

THERESA ANNE GRANGER, PhD, MN, ARNP, FNP, NP-C

Clinical Assistant Professor
School of Social Work, Department of Nursing
University of Southern California

ACADEMIC AND PROFESSIONAL EDUCATION

2011	Doctor of Philosophy (PhD) University of Colorado, College of Nursing	Aurora, CO
1996	Master of Nursing Family Nurse Practitioner Washington State University, ICNE	Spokane, WA
1992	Bachelor of Science in Nursing Washington State University, ICNE	Spokane, WA

FELLOWSHIPS

2013-2014	Community-Based Research Faculty Fellow Seattle University Youth Initiative Seattle University	Seattle, WA
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INTERNSHIPS

1996	Nephrology Rockwood Clinic, P.S.	Spokane, WA
1995	Allergy and Immunology Adult and Pediatric John D. Morgan, MD	Spokane, WA

POST MASTER'S EDUCATION

NURS664	Clinical Teaching (Spring 2007, 3 credits)	Oregon Health & Science University, School of Nursing Portland, OR
NURS661	Curriculum and Instructional Design In Nursing (Fall 2007, 3 credits)	Oregon Health & Science University, School of Nursing Portland, OR
NURS662	Assessment and Learning in Nursing (Winter 2008, 3 credits)	Oregon Health & Science University, School of Nursing Portland, OR

CERTIFICATES

9/2013 - 6/2014	Leadership Education in Adolescent Health (LEAH)	University of Washington Department of Pediatrics, Division of Adolescent Medicine, Seattle Children's Hospital
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08/2013	Excellence in Teaching Online Certification of Instructional Effectiveness	Washington State University Global Campus Pullman, WA
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CERTIFICATION

Family Nurse Practitioner	American Academy of Nurse Practitioners	1996-2016
Federal Motor Carrier Safety Administration, Certified Medical Examiner		2014-2024
Healthcare Provider	American Heart Association	2003-2013
Certified Nursing Instructor	Community and Technical Colleges, WA	2000-2005
Advanced Cardiac Life Support (ACLS)		1995-1999
CCRN	American Association of Critical-Care Nurses	1995-1997

LICENSURE

Advanced Registered Nurse Practitioner with prescriptive authority - WA		1996-present
DEA Registration, Schedule II-V - State of WA		1998- 2007
Registered Nurse – WA		1993-present
Registered Nurse – OR	201606499RN	8/17/2016 – 6/20/2017
Registered Nurse – CA		pending

PROFESSIONAL EXPERIENCE

Teaching Experience

01/2016 – present	Clinical Assistant Professor	University of Southern California Online Graduate FNP Program Virtual Academic Center Los Angeles, CA
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NURS 503: Theory: Clinical Management of Adult Patients. Course description: This course provides the nurse practitioner student with the necessary knowledge and experience to diagnose and manage individuals with common health problems, including acute episodic illness. Emphasis is placed on assisting adults to reach or maintain the highest level of health and functioning, with a focus on health promotion, health maintenance, and primary care management of common problems encountered by adult patients.

NURS 503 Responsibilities

Lead faculty and course architect. Creation and course delivery of online asynchronous and synchronous content, assessment and exam information. Developed and filmed videos and dynamic student learning experiences in cooperation with 2U, a partnering organization with the goal of working with professors to bring online curricula to life using digital media (2U.com).

10/2015 – 12/2015	Adjunct Faculty	Maryville University Online Graduate FNP Program St. Louis, MO
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NURS 603: Professional Role Development: Advanced Practice Nurse. Course description: This course provides a theoretical foundation for exploring, analyzing and evaluating advanced practice nursing roles within the health care system. The legal and ethical context of practice is addressed.

01/2015 – 11/2015	Visiting Professor	Chamberlain College of Nursing
07/2014 – 12/2014	Adjunct Faculty	Online MSN Program Downers Grove, IL

Graduate FNP Courses

NR 503: Population Health, Epidemiology, & Statistical Principles. Course description: This course introduces students to advanced practice competencies related to population health, epidemiology and statistical principles. Students explore, analyze, apply and evaluate biostatistics for evidence-based practice and population-based care. Topics include the use and application of epidemiology and statistics for the delivery and monitoring of aggregate populations.

NR 509: Advanced Physical Assessment. Course description: This course expands the knowledge and skills of health assessment principles necessary to perform a thorough health assessment. The student will develop assessment techniques related to history and physical examination of clients across the lifespan, including psychiatric-mental health and related supportive assessments. Students will explore, analyze, apply, and evaluate these principles in the classroom and laboratory. A Health Assessment Performance Evaluation will occur in the laboratory setting. Responsible for assisting with onsite laboratory performance evaluation of students.

NR 511: Differential Diagnosis and Primary Care Practicum. Course description: This course provides students with content regarding formulating differential diagnoses of individuals within the primary care setting, along with an introduction to critical diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing client information in a logical, progressive manner and formulating differential diagnoses for individuals across the lifespan. The course includes 125 hours of supervised clinical practicum in primary care.

NR 602: Primary Care of the Childbearing and Childrearing Practicum. Course description: This course continues to expand the knowledge of health assessment principles specific to the role of the FNP, with a focus on the healthcare needs of women and families throughout reproductive and childrearing years. Students further develop their skills related to health promotion, prevention of illness, diagnosis and management of health problems commonly experienced in childbearing and childrearing families. Care strategies include patient education, protocol development, follow-up and referral through a clinical practicum experience in a precepted primary care setting (includes 125 hours of supervised clinical practicum).

09/2012 – 06/2014	Assistant Professor	Seattle University
01/2012 - 08/2012	Assistant Clinical Professor	College of Nursing
01/2012 - 03/2012	FNP Track Lead	Seattle, WA
09/2011 - 12/2011	Adjunct Nursing Faculty	

Undergraduate courses

NURS 302 Health Assessment – Theory. (Hybrid: 80% online, 20% in-class) Course description: Theoretical concepts related to screening assessments and health promoting interventions for individuals, families and populations across the lifespan.

NURS 303 Health Assessment – Lab. (Hybrid: 20% online, 80% in-lab) Course description: Learning and performing basic techniques of screening assessment and health promoting interventions for individuals, families and populations across the lifespan.

NURS 303 Health Assessment – Coordinator Description: Developed and revised content for all sections of health assessment lab. Conducted student orientations and faculty meetings. Mentor and resource person to faculty.

NURS 320 Nursing Interventions – Lab. Course description: Application of nursing process and interventions in wellness and illness. Focus on utilizing assessment, diagnosis, planning,

implementation, and evaluation of nursing care. Perform the basic nursing skills required as part of patient care.

Graduate courses

NURS 524 Advanced Pathophysiology. (Hybrid: 80% online, 20% in-class) Course description: In-depth analysis of advanced pathophysiology study. Focus is on disease states and health alterations as seen in primary care settings.

NURS 524 Responsibilities

Major course revision. Curriculum re-written into a hybrid delivery format following guided inquiry learning principles - included the creation of weekly online group discussions/creation of student wiki pages and on-campus student presentations.

NURS 566 Primary Care of Adults/Older Adults. Course description: Focuses on evidenced based practice approaches to primary care management of common acute and chronic conditions of the elderly and on physiological, psychosocial and pharmacological interventions. Age related, cultural, family and community variations will be incorporated into the review of clinical practice guidelines for common chronic and acute conditions.

NURS 587 Primary Care Management Practicum II (FNP students). Course description: The course focuses on the primary health needs of patients including those needs related to health promotion and disease prevention, strategies for identification, management, client and family education, and appropriate referrals. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, and clinical practice.

NURS 566 and 587 Responsibilities

Conducted program site evaluations, student clinical site supervision/evaluation, and weekly student seminars and conferences.

Nurse Immersion course

NURSI 541 Foundational Concepts and Skills for Nursing. Course description: Examination of the nature and context of professional nursing using systems theory as a framework. Introduction to concepts of health, health promotion and protection for individuals, families, and communities. Beginning practice of foundational nursing skills, including individual, family, and community assessment, basic nursing care, and communication. Includes lab and clinical practice in long term care or other community setting.

Learning management systems used: Angel (2011-2013), Instructure Canvas (Fall 2012)
Teaching electronic health records used: Undergraduate students: Nurse², RealEHRPrep, Graduate students: EPIC

Seattle University

Teaching Assignments

	Course # # of sections taught # of students	Course Name	Team (T) Individual Teaching (I) Course Coordinator (C)	Developed (D) Taught for 1 st time (T) Major Revision (R)
Winter	(2012) NURS 320 Sect. 3, 10 students	Nursing Interventions Lab (Transfer BSN Cohort)	(T)	(T)

	Sect. 7, 10 students (2012) NURS 587 Sect. 2, 4 students	Primary Care Management Practicum II (FNP students)	(T)	(T)
Spring	(2013) NURS 302 Sect. 2, N = 40 Students (2013) NURS 303 Coordinator: 80 students, 5 faculty Sect. 1, N = 10 students (2012) NURS 302 Sect. 2, N = 41 students (2012) NURS 303 Sect. 2, N = 12 students Sect. 8, N = 11 students	Health Assessment Theory (Native BSN Cohort) Health Assessment Lab (Native BSN Cohort) Health Assessment Theory (Native BSN Cohort) Health Assessment Lab (Native BSN Cohort)	(I) (T) (C) (I) (T)	(R) 2013: Major revision. In response to substantive student feedback. Preparatory, in-class/formal assignments, rewritten according to guided learning inquiry format. Creation of interdisciplinary theory experience (vital signs information) with Diagnostic Ultrasound Students. Creation of online module (vital signs/nutrition). (R) 2013: Major revision. In collaboration with Diagnostic Ultrasound department, creation of inter-disciplinary lab experience (vital signs information) with nursing Diagnostic Ultrasound Students.
Summer	(2012) NURSi 541 Coordinator 7 sections, 6 faculty Sect. 1-7 Theory	Foundational Concepts & Skills for Nursing (Graduate: Nurse Immersion program, pre-licensure	(T) (C)	(T), (R) 2012: Major revision. Course deconstructed and reconstructed according to POGIL principles. All new course materials

	(N = 56 students) Sect. 4 Lab (N = 8 students)	content)		developed. Internal funding to revise/study course provided by Nursing Faculty Initiatives Grant.
Fall	(2013) NURS 302 Sect. 1, N = 44 students	Health Assessment Theory (Transfer BSN Cohort)	(I)	(R) 2013: Major revision. Course re-designed and is now a hybrid course.
	(2013) NURS 303 Coordinator ≈ 80 students, 4 faculty Sect. 1, N = 10 students, Sect. 7, N = 10 students	Health Assessment Lab (Transfer BSN Cohort)	(T) (C)	(R) 2013: Major revision. Course re-designed and is now a hybrid course.
	(2012) NURS 302 Sect. 2, N = 41 students	Health Assessment Theory (Transfer BSN Cohort)	(I)	(R) 2012: Major revision. Continued course transition to POGIL principles. Exams and Case studies re-written.
	(2012) NURS 303 Coordinator: 70+ students, 4 faculty Sect. 7, N = 10 students	Health Assessment Lab (Transfer BSN Cohort)	(T) (C)	(R) 2012: Major Revision: Lab transitioned from passive learning mode to active learning. Lab manual following POGIL philosophy written for course. Exams/assignments written. Creation of community assessment walking windshield survey assignment that has been leveled with senior windshield survey experience.
	(2011) NURS 302 Sect. 2, N = 42 students	Health Assessment Theory (Transfer BSN Cohort)	(I)	(T), (R) 2011 Major revision: Course transitioned to POGIL principles. All new course/testing materials developed: exercises, exams, papers, and reflection assignments.

	(2011) NURS 303 Sect. 8, N = 11 students	Health Assessment Lab (Transfer BSN Cohort)	(T)	(T)
	(2011) NURS 556 Sect. 2, N = 3 students	Primary Care of Adults/Older Adults (Adult/Gero NP students)	(T)	(T)

9/2009-12/2009
9/2008-12/2008

Graduate Teaching Assistant

University of Colorado
College of Nursing
Aurora, CO

Graduate courses

Diagnosis and Management I: Acute Alterations in Health. Hybrid graduate advanced practice nursing core course focusing on acute and chronic conditions managed in adults.

Responsibilities

Provided written feedback to students on case analysis, integration and assimilation of knowledge assignments and reflective journal activities. Monitored and assisted in moderating student online group course discussions

Research Methods for Advanced Practice. Online entry level master's course focusing on research methods applicable to advanced nursing practice. Quantitative and qualitative methods were presented and discussed in the context of evidence-based practice.

Responsibilities

In collaboration with lead professor, provided individual and group feedback on class discussions and assignments. Offered feedback and guidance on student research proposals.

Learning management system used: Blackboard

9/2007-5/2008

Adjunct Nursing Faculty

Northwest University
Buntain School of Nursing
Kirkland, WA

Undergraduate courses

NURS 3946 Therapeutic Nursing Interventions I (Practicum). Course description: Promotes the application of theory studied previously or concurrently in courses of NURS 3102 Promoting Health of Populations, NURS 3202 Social Issues in Health and Nursing, and NURS 3346 Health Assessment into a beginning professional nursing practice, and primarily with adult patients/clients in a variety of locations. This course includes concepts related to evidence-based nursing practice. Planning, implementing, and evaluating care outcomes of therapeutic nursing and pharmacological modalities are supported by research and professional literature.

Responsibilities

Long term and acute care medical-surgical clinical instructor for junior level nursing students. Provide direct clinical student site supervision, grading, and performance feedback. Develop and maintain relationships with clinical liaison and staff registered nurses.

NURS 4943 Therapeutic Nursing Interventions III Pediatric Rotation (Practicum). Course description: Applies concepts of health assessments and interventions specific to healthy and at-risk families as

learned in NURS 4344 Health of Traditional and Alternative Families. Two primary clinical experiences include care management of 2) growing infants and children during illness episodes and wellness. Combines clinical diagnostic reasoning, ethical decision-making, and therapeutic monitoring skills acquired in previous nursing courses with a multi-complex scope of patient/client interactions.

Responsibilities

Acute care pediatric clinical instructor for senior level nursing students at a major Seattle medical center. Provide direct clinical student site supervision, grading, and performance feedback. Develop and maintain relationships with clinical liaison and staff registered nurses.

NURS 4552 Advanced Medical-Surgical Nursing. (Hybrid course). Course description: Assumes a basic level understanding of pathophysiological concepts and related nursing interventions. This course utilizes a body systems approach and teaches senior nursing students how to approach advanced pathophysiological concepts utilizing a critical thinking, higher level, integrative approach. Students will integrate and apply pharmacology, physical assessment, clinical decision making, and health promotion skills as they learn to more effectively care for medically complex adults.

Responsibilities

New course created in response to declining NCLEX scores. Course conception, curriculum creation, and course delivery of an advanced medical-nursing course for senior level nursing students.

Summary of Accomplishments

NURS 4552 designed as hybrid course. NCLEX scores increased over 20% after the implementation of this course.

Learning management system used: Moodle

9/2003- 6/2006
4/2003- 7/2003

Instructor of Nursing
Adjunct Nursing Faculty

Seattle Pacific University
School of Health Sciences
Seattle, WA

Undergraduate courses

NUR 4010 Child-Rearing & Family Health Nursing Theory. Course description: Applies the nursing process to the nursing care of the child-rearing family, with an integration of concepts of health promotion, growth, and development, cultural diversity, spirituality, pharmacology, and the pathophysiology of disease in acute and chronic illnesses.

Responsibilities

Syllabus revision, curriculum development, course presentation, student feedback, and grading for senior level pediatric theory content. Sole lecturer for pediatric transcultural health course.

NUR 4003 Child-Bearing Family & Psychiatric Health Nursing Practicum. Course description: Applies the nursing process to the nursing care of the child-bearing family, which provides students with opportunities to care for families during labor, delivery, and postpartum. Also applies the nursing process to care for individuals and families who are dealing with acute and chronic mental illness

Responsibilities

Clinical instructor for senior level acute care obstetrical clinical rotation at a major Seattle medical center. Provide direct clinical student site supervision, grading, and performance feedback. Develop and maintain relationships with clinical liaison and staff registered nurses.

NUR 4859 Professional Nursing Synthesis Internship. Course description: Focus is on synthesis of past educational experiences within a variety of acute-care and community settings. Interdisciplinary work,

application of leadership skills and working in partnerships with selected communities. Provide opportunities to demonstrate effective integration and synthesis of prior learning.

Responsibilities

Acute care medical-surgical clinical instructor for senior level nursing students at a major Seattle medical center. Provide direct clinical student site supervision, grading, and performance feedback. Develop and maintain relationships with clinical liaison and staff registered nurses.

Instructor - Clinical Skills Lab

Responsibilities

Provided clinical skills assistance and supervision to junior and senior level medical-surgical nursing students.

Graduate courses

NUR 6230 Initial Diagnosis and Early Management. Course description: Provides study and case analysis of selected health conditions, with clinical experience for application of knowledge. Includes history taking, physical assessment, problem identification, therapeutics and evaluation of common acute and chronic problems with integration of knowledge from prerequisites. Focuses on advanced assessment, diagnosing conditions with a straightforward presentation and beginning ability to determine therapeutic options across the life span. Content varies depending on student's desired emphasis. Clinical practice provides an opportunity for client care, peer review of client care and testing of theory under supervision of an established advanced practitioner.

NUR 6240 Advanced Diagnosis and Management. Course description: Provides study and case analysis of selected health conditions. Expands to ability to critically analyze situations in which several conditions are present, prioritize diagnosis and problems, and select appropriate therapeutic interventions across the life span. Content varies depending upon student's desired emphasis. Clinical experiences continue to provide opportunity for client care, peer review of client care, and testing of theory under supervision of an established advanced practitioner. Integration of knowledge and practice gained from prerequisites is expected.

NUR 6250 Nurse Practitioner: Synthesis of Practice. Course description: Provides study and case analysis of selected complex health conditions. Synthesis of prior course work with emphasis on common acute and chronic conditions that involve multiple systems. Provides all aspects of assessment, problem identification and therapeutic management. Integration of managing selected psychological and behavioral along with physiological problems across life span. Content varies depending on student's desired emphasis. Continues to provide clinical experiences for application of knowledge and practice learned in previous nurse practitioner courses. Internship activities include client care, peer review of client care, testing of theory under supervision of an advanced practitioner, and clinical readiness to write the advanced nurse practitioner certification exams.

NUR 6230, 6240 and 6250 Responsibilities

Team taught required nurse practitioner theory and differential diagnoses courses for family and adult/geriatric nurse practitioner students. Assigned theory content taught included: health promotion; diagnosis and treatment of pregnancy, sexually transmitted diseases, female/male reproductive tract issues; adolescent and pediatric growth, development, health promotion, acute/chronic health care issues. Clinical site supervisor to graduate (MSN) family nurse practitioner students. Provide direct clinical student site supervision, grading, and performance feedback. Develop and maintain relationships with physician and nurse practitioner preceptors.

NUR 6101 Leadership in Advanced Nursing Practice: Individual and Small Group. Course description: Explores the concept of leadership, focusing on personal aspects of an effective leader and leadership

in small groups. Considers theories of leadership; leadership values; characteristics, skills and behaviors of an effective leader; selected concepts of leadership; learning/teaching; and group process and communication.

Responsibilities

Team taught graduate nursing leadership series required for all students. Content assigned by course coordinator.

NUR 6210 Health Promotion. Course description: Explores wellness, health promotion and levels of prevention. Applies these concepts to diverse populations of individuals, families and communities.

NUR 6211 Advanced Nursing Assessment. Course description: Provides students with the opportunity to develop advanced history taking and assessment skills, physical, psychosocial, family, cultural and developmental assessment. Integrates supporting theory with practice skills. Introduces the process of differential diagnosis.

Responsibilities

Team taught advanced health assessment theory and laboratory course required for all graduate nursing students. Content assigned by course coordinator.

Additional responsibilities

In cooperation with nurse practitioner program director, secured and evaluated family nurse practitioner student clinical placements. Liaison between clinical sites and School of Health Sciences.

Summary of Accomplishments

Redesigned undergraduate pediatric theory course which resulted in significant improvement in NCLEX pediatric nursing content scores. Participated in undergraduate and graduate curricular and program revisions utilizing AACN essentials documents, NCSBN content, and other expert guidelines. Developed on-line student content for NUR 4010.

Learning management system used: Blackboard

9/2000-12/2001

Nursing Instructor
ADN Program

Everett Community College
Everett, WA

Sixth Quarter courses

Nursing Perspectives and Issues. Course description: Addresses aspects of “being” a nurse by exploring values, nursing ethics, legal issues, power, politics, leadership and the business of managing care in a changing healthcare delivery system. Includes personal practice issues of role transition, stress management (burnout and reality shock), collective bargaining, and professional growth and maturation.

Responsibilities

Syllabus revision, curriculum development, course presentation, student feedback, and grading of nursing leadership and management topics including legal issues of healthcare delivery, nursing leadership: conflict resolution and effective communication, basics of group process, managed care concepts, role transition, NCLEX licensure, delegation/supervision concepts, and resume development/job interviewing skills.

Care Management Topics. Course description: Symposium for analysis and discussion of actual and simulated clinical situations. Symptom analysis, complex nursing management and telephone assessment of client problems will be addressed.

Responsibilities

Syllabus revision, curriculum development, course presentation, student feedback, and grading of clinical care management topics including nursing code of ethics, critical thinking concepts, values clarification, nursing informatics, ambulatory care concepts, and transcultural nursing and diversity.

Care Management Practicum. Course description: Clinical experience in selected sites utilizing staff nurses as mentors.

Responsibilities

Medical-surgical nursing course developer and clinical coordinator for all students and adjunct faculty. Medical-surgical clinical instructor. Provide direct clinical student site supervision, grading, and performance feedback. Develop and maintain relationships with clinical liaison and staff registered nurses.

Summary of Accomplishments

Developed, implemented, and supervised a critical care nursing rotation implemented at a major medical center. Developed, implemented, and supervised the nursing leadership and management community experience. Revised all 6th quarter curricula utilizing NLN documents, NCSBN content, and other expert guidelines. Implemented NCLEX review. Collaborated with UW-Bothell liaison to streamline the ADN-BSN process for interested students. Developed online student resources for all courses.

Staff Development

7/2006 – 8/2007

Professional Development
Specialist, Pediatrics

Swedish Medical Center
Center for Nursing Excellence
Seattle, WA

Responsibilities

Planned and developed curricula to meet the educational needs of pediatric registered nursing staff. Provided evidence-based individual and group activities designed to support growth in clinical expertise. Assisted and counseled registered nurses through the process of developing a professional growth plan. Provided clinical support to registered nursing staff. Acted as an expert consultant for individuals and groups regarding methods of educational delivery, curriculum development, and evaluation strategies. Mentor to new graduate registered nurses. EPIC trainer and superuser.

Summary of Accomplishments

Presented at numerous registered nursing, clinical preceptor workshops. Designed and proposed a research study exploring the effects of a formal mentoring program on new graduate nurse job satisfaction and retention.

Program Development

2006

Nurse Job Shadow Program

Swedish Medical Center
Center for Nursing Excellence
Seattle, WA

Responsibilities

Liaison to high schools, nursing managers, and staff nurses.

Summary of Accomplishments

Developed policies and formalized a program offering area high school students interested in a registered nursing career the opportunity to shadow a registered nurse.

SCHOLARSHIP ** data-based

Publications

Refereed Journals

Zappas, M., & Granger, T. (2016). Managing adolescents with type II diabetes: Promoting a healthy lifestyle. Manuscript submitted for publication.

Granger, T., Zappas, M., & Cederbaum, J. (2016). STDs: Confronting don't ask. Don't tell. Manuscript in preparation.

Schneiderman, J.U., Kennedy, A.K., Negriff, S., Granger, T.A., & Trickett, P.K. (2016). Maltreated and comparison adolescents' reports of unstable housing: Relationship to delinquency. Manuscript in preparation. **

Granger, T. (2014). Teaching social justice principles in nursing: An active learning community assessment exercise. *Journal of Nursing Education*, 53(9), 544.

Granger, T., Wojnar, D., & Bowie, B. (2013). Seattle's P3 project: A qualitative secondary analysis of the voyager journey. *Communicating Nursing Research*, 46, 439. **

Granger, T., Vezeau, T., & Ung, C. (2013). Guided inquiry learning in nurse immersion courses: A pilot project *Communicating Nursing Research*, 46, 512. **

Granger, T.A. (2012). The effect of relationships on behavior: Adolescent transition to emerging adulthood. *Communicating Nursing Research*, 45, 366. **

Granger, T.A. (2011). Exploring the effect of poor relationships on behavior during the adolescent transition to emerging adulthood. *Dissertation Abstracts International*, (UMI No. 3467216). **

Finn, C., Granger, T., Levy, C., & Magilvy, K. (2007). Lessons learned from the sandwich generation experience. *Communicating Nursing Research*, 40, 406. **

Barton, A.J., Gilbert, L., Baramée, J., & Granger, T. (2006). Cardiovascular risk in Hispanic and non-Hispanic preschoolers. *Nursing Research*, 55(3), 172-179. **

Granger, T. (2006). Mentoring: Leading the way toward positive change. *Reflections on Nursing Leadership*, 32(3).

Book Chapters

Granger, T. (2015, August). Sexually transmitted infections and vaginitis. In T.M. Woo, & A.L. Wynne (Eds.), *Pharmacotherapeutics for nurse practitioner prescribers (4th ed.)*. Philadelphia, PA: F.A. Davis Company.

Granger, T. (2007). In Sigma Theta Tau, *Daybook for nurse leaders and mentors* (p. 35, 125, 139, 156, 159). Indianapolis, IN: Sigma Theta Tau International.

Granger, T. (2006). Sexually transmitted diseases and vaginitis. In A.L. Wynne, T.M. Woo, & M. Millard (Eds.), *Pharmacotherapeutics for nurse practitioner prescribers*. Philadelphia, PA: F.A. Davis Company.

Abstracts

Schneiderman, J.U., Kennedy, A.K., Negriff, S., Granger, T.A., & Trickett, P.K. (2016). Maltreated and comparison adolescents' reports of unstable housing: Relationship to delinquency. Abstract submitted

to Society for Social Work and Research 21st Annual Conference - Ensure Healthy Development for all Youth.**

Granger, T., Wojnar, D., & Bowie, B. (2013). Seattle's P3 project: A qualitative secondary analysis of the voyager journey. *Communicating Nursing Research*, (46), 439.**

Granger, T., Vezeau, T., & Ung, C. (2013). Guided inquiry learning in nurse immersion courses: A pilot project. *Communicating Nursing Research*, (46), 512.**

Granger, T.A. (2012). The effect of relationships on behavior: Adolescent transition to emerging adulthood. *Communicating Nursing Research*. (45), 366. **

Finn, C., Granger, T., Levy, C., & Magilvy, K. (2007). Lessons learned from the sandwich generation experience. *Communicating Nursing Research*, (40), 406. **

Scientific Papers and Presentations

Refereed

Granger, T. (2013, April). *Seattle's P3 project: A qualitative secondary analysis of the voyager journey*. Poster presented at the Western Institute of Nursing 46th Annual Communicating Nursing Research Conference, Anaheim, CA. **

Granger, T. (2013, April). *Guided inquiry learning in nurse immersion courses: A pilot project*. Poster presented at the Western Institute of Nursing 46th Annual Communicating Nursing Research Conference, Anaheim, CA. **

Granger, T. (2012, April). *The effect of relationships on behavior: Adolescent transition to emerging adulthood*. Poster presented at the Western Institute of Nursing 45th Annual Communicating Nursing Research Conference, Portland, OR. **

Finn, C., Granger, T., & McElwain, C. (2007, April). *Lessons learned from the sandwich generation experience*. Poster presented at the 40th Annual Western Institute of Nursing Communicating Nursing Research Conference, Portland, OR. **

Non-refereed or Invited

Granger, T. (2016, June). STDs: Confronting don't ask. Don't tell. *Group 14*. Symposium conducted at the American Association of Nurse Practitioners 2016 National Conference, San Antonio, TX.

Olshansky, E., Granger, T., Jordan-Marsh, M., O'Neill, S., Schneiderman, J.U., Walton-Moss, B., & Zappas, M. (2016, April). Grand challenges for society: A collaboration between USC Nursing and Social Work. Poster presented at the 49th Annual Western Institute of Nursing Communicating Nursing Research Conference, Anaheim, CA.

Zappas, M., Granger, T., Jordan-Marsh, M., Olshansky, E., O'Neill, S., Schneiderman, J.U., & Walton-Moss, B. (2016, April). Grand challenges for society: Advancing long and productive lives. Poster presented at the 49th Annual Western Institute of Nursing Communicating Nursing Research Conference, Anaheim, CA.

Granger, T., Jordan-Marsh, M., Olshansky, E., O'Neill, S., Schneiderman, J.U., Walton-Moss, B., & Zappas, M. (2016, April). Grand challenges for society: Creating social responses to a changing environment. Poster presented at the 49th Annual Western Institute of Nursing Communicating Nursing Research Conference, Anaheim, CA.

Walton-Moss B., Granger, T., Jordan-Marsh, M., Olshansky, E., O'Neill, S., Schneiderman, J.U., & Zappas, M. (2016, April). Grand challenges for society: Promoting smart decarceration. Poster presented at the 49th Annual Western Institute of Nursing Communicating Nursing Research Conference, Anaheim, CA.

Schneiderman, J.U., Granger, T., Jordan-Marsh, M., Olshansky, E., O'Neill, S., Walton-Moss, B., & Zappas, M. (2016, April). Grand challenges for society: Stopping family violence. Poster presented at the 49th Annual Western Institute of Nursing Communicating Nursing Research Conference, Anaheim, CA.

Jordan-Marsh, M., Granger, T., Olshansky, E., O'Neill, S., Schneiderman, J.U., Walton-Moss, B., & Zappas, M. (2016, April). Grand challenges for society: Harnessing technology for social good: The potential of virtual reality. Poster presented at the 49th Annual Western Institute of Nursing Communicating Nursing Research Conference, Anaheim, CA.

Granger, T. (2015, Nov). Nurse practitioner interdisciplinary education: An online exemplar. School of Social Work, University of Southern California, Los Angeles, CA.

Granger, T. & Hymes-Davis, L. (2014, Nov). Maintaining best practice: A community-based research project between Seattle University and the King County Juvenile Detention Center. Community-Engaged Scholarship Symposium, Seattle University, Seattle, WA.

Granger, T. (2014, Jan). *Finding ways to reduce teen homelessness*. Sullivan Leader's Day, Sullivan Leadership Program, Seattle University, Seattle, WA. (presenter and small group leader)

Granger, T. (2013, May). *The use of POGIL in first quarter nursing immersion courses: A pilot project*. Lunchtime Scholar Series: Nursing Faculty Initiatives Fund, College of Nursing, Seattle, University, Seattle, WA. **

Granger, T. (2013, April). *Best practices for evaluating student knowledge and performance*. WSNA Nurse Educator CNE Event, Seattle, WA.

Granger, T. (2013, April). *Vital signs theory: Interdisciplinary lab session*. Department of Diagnostic Ultrasound, College of Science and Engineering, Seattle University, Seattle, WA.

Granger, T. (2013, February). *Exploring nursing as a career*. Middle College High School at Seattle University, Seattle, WA.

Granger, T. (2012, October). *Introduction to quantitative research*. Invited speaker for NURS 360 at Seattle University, College of Nursing, Seattle, WA.

Cohen, M., Granger, T., Paul, C., Stenbak, C., & Whitlow, L. (2012, September). *What it's like to teach undergraduate students at Seattle University*. New Faculty Institute, Seattle University, Seattle, WA.

Granger, T. and Wojnar, D. (2012, August). *People, passion, purpose (P3): A learning odyssey, Seattle University research team report*. People Passion Purpose (P3) – Join the Conversation, Seattle Center, Seattle, WA. **

Granger, T. (2014, May). *Faculty development series: Using process oriented guided inquiry learning to teach health assessment* [Video]. Patricia Benner (producer). Available from <http://www.educatingnurses.com/>

PhD convocation speaker. (2011, May). University of Colorado, College of Nursing, Aurora, CO.

Mii and my relationships: The panel-Learning from others' stories. (2011, May). Group panel presentation. Audience: Grades 6 to 8. Northshore Baptist Church, Bothell, WA.

Granger, T., Steele, B., Cottingham, C., Cunningham, T., McKenzie, S., & Fitzgerald, S. (2007). *Strategies for the advance practice nurse to facilitate staff involvement with research.* Symposium conducted at the Seattle Nursing Research Workshop, Seattle, WA.

Reality shock. Presentation conducted at the Swedish Medical Center 2007 Preceptor workshop for RNs. Seattle, WA, 2007.

Educational needs assessment. Presentation conducted at the Swedish Medical Center 2007 Preceptor workshop for RNs. Seattle, WA, 2007.

Basic principles of pain management in the elderly. Presentation conducted at the Valley General Quarterly Provider Meeting. Monroe, WA, 2004.

Office evaluation and triage: A nursing review. Presentation conducted at the Madrona Medical Group Continuing Nursing Education In-service. Bellingham, WA, 2001.

RESEARCH AND SCHOLARSHIP FOCUS

Foci of research: (1) Pedagogical innovations at the undergraduate and graduate level, and (2) antecedents/determinants of adolescent/emerging adult risky and deviant behavior, and interventions to improve health outcomes.

Grant Proposals and Research Activities

Seattle University
Principal Investigator

Seattle University Youth Initiative 2013 - 2014
Community-Based Research Project
King County Juvenile Detention
(Co-investigators: Jones, P., Hymes-Davis, L., & Navajas, M.)
Funding: **\$4,000**, Raikes Foundation

Principal Investigator

College of Nursing 2012 - 2014
Guided inquiry learning in nurse immersion courses: A pilot project
(Co-investigator: Vezeau, T.)
(July 2012 – Sept 2012)
(Student research assistant: C.U.)
Funding: **\$5,000**, Nursing Faculty Initiatives Grant
Seattle, University

Principal Co-Investigator

PeoplePassionPurpose (P³): A Learning Odyssey
Community-Based Participatory Research Project
(Part of Seattle Center's Next Fifty Celebration)
(Dec 2011-Aug 2012)
(Co-principal Investigators: Bowie, B., & Wujnar, D.)

University of Colorado
Dissertation Research

College of Nursing 2005 - 2011
Exploring the effect of poor relationships on behavior during the adolescent transition to emerging adulthood
Mentor: Roxie Foster, PhD, RN, FAAN
Dissertation Chair: Paul Cook, PhD

Comprehensive Paper (PhD Exam) A nursing concept analysis of adolescent risk behavior

Manuscript revision team Cardiovascular Risk in Preschool Children
NIH/NINR, Grant #R15-NR04961
(PI Dr. A. Barton)

Educational Activities

Faculty Participant Summer 2013 Core Summer Seminar: Justice in the Curriculum
Seminar focusing on exploring the social scientific, humanistic, philosophical and theological dimensions of justice issues in order to assist faculty in incorporating a component of these dimensions in their courses or work. Outcome: Syllabus and major assignment revision with the goal of assisting students to develop a social justice lens within a professional nursing framework.
Seattle University, Department of Theology
Funding: Development in Mission Awards, University Core
Faculty stipend: **\$1,000.**

Significant Contributor Summer 2012 Curriculum Transformation Project: Undergraduate Nursing Programs Program Essentials and Substantive Nursing Content Committee member. (1) Participated in Ignatian summer retreat and (2) assisted with undergraduate (BSN) program revisions. Outcome: Responsible for recommending (with exemplars) major curricular revisions to undergraduate nursing curricula.
Seattle University, College of Nursing
Funding: Ignatian Colleagues Program (Azita Emami, PhD, RN).
Faculty stipend: **\$4,200.**

AWARDS AND HONORS

Who's Who Among America's Teachers	2004-2005
Higher Education Coordinating Board: Health Professional Scholarship	1994-1995
	2004-2005
Nurse Faculty Loan Program, University of Colorado, College of Nursing	2005, 2006, 2008
Sigma Theta Tau	1992
Phi Kappa Phi	1992

PROFESSIONAL ACTIVITIES

Professional Affiliations

California Association for Nurse Practitioners	Member 7/2016 – 7/2017
Society for Research on Adolescents (SRA)	Member 2013 – 08/2017
Society for Adolescent Health and Medicine (SAHM)	Member 2013 - present
American Academy of Nurse Practitioners (AANP)	Member 2012 - 09/2016
National Organization of Nurse Practitioner Faculties (NONPF)	Member 2012 – 04/2017
Sigma Theta Tau (Alpha Sigma, Alpha Kappa-at-Large)	Member 1992 – 2005 2012 - present
Western Institute of Nursing (WIN)	Member 2012- 04/2017

Publication Review and Programming

Reviewer, Journal for Specialists in Pediatric Nursing	2008
Abstract Reviewer, Western Institute of Nursing Research Conference	2013

Abstract Reviewer, Society for Research on Adolescents Biennial Meeting 2013

Other Professional Service

Swedish Medical Center

ARNP member, ARNP/PA Council 2007
 Management member: Recruitment, Retention, and Nurse Recognition Committee 2006-2007

SERVICE CONTRIBUTIONS

University Service

University of Southern California

Nursing Information Services Librarian Search committee member 5/2016 – 7/2016

Seattle University

Academic Day Discussion Leader 9/2013
 Community-Based Research Advisory Board 9/2013 - 6/2014
 Faculty Panel, Visiting Colleagues from Central European University (CETL sponsored event) 4/26/2013
 Consortium of Interdisciplinary Scholars 12/2012 - 6/2014
 Seattle Science Foundation: Kids in Medicine 6/2012
 College of Nursing, Faculty Volunteer
 Seattle University, Graduate Commencement, Assistant Marshall 6/2012
 BSN Medical Math Workshop, Faculty Volunteer 1/2012

Seattle Pacific University

Faculty Member, Pre-Professional Health Science Advisory Board Spring 2006
 Faculty Advisory Council Member, Acting on AIDS Committee 2005-2006
 Faculty Thesis Committee Member, School of Health Sciences Graduate Program 2005-2006
 Faculty, University Scholars Honors Program 2004-2005
 Faculty Volunteer, School of Health Sciences, Nursing Career Fair 2004-2005
 Member, Society of Fellows 2004
 Faculty Mentor, School of Health Sciences Graduate Mentor Program 2003-2004
 Faculty Member, School of Health Sciences 2003-2006
 Graduate and Post-Graduate Studies Committee
 Faculty Member, School of Health Sciences 2003-2005
 Academic and Student Affairs Committee

Community Service

Ryan’s House for Youth Community volunteer 2015 - present

Activity	Years of Service	Role on Committee	Accomplishments
Seattle University Learning Management System Steering Committee	W12 – S14	CON Faculty	Committee responsible for implementing a university wide learning management system transition from Angel to Canvas.
Instructure Learning Management System Course Pilot	F-12	CON Faculty	Invited faculty. Piloted select features of Instructure with NURS 302, section 2 students (N = 41). Provided

Angel Transition Committee	F11-S12	CON Faculty Representative	faculty/student feedback to Project manager. University-wide faculty committee formed per provost request. Evaluated/recommend learning management systems to replace Angel.
College of Nursing (CON) Clinical Performance Lab (CPL) Advisory Committee	F11-S14	FNP Faculty Member	Advisory committee to CPL Director. Provided suggestions on how to improve CPL (including simulation) experiences.
GCEC	W12	FNP Track Lead Graduate Faculty	Created FNP Clinical Evaluation Tool (in conjunction with Anne Hirsch, Lindsay Leeder, and Patricia Benner.
APNI Selection Ad Hoc Committee	W12, W13	FNP Representative APNI Faculty	Screening and interviewing of potential APNI/FNP Students.
Professional Service P3 Researcher/Principal Co-investigator	F11 – Su12	Community Volunteer/Research Partner	A community-based participatory action research project. In addition to qualitative secondary analysis of data, assisted with transcription and coding of data for Seattle Center Foundation.
Assumption St. Bridget School	2005	Faculty Volunteer	Performed with nursing students school screenings for elementary aged children
Cedar Park Christian Schools	2004	Faculty Volunteer	Performed vision screenings on K-6 age group
Community Service College Goal Sunday	01/2013	FAFSA Helper/ Everett High School	A nationwide program. Helped students to file FAFSA forms and helped them to better understand the steps needed to fund college.
Next Steps Archery	2011 - 2015	Parent Volunteer	An archery school affiliated with Nock Point archery. Responsible for assisting

Community Serve Day	08/2011	Community Volunteer	with (1) local/national archery events, and (2) general operational needs of school and/or coaches. Local church, along with other groups (PTSA's, businesses, etc) and individuals from the community, reaching out together to serve in practical ways
Northshore Baptist Church	2007-2011	Parent Volunteer	Participated in various activities of service assisting church and volunteer staff
Cedar Park Christian Schools	2003-2011	Parent Volunteer	Participated in various activities of service assisting faculty and the school at large

CONTINUING EDUCATION **This section is not current**

Faculty Development (from past academic year)

4/29/2013	Developing a learner centered online course	Seattle, University College of Nursing Anaheim, CA
4/10 – 4/13/2013	Western Institute of Nursing (WIN) 46 th Annual Communication Nursing Research Conference Continuing Education	
11/2012	Fewer assignments, less grading, deeper learning: A miracle of course design? (Center for Excellence in Teaching and Learning)	Seattle University Seattle, WA
7/10 – 7/12/2012	2012 POGIL Northwest Regional Workshop	Seattle University Seattle, WA
4/20 – 4/21/2012	Western Institute of Nursing (WIN) 45 th Annual Communication Nursing Research Conference Continuing Education	Portland, OR
4/20/2012	Explore the agenda for research with on nursing education (Chris Tanner)	WIN Conference Portland, OR
4/2/2012	Core Curriculum Workshop (Center for Excellence Teaching and Learning)	Seattle University Seattle, WA

3/12/2012	Excellence in Nursing Education: Tools for Engagement Webinar	Seattle University College of Nursing
2/15/2012	POGIL: Award-winning pedagogy from Washington State's Professor of the Year	Seattle University Seattle, WA
1/27/2012	"Outcomes schmoutcomes" versus "Impressive objectives:" A candid conversation on Learning Outcomes	Seattle University Seattle, WA

Additional Faculty Development

2004	Grants 101: Professional Grant Proposal Writing	The Grant Institute Univ. of Washington Seattle, WA
2001	Faculty Development Institute	Villanova University School of Nursing Villanova, PA
2000	Seminar in Community and Technical Education	W. Washington Univ. Bellingham, WA

Family Nurse Practitioner Continuing Education (Available upon request)

CLINICAL PRACTICE

5/2013 – present	ARNP/FNP	45 th Street Homeless Youth Clinic Neighborcare Health Seattle, WA
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Volunteer medical provider. Provide comprehensive, holistic, multi-disciplinary care to youth and young adults (including transgender youth) who are currently homeless or have been homeless at some point in the last 12 months. Clinical preceptor to FNP/DNP students. Electronic Health Record: NextGen

04/2008-12/2012	ARNP/FNP	10 Minute Walk-In Clinic
08/2014 – present		Arlington, WA

Nurse practitioner owned, independent small business. Fee-for-service clinic serving low-income, underinsured. Responsible for 1) diagnosis and treatment of uncomplicated acute and chronic conditions, minor illnesses and 2) performing sports and DOT physicals. Populations served: Pediatrics, Adolescent, Adult, and Geriatrics, homeless, low-income, and uninsured.

12/2005-2/2009	ARNP/FNP	CarePlus Medical Center Shoreline, WA
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Locally owned, independent small business. Performed family practice, preventive care & minor emergency care including acute care of injuries, acute and chronic medical problems, occupational health and insurance physical exams, school/camp and sports physicals. Populations served: Pediatrics, Adolescent, Adult, and Geriatrics, homeless, low-income, and underinsured.

10/2003-8/2004 ARNP/FNP Senior Behavior Health: Provider
Internal Medicine
Valley General Hospital
Monroe, WA

Fill-in medical provider. Performed admission history and physicals, managed acute and chronic internal medicine problems of the geriatric psychiatrically ill patient. Performed daily in-patient rounding, and charting per facility and Medicare guidelines. Member of a multi-disciplinary treatment team.

2/1999-4/2003 ARNP/FNP Madrona Medical
Bellingham, WA

Physician owned and operated medical group. Administered urgent care to the acute and chronically ill pediatric, adolescent, adult, and geriatric internal medicine patients belonging to the multi-specialty medical group. Provided primary care to adolescent and young adult populations with an emphasis on sexually transmitted illness diagnosis and treatment, contraceptive management, and general women's health issues. Clinical educator to registered nursing, licensed practical nursing and medical assistant staff.

6/1998-2/1999 ARNP/FNP Interfaith Family Health
Center
Bellingham WA

Locally owned, independent business. Locum tenens family nurse practitioner to underserved and low income populations of Whatcom County. Populations served: Homeless, low-income, and uninsured.

11/1997-5/1998 ARNP/FNP Nooksack Tribal
Community Clinic
Everson, WA

Sole family practice provider to Nooksack Tribal members. Responsible for diagnosis, treatment, education, and health promotion of illnesses across the age spectrum. Responsible for hiring/training nursing support staff. Created clinic policies and procedures.

6/1996 – 01/1997 ARNP/FNP Department of Nephrology
Rockwood Clinic, P.S.
Spokane, WA

Physician owned and operated medical group. Responsible for monthly dialysis maintenance of chronically ill, stable hemodialysis patient (adolescent and adult). Managed primary care needs, as well as hypertension, diabetes, fluid and electrolyte, and other specialized needs of the chronically ill renal failure patient. Populations served: Medicare and Medicaid.

6/1994-4/1996 Registered Nurse Cardiac Intensive Care Unit
Sacred Heart Medical Center
Spokane, WA

1/1993 – 6/1994 Registered Nurse Cardiac Advanced Care Unit
Burns and Plastic Surgery
Sacred Heart Medical Center

Spokane, WA