

## **Barbara Aronson Ph.D., RN, CNE**



Barbara Aronson is an Associate Professor and Coordinator of the Ed.D. Program in Nursing Education at Southern Connecticut State University. She earned her Ph.D. from the University of Massachusetts, her MSN from the University of Hartford, her BSN from Saint Joseph College, and her diploma from Hartford Hospital School of Nursing. She has over twenty-two years of experience in nursing education in the academic and service settings. She has held various leadership positions at Southern Connecticut State University including program coordination of the largest undergraduate program at the university. She is certified as a nurse educator. She has authored over fifteen peer-reviewed journal articles, has presented at numerous regional and national nursing education and research conferences and been the recipient of many research and curriculum-related grants and awards.

### **Program of Research and Scholarship**

#### **Focus areas**

- **Antibiotic Adherence**
- **Evidence-based practice**
- **Nursing education research**
- **Instrument development**
- **Interventions to promote student learning with high fidelity simulation**

#### **Antibiotic Adherence**

The title of Dr. Aronson's dissertation was *Assessing the Feasibility of a Theory-Driven Self-Management Intervention to Promote Short-term Antibiotic Intervention in College Students*. She received two small grants to support both the preliminary qualitative study, and the major intervention study. Two articles have been published which have disseminated the results of this study and she has also presented portions of her dissertation work at several regional nursing research conferences.

#### **Evidence-based practice**

Dr. Aronson has authored many clinically-based articles that describe best practices for the nursing care of patients with various medical and surgical disorders. Several of these articles were written in collaboration with staff nurses and were disseminated at a number of regional conferences. Dr. Aronson has also been a grant reviewer for nationally funded evidence-based project grants, and has served as an abstract reviewer for many years for an evidence-based research conference.

#### **Nursing education research**

Dr. Aronson and two faculty colleagues have received several grants to support a study that looked at the evaluation of a new evidence-based intervention course. The results of this study have been presented at a national nursing education conference and at several local university and nursing research conferences. An article describing this study was published in 2007. Dr. Aronson and a colleague were fortunate to receive several research and curriculum related grants to evaluate a new nursing capstone course. The first multi-

method study found that that the capstone course does not necessarily improve scores on standardized achievement exams, increase program satisfaction or assure success on the NCLEX-RN. However, the capstone course is a highly valued experience from the student perspective. An article was published in 2009 in a highly respected international nursing education journal. After the publication of the article, the authors received several research grants to develop an instrument to assess the learning that occurs during a capstone course in nursing. The Capstone Readiness to Practice Instrument (Aronson & Rebesch, 2009) has demonstrated reliability and validity and internal consistency. Differences in pre and post-capstone scores indicate students had significant improvements in their perceived readiness to practice after participation in a capstone course in nursing. Further research on this instrument is ongoing.

### **Simulation Research**

Dr. Aronson has served as principle investigator for three simulation-based research studies. The first study, which took over three years to complete, focused on the development and psychometric testing of a simulation instrument entitled, The Heart Failure Simulation Competency Evaluation Tool (HFSCET)©. The study has been recently published in the journal *Clinical Simulation in Nursing*. This study has been presented at several regional and national research conferences and several regional grant-funded workshops in the state of Connecticut. The primary purpose of the second study was to assess the effectiveness of a role-modeling intervention on student nurse competency in responding to a simulated response to rescue event. The results of this feasibility study were very encouraging, student nurses' mean scores increased by 47.5% after exposure to the role-modeling intervention. An article about the study is currently in-print. The research team is currently collecting data for a third study to assess the effectiveness of the intervention on student nurse competency over time and across multiple scenarios.