



School of Nursing



**An Invitation to Apply:
University of Kansas School of Nursing**

Oncology Faculty Position

THE SEARCH

The University of Kansas School of Nursing invites applications and nominations for the Oncology Faculty position. The School seeks qualified faculty applicants interested in becoming part of an exciting environment that offers strong research, academic and clinical practice support. Located within the University of Kansas Academic Medical Center, the School collaborates with Centers on Cancer, Aging, Environmental Health, Telehealth, and Reproductive Services and presents abundant opportunities for inter-professional research. The well-established Center for Life Sciences in Metropolitan Kansas City (<http://www.kclifesciences.org>) provides support and opportunities for collaborative research across several institutions. The School also houses the National Database of Nursing Quality Indicators (NDNQI) and the inter-professional Center for Healthcare Informatics. The School holds a key role with the University of Kansas as a leading institution in the utilization and study of complexity sciences, both as applied to clinical practice and to its utilization in leading organizations

The successful applicant will have an opportunity to work in collaboration with researchers and clinicians who are part of the Kansas Masonic Cancer Research Institute (KMCRI) at The University of Kansas Medical Center (KUMC). A top KUMC priority for 2006 is the development of National Cancer Institute, a designated comprehensive cancer center for this region.

Qualified applicants must have an advanced degree in nursing with a doctorate in nursing or related field, a master's degree in nursing or related field, demonstrated excellence in baccalaureate and graduate education, and a strong program of research. Expertise in symptom management research related to oncology care is desirable.

Nominations and applications will be reviewed immediately and will be accepted until the position is filled. Individuals from underrepresented groups are encouraged to apply. All inquiries, nominations, and applications will be treated in a confidential manner. The executive search firm, *The Hollander Group*, www.thehollandergroup.net, has been retained to assist in conducting this search.

Responsibilities

Major responsibilities include:

- Maintaining an ongoing program of research/scholarship.
- Securing external funding for research/training programs appropriate to expertise.
- Teaching in undergraduate and graduate programs according to educational preparation and research expertise.

Qualifications

Required qualifications for the Oncology Faculty Position include:

- Advanced degree in nursing
- Doctorate in nursing or related field
- Master's degree in nursing or related field
- Demonstrated excellence in baccalaureate and graduate education
- Strong program of research.

Desirable qualifications include:

- Expertise in symptom management research related to oncology care is desirable.

TO APPLY

Nominations and applications will be reviewed beginning immediately, and will be accepted until the position is filled. Individuals from underrepresented groups are encouraged to apply. All inquiries, nominations, and application materials will be treated in a confidential manner and should be sent, **preferably in electronic form**, to:

The Hollander Group
Info@thehollandergroup.net
Phone: 202-486-9097

*The University of Kansas School of Nursing
Is An Equal Opportunity/Affirmative Action Employer*

UNIVERSITY OF KANSAS SCHOOL OF NURSING

Mission

The University of Kansas School of Nursing is committed to educating students for diverse and changing roles as clinicians, teachers, researchers and leaders; generating new knowledge for nursing practice; and using our expertise in service to the global community.

KU School of Nursing Means Innovation

If the University of Kansas could be described in one word, that word would be “innovation”. The University of Kansas is widely recognized as a leader for cutting edge academic programs, research and clinical service opportunities that have enhanced the traditional excellence of the School of Nursing. The cultural environment is one that promotes planned change in order to prepare future health professionals who will conquer the challenges of an evolving complex healthcare environment. With a focus on scholarship and mentorship for all faculty, KU is an exciting place to work and grow at any point in your career.

Philosophy

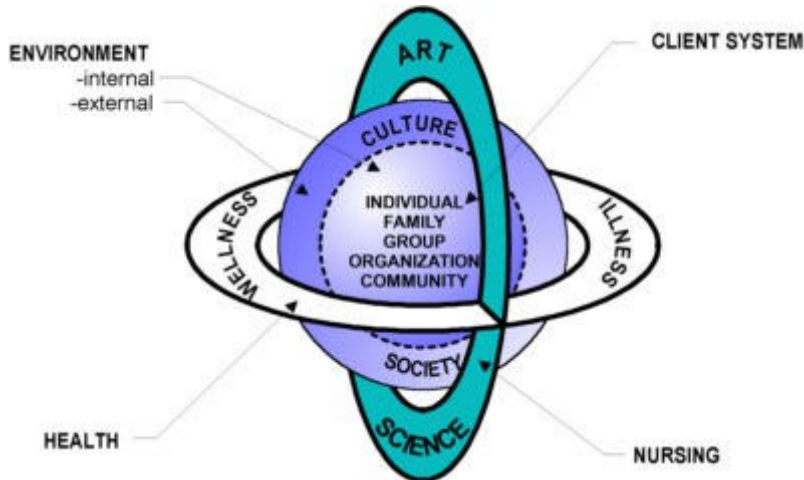
The School of Nursing is a School within the University of Kansas. The School of Nursing derives its philosophy and purposes from the mission statement of the University. The faculty have the responsibility for implementing the three major functions of the University, that is, research, teaching and service. The faculty believe that nursing education, practice and research are inextricably intertwined. Through faculty practice contracts negotiated in primary, secondary and tertiary care settings, faculty provide expertise, model interdisciplinary collaboration for students, and create opportunities for research. Use of advanced information technology allows the extension of faculty expertise into rural communities. Faculty practice in the community further creates the opportunity for cultural encounter, a necessary experiential component of cultural competence. Practice in the community and in institutional settings makes apparent power relationships which affect access to care and may interfere with client systems' abilities to actively collaborate in their own health care. Faculty draw on these practice experiences in teaching students in all three programs.

The nursing faculty believe nursing is a practice discipline that is both an art and science, in which theories and knowledge from nursing and other disciplines are used to assist clients toward maximum of health and wellness. A modified systems theory is used as the organizing framework for the construction and implementation of the nursing curricula. Four major concepts with definitional statements and sub concepts comprise the elements of the system. The major concepts are client systems, environment, health and nursing. Through this framework, faculty express their commitment to teach students theory and research based humanistic nursing practice, focused on health, wellness and illness of clients systems of varying complexity, within a rapidly changing

health care delivery system. This is accomplished while taking into account differing perspectives and values of the client systems served. Complete definitional statements of major concepts are elaborated in Appendix A.

In summary, the concepts of client system, environment, health and nursing comprise the elements of the School of Nursing philosophy and organizing framework. A visual model depicting their relationships follows.

Organizing Framework



The educational programs of the University of Kansas School of Nursing are organized in relation to four major concepts: **client system** - individual, family, group, organization and community; **environment** - internal and external; **health** - wellness/illness; and **nursing** - art and science. This organizing framework provides a means for understanding complex client systems and the changing relationships inherent within them. The concepts¹ are briefly defined as follows:

1. **Client systems** (individuals, families, groups, organizations, and communities) consist of interrelated components that are in continuous interaction with their internal and external environments.
2. **Environment** includes two components: internal and external. These consist of natural, biological, psychological, spiritual, behavioral, social, and cultural factors.
3. **Health** is the ability to adjust to or evolve with environmental changes. The relative state of wellness or illness is dependent upon the degree of balance both within the client system and between the client system and the external environment.
4. **Nursing**, as an art and science, is the means of assisting client systems to maintain or restore balance and to prevent further system imbalance as client systems grow and develop over time.

¹ These concepts, in turn, give rise to sets of curricular threads that permeate the programs. These threads are described in detail in Appendix B.

ACADEMIC PROGRAMS

The University of Kansas School of Nursing offers three degrees in nursing: baccalaureate, masters and doctoral degrees. Students use research and theory from nursing and other disciplines throughout the three programs, with content increasing in complexity at each level. Critical thinking, communication skills, and problem-solving are required in all three curricula. All students are considered adult learners. Education for entry into professional nursing occurs in the baccalaureate program and requires a foundation in the liberal arts and sciences. Baccalaureate students obtain a basic preparation in nursing and have didactic and clinical experiences dealing with a variety of client health and illness needs across the life span in community-based, ambulatory, long-term and acute care settings. They are prepared for beginning clinical leadership roles. Masters students expand skills and knowledge to become advanced practice nurses or administrators, actively identifying research problems and using research findings in practice. The advanced practice nurse is prepared in one of three specialty areas, Nurse Practitioner, Clinical Nurse Specialist, and Nurse Midwife. Nurse leaders are prepared for middle management and executive leadership roles. Doctoral students develop skills in theory development and in the conduct of original nursing research. In all three programs, faculty serve as role models, resource persons, and facilitators for student learning.

Bachelor of Science in Nursing

The Bachelor of Science in Nursing is designed to prepare graduates for professional nursing practice in hospitals and other health care agencies. These graduates work in pediatric, medical/surgical, obstetrical, psychiatric or community health nursing settings. They are prepared for continuing their education through master's and doctoral programs in nursing.

The RN-to-BSN degree completion program at the University of Kansas School of Nursing provides registered nurses a way to complete their bachelor's degrees as quickly as possible. The program can be completed in as little as one calendar year of full-time study (provided an RN begins the nursing coursework in June) or up to five years of part-time study.

With an online RN-to-BSN program, registered nurses can earn their degrees through the KU Medical Center's Virtual Classroom. An Internet Web site on the KU Medical Center network, the Virtual Classroom houses courses for the Schools of Allied Health, Medicine, Nursing, and Pharmacy as well as for Graduate Studies and Continuing Education. The Virtual Classroom does not require the student to have a physical presence in a traditional classroom.

Master of Science in Nursing

The Master of Science degree in nursing program enlarges the focus of nursing, using as its foundation the basic baccalaureate nursing program. Specialty tracks are offered in the following areas:

- Clinical Nurse Specialist – Adult/Geriatric, Community Health, Psychiatric
- Healthcare Informatics
- Nurse-Midwife
- Nurse Practitioner – Adult/Geriatric Family (Mental Health, Women’s Health), Neonatal
- Organizational Leadership / Nurse Administrator(includes information on joint degree: MS in nursing/MS in Health Services Administration)
- Nurse Anesthesia - A Master of Science degree in nurse anesthesia is offered through the KU School of Allied Health.
- Public Health Nursing

BSN to PhD Program

Students can apply to the doctoral program after completing the baccalaureate degree with a major in nursing. The post-baccalaureate entry option is for exceptionally well-qualified BSN graduates whose career goals are research oriented and who wish to progress as rapidly as possible toward the doctorate degree in nursing

Doctor of Philosophy in Nursing

The doctoral program at the University of Kansas School of Nursing has been in existence since 1983. Only 23 doctoral programs in nursing were established prior to the KU program. Beginning in the Summer Semester of 2006, the program will be available in two formats. The courses in the program will be offered in the traditional classroom format and online. Students can choose the format that best meets their needs and learning styles.

The four purposes of the PhD program in nursing are to prepare graduates to function in faculty positions in college and university settings; to conduct independent research and scholarly endeavors in nursing; to generate and expand theoretical, empirical, and philosophical bases for nursing practice; and to provide leadership to the profession and interpret nursing to society

RESEARCH EMPHASIS AREAS

Research is being conducted with emphasis in two areas: Health Behavior and Symptom Management Research; and Clinical and Organizational Systems Research.

(a) Health Behavior and Symptom Management Research is central to nursing science and nursing practice. The KU SON views symptom management as an integral

part of health behavior research because actions to manage symptoms are conceptualized as healthy behaviors. Health behavior and symptom management research encompasses work with individuals, families, and communities, and may include work at the cellular level. It covers the continuum from promoting healthy lifestyles to facilitating a comfortable end-of-life experience. Research in this area includes understanding the individual, family, and community barriers to good health practices, motivations for engaging in healthy or health risky behaviors, and the complexities of managing a variety of symptoms from acute and chronic illnesses. Study designs may be qualitative or quantitative—ranging from select bench science aimed at identifying mechanisms underlying symptoms, to descriptive studies for characterizing and understanding a particular health behavior or symptom, to randomized clinical trials of interventions for promoting healthy behaviors, reducing or eliminating health risky behaviors, and/or managing, ameliorating or alleviating specific symptoms. Health behavior and symptom management research assumes a base of scientific evidence for the link between the health behavior or symptom management action under study and a positive health outcome.

(b) Clinical and Organizational Systems Research is central to nursing science and nursing practice within health care delivery, whether in institutional or community-based settings. The KU SON views communication and information research as an integral part of clinical and organizational systems research. We believe this research is necessary for understanding the impact and effectiveness of macro-processes and functions, of decision-making, and of organizational dynamics within complex practice environments for improving patient and client care and satisfaction as well as staff satisfaction. Clinical and organizational systems research is conducted in a variety of settings—including primary care, acute care, public health, long-term care, and home care organizations. Studies may be quantitative or qualitative in nature and may use naturalistic and descriptive approaches, appreciative inquiry and action research, program evaluation, or experimental methods. Research in this area assumes a base of scientific evidence for the link between characteristics and processes within health care delivery organizations and positive patient and client outcomes.

ACCREDITATION

The KU School of Nursing's baccalaureate and master's programs are accredited by the Commission on Collegiate Nursing Education. The baccalaureate and master's programs are also approved by the Kansas State Board of Nursing. The Nurse Midwifery Program is accredited by the Accreditation Division of the American College of Nurse-Midwives.

KU SCHOOL OF NURSING HISTORY AND FACTS

For over a century, the University of Kansas School of Nursing has been dedicated to preparing students for the challenges that await them upon graduation. The first class to

complete their nursing education at KU was comprised of just four young women. Today, the School has a diverse student body of more than 500 men and women.

Founded as the Department of Nursing in 1906, the KU School of Nursing has exemplified its responsiveness to health care needs through its innovative education, nationally recognized research initiatives and professional activities.

STATE OF THE SCHOOL

Dean Miller, who also serves as Senior Vice Chancellor for Academic and Student Affairs at the University of Kansas Medical Center, recently addressed faculty. She said the KU School of Nursing had 522 students in the Fall 2005 class. Of those, 308 were undergraduate students and 214 were graduate students. This reflects a 22% increase in graduate enrollment over 2004.

Last year, the KU School of Nursing graduated 195 students -- 138 were undergraduate and 57 were graduate. And, in the School's 100 year history, 5,000 students have graduated with 3,000 currently working in Kansas, a good percentage of nurses remaining in the state, Miller told faculty.

Kansas employs 125,000 health care professionals and staff, with 32,500 being Registered Nurses. When looking at the nursing job outlook for Kansas, it is estimated that 28,973 nurses will be needed by 2010. The total number of new nurses needed by 2010 is 11,350.

In 1994, the Kansas Collaborative Primary Care Nurse Practitioner Program was created. A total of 649 nurse practitioner students have graduated, serving 91 counties. The Bi-State Nurse Midwifery Program was created in 2002 and has graduated 20 nurse midwives. Distance education programs for rural parts of the state, including the online RN-BSN Degree Completion Program, help make furthering a nurse's education easier. Other programs include the statewide placement of students, TeleHealth technologies, special grant programs, the Kansas Continuing Learning Project, KUMC/Kansas Department of Health and Environment State Health Care Workforce Project and internal evaluation of Kansas' future needs for physicians and other providers through the KUMC Healthcare Provider Workforce Board.

In addition to KU's efforts, Miller has been meeting with legislators and the Kansas Board of Regents to develop a plan for increasing the number of nurses.

The Kansas Board of Regents submitted a proposal to the Kansas Legislature to annually increase the number of nurses in the state, by all state-funded schools, by 250 each year. This proposal would cost an estimated \$11 million, but would help put more new nurses into the workforce at a time of critical need.

The Kansas Legislative recommendations are to increase the number of nursing faculty; to increase clinical site availability; address classroom, lab and equipment needs; to create a Center of Excellence for Health Care Workforce Development; to manage program effectiveness and funding accountability; to develop a Statewide Nursing Workforce Consortium; and to create collaborative partnerships.

The KU School of Nursing's role in this plan would be to educate more nursing faculty, more nurse leaders, and more graduate-level nurses in a variety of clinical specialties.

Other health care professionals, including medical and allied health professionals, also are experiencing shortages. To help ease the shortage of all professionals, Miller said we need to increase the recruitment of teaching and research faculty, increase school enrollments to meet the need for clinical providers and leaders in health care organizations, increase post-graduate physician residency numbers and increase efforts to achieve appropriate geographic distribution of graduates.

SCHOOL OF NURSING STRUCTURE AND GOVERNANCE

Karen L. Miller, PhD, is Senior Vice Chancellor for Academic and Student Affairs at the University of Kansas Medical Center. She is Dean and Professor of the KU Schools of Nursing and Allied Health. Prior to her Dean's appointment, Dr. Miller was Vice President of Nursing and Clinical Services at The Children's Hospital, Denver, and Associate Professor at the University of Colorado Health Sciences Center. Dr. Miller has over thirty years health care executive experience.

Dr. Miller completed her baccalaureate degree at Case Western Reserve University and her Master's and Doctoral degrees from the University of Colorado. Her research has been in the areas of health systems, finance and patient care outcomes. She has published on the organizational context of patient care, financial management of clinical services and healthcare workforce issues. She is President of KU HealthPartners, Inc., a direct clinical services corporation for nursing and allied health professionals.

Among past national committee appointments, Dr. Miller has been a member of the Commission on Workforce for Hospitals & Health Systems of the American Hospital Association. She is active in the National Association of Schools of Allied Health and the American Association of Colleges of Nursing. Dr. Miller recently completed a four-year term on the National Advisory Council on Nurse Education and Practice of the U.S. Department of Health and Human Services and she has served on the National Advisory Council of the National Institute of Nursing Research of the National Institutes of Health (NIH).

Dr. Miller was named a fellow of the American Academy of Nursing in 1995 and serves on several editorial boards and corporate Boards of Directors, including the University of Kansas Hospital in Kansas City.

Assisting the Dean are three Associate Deans, respectively holding the positions of::

- Associate Dean for Academic Affairs
- Associate Dean for Research
- Associate Dean for Clinical & Community Affairs

In addition the School benefits from a number of steering and standing committees, including:

- Steering Committees
 - Faculty Steering Committee
- Standing Committees:
 - Curriculum Committee
 - Student Admission & Progression Committee
 - Research Committee
 - Appointment, Promotion & tenure Committee
 - Continuing Nursing Education Committee
 - Faculty Practice Committee

FACULTY PROFILE

	Tenured	Tenure Track	Non-Tenure Track	Total
Professor	8			8
Associate Professor	15	1		16
Assistant Professor	1	6	1	8
Clinical Associate Professor			2	2
Clinical Assistant Professor			24	24
Clinical Instructor			11	11
Research Associate Professor			1	1
Research Assistant Professor			4	4
Research Instructor			6	6
Total	24	7	49	80

APPENDIX A

Definitional Statements of Major Concepts

Client systems are defined as the individual, family, group, organization or community. Client systems are interdependent, complex and ever changing. They are hierarchically arranged; that is, each system serves as macro system to lower level systems and micro system to higher level systems. Changes in one part of a system affect the total system. Client systems have needs that evolve throughout their development. They have innate abilities, resources, experiences and value systems that guide decision-making regarding health issues. These decisions influence, and are influenced by, the internal and external environments of the system. Nurses intervene with a client system by participating with that system in identifying health needs and encouraging self-direction and self care consonant with cultural values. This reflects a belief that client systems have different capabilities and desires to learn, adapt and grow, and a right to make both independent and collaborative choices regarding health care.

The **environment** of client systems consists of natural, biological, psychological, spiritual, behavioral, social and cultural factors. Because client systems are hierarchically arranged, each level serves as environment to adjacent systems. The internal and external environments of client systems are constantly changing and influencing the system, and may result in alterations in health. The five client systems are all affected by their social and cultural environments. Nurses recognize that in providing health promotion, disease prevention, and illness care, they become part of the existing environment of the client system, necessitating both scientific knowledge of how the system functions, and artful collaboration with appropriate components of the system to effect care.

Health is a dynamic state of biological, psychological, behavioral, and social well-being and reflects each client system's ability to alter its environments, or to adjust to or evolve with environmental changes. Wellness and illness are socially and individually defined concepts representing the degree of variation in the client system's ability to alter or adjust to its environments. Consistent with a focus on primary health care, the nurse recognizes the client system's ability and responsibility to engage in self-assessment and health care behaviors. To that end, the nurse and client system collaborate as partners to design, implement, and evaluate client-centered interventions for the promotion and maintenance of well-being, the prevention of illness, and in states of decreased well-being, the restoration of human functioning to its optimal level.

Nursing is a practice profession with a defined body of knowledge and goals. Nursing makes a unique and valuable contribution within the health care system and society. The profession provides a social structure to develop legitimate professional roles for its members. The faculty of the School of Nursing recognize two interrelated aspects of professional practice: the art and the science of nursing. The art of nursing involves intuition, creativity, caring and application of nursing therapeutics, communication skills, and supportive interpersonal processes. These aesthetic considerations are integrated with knowledge from the natural and behavioral sciences through critical thinking and

systematic investigation. Together the art and science of nursing provide insights for the profession in meeting its mission of providing for the health care needs of clients in home, community or institutional health care delivery settings. Fulfillment of this mission involves the use of the nursing process to promote and maintain health and wellness, prevent illness, diagnose and manage potential or actual health problems, facilitate adaptation to health impairments, assist rehabilitation, and maximize the opportunity for dignity in living and dying. Professional nurses recognize the contribution each individual makes to society and the necessity to consider the total person in nurse-client interactions. Further, they apply primary health care concepts in responding to needs of populations and communities consonant with available health care system resources. Nursing's mission is accomplished while taking into account the legal and ethical rights and responsibilities of client systems, other caregivers, and nurses, with full attention given to the influence of historical, political, social, cultural and economic factors. Leadership, collaboration, and consultation among nurses and other health care providers and support systems is critical in meeting client needs. Nursing demonstrates its professional values and accomplishes its mission through research, education and practice.

APPENDIX B

Curricular Threads

Following from the four concepts explicated in the University of Kansas School of Nursing philosophy, the faculty have identified five related horizontal threads that construct the curricula. These threads are 1) human functioning and health, 2) focal client systems, 3) nursing therapeutics, 4) health care delivery systems, and 5) professional values. The concept of environment is embedded in each. Course and terminal objectives are stated in terms of the five threads. Each course addresses components of the threads, with specific content increasing in complexity throughout the curricula. The five threads serve as broad categories under which a variety of content can be expressed. They are not considered mutually exclusive. It is recognized that the rapid evolution of nursing science, practice, and education demands on-going reexamination of categories and concepts. The five threads, with example content presented as sub-sets, are defined below. The lists of content examples are not intended to be exhaustive.

Human Functioning and Health: Human functioning refers to basic biological, psychological, spiritual, behavioral, social and cultural processes. Health is a dynamic state of well-being in relation to these processes, and reflects the client system's ability to adapt to its environments. The goal of nursing is to assist client systems toward optimal functioning. Concepts that may be included in this thread are the following: holistic health perspective; health promotion; health education; concepts of primary, secondary, and tertiary care; risk factors; resilience factors; health indicators; outcome measures; and epidemiology of health and illness.

Focal Client System: A focal client systems is the entity toward which nursing therapeutics are directed in a given situation. Example concepts include the following: individuals, families, groups, organizations, communities, cultures and society; diverse populations; aggregates, including elders, high risk groups and others; urban and rural populations.

Nursing Therapeutics: Nursing therapeutics refers to the work of nursing, including application of cognitive, behavioral, psychomotor and affective processes to the design of nursing interventions with client systems. Example concepts include the following: the art and science of nursing; diagnosing potential or actual health problems; interrelationship of theory, practice and research; knowledge and use of practice and other theories; population-based needs assessment; critical appraisal and use of research findings; use and evaluation of therapeutic nursing interventions; health restoration; knowledge of disease processes; processes of critical thinking, problem solving and communication; cultural competence; nursing process; clinical/critical paths; client system's health and illness model; outcome criteria.

Health Care Delivery Systems: The health care delivery system is the complex set of interrelated elements and processes organized within a society for the express purpose of delivering health care services to designated populations. Nursing practice is an element

of the health care delivery system. Example concepts include the following: history of health care in the U.S.; elements of primary, secondary, and tertiary care; economics of health care, for example, managed care, capitation, and fee for service; work design, including case management, differentiated practice, patient care delivery systems, patient-focused care; determining and measuring outcomes of health care; community-based care; primary health care; local participation; rural health; electronic interface among providers; interdisciplinary collaboration; power relationships (economic and political); high technology home care; system productivity.

Professional Values: Professional values represent the foundational beliefs from which standards of ethical practice are derived. Example concepts include the following: the art of caring; collegial relationships including language differences among professions; communication, including interpersonal, written, oral, and electronic; professional development including continuing education, certification, legal and ethical issues, leadership and management, standards of practice; professional roles; trends; governance; cultural competence.