any CONHI class taught by a faculty member. Honors students in the upper division CONHI programs, are encouraged to complete honors credits in courses and activities that complement their academic and career goals.

Networking

The Barrett Student Nursing (BSN) organization is a student organization developed to bring together students in Barrett, the Honors College and the College of Nursing & Health Innovation. Students are invited to social events that promote networking and learning opportunities about health, healthcare and nursing roles. Events such as the “Dinner with the Dean,” “Chill n Chat” at Taylor Place, Hospital tours, Faculty Meet and Greets, Guest speaker presentations are hosted by the BSN organization. Informal events may be planned throughout the school year. For more information, go to OrgSync (<https://orgsync.com/login/arizona-state-university>) and look for Barrett Student Nurses Organization. Joining is free and it is a great way to stay connected with other Barrett student nurses.

Scholar Programs and Other Experiences

There are multiple ways students can fulfill their **upper division** honors credits. For example, enriched learning experiences may include participation in the simulation laboratory where

under the supervision of faculty, students experience patient simulation of real life scenarios. Selected didactic and practice **courses** that offer study of interest in the following areas may also be taken for upper division honors credits:

- Adult health
- Children's health/Pediatrics
- Community health
- Gerontology
- Psychiatric/Mental health
- Women's health/Maternity
- Special Topics, e.g. homelessness, violence, global health

Independent Study and Internships

Honors credit may be earned through independent study, research or internships. In these enriched learning experiences, students work with faculty in research or community health projects to gain hands-on experience in their area of interest. Students may select from a wide array of research specialties that expand beyond CONHI and include areas such as maternal child nutrition, lactation, obesity, healthcare innovation, sleep, health inequities/disparities, and health policy to name a few. Some of the projects students have been involved in have ranged from collecting data for an obesity prevention grant to health screening at a local community center for people experiencing homelessness. Honors credits (up to 3 credits) in independent study are possible by enrolling in NUR 499 (See Form at the end of this document). Enrollment in this course requires approval by the faculty member the student would like to work with, and identification of specific objectives that the student will meet over the course of a semester. Barrett CONHI students enroll in NUR 499, while Barrett non-CONHI students enroll in HCR 499. Please contact the Barrett Faculty Honors Advisor(s) if you are interested in independent study/research and need assistance in working with interested faculty.

Research & Thesis/Creative Project Opportunities

Faculty members in CONHI employ and advise students in conducting academic research on a wide array of health-related topics. These include potential Honors thesis projects as well as broader learning experiences in health related CONHI and community events.

CONHI Faculty Honors Advisors

The designated Honors Advisors for the CONHI are Clinical Associate Professor, Dr. Carol Stevens, and Professor, Dr. Felipe Castro. They facilitate students majoring in CONHI programs in identifying potential topics of interest for their thesis/creative projects and selection of the most appropriate thesis/creative project committee director and committee members.

All questions about the honors program for CONHI students should be addressed to:

Dr. Carol Stevens

Carol.Stevens@asu.edu

602-496-2215

Dr. Felipe Castro

Felipe.Castro@asu.edu

602-496-1720

Your Honor's Thesis with CONHI

Honor's Thesis Credits

Students must enroll in 3 credits of NUR **492: *Honor's Directed Study*** (a thesis preparation course that includes (1) development of idea/topic, (2) establish a Thesis Director & Committee members and (3) submission of the prospectus). This is followed by 3 credits of NUR **493: *Honor's Thesis*** (a thesis/project implementation course that includes implementing and finalizing the thesis) in the next or subsequent semester(s). These courses cannot be taken simultaneously and must be taken consecutively, beginning as early as Sophomore2. It is preferable that Barrett CONHI Honors students enroll in the first course, NUR 492, at least three to four semesters before graduation.

CONHI Graduates - Barrett Thesis Committee Requirements

CONHI students must have, at a minimum, two faculty members on their thesis committee; a Thesis Director and a Second Committee Member (aka Reader). Students must chose a full-time clinical or tenure/tenure track faculty in CONHI as their Thesis Director. If the student is interested in having faculty from another ASU College as a Thesis Director, the Thesis Director position can be shared such that both faculty (one from CONHI and the other from the other college) are Co-Directors. The Second Committee Member may be a full-time, part-time, or adjunct ASU faculty member from any ASU Department or College. Exceptions to this thesis committee structure are approved on an individual basis by the CONHI Faculty Honors Advisor(s). Please contact the CONHI Barrett Faculty Honors Advisor(s) if you would like to discuss a change in the committee structure for your thesis/creative project.

Although only two committee members are required for CONHI Barrett Nursing Students, three members are encouraged in situations where additional expertise or assistance is needed. This is especially true for students who are tackling interdisciplinary projects for their thesis project and/or for students who are doing research in the community and may need a member outside the university to serve on their committee. The third committee member can be any faculty or person from the community at large. All committee members must be agreed upon by the student and the Thesis Director.

Thesis Preparation

Honor's students are strongly encouraged to identify a thesis topic by the first or second semester of their junior year, at the latest. In order to develop a feasible project, students should contact faculty members with expertise or interests in the area in which they would like to work. To discuss your thesis

ideas broadly, or to help identify relevant faculty members for your goals and interests, we encourage you to contact early in your thesis preparation plan, the CONHI Barrett Faculty Honors Advisors: Carol.Stevens@asu.edu and Felipe.Castro@asu.edu.

For all forms related to the thesis / creative project, please go to:

<http://barretthonors.asu.edu/academics/thesis-and-creative-project/forms-important-dates/>

Benefits to participation in the Honors College as a CONHI student according to previous Barrett CONHI Graduates:

- Barrett students develop a sense of comradery that is not experienced by students not in Barrett.
- While it is good to experience a certain level of “reality shock” in nursing school, having someone to go to from Barrett helps.
- Barrett is not for everyone.
- Barrett is what you want to make it.
- Barrett helps you connect with others (i.e. come into CONHI being shy, Barrett helps you to open up, talk/share with others and develop a sense of confidence – knowing that nursing is profession where this is important.
- Barrett helps one to develop interpersonal skills.
- Barrett’s Human Event teaches students how to write; writing papers later in school is not as daunting.
- Barrett students tend to write differently in Discussion Boards (a higher level of sophistication/experience.
- Barrett can help students to develop writing, speaking and critical thinking skills.
- Barrett helps students who go into Junior 1 (Term 5) know other students from the get-go, so that everyone in your nursing cohort is not “new”.
- Barrett provides lots of opportunities: student worker, club officers, research assistants, peer mentors, etc.).
- Barrett nursing students who complete their Thesis junior 2 (term 6) or senior 1 year (term 7), are eligible to attend the Western Institute of Nursing (WIN) conference.

Reviewed & Updated CS/FC – August 2018

College of Nursing and Health Innovation

Guidelines for Barrett Nursing Thesis / Creative Projects Written Submission

All submissions use APA 6th edition formatting.

Creative Project

Abstract - 250-500 word description in English that summarizes the thesis (Submit with Signature Title page to the Barrett advising office.)

Title page / Signature Page - A signature title page must bear the original signatures of all committee members to verify acceptance of the thesis.

- Introduction
- Purpose – Rationale for project
- Background (topic) – personal experience, evidence, review of the literature
- Description of project
- Application to nursing
- Conclusion
- References

Research Study

Abstract - 250-500 word description in English that summarizes the thesis (Submit with Signature Title page to the Barrett advising office.)

Title Page / Signature Page - A signature title page must bear the original signatures of all committee members to verify acceptance of the thesis.

- Introduction and problem statement
- Review of the literature
- Research question and/or hypothesis (if a quantitative study)
- Framework (theoretical/conceptual framework) if needed
- Study design (quantitative or qualitative)
- Methods:
 - Sample & setting
 - Recruitment
 - Data collection
 - Feasibility issues
 - Data Analysis
- Findings / Results
- Discussion / Conclusion
- Limitations
- Application to nursing / Future recommendations
- References

CONHI Faculty List - Barrett Honors

Faculty Reference Form - Research / Areas of Interest (2018-2019)

Faculty Name	Contact Info	Phone	Dept	Research - Areas of interest
Marianne McCarthy	marianne.mccarthy@asu.edu		CONHI	Music and memory, intimacy in residents with dementia, delirium, non-pharmaceutical interventions in dementia
Lesly Kelly	lesly.kelly@asu.edu	602-496-0809	CONHI	patient outcomes; nursing workforce; large database research; health services, hospital research, nursing outcomes
Johannah Glover	johannahuriri-glover@asu.edu		CONHI	dementia; family caregivers; sleep
Brenda Morris	brenda.morris@asu.edu	602-496-0850	CONHI	adult health; cancer; critical thinking; critical care; nursing education; teaching/learning practices
Sunny Kim	Sunny.Kim@asu.edu		CONHI	health disparities in cancer prevention/screening; support groups; Social support; quality of life
Megan Petrov	megan.petrov@asu.edu	602-496-2297	CONHI	sleep health in relation to the development of chronic illnesses (e.g. stroke, CVD, obesity, pain related conditions; and mental illness across the lifespan; insomnia; behavioral sleep medicine
Cha-Nam Shin	Cha-nam-shin@asu.edu		CONHI	cardiovascular disease prevention & management
Judy Sayles	Judy.sayles@asu.edu	602-496-0811	CONHI	substance abuse
Rebecca Lee	relee6@mainex1.asu.edu	602-496-2011	CONHI	Hispanic/ Latino populations; Child/family; Physical activity & nutrition

Narayanan Krishnamurthi	Narayanan.Krishnamurthi@asu.edu	602-496-0912	CONHI	Physical activity and technology based interventions to improve quality of life, gait and balance in people with Parkinson's disease; Quantitative functional evaluation; neurorehabilitation; wearable sensors
Kathleen LuPone	Kathleen.lupone@asu.edu	602-496-6073 cell 602-694-3707	CONHI	critical thinking in nursing education, adult health, geriatrics, neuroscience nursing
David Coon	David.coon@asu.edu	602-496-0763	CONHI	Alzheimers; family caregiving for older adults; longevity; chronic illness
Jennie Bever	jennie.bever@asu.edu		CONHI	breastfeeding; metabolic disease & diabetes; obesity; PCOs
Noe Crespo	noe.crepeo@asu.edu	602-827-2279	EXW	Adolescent Obesity, health disparities, community base participatory research
Diana Jacobson	diana.jacobson@asu.edu	602-496-0863	CONHI	child and adolescent obesity; healthy lifestyle interventions; mental health; interprofessional practice
Angela Chia-Chen Chen	Angela.CCChen@asu.edu	602-496-0832		technology-based prevention interventions for HIV/STI, HPV vaccination, mental health and substance use issues among ethnic minority and immigrant youth
Debbie Hagler	dhagler@asu.edu	602 496-0802	CONHI/ESS	clinical decision making, teaching/learning with technology, simulation; acute adult care
Kimberly Vana	kimberly.vana@asu.edu	623-496-2230	CONHI	teaching/learning; sleep topics; pulmonary issues
Liz Harrell	s.sloan@asu.edu		CONHI	Homelessness, Motivational Interviewing, Intraprofessional Education

Brenda Hosley	Brenda.hosley@asu.edu	602 496-1423	CONHI	alternative and complimentary medicine ; health disparities; general mental health issues; cultural diversity
Michael Todd	mike.todd@asu.edu	602-496-0917	CONHI	my expertise: quantitative methods, diary methods. potential thesis topics: stress and coping
Nathalie Rennell	nathalie.rennell@asu.edu	602-316-1130	CONHI	holistic health; health and wellness
Pauline Komnenich	Paulina@asu.edu	602-496-0861	CONHI	nursing education; ethics; family caregiving, palliative care
Shawn Youngstedt	shawn.youngstedt@asu.edu	803-767-3208	CONHI	sleep; napping; sports performance
Craig Thatcher	craig.thatcher@asu.edu	602-496-0092	CONHI	nutrition & disease; oxidative stress, human-animal bond
Kim Sutter	kimberlee.sutter@asu.edu	602-496-0883	CONHI	pediatrics, siblings, chronic illness, simulation
Vanessa Nelson Hill	Vanessa.hill@asu.edu	602-496-2247	CONHI	health policy
Aliria Munoz	Aliria.munoz@asu.edu	480-309-1856	CONHI	complex care/ICU; transcultural nursing practice; environmental impact of healthcare
Pamela Storto	pstorto@asu.edu	602-339-1682	CONHI	maternal child health
Meredith Milowski	meredith.milowski@asu.edu			maternal newborn nursing, transgender healthcare & issues in nursing for transgender clients
Kathy Kenny	katherine.kenny@asu.edu	602-496-1719	CONHI	Innovation, Interprofessional Education (IPE), palliative care, leadership, advanced practice issues

Carol Stevens	carol.stevens@asu.edu	602-496-2215	CONHI	Adolescent Obesity, community based participatory research, nursing education, professionalism, research & EBP
Cathy Lalley	Clalley@asu.edu	602-496-1805	CONHI	nurses use of health information, technology & work around; healthcare innovation
Margaret Calacci	Margaret.calacci@asu.edu		CONHI	Simulation, Experiential learning, leadership
Janet O'Brien	jeobrien@asu.edu		CONHI	Simulation, statistics & measurement
Amy Fitzgerald	amy.fitzgerald@asu.edu		CONHI	Innovation, leadership
Beth Walker	beth.walker.1@asu.edu	480-231-9702	CONHI	Mental health, Homeless population; Substance abuse
Angie Bond	abbond@asu.edu	520-247-8996	CONHI	Breastfeeding; Diversity in Health, Disparities
Elizabeth Reifsnider	elizabeth.reifsnider@asu.edu	602-496-1394	CONHI	Breastfeeding; Diversity in Health, Female health Disparities; all Maternal Child Health, public & community nursing, community-based participatory research
Cheryl Schmidt	cheryl.k.schmidt@asu.edu	501-840-1795	CONHI	disaster preparedness; community/public health nursing
Daniel Crawford	daniel.crawford@asu.edu		CONHI	pediatrics, pediatric neuroscience, social determinants of health
Felipe Castro	felipe.castro@asu.edu	602-496-1720	CONHI	Psychological aspects of lifestyle and healthy behavior change in Latino/life eventsHispanic populations, stress-coping-resilience in response to difficult
Gabriel Shaibi	gshaibi@asu.edu	602-496-0909	CONHI	pediatric obesity; diabetes treatment; health promotion
Angela Allen	angela.m.allen@asu.edu	602-496-0736	CONHI	dementia; geriatrics

Jacke Beals	jacquelin.beals@asu.edu	408-980-9531	CONHI	pediatrics; end of life care
Kim Day	Kim.day@asu.edu	602-882-3417	CONHI	
Shelby Langer	Shelby.langer@asu.edu	206-234-9547	CONHI	couple dynamics in cancer
Michael Todd	mike.todd@asu.edu		CONHI	quantitative methods; statistics; stress & coping
Patrick Yang	patrick.yang@asu.edu		CONHI	statistical analysis; research methods
Kelly Davis	Kelly.Cue.Davis@asu.edu		CONHI	sexual violence/assault, intimate partner violence, sexual risk taking, the role of alcohol and drugs in both violence and risk behaviors, addictions
Rodney Joseph	rodney.joseph@asu.edu		CONHI	the use of innovative technologies to deliver theory-based, culturally relevant, behavioral interventions to promote physical activity and reduce cardiometabolic disease risk among minority women
Jennifer Costello	Jennifer.D.Costello@asu.edu		CONHI	Community health, school health
Lisa Jaurigue	Lisa.jaurigue@asu.edu	632-330-4321	CONHI	Grounded theory, school health, integrative nursing
Karen Saewert	Karen.saewert@asu.edu	602-496-0856	CONHI	Interprofessional practice & education, health care quality, nursing education, teaching and learning, evaluation, program evaluation
Linda Larkey	Linda.Larkey@asu.edu	602-821-2366	CONHI	Behavioral and complimentary/integrative (Qigong, Tai Chi) interventions for cancer recovery, narrative research for health promotion/therapy

Kathleen Fries	Kathleen.Fries@asu.edu	602-496-0256	CONHI	Teaching/learning; curricular outcome measures, maternal child health
Dawn Augusta	dawn.augusta@asu.edu	480-430-6454 cell	CONHI	Integrative health and wellness- enhancing the multi-generational living environments; Nurse-Health Coaching/Motivational Interviewing; Koru Mindfulness Teacher Cert (in progress)

Revised August 2018



NUR/HCR 499 Honors Research-Independent Study Form

This document is to verify that the student will complete a research-independent study project with a Fulltime Tenure/Tenure Track or Clinical Track Research Faculty at Arizona State University. In order to grant the student credit for this course, this form must be filled out in its entirety. The form must be submitted to the CONHI Student Advising Office to process the student's enrollment.

NUR/HCR 499 (Honors Research): 1 – 3 credit course for students completing a research project supervised by a Research Faculty.

Description of work to be completed: _____

Semester/Year: _____	Class Number (for admin use only): _____
Number of Credit Hours: _____ 1 credit = 45 hours/semester 2 credits = 90 hours/semester 3 credits = 135 hours/semester	Course: NUR 499
Student Phone: _____	Instructor Phone: _____
Student Email: _____	Instructor Email: _____
Student Name and ID #: _____	*Instructor Name: _____
Student Signature/Date: _____	Instructor Signature/Date: _____

*At the end of the semester, your supervising instructor will be contacted by the CONHI Faculty Honors Advisor for a grade.