

PROMOTION RECOMMENDATION  
The University of Michigan-Flint  
School of Nursing

Christina Aplin-Snider, assistant professor of nursing, School of Nursing, is recommended for promotion to associate professor of nursing, with tenure, School of Nursing.

Academic Degrees:

D.N.P.	2012	Case Western Reserve University, Nursing, Cleveland, Ohio
M.S.N.	2001	University of Michigan-Flint, Nursing, Flint, Michigan
B.S.N.	1995	Michigan State University, Nursing, Lansing, Michigan
R.N.	1987	Hurley Medical Center School of Nursing, Flint, Michigan

Professional Record:

2010-2011	Instructor Nurse Practitioner Program, Nursing, George Mason University, Fairfax, Virginia
2009-2011	Assistant Professor of Nursing, Nursing, Marymount University, Arlington, Virginia
2005-present	Assistant Professor of Nursing, Nursing, University of Michigan-Flint
2002-2005	Lecturer, Nursing, Baker College, Flint, Michigan
2002-2008	Clinical Instructor, Nursing, Oakland University, Rochester, Michigan

Summary of Evaluation:

Teaching: Professor Aplin-Snider has based her teaching philosophy on the seven principles of facilitative learning and Boyer's Scholarship of Teaching. Her stated goals for teaching are helping students obtain mastery of concepts, critical thinking, and meaningful learning and to become life-long learners. Her principal responsibilities, since becoming a tenure track faculty member in 2015, are in the areas of pediatrics and primary health care within the graduate Family Nurse Practitioner (FNP) program. Additionally, she teaches DNP Research I and II. Her teaching methods include group work, case studies, collaborative sessions, discussion board assignments, and experiential learning opportunities. Much of the information is presented to students via recorded PowerPoint lectures. Improvements to her courses are linked to ensuring currency of knowledge and best practice as knowledge evolves.

Professor Aplin-Snider has indicated that she values student feedback and uses it to inform changes to her course delivery. She routinely uses both mid-term and end of semester feedback while assessing her courses. Course evaluation materials submitted include scores on the following two questions: Q1 "Overall this was an excellent course" and Q2 "Overall the instructor was an excellent teacher." Scores for Q1 ranged from 2.5 to 5 with the lower scores representing theory courses and the higher scores representing practicum courses and independent studies. Scores for Q 2 ranged from 2.1 to 5 with a steady rise in evaluation scores in more recent semesters. There were no narrative comments from students submitted with these course evaluations.

Research: Professor Aplin-Snider's program of scholarship has focused on the areas of adolescent growth and development and graduate student outcomes in an online environment. Since 2015, she has had seven peer-reviewed publications. Professor Aplin-Snider has contributed to 27 national/state peer-reviewed presentations, three podium and 24 poster presentations, as well as four invited podium presentations. Professor Aplin-Snider has received \$40,979.00 in internal and external grants focused on promoting healthy eating and activity in preschool children. Professor Aplin-Snider has potential to receive more internal and external grants to support her scholarship.

Recent and Significant Publications:

- Aplin-Snider, C., Buterakos, R., Creech, C., Schapel, S. & Fiege, B. (2021). "Academic Integrity in Online Examinations in a Graduate Nurse Practitioner Program: Student Perceptions and Lessons Learned for Nurse Educators." *Nurse Education Today*, 107 (12).  
<https://doi.org/10.1016/j.nedt.2021.105099>.
- Aplin-Snider, C., Cooper, D., Dieleman, P., & Smith, A. (2020). "Development and Implementation of an Upper Respiratory Treatment Protocol in a Primary Care Setting." *Journal of Primary Care & Community Health*, 11:1-6.  
<https://doi.org/10.1177%2F2150132720966811>
- Azubuikwe, U., Cooper, D., Aplin-Snider, C. (2020). "Using United States Preventive Services AccTask Force Guidelines to Improve a Family Medicine Clinic's Lung Cancer Screening Rates: A Quality Improvement Project." *Journal of The Nurse Practitioner*, 16 (10) e169-e172.<https://doi.org/10.1016/j.nurpra.2020.07.001>
- Creech, C., Cooper, C., Aplin-Kalisz, C., Maynard, G., & Baker, S. (2018). "Examining Admission Factors predicting Success in a Doctor of Nursing Practice Program." *Journal of Nursing Education*, 57(1):49-52.
- Kupferschmid, B., Creech, C., Lesley, M., Filter, M., & Aplin-Kalisz, C. (2017). "Evaluation of Doctor of Nursing Practice Students' Competencies in an Online Informatics Course." *Journal of Nursing Education*, 56(6).
- Oesterle, J., Sternemann, M., Sande, T., Aplin-Kalisz, C. & Towers, D. (2016). "Antimicrobial Resistance Education in the Primary Care Setting." *Journal of Doctoral Nursing Practice*, 9(2).
- Ledet, D., Aplin-Kalisz, C., Filter, M., & Dycus, P. (2016). A Pilot Study to Assess a Teaching "Intervention to Improve Sleep-Wake Disturbances in Parents of Children Diagnosed with Epilepsy." *Journal of Neuroscience Nursing*, 48(1):2-14.
- O'Reilly, M., Filter, M. & Aplin-Kalisz, C. (2015). "Skin to Skin Contact in the O.R. Between Partners and Newborns: No-Cost and Low-Technology." *Neonatal Intensive Care*, (28)1.
- Aplin-Kalisz, C. (2013). "Educating Family Nurse Practitioner Students at the Early Child Development Center: An Interdisciplinary Approach." *The Scholarship of Teaching*, the University of Michigan-Flint, Fall.
- Creech, C., & Aplin-Kalisz, C. (2011). "Developing a Selection Method for Graduate Nursing Students," *Journal of American Academy of Nurse Practitioners*, (23)8.
- Aplin-Kalisz, C., & Creech, C. (2010). "DNP Candidate Selection: An Action Research Approach," *The Scholarship of Teaching*, The University of Michigan-Flint, Fall.

Quinn Griffin, M. & Novotny, J. (2012). A Nuts and Bolts Approach to Teaching Nursing, 4th Ed. New York, New York: Springer. Chapter contributor. (Name is misspelled as Christina Kalista)

Aplin-Kalisz, C. & Vossos, H. (2016). "The People of Appalachia: what nurse practitioner students and faculty learned along the way." *The Scholarship of Teaching*, The University of Michigan-Flint, Fall\*\*\* accepted but not published as the journal stopped publication in 2016.

Service: Professor Aplin-Snider has contributed extensive service to the school, university, community, and the profession. Professor Aplin-Snider has served on the Graduate Program Committee, Graduate Program Evaluation Committee (currently Chair), and Graduate Student Affairs Committee. She participated as the chair of the search committee for faculty from March 2016 through November 2016. Professor Aplin-Snider is the acting chair of the Community Engagement Committee (1/2018 to present). She also participates in multiple outreach volunteer opportunities representing the SON in community engagement activities. At the university level, since 2016, Professor Aplin-Snider has served as an active member of the University Outreach Committee. Additionally, she serves as the health consult to the Early Child Development Center, the ECDC on campus. Professor Aplin-Snider is an active member of the Michigan Council of Nurse Practitioners. She precepts nursing students from fall through spring/summer at the internal medicine/pediatric practice where she works one day per week as a Family Nurse Practitioner.

Professor Aplin-Snider served as a nurse practitioner at the Genesee County Free Medical Clinic for the last 20 years. She has collaborated with the Northeastern Michigan Community Service Agency to facilitate health fairs for underserved families in Northeastern Michigan, specifically Lapeer, Caro, Alpena and Tawas. Nursing students accompany her to these fairs. From 2013-2018 as an alumna, she served on the Frances Payne Bolton Alumni Research Board reviewing applications for student research projects. Professor Aplin-Snider has participated along with her students in the Regional Arena Medical (RAM) events held in Appalachia, in a MASH-like setting where medical care is provided to low-income individuals who significantly lack healthcare access. On two occasions, students have accompanied her to RAM. Additionally, she has developed an independent study course that revolves around the RAM service event.

#### External Reviewers:

Reviewer A: "She is a seasoned instructor and clinician, and has done well in research. Her strength in developing nursing curriculum based on her extensive experiences in the classroom and clinical practice make her a valuable member..."

Reviewer B: "Dr. Aplin-Snider has supervised a large number of doctoral student projects (N = 32), contributing to the development of doctoral clinical knowledge development and future doctoral-level clinicians."

Reviewer C: "Dr. Alpin-Snider has shown, through her scholarly work and in narrative form, that she is exploring several distinct areas of value to the community and academic interests."

She continues to publish, present and apply for funding to support her work. Her narrative shows this journey and the growth of her individual program of research.”

Reviewer D: “During her tenure she has secured three internal grants totaling \$40,979...”

Reviewer E: “Her publications are of high quality, collaboratively written in quality journals. She has published in a variety of nursing journals reflecting the broad appeal of her research and overall work related to educating advanced practice nurses and more recently clinical problems.”

Summary of Recommendations:

Professor Aplin-Snider is a committed researcher who has generously shared her research expertise in education and curriculum. It is with the support of the Executive Committee of the School of Nursing that I recommend Christina Aplin-Snider for promotion to associate professor of nursing, with tenure, School of Nursing.

Recommended by:



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Cynthia McCurren, Dean and Professor  
School of Nursing

Recommendation endorsed by:



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Sonja Feist-Price, Provost and Vice  
Chancellor for Academic Affairs



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Debasish Dutta, Chancellor  
University of Michigan-Flint

May 2022