

CCN Research Newsletter

Issue 4 Spring 2018

FACULTY SPOTLIGHT - DR. MERCY MUMBA



Dr. Mercy Mumba, Assistant Professor at the Capstone College of Nursing, is an innovative researcher, passionate mentor, and educator with an extensive clinical background. She has won several notable awards and has received several scholarships, the Rising Star Award from Nurses.Com and the Deans Mentoring Award from the University of Texas at Arlington.

Growing up in Zambia, nursing was not a well-respected profession. It was not until her

freshman year of college she learned about nursing in the United States and began to pursue it as a career goal. This is why she is passionate about improving nursing education in Zambia.

Dr. Mumba graduated with Honors from the University of Texas at Arlington, with a Bachelors of Science in Nursing and Health Innovation in 2010. Through the honors program, she fell in love with nursing research and mentoring young students.

Only two years after graduating with her BSN, she entered a BSN to PhD program, and at 29 years old, became the youngest PhD graduate from her College.

Currently her research focuses on substance abuse disorders and possible innovations, such as combination therapies, to decrease relapse and increase abstinence self-efficacy.

One piece of advice Dr. Mumba has for junior faculty members, is to join the Health Disparities Research Training Program,

which she has participated in during her time at the Capstone College of Nursing. "It's been incredible... and I'm so grateful that I've been a part of it" Mumba said.

When Dr. Mumba is not researching, teaching, or mentoring, she loves to travel, spend time with family and friends, and attend as many gospel concerts as possible.

"I love to mentor young people... because I feel like I'm passing down knowledge that was passed down to me. I wouldn't be where I am today without my mentors."



Capstone College of
Nursing

PUBLICATION HIGHLIGHT

Davis, A. L., & Lippe, M. E. (2017). Two prelicensure nursing programs assess readiness to standardize palliative and end of life care curriculum. *Journal of Nursing Education and Practice*, 8(2), 29.

This article represents the collaboration of two researchers from across the United States. AL Davis and M.E. Lippe. Davis lives in Washington and Lippe in Alabama. They are both focused on enhancing palliative and end-of-life (PEOL) care education for prelicensure students. Both authors are lead investigators for End of Life Nursing Education Consortium (ELNEC) Undergraduate evaluation research.

The purpose of this article was to examine the different needs-assessments and associated processes and challenges, conducted by two universities regarding palliative and end-of-life care to aid schools and programs preparing to conduct a similar needs-assessment. The current nursing education system often has gaps and minimal emphasis on palliative and end-of-life (PEOL) care. Because of this fact, there is a growing need for nurses to be trained to

care for patients with serious, life-limiting illnesses and decrease the amount of nurses reporting feeling inadequately prepared to do so.

The Lippe and Davis article discusses two different needs-assessment processes. One university conducted a three-part needs-assessment, that gave rise to an ad hoc committee, designed to guide content integration at that university. The second university incorporated a faculty-led survey that challenged faculty members to identify areas of improvement within the program. Conducting a needs assessment is a critical first step towards successful integration of primary PEOL education. This will help future nurses feel prepared to provide quality care for their patients. This formative evaluation at both, universities provided critical information about the strengths and weaknesses of the current programs, prior to the implementation of improvements, focused

UPCOMING FUNDING OPPORTUNITIES

Robert Wood Johnson Foundation

Evidence for Action: Making Health a Shared Value, 6/1/18

Sigma Theta Tau

Doris Bloch Research Award, 7/1/18

Joan K. Stout, RN Research Grant, 7/1/18

Oncology Nursing Society Foundation Grant, 9/15/18

Alabama Life Research Insitute

Pilot Project Program, 5/18/18

UPDATE ON THE CCN RESEARCH SOCIETY

The CCN Research Society, which officially began Spring 2017 continues to work toward recruiting new members and faculty research mentors. The purpose of this club is to increase student interest in, and knowledge of, undergraduate research. The ultimate goal is increasing the number of students who develop their own research projects. Students in both lower division and upper division are encouraged to join the club. Next year's club officers will have a table at UA's Get On Board Day in the fall.

Meetings were previously held once a month during the fall and spring semesters. During these meetings, several faculty presented their areas of research and gave insight into doctoral degrees. In addition to club meetings, members attended the CCN Research Colloquia as well and worked with faculty on a number of research projects. Senior

members of the CCN Research Society who attended meetings regularly will be wearing an honor cord to recognize their membership in this club during May graduation. The club leadership includes, Ashley Vaughn, President, Austin Miller, Treasurer, and Elizabeth Keith will be president in the fall of 2018, along with Sara Pratt as Vice-President. Nominations for other officers are currently being sought. If you are interested in serving as a mentor to assist an undergraduate student in developing a research project, if you are able to include an undergraduate student in your program of research, or if you are interested in speaking about your research at a club meeting, please contact Dr. Michele Montgomery (mmontgomery1@ua.edu) or Dr. Paige Johnson (ptjohnso@ua.edu).



GRANT AWARDS

Cuellar, N. & National Association of Hispanic Nurses. All of Us: Launch of program with National Association of Hispanic Nurses. National Institute of Health. \$100,000.

Kaylor, S. (Co-PI), Lippe, M. (Co-PI), & Woods, A. (Co-PI). Innovation, Integration, and Active Learning: A Journey into Curricula Redesign. (Program Grant). University of Alabama Project Rising Tide Retention and Student Success Initiative Course Innovation 2018 Program: \$2000 pre-proposal funding awarded February 26, 2018.

Key, B. (PI), Fedewa, M. (Co-I), Richardson, M. (Co-I), MacDonald, H. (Collaborator). Community Health Workers and Activity Trackers in the African- American Church. Research Grants Committee. \$5,994.

Knol, L. (PI), Appel, S.J. (Investigator) & Crowe-White, K. (Investigator) (December, 2017). Feasibility of Conducting a Mindful Eating Weight Loss Program for Adults entitled "Project ME: Feeding the Mind, Body, and Soul." Research Grants Committee, \$5,950.

Nickelson, J. (PI), Montgomery, M. (Co-PI), Johnson, P. (Co-PI). The Health Lab: A Student-Staffed Clinic to Improve Health Literacy and Health Outcomes. Research Grants Committee, \$34,098.

Mumba, M. (PI), Mugoya, G., Glenn, A., & **Findlay, J. (2017).** The Effects of a Behavioral Intervention on Opioid Use Disorders among Individuals Undergoing Medication Assisted Treatment: A Mixed Methods Approach. University of Alabama Research Grants Committee, \$40,470.

Owings, R. (PI), Woods, A. (Collaborator), Key, B. (Collaborator). Improving Transition to Clinical Practice: Using Simulation to Teach Complex Clinical Concepts. Research Grants Committee, \$5,548.

Smith, T. (PI), English, T. (Co-PI). The Impact of Free Rural Healthcare Clinics on Hospital Utilization. Research Grants Committee, \$5,989.

Stowers, K. (PI), Booth, L. (Co-PI). Improving Patient Outcomes: Developing a Mobile Application to Allow for Early Detection of Preeclampsia. Research Grants Committee, \$33,777.

Welch, T. (PI). Assessing Nurse Managers Understanding Knowledge and Attributes regarding Budget and Costs Within the Hospital Setting. Research Grants Committee, \$5,997.

Woods, A. & Rice, M. Improving Student Performance: Role Modeling in Simulation. Research Grants Committee, \$6,000.

Woods, A. (PI), Mumba, M. (Co-PI). (2018). Preparing Students to Participate in International Medical Mission Trips through Simulation: A Focus Group Study. Sigma Theta Tau International Epsilon Omega Chapter. \$500



Safiya George, Billy Kirkpatrick, Pamela Payne-Foster, George Mugoya, & Elizabeth Di Valerio

SPOTLIGHT ON INTERPROFESSIONAL RESEARCH TEAMS

An Interprofessional Research Team is a group of individuals from different disciplines working together on a common issue. Each member provides their specific skills, attitudes, and expertise to the team to generate new information and support the contributions of others.

Billy Kirkpatrick, Dr. George Mugoya, Dr. Safiya George, and Dr. Pamela Payne-Foster comprise an Interprofessional Research Team whose primary focus is community-based participatory research for people living with HIV/AIDS. One of their current projects, funded by the Robert Wood Johnson Foundation, is studying the importance of advocacy in the region for people living with HIV/AIDS. The project works directly with clients to improve their healthcare outcomes and make their treatment meaningful. “When we do research, our end goal is always creating something impactful for the client, and I think that brings the best out of all of us” said Dr. George Mugoya. Dr. Pamela Payne-Foster further described the importance of community involvement and explained how their interprofessional research team is so much larger than just the researchers involved. “I would say that the community brings innovation... and we bring together our different perspectives and our areas of expertise to make a better product for the community.”

Having the same end goal in mind and using the client’s perspective to improve the research and to inform what we do is right at the heart of their interprofessional research team. In order to work well together, Kirkpatrick explained, “You have to be open to what other people can offer your research.” The team also expressed how being willing to collaborate and having effective leadership and communication are just a part of creating an effective Interprofessional Research Team. “There has to be respect of each other’s expertise... and you have to come to everything with a positive attitude,” said Dr. Mugoya.

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