

PROMOTION RECOMMENDATION
The University of Michigan-Flint
School of Nursing

Denise J. Campbell, 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.	2017	Michigan State University, Nursing, Lansing, Michigan
M.S.N.	2012	University of Detroit Mercy, Nursing, Detroit, Michigan
B.S.N.	1984	Oakland University, Nursing, Rochester, Michigan

Professional Record:

2017-present	Assistant Professor, School of Nursing, University of Michigan-Flint
2020-2020	Interim Director, SON Simulation Center, School of Nursing, University of Michigan-Flint
2019-present	Staff Nurse, Emergency Center, William Beaumont Hospital, Troy, MI
2011-2019	Clinical Nurse Specialist, Emergency Center, William Beaumont Hospital, Troy, MI

Summary of Evaluation:

Teaching: Professor Campbell's teaching philosophy is congruent with the commitment to excellence in teaching and scholarship, student-centeredness, and service engagement with community partners at the UM-Flint. Professor Campbell bases her teaching philosophy on building respectful relationships between learner and educator. Her main objectives are to foster critical thinking, assist with problem solving strategies, and encourage active participation. She also uses Benner's Novice to Expert Theory to bring theory and principles together to guide the novice nurses to provide safe practice. Malcolm Knowles adult learner principles are incorporated extensively and have been useful in guiding the undergraduate students.

Professor Campbell teaches primarily in the Undergraduate Accelerated Second Degree (ASD) program with a focus on Adult Care I and II and Health Assessment Lab. She also mentors DNP students as they complete their translational DNP projects. Currently, 50% of her effort involves providing leadership in the simulation lab where she mentors students and guides faculty in the use of the simulation equipment and the design of simulation-based learning. She played an integral role in the design of two courses in the new Certificate in Healthcare Simulation program. Simulation-based learning is one pedagogical approach used by Professor Campbell to engage students in active learning experiences. Professor Campbell's early student evaluations led her to reflect on her courses and make significant changes to delivery of learning materials that resulted in improved student outcomes. Course evaluations were consistently high and demonstrated an increase in her scores over time. The two questions included: "Overall this is an excellent course" (scores ranged from 2.8 to 4.4 in her initial years of teaching to 4.1 to 4.8 in recent semesters) and "Overall, the instructor is an excellent teacher" (2.5 to 4.8 initially to the current ratings 4.5 to 4.8).

Research: Professor Campbell has seven peer-reviewed publications (five published for which she is first author; and two in press for which she is first author on one) since being hired at UM-Flint in fall 2017. The main areas of focus for these articles include using simulation for nursing education; interprofessional education related to end-of-life care with students in PT and Nursing; providing care with students in an emergency department; and improving nurse anesthetist staffing in a trauma center. In addition, she has made numerous peer-reviewed presentations during her career, three since at UM-Flint; and has presented numerous posters, three since at UM-Flint. She has written eight internal and external grants to support her scholarship and received funding on four grants totaling \$38,892.00. Professor Campbell was welcomed to the International Nursing Association for Clinical Learning and Simulation as a research fellow. Professor Campbell has developed a clear program of scholarship focusing on simulation-based learning experiences (SBLEs), interprofessional education (IPE), emergency nursing, and patient safety: all building upon her previous experience in the acute care setting. Further, Professor Campbell's scholarly activities have extended into her teaching role where she has mentored Doctor of Nursing Practice (DNP) students in their research activities.

In line with Boyer's scholarship of teaching, Professor Campbell promotes student learning by involving them in her research activities that stimulate thinking, discussing, investigating, and creating to achieve deeper levels of comprehension. As a healthcare provider, she has also embraced Boyer's scholarship of integration, recognizing the importance of cooperatively working together with staff, faculty, and students from multiple disciplines, sharing responsibility for problem-solving, and making decisions to formulate and implement a plan of care to promote positive patient outcomes. In addition, she actively engages in SBLEs with other health disciplines to improve collaboration between healthcare teams.

Recent and Significant Publications:

- Campbell, D., Fetters, L., Getzinger, J., Perko, A., & Slater, S. (2022). A Clinical Nurse Specialist driven project to improve emergency department triage accuracy. *Clinical Nurse Specialist the International Journal for Advanced Nursing Practice*, Jan/Feb, 45-51.
- Campbell, D., Lugger, S., Sigler, G., & Turkelson, C. (2021). Increasing awareness, knowledge, and sensitivity for Alzheimer's dementia patients using simulation. *Nurse Education Today*, 98(104764).
- Campbell, D., & Ditkoff, J. (2020). The patient's perspective on repeat visits to the emergency department. *Quality Management in Healthcare*, 29(1), 15-19.
- Campbell, D., & Clark, P. (2020). An initiative using simulation to aid in retention of ACLS skills in an emergency department nurse residency program. *Dimensions in Critical Care Nursing*, 39(1), 33-38.
- Campbell, D., Trojanowski, S., & Smith, L. (2020). Nursing and physical therapy students learn the complexities of end-of-life issues using an inter-professional education simulation. *Rehabilitation Oncology*, 38(1), 45-51.
- Campbell, D., & Dontje, K. (2019). Implementing bedside handoff in the emergency department: A practice improvement project. *Journal of Emergency Nursing*, 45(2), 149-154.

Service: Since Professor Campbell appointment as an assistant professor in 2017, she has served on 12 different committees including but not limited to the SON Executive Committee (2020-2021); SON Leadership Council (Fall 2020); Recruitment and Retention of Students (2020); Undergraduate Admissions Committee (2019-present); Undergraduate Program Evaluation Committee (2018-present; co-chair in 20-21). She was a member or chair in three search committees for academic advisors and faculty (2018-2020); and served numerous Direct Admit Days (2019-present). She additionally served as a member of the SON Faculty Committee (2017-present), the Undergraduate Faculty Committee (2017-present), and Test Policy Committee (2018-present). Professor Campbell was elected to serve on the Directors' Advisory Committee (2021-2024), and was a member of the Research and Creative Activities Committee (2020) and the Administration Services Advisory Committee (2019-2020).

Professor Campbell is a member of five professional nursing organizations and is an actively engaged member with numerous service roles within each organization. She is a member of Emergency Nurses Association (ENA), where she served as a member in the Emergency Nursing Orientation Revisions Workgroup, the ENA Foundation Research Grant Committee, the Clinical Nurse Specialist Work group [revisions for CNS competencies], and the Emergency Nursing Advanced Practice Advisory Council. Through her membership in the International Nursing Association for Clinical Simulation and Learning (INACSL), Professor Campbell was a content abstract reviewer for the Annual Conference (2019- 2020) and was a poster judge at the Annual Conference in 2019. Her role as a reviewer in four professional Nursing/Healthcare journals are additional examples of her service to the profession. At the community level, Professor Campbell served in COVID-19 vaccination clinics in Genesee County (March 2021), Midland Large-Scale Disaster Simulation (May 2019), University of Michigan-Flint Super Science Friday (April 2019), and the Lapeer County Large-Scale Disaster Simulation (October 2017).

External Reviewers:

Reviewer A: “Dr. Campbell has distinguished herself as a driving force among nursing researchers and among her peers working in both Emergency/Trauma Care, as well among nurse educators seeking to maximize simulation within baccalaureate and graduate nursing education.”

Reviewer B: “She has made significant contributions in her teaching, service, and scholarship and shows likelihood of sustaining those contributions to the discipline.”

Reviewer C: “Responding to a critical need, Dr. Campbell implemented processes that not only improved interprofessional care and clinical outcomes for patients but improved staff communication processes to prevent medical error.”

Reviewer D: “Her research and scholarship are on the cutting edge for nursing student and nursing graduate clinical experiences and bring Dr. Campbell to the forefront of her peers. Her scholarship in the area of simulation is rigorous...”

Reviewer E: “...she is actively involved in service as she continues to practice as a staff nurse, is active as a journal reviewer, and she chaired committees as well.”

Summary of Recommendations:

Professor Campbell is an excellent educator and researcher with a sustained high level of service 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 Denise J. Campbell for promotion to associate professor of nursing, with tenure, School of Nursing.

Recommended by:



Cynthia McCurren, Dean and Professor
School of Nursing

Recommendation endorsed by:



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



Debasish Dutta, Chancellor
University of Michigan-Flint

May 2022