

PROMOTION RECOMMENDATION  
University of Michigan-Flint  
School of Health Professions and Studies  
Department of Nursing

Hiba Bahaeldine Wehbe-Alamah, assistant professor of nursing, Department of Nursing, School of Health Professions and Studies, is recommended for promotion to associate professor of nursing, with tenure, Department of Nursing, School of Health Professions and Studies.

Academic Degrees:

Ph.D.	2005	Duquesne University, Pittsburgh, Pennsylvania
M.S.N.	1999	Saginaw Valley State University, University Center, Michigan
B.S.N.	1994	Saginaw Valley State University, University Center, Michigan

Professional Record:

2006 - Present	Assistant Professor of Nursing, School of Health Professions and Studies, University of Michigan-Flint
2001 – Present	Family Nurse Practitioner, Family Planning Unit, Saginaw County Department of Public Health, Saginaw, Michigan
2001-2005	Adjunct Lecturer, Crystal M. Lange College of Nursing and Health Sciences, Saginaw Valley State University, University Center, Michigan
1995 - 1996	Registered Nurse (staff nurse and nurse in charge, alternating between Adolescent Unit, Adult Unit, and Intensive Evaluation Unit, HealthSource Saginaw Mental Health Units, Saginaw, Michigan

Summary of Evaluation:

Teaching – Since her arrival at the University of Michigan-Flint, Professor Wehbe-Alamah has taught in undergraduate, masters and doctoral programs in her areas of expertise in women’s health, family practice, qualitative research and transcultural nursing, using classroom settings, online, and mixed mode formats. She has taught over 30 sections of these courses. She co-developed the Doctor of Nursing Practice curriculum. Professor Wehbe-Alamah’s syllabi are well constructed and reflect curricular requirements. The most recent classroom observation, as well as student evaluations, suggests both a high degree of mastery of the material taught and excellent classroom organization. She has incorporated a wide range of technologies, including virtual classrooms, podcasts, clickers, and a self-designed transcultural nursing videogame, into her courses. She is quite innovative. For example she has worked to create a transcultural computer-based simulation game for undergraduate nursing students. She has consistently revised her courses in response to her self-evaluations, peer observations, and student feedback. Professor Wehbe-Alamah remains active in teaching conversations on campus, for example through the Academic Integrity Teaching Circle. For course development and redevelopment, she has received grants from the Office of Extended Learning and the Research and Creative Activities Committee. In addition, she has developed national standards and curricula for transcultural nursing education. Student course evaluations are consistently very positive, well over 4.0 and nearly always over 4.5

out of 5.0 possible points in face-to-face classes and usually 90-100% of online course participants rating the courses in the top two categories. Face-to-face class evaluations are often in the top quartile of college and university scores. The ratings for the two most general questions, excellence of course overall and teacher excellence, are consistently very high.

Much of Professor Wehbe-Alamah's teaching has also been in the context of teaching research methods via supervising students on various research projects. Professor Wehbe-Alamah has regularly taught NUR 594, Nursing's thesis development course, and chaired or co-chaired six completed thesis committees. All of the graduate students whose theses she has supervised have presented findings in professional meetings (International Transcultural Nursing Society Annual Conference, the University of Michigan-Flint MSN Research Symposium, and the Michigan Council of Nurse Practitioners dinner meeting).

Finally Professor Wehbe-Alamah also supervises nursing students in clinical settings. She has served as a preceptor for NUR 531 in the Family Planning Unit at the Saginaw Department of Public Health. These course experiences are inherently "service learning," as students learn by working in practice settings. She proctors exams and works with students to remediate weaknesses prior to their taking the national certification tests. Additionally as a specialist in transcultural nursing, Professor Wehbe-Alamah supports students who engage in service learning overseas in various cultures. In summary, Professor Wehbe-Alamah is an excellent teacher who through her diverse teaching roles makes essential, unique, and very high-quality contributions to both the graduate and undergraduate nursing programs. She brings a high level of commitment, knowledge, organization and care to her teaching activities.

Research and Scholarly Activity – Since Professor Wehbe-Alamah was hired in January 2006, she has published a total of nine peer-reviewed journal articles and one book chapter; she is the first author in seven of these articles. She has a total of 15 peer-reviewed podium or poster presentations. Professor Wehbe-Alamah's scholarship focuses in two key areas – transcultural nursing and women's health. Her most distinctive contribution has been to enhance our understanding of the culture care needs of Lebanese and Syrian Muslim women in primary care contexts. Through primarily qualitative methods, she has contributed to the knowledge of the discipline and application of that knowledge to nursing practice. Professor Wehbe-Alamah has utilized Culture Care Theory, a nursing theoretical framework, and ethn nursing methodology, a qualitative nursing research method, in her scholarly work, which is highly valued in the discipline. In addition to focusing on Muslim women (e.g. describing how Muslim beliefs about health are tied to their beliefs about mind, body and soul), she has also applied culture care constructs to other populations (e.g. African Americans), and demonstrated their general applicability. She has highlighted differences in care provided by nurse practitioners and physicians in a primary care clinic.

In the past five years, her portfolio has documented seven peer-reviewed national podium presentations and eight national poster presentations with colleagues. In the same time period, Professor Wehbe-Alamah delivered two national and seven international invitational presentations. She has also organized nine continuing education workshops on evidence-based transcultural nursing and cultural competence. She has also co-conducted and organized seven webinars from UM-Flint for professional nurses in 34 states (grant-funded). Professor Wehbe-Alamah delivered two national invitational keynote addresses on transcultural nursing topics in 2009 and 2010.

Although Professor Wehbe-Alamah's grant experience may be viewed as a bit limited to date, she has submitted a total of six grant applications since 2008. She assisted in writing three federal grant applications. She was designated as co-project director (co-PD) on two federal grant applications, both submitted to Department of Health and Human Services Health Resources and Services Administration (HRSA). One of these federal grants was funded by HRSA in 2011 for \$700,773 to strengthen care to underserved populations and promote culturally competent care and evidence-based patient outcomes in the Urban Health and Wellness Clinic (UHWC). Her research demonstrates the potential for continued extensive and future scholarly productivity.

#### Recent and Significant Publications:

- Wehbe-Alamah, H., Kornblau, B., Haderer, J., and Erickson, J. "The Lived Experiences of Women with Lichen Sclerosis: No Longer Silent and Ignored." *The Journal of American Academy of Nurse Practitioners*. Accepted September 7, 2011 and currently in press.
- Wehbe-Alamah, H. (2011). "The Use of Culture Care Theory with Syrian Muslims in the Mid-Western United States." *Online Journal of Cultural Competence in Nursing and Healthcare*, 1(3), 1-12.
- McFarland, M., Wehbe-Alamah, H., Wilson, M., and Vossos, H. (2011). "Synopsis of Findings Discovered Within a Descriptive Meta-Synthesis of Doctoral Dissertations Guided by the Culture Care Theory With Use of the Ethnonursing Research Method." *Online Journal of Cultural Competence in Nursing and Healthcare*, 1(2), 24-39.
- Andrews, M., Cervantez Thompson, T., Wehbe-Alamah, H., McFarland, M., Hanson, P., Hasenau, S., Horn, B., Leuning, C., Miller, J., and Vint, P. (2011). "Developing a Culturally Competent Workforce Through Collaborative Partnerships." *Journal of Transcultural Nursing*, 22, (3), pp.300-306.
- Wehbe-Alamah, H., McFarland, M., Macklin, J., and Riggs, N. (2011) "The Lived Experiences of African American Women Receiving Care From Nurse Practitioners in a Nurse-Managed Clinic in an Urban Context." *Online Journal of Cultural Competence in Nursing and Healthcare*, 1(1), 15-26.
- Wehbe-Alamah, H. and McFarland, M. R. (2010). "Leininger's Cultural Assessment Tools, Instruments, and Guidelines." In Douglas, M. K. and Pacquiao, D. F. (Eds.), Core Curriculum for Transcultural Nursing and Health Care. Thousand Oaks, CA: Sage. Dual printing as a book and a supplement to *Journal of Transcultural Nursing*, 21(1), pp. 317S-322S. ISBN: 1043-6596.
- Wehbe-Alamah, H. (2010). "Case Study: Assessment of a Traditional Lebanese Muslim Patient." In Douglas, M. K. and Pacquiao, D. F. (Eds.), Core Curriculum for Transcultural Nursing and Health Care. Thousand Oaks, CA: Sage. Dual printing as a book and a supplement to *Journal of Transcultural Nursing*, 21(1), pp. 334S-336S. ISBN: 1043-6596.
- Farme, M., Wehbe-Alamah, H., McFarland, M., Tower, A., Jones, M., Shah, V., and El-Hayek, J. (2010). "Development of an Extensible Game Architecture for Teaching Transcultural Nursing." Published online at [www.midwesthealthgames.org](http://www.midwesthealthgames.org) and accessible via: <http://www.midwesthealthgames.org/assets/docs/2010/farmer-paper.pdf>.
- Wehbe-Alamah, H. (2008). "Bridging Generic and Professional Care Practices for Muslim Patients Through the Use of Leininger's Culture Care Modes." *Contemporary Nurse*, 28 (1-2), pp.83-97.

Wehbe-Alamah, H. (2006). "Generic Care of Lebanese Muslims in the Midwestern United States." In Leininger, M. and McFarland, M. (Eds.), Culture Care Diversity and Universality Theory and Ethnonursing Research Method (pp. 307-325). Sudbury, MA: Jones and Bartlett Publishers, Inc.

Service – Professor Wehbe-Alamah has demonstrated a strong commitment to service at all levels. At the departmental level, Professor Wehbe-Alamah has been a member, chair and co-chair of the Graduate Curriculum Committee from 2006 to the present, a period during which the committee completed an impressive amount of high-quality work. She served as an elected member of the Nursing Recruitment and Retention Committee and as a member of the Graduate Program Committee. In addition, Professor Wehbe-Alamah served as chair of a graduate faculty search committee.

At the School of Health Professions and Studies (SHPS) level, Professor Wehbe-Alamah has served on the Diversity Development Committee and was active on the Diversity Goal Committee. She was instrumental in including diversity goals in the most recent SHPS Strategic Plan. Professor Wehbe-Alamah plans and implements culturally appropriate health services and programs annually during Cultural Competence Week, open to SHPS students, faculty, staff and the University community. Professor Wehbe-Alamah's NUR 369 Transcultural Care students regularly develop several events and showcase student poster presentations. In addition, Professor Wehbe-Alamah has presented on "Practices of Lebanese and Syrians in the Midwestern United States" at SHPS brown bag sessions.

Professor Wehbe-Alamah served on the Women's Educational Center Advisory Board and as a member of the Planning Committee for Women's Go Red Health Fair in 2007-2008. Professor Wehbe-Alamah worked on an additional Women's Health Program at the university and, as a result, incorporated additional health-related content into her NUR 532 Women's Health course. She served on two subcommittees of the most recent UM-Flint Strategic Planning Committee. She received the University of Michigan-Ann Arbor's Distinguished Diversity Leaders Award for involvement in "Developing Cultural Competencies for Nurses."

Professor Wehbe-Alamah has been active in several nursing organizations at state and national levels, most significantly with the Transcultural Nursing Society. Professor Wehbe-Alamah served on the Board of Trustees, as newsletter editor, and as chair of the Nominations and Certification, Marketing and Public Relations Sub-committees of the Transcultural Nursing Society (TCNS). Professor Wehbe-Alamah was co-founder and regional liaison for the local and Duquesne virtual chapters. She wrote test items for the Transcultural Nursing Certification Commission, which provides an exam administered worldwide to nurses who want to receive certification in Transcultural Nursing. Professor Wehbe-Alamah was a consultant to the TCNS regarding health care for Muslim patients. She was inducted on October 20, 2011, as a Transcultural Nursing Scholar by the International Transcultural Nursing Society during the 37<sup>th</sup> Annual International Transcultural Nursing Conference in Las Vegas, Nevada.

Professor Wehbe-Alamah has actively served the local community. For example, she has been mentoring elementary school students to develop scientific poster presentations for competition at Kettering University. Professor Wehbe-Alamah participated in sports physicals for Saginaw

Valley State University, designed and donated an HIV/AIDS educational traveling kit to Ruben Daniels Primary Care Clinic in Saginaw, Michigan, judged school science fair projects, gave numerous invited presentations at local private and public schools on health-related topics, and served as a judge for Genesee Academy Science Fair Competition – Elementary Division. Professor Wehbe-Alamah has volunteered her services as a family nurse practitioner at the Family Planning Unit of the Saginaw County Department of Public Health, which has also served as a way to maintain her professional clinical skills.

External Reviewers:

Reviewer (A):

“She has a long list of publications over a relatively short period of time and the quality ... is outstanding...”

Reviewer (B):

“Her contributions to this field {transcultural nursing} cannot be underestimated, as she conducted valuable research of vulnerable populations, providing new knowledge and understanding. Her research trajectory, supported by publications, is especially noteworthy in the field of Culture Care, particularly with Syrian and Lebanese Muslim patients in the US.”

Reviewer (C):

“Dr. Wehbe-Alamah is involved in several on-going research projects that offer promise in their ability to broaden nursing knowledge about service learning and cultural competencies.”

Reviewer (D):

“Dr. Wehbe-Alamah’s history of strong scholarship, enthusiasm for inquiry, and increasing recognition of her work at the national and international levels speaks very well of her promise for future success and productivity.... Her research agenda is clearly focused on the important issue of cultural competence yet she explores a wide variety of topics within that wide domain.”

Reviewer (E):

“All of Dr. Wehbe-Alamah’s written, oral and graphic presentations demonstrate superior quality and make excellent contributions to the field. Her consistent focus on the theoretical constructs of Leininger’s theory, mastery of ethnonursing and other qualitative methods that complement the theory, and both application and instruction of others in the areas of cultural competence and culturally congruent care have a broad and in-depth scholarly impact. Her work is consistently outstanding.”

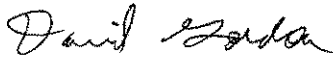
Reviewer (F):

“Dr. Wehbe-Alamah has a clear focus in the area of transcultural nursing, most specifically the culture of Muslim women.... I have perused the writing samples that were submitted and have found them to be of excellent quality. I have read the contribution to the Transcultural Nursing core curriculum and have found it to be thorough, informative, and evidence of good scholarship. The publication of the dissertation research was also a fine piece of scholarly work that contributes to nursing knowledge in the area of culture and health.”

Summary Recommendation:

Based on a thorough review of this candidate's performance and achievements, Professor Wehbe-Alamah meets and exceeds standards for tenure and promotion to the rank of associate professor, with tenure. She has established herself as an excellent teacher, scholar and service provider. She demonstrates outstanding integration of her teaching, scholarship and service. She has demonstrated excellent research skills and is well on her way to providing more leadership in the research and clinical education arena. She has a passionate and steadfast commitment to diversity and a desire to improve the health status of the communities we serve. If this were not enough, she is a very pleasant person who people enjoy working with! It is with the strong support of the School of Health Professions and Studies Promotion and Tenure Review Committee that I enthusiastically recommend Hiba Bahaeldine Wehbe-Alamah for promotion to associate professor of nursing, with tenure, Department of Nursing, School of Health Professions and Studies.

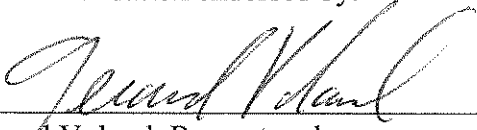
Recommended by:



---

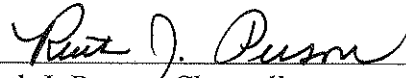
David Gordon, Dean  
School of Health Professions and Studies

Recommendation endorsed by:



---

Gerard Voland, Provost and  
Vice Chancellor for Academic Affairs



---

Ruth J. Person, Chancellor  
University of Michigan-Flint

May 2012