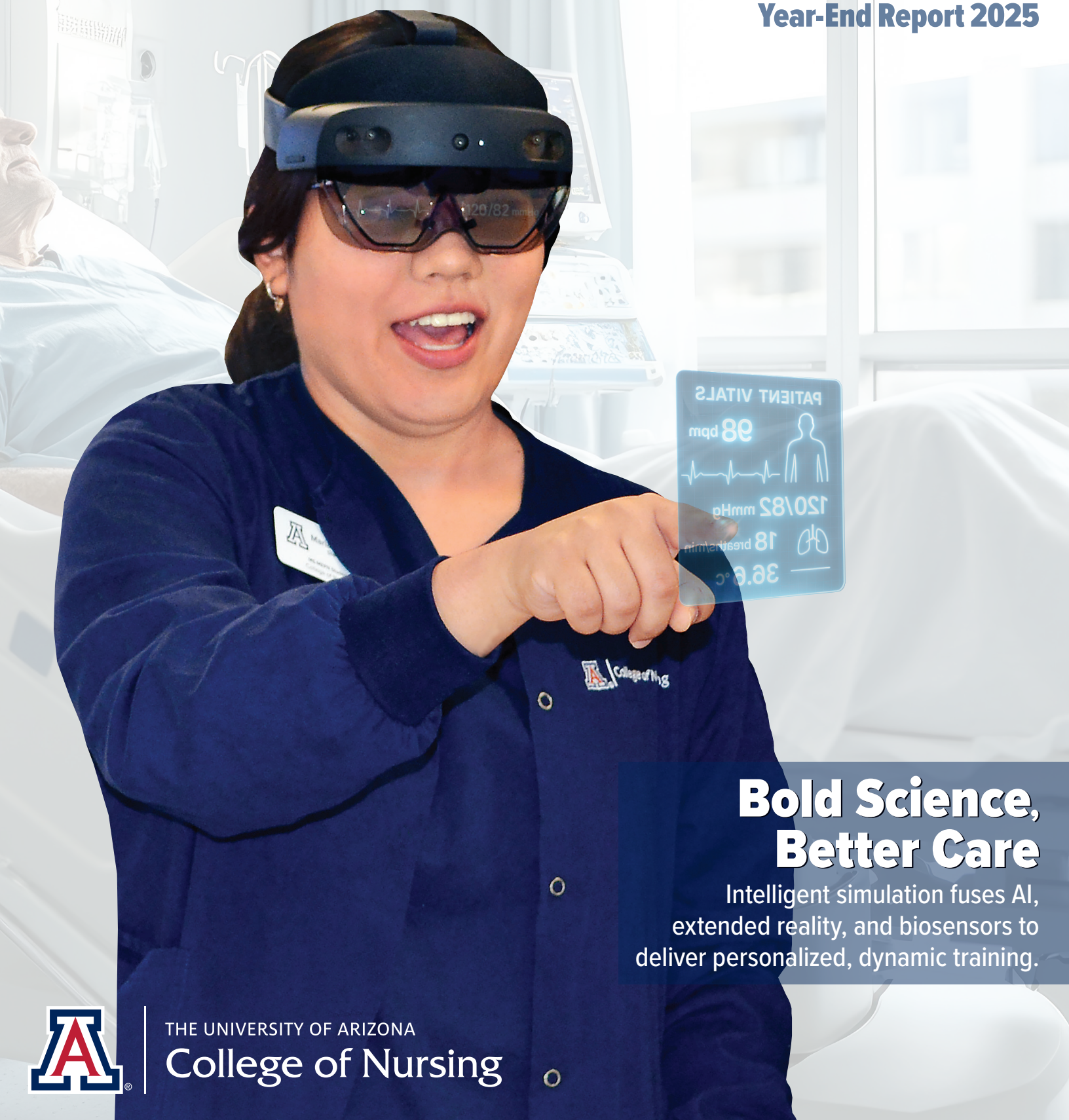
NURSING

Year-End Report 2025



Bold Science, Better Care

Intelligent simulation fuses AI, extended reality, and biosensors to deliver personalized, dynamic training.

THE UNIVERSITY OF ARIZONA
College of Nursing

COLLEGE OF NURSING YEAR-END REPORT

Programs Offered

Bachelor of Science in Nursing (BSN)

Bachelor of Science in Nursing - Integrated Health (BSN-IH)

Master of Science in Nursing, Entry to the Profession (MEPN)

Doctor of Nursing Practice (DNP)
Specialties:

- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
- Executive Health Systems Leadership (EHSL)
- Family Nurse Practitioner (FNP)
- Nurse Anesthesiology (NA)
- Nurse Education Leadership (NEL)
- Nurse-Midwifery (NM)
- Pediatric Nurse Practitioner (PNP)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)
- Post-Master's DNP

Doctor of Philosophy (PhD) in Nursing

Graduate Certificates (APRN)

Accrediting Agencies

Commission on Collegiate Nursing Education: BSN, MS, DNP

Arizona State Board of Nursing

Council on Accreditation of Nurse Anesthesia Educational Programs: DNP-NA

Accreditation Commission for Midwifery Education: DNP-NM

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. The university strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

CONtents

4

INTELLIGENT SIMULATION
Janine Hinton leads the college's efforts to advance student training through adaptive AI, extended reality, and biosensor technologies.

ALZHEIMER'S PAIN
Juyoung Park is using AI and bio sensors to detect hidden pain in dementia patients who are cognitively impaired or non-verbal.

6

7

NEW DNP PROGRAM
Due to a looming nursing educator shortage, the college has launched a new DNP degree specialization in Nursing Education Leadership.

WORKING THE NIGHT SHIFT
Eight nursing students work night shifts as a unique cohort, providing essential overnight care at Banner-University Medical Center Tucson.

8

MESSAGE from the Dean 2025

Dear Alumni, Donors, and Friends,

As we conclude another remarkable year at the University of Arizona College of Nursing, I feel a deep sense of gratitude and pride for everything we have achieved together. Our mission to advance nursing education, research, and practice has never been more vital, and thanks to your continued support, we continue to thrive.

From 2023 to 2025, the college experienced significant enrollment growth across all campuses. During this period, admissions to our BSN and MEPN programs rose from 340 to 594, an increase of about 75%. Overall admissions to these programs grew from 505 to 876 students, a 73% increase. This fall, the college enrolled 2,304 students across all nursing programs.

To further improve access and opportunities, we implemented direct admission for BSN and BSN-Integrative Health students this fall. This new pathway enables students to start their nursing studies confidently and with a clear academic plan from the beginning.

Innovation continues to drive our graduate programs. In Fall 2026, we will launch a new Doctor of Nursing Practice (DNP) specialty in Nurse Leadership Education, along with a post-master's certificate in Nursing Education. These programs directly respond to the national need for more nurse educators to train the next generation of clinicians and leaders.

Our students' achievements this year are truly inspiring. In FY25, the college awarded 602 degrees and certificates, reflecting a 29% increase from the previous year. We also distributed over $1.3 million in scholarships to improve access and success for our students, many of whom rely on financial aid to pursue their dreams of becoming nurses.

Our programs continue to deliver excellent results. In 2024, our BSN graduates achieved a 96% NCLEX pass rate, and MEPN graduates achieved 92%, both surpassing national averages. Our DNP graduates maintained a three-year average board pass rate of 98%. Graduation rates remain high at 97% for BSN and MEPN students, and 85% for DNP students, reflecting the excellence and dedication that define our college.

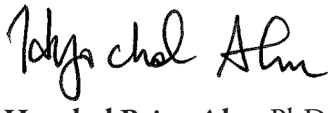
Research excellence remains a hallmark of the college. In FY25, our faculty secured $7.5 million in extramural grant funding, submitted 60 proposals, and earned 12 new awards. As of October 2025, the college manages $40 million in active grants from agencies such as the NIH and HRSA, including $4.9 million in NIH funding this year alone. These achievements showcase our national leadership in advancing nursing science that improves health and well-being across communities.

> "The College of Nursing currently ranks in the **top 4%** of nursing schools in the nation."

As we look ahead, we remain committed to training practice-ready nurses, advancing nursing science, and expanding access to integrative, compassionate care. Your ongoing partnership inspires and sustains this vital work.

Thank you for your partnership, generosity, and Wildcat spirit. Together, we are shaping the future of nursing — one student, one innovation, and one community at a time.

Warm regards,



Hyochol Brian Ahn, PhD, APRN, ANP-BC, FAAN
Dean of the College of Nursing

By the NUMBERS

THE UNIVERSITY OF ARIZONA
College of Nursing

Fiscal Year 2025

NIH FUNDING

#15 among public institutions, National Institutes of Health (NIH) Research funding among schools of nursing

– 2024, Blue Ridge Institute for Medical Research

DNP PROGRAM

In Arizona

#17 nationwide, #11 among public institutions for Best Nursing School, Doctor of Nursing Practice (DNP)

– 2025, U.S. News & World Report

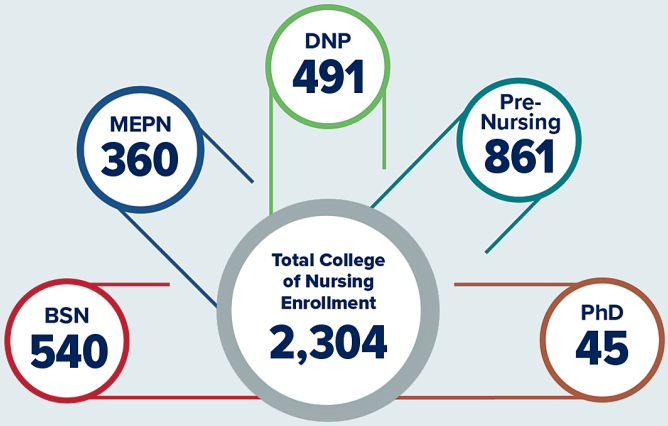
BSN PROGRAM

In Arizona

#28 nationwide, #19 among public institutions for Best Bachelor of Science in Nursing (BSN) Programs

– 2025, U.S. News & World Report

NUMBER OF STUDENTS BY PROGRAM



STUDENT ADMISSIONS FY25

594 Admissions to the BSN, MEPN Programs

167 Admissions to the DNP Programs

9 Admissions to the PhD Program

CERTIFICATIONS, FIRST-TIME PASS RATE

DEGREES AWARDED

(8/2024 – 5/2025)

Bachelor **251**

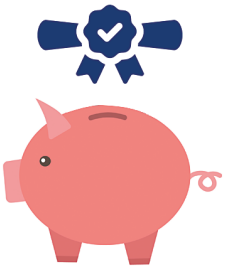
Master **222**

DNP **113**

PhD **8**

SCHOLARSHIPS AWARDED

$1.3 MILLON+



FACULTY & STAFF

159 Faculty

65 Staff

Excellence in Nursing Science:
Turning discovery into real-world impact

The College of Nursing's research enterprise continues to grow, with $7,547,788 in extramural grant funding secured in FY25. Of this amount, $6,028,511 funded research and $1,519,277 supported educational training. The college's National Institutes of Health (NIH) grants totaled $4,986,772, while the Health Resources & Services Administration (HRSA) grants reached $1,163,277.

"Our success this year reflects the creativity, collaboration, and dedication of our faculty and staff," said **Dean Brian Ahn, PhD**. "Their innovative research is shaping the future of nursing and transforming patient care."

Nursing science at the college spans an extraordinary range of work. In pain and symptom management, researchers are exploring integrative approaches such as mindfulness combined with brain stimulation and other methods to reduce distress during cancer treatments. Advanced AI and biosensing technologies help clinicians detect pain in patients who cannot communicate due to Alzheimer's disease or dementia. In women's health, faculty examine the biological causes of dysmenorrhea and create better symptom management strategies.

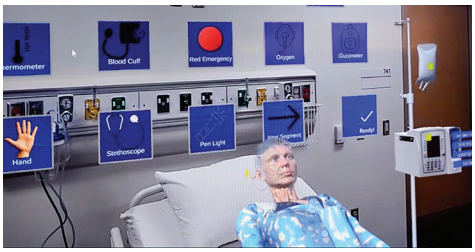
A broad portfolio of cancer and chronic disease research focuses on survivorship, caregiver support, and prevention. Projects include improving food security for cancer survivors, delivering compassion-based interventions, supporting dyadic care for lung cancer patients and their caregivers, implementing culturally grounded strategies to reduce diabetes and cancer risk among Navajo adults, and developing imaging biomarkers for stroke recovery.

The college also focuses on maternal, child, and public health issues, including preventing necrotizing enterocolitis in newborns, enhancing school-based asthma programs, supporting methadone treatment retention, and offering guided imagery for tobacco cessation. In rural health research, faculty examine the links between air quality, the built environment, social isolation, and cognitive function, with special attention to rural, racially and ethnically diverse individuals at risk for Alzheimer's disease. Workforce programs, such as Sexual Assault Nurse Examiner training, help strengthen the state's nursing capacity. Also, two federally supported programs: the Indians in Nursing: Career Advancement and Transition Scholars (INCATS) program, which helps increase the number of BSN and DNP Native American nurses working in tribal facilities, and the Behavioral Health Workforce Education and Training Program (BH-WET), which strengthens Arizona's behavioral health workforce by training PMHNPs and placing psychology interns in rural and underserved areas.

The college's research impact is recognized nationwide, ranking 15th among public universities and 23rd overall for NIH funding among nursing schools, according to the *Blue Ridge Institute for Medical Research.* These rankings highlight the significance and reach of nursing faculty research, which drives innovation and economic development.

From bedside care to community health initiatives, our research reveals the full potential of nursing science. Our faculty continue to develop solutions that prevent disease and enhance care locally and nationally. Learn more about our current research at https://nursing.arizona.edu/research/current.

Revolutionizing Simulation Training



(L) Janine Hinton guides MEPN student Maria Romero in treating XR patients. (Above) What students see as they interact with virtual patients and equipment to practice their skills.

For decades, traditional nursing simulations relied on scripted manikins and faculty-led cues. Every interaction was guided by an instructor behind the scenes. "Those early simulations were powerful teaching tools, but real patients don't follow scripts. Intelligent simulation elevates this concept by integrating AI, extended reality, and biosensors to customize learning in real time," said **Janine Hinton, PhD, MN, RN, CHSE**, associate clinical professor, director of the Steele Innovative Learning Center, co-director of the Complex Adaptive Competency Lab, and member of the BIO5 Institute at the College of Nursing.

Hinton is leading the development of the Intelligent Simulation Environment (ISE), an adaptive, data-driven platform that combines artificial intelligence (AI), extended reality (XR), and biosensor technology, enabling students to safely experience the unpredictability and complexities of patient care before entering a hospital room.

ISE improves the traditional model by adding autonomous, AI-powered virtual patients that adapt, speak, and even "talk back" in response to the learner's actions. "If a student hesitates, the patient might deteriorate," Hinton explained. "If they communicate clearly and act decisively, the patient improves. Every choice creates a new outcome, and no two scenarios are ever the same." This dynamic learning environment requires not just knowledge but also empathy, communication, and quick thinking under pressure, skills that define exceptional nurses.

Hinton's work started in 2021 when she received a U of A CUES Distinguished Fellowship. Her project focused on preventing patient deterioration. "Simulation is one of the most powerful training tools we have. It lets students develop competence and confidence without risk to real patients," she said.

Nine College of Nursing pre-licensure students and three faculty members participated in a pilot study involving both mixed reality (MR) and virtual reality (VR) patient deterioration scenarios, and the initial results were published in May 2025. Since then, over 30 additional nursing students have engaged in ISE simulations through outreach and demonstrations.

That adaptability fosters moments of genuine growth. In one ISE scenario, a learner initially missed early warning signs of patient deterioration, but after reflecting during debriefing, recognized the need to call the rapid response team sooner. "If I did it again, I'd be better prepared in

knowing the orders in case of an emergency," the student wrote afterward. These reflections demonstrate the power of learning through immediate, consequence-based feedback, where students can "save" a virtual patient in real time after identifying and correcting their own mistakes. "Being able to see the patient, watch their responses, and observe real-time changes in vital signs made the lessons feel as real as possible," a student noted.

As the principal investigator, Hinton leads a diverse team of specialists from the University of Arizona and Purdue University. The collaboration involves experts in industrial and systems engineering, digital humanities, smart health platforms, and instructional design, each contributing their expertise to advance both the technological and human aspects of the work. "Our team is co-creating new adaptive simulations, not just using off-the-shelf products," said Hinton. "We're creating new platforms with experts across disciplines, including AI developers. That's how real innovation happens."

The team has created three ISE patient cases available in both MR and VR formats, allowing multiple learners to practice caring for patients with life-threatening conditions such as congestive heart failure, pulmonary embolism, or sepsis. Hinton's group, in collaboration with Banner-University Medical Center Tucson, also developed a VR-based End-Tidal CO_2 Monitoring training module, which was piloted by 23 registered nurses.

In simulation labs, students using MR headsets interact with digital patients that blend into real surroundings, including beds, instruments, and classmates. "They can literally walk around a patient's bed, check vital signs, and talk to a virtual patient who responds naturally," Hinton said. "If they make the right clinical decisions, the patient improves. If they miss something, the patient worsens. It's a safe space to learn from mistakes and develop critical thinking."

ISE learners interact with diverse, emotionally expressive patients who reflect real-world complexity. Virtual patients differ in age, race, gender, and health conditions, allowing learners to encounter rare medical crises, practice empathy with frightened families, and develop cultural humility in ways traditional training cannot achieve.

Guided debriefs afterward help students connect technical reasoning with compassionate care, improving emotional intelligence and self-awareness, essential skills for a nurse.

"Technology should never replace human connection; it should enhance it," Hinton said. "Our digital patients aren't just avatars; they have stories, families, and social contexts. That's how we teach students to care for the whole person, not just the diagnosis."

One of Hinton's most innovative research areas investigates how stress affects learning in simulation. Her team uses biosensors to monitor physiological stress as students work through complex clinical scenarios. "Stress is part of nursing, and learning to manage it is vital," she explained. "We want to understand how much stress enhances learning and when it becomes counterproductive."

Preliminary findings indicate that, with targeted cueing, students who initially had difficulty initiating emergency orders learned to act decisively, making timely interventions that prevented virtual patients from progressing to cardiac arrest.

Currently, XR and AI-driven simulation are integrated into pre-licensure and advanced practice specialties to enhance training for clinical preparation, medication safety, and mental health simulations, boosting competence. Two new simulations are in development for inclusion in the Doctor of Nursing Practice (DNP) curriculum in 2026.

Our ultimate goal is for every nursing student to graduate fully prepared for real-world practice, Hinton says. "With ISE, students will have already managed crises, worked collaboratively in teams, and experienced the emotional intensity of high-stakes care, equipping them to deliver nursing that is both innovative and compassionate. When our graduates encounter their first true emergency, they won't freeze; they'll take decisive action. That's the power of combining technology with caring science."

Strengthening Nursing Education Together

Intelligent simulation is changing how students learn, but it makes up only half of their training. The other essential half is provided by instructors and faculty who teach, mentor, and guide students every day. With nearly a 75% increase in students in the BSN and MEPN programs to meet statewide workforce needs, skilled instruction remains essential. This success has been driven by many faculty members under the leadership of **Lauren A. Acosta**, Chair of the Nursing and Health Education Division; **Melissa Goldsmith**, BSN Program Director; **Heidi Kosanke**, Interim MEPN Tucson Program Director; and **Angie Norton**, Interim Program Director for MEPN Gilbert and BSN-IH. All their collective efforts and shared commitment to student success support our mission to prepare practice-ready nurses.

Additionally, the Office of Student and Academic Affairs, led by Assistant Dean **Jill Hagaman**, has invigorated recruitment and expanded pathways into the profession. **Tom Johnson**, Director of Clinical Operations, and his team have secured excellent clinical placements across Arizona. All these efforts are propelling the pre-licensure division forward, ensuring our students succeed in an evolving health care landscape.

Advancing Alzheimer's Care:

Where nursing compassion meets AI innovation to ease hidden pain

IMAGINE caring for a loved one with Alzheimer's disease who can no longer communicate when something hurts, a heartbreaking reality for millions of families. As a caregiver, you're left guessing whether changes in behavior indicate pain, discomfort, or something else. By 2025, an estimated 7.2 million Americans aged 65 and older will be living with Alzheimer's. Pain is common among people with dementia, but often goes unnoticed and untreated because standard self-report tools are ineffective for nonverbal or cognitively impaired patients. This uncertainty leaves families and clinicians unsure about when to intervene.

Now, consider a new approach: small, wearable sensors that monitor brain activity, heart rate, and eye tracking. These biosensing devices continuously transmit physiological and behavioral data to an AI system trained to identify "pain signatures," which can alert caregivers and clinicians as soon as distress begins, enabling earlier, more precise treatment.

That vision is coming to life in the lab of **Juyoung Park, PhD, FGSA**, a professor and associate director of the college's Brain Digital Technology Laboratory, who is working to help people with Alzheimer's and related dementias (ADRD) live with less pain and more dignity.

"Traditional self-report pain measures often fail when patients can no longer communicate," says Park. "Accurate pain detection is one of the most urgent unmet needs in dementia care. By combining technology with clinical insight, we are creating tools that can alert nurses or caregivers when a patient's pain levels change, even if they can't express it in words."

Funded by the Arizona Biomedical Research Commission (ABRC), Park's project applies AI and biosensing technologies, including EEG, fNIRS, and eye-tracking, to detect pain in patients who cannot communicate. Working with **Ilknur Telkes, PhD**, from the College of Medicine, her team identifies physiological "pain signatures" that might otherwise go unnoticed. Park's team also uses Cognivue and the Montreal Cognitive Assessment to ensure clinically meaningful results. This approach creates a detailed, data-driven picture of how pain and cognition interact in older adults with Alzheimer's disease.

Park's background as a gerontological researcher and her extensive clinical experience working with older adults ensure the technology reflects real-world care settings and stays grounded in compassion. Her team incorporates caregiver feedback and behavioral observations to keep the models clinically relevant. "AI can be powerful, but it must be interpretable and clinically relevant to make a real difference," says Park.

A key strength of Park's work is its emphasis on ethics and inclusion. Her research includes participants from diverse and underserved backgrounds to ensure AI tools are culturally appropriate and representative. Using AI-driven data harmonization, her team can find subgroups whose pain or cognitive symptoms might otherwise be missed, ensuring that new tools and interventions are fair and representative.

Alongside her pain-assessment project, Park is a co-investigator on a National Institute on Aging funded study with **Lifeng Lin, PhD**, from the Zuckerman College of Public Health. The project uses advanced Bayesian models and open-source software to combine results from multiple dementia studies, improving consistency and accuracy in interpreting Alzheimer's research, leading to more accurate and comprehensive conclusions about dementia treatment.

Park envisions a future where AI enables earlier detection, personalized treatments, and compassionate decision-making, with nurses remaining the vital link between technology and human experience.

"AI will transform how we detect and handle cognitive and behavioral changes," she said. "But nurses will stay at the center of that change. For Park, that connection defines her work. "Everything we do, every dataset we analyze, every algorithm we develop is about improving someone's comfort, dignity, and quality of life," she says. "That's what nursing science is all about."

New DNP Shapes Future Nursing Educators

Across the country, the nurse shortage is jeopardizing people's health and wellness, and a growing shortage of nursing **faculty** is making the problem worse. Nearly one-third of nursing educators are expected to retire in the next five years, and according to the American Association of Colleges of Nursing, faculty shortages are the leading barrier to increasing enrollment in nursing programs.

To address this need, the College of Nursing has introduced a new Doctor of Nursing Practice (DNP) specialization in Nursing Education Leadership (NEL). The program enables licensed nurses with a bachelor's or master's degree to earn a terminal degree in advanced nursing practice while gaining skills to teach, lead, and support future generations of nurses. The college has also launched a post-master's certificate in Nursing Education (NE) for graduate-prepared nurses seeking advanced educator training.

The DNP-NEL specialty is primarily offered online and combines evidence-based teaching with leadership development. Students gain experience in teaching and leadership through practicums and complete a DNP project focused on quality improvement or program evaluation in nursing education.

"The nursing shortage affects every community, and solving it involves empowering the educators who train future nurses," said **Brian Ahn, PhD**, dean of the College of Nursing. "Our new Nursing Education Leadership specialty makes sure we meet today's demand for nurses while preparing tomorrow's leaders in care, compassion, and innovation."

"This specialty represents a significant step in meeting the rising demand for highly qualified nurse educators," said **Lindsay Bouchard, DNP, PMHNP-BC**, DNP program director and interim chair of the Advanced Nursing Practice Division. "Those who choose to teach make a meaningful difference by preparing the next generation of nurses and strengthening the health of our communities."

"Graduates of the NEL specialty will be prepared to become highly-skilled teachers who can demonstrate excellence in implementing and evaluating nursing education across academic programs and in professional development," said **Cheryl Lacasse, PhD, RN**, interim specialty coordinator for DNP-NEL. "They will develop essential skills in education and leadership, positioning them as innovative leaders and educators of future generations of nurses."

Graduates of the DNP-NEL specialty will be equipped to excel as educators and leaders in academic, clinical, and community settings. Ranked #17 nationally by *U.S. News & World Report,* the College of Nursing's DNP program provides a top-tier education emphasizing innovation, leadership, and excellence. The college remains dedicated to addressing one of health care's most urgent needs by training more qualified nurses to serve and strengthen communities for future generations.

Working the Night Shift

WHILE most people are winding down for the night, some College of Nursing students are gearing up for their nighttime clinicals. One such student is **Megan Pagnini**, who attends classes in Tucson for the BSN program. She is one of eight students in the nighttime clinical cohort led by professor **Julio Loya, PhD, RN, CMSRN**. The group began their night rotations at Banner-University Medical Center Tucson in early September, working alongside nurses who provide vital overnight care.

"It's a truly unique experience," Pagnini said. "The environment is calmer and a bit slower paced, which gives us more time to practice our skills and really learn from what's happening around us." For many students, this experience offers a different perspective on patient care and hospital routines as they observe how nurses handle their responsibilities with fewer resources and less support staff. Studies show that in hospital settings, about 30 percent of nurses work night shifts, illustrating how common it is for patient care to extend well beyond daytime hours.

"What is different about the night shift is the greater responsibility for nurses due to limited staff resources," said BSN student **Ella DeWitt**. "It makes teamwork especially important, as the dynamic is different, which I loved because I truly got to see all parts of patient care come together!"

BSN student **Daniela Flores** said, "The quieter hours allowed me to really focus on learning from each floor, and I got to see conditions affecting nearly every major organ system while improving my charting skills."

At Banner, Pagnini's primary unit is medical-surgical nursing, but she and her classmates also have opportunities to rotate through oncology, progressive care, and the step-down trauma unit. Adjusting to an overnight schedule has challenged Pagnini's ability to rest, recharge, and balance her studies. "It's hard to catch up on sleep, and I feel like it takes all day just to get back on schedule," she says. Still, Pagnini views this as part of her growth as a future nurse. "You have to learn to adapt because patients need care 24/7. It's helping me understand what real nursing life will be like."

The night schedule allows students to observe the transition between day and night nurses, a critical time for communication and ensuring continuity of care. "Watching the shift change is really valuable," Pagnini said. "It's something we'll be doing every day once we're working, so getting to see how nurses communicate and hand off patients helps me understand how important teamwork is."

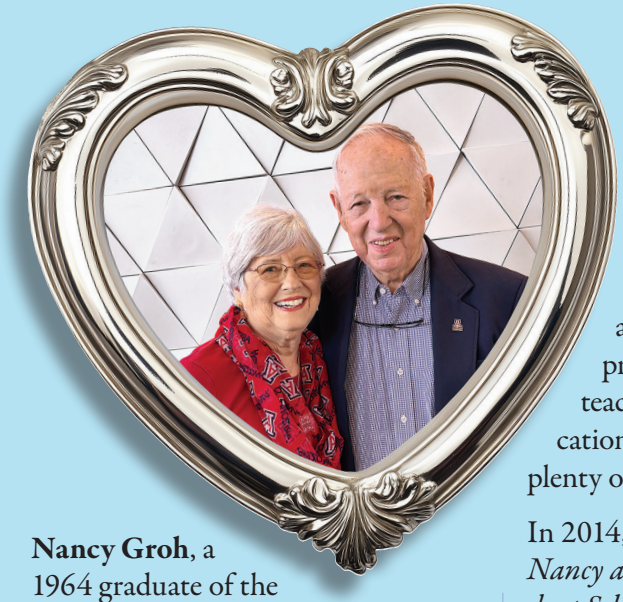
Working overnight has also taught Pagnini valuable lessons about time management and prioritizing care. "You really learn how to plan ahead," Pagnini said. "I've learned to get all my assessments and medication passes done before patients go to bed, because once they're asleep, you want to let them rest. It's all about being organized and efficient."

Pagnini's decision to pursue nursing started when she was 14. Her grandfather was hospitalized awaiting a heart transplant. "Seeing how the nurses treated my family with such care, especially after he passed away, made a huge impact on me," Pagnini said. "They supported us through one of the hardest times of our lives, and I knew I wanted to be that person for other families." That experience also sparked her interest in oncology nursing, where she aims to support patients and families through difficult times.

Even with the challenges of overnight hours, Pagnini says the experience is helping her build confidence, strengthen her clinical judgment, and better understand the realities of patient care. "Even though it's tough adjusting to nights, I've learned so much about time management, communication, and what kind of nurse I want to be," Pagnini said. With each overnight shift, Pagnini's admiration for nursing grows stronger. The experience has shown her that true nursing is built on quiet dedication and unwavering compassion, values she hopes will guide her throughout her career.

Groh(ing) a Legacy:

Supporting the next generation of nurses!



Nancy Groh, a 1964 graduate of the College of Nursing, and her husband, **John**, have always recognized the importance of education. "It was just expected that I would go to college," Nancy recalls. Growing up in a family passionate about learning, Nancy spent her childhood in Boulder, Colorado, and later in Utah, always aspiring to become a nurse.

Her desire to care for others started early. She eagerly read every Cherry Ames novel she could find, was fascinated by science — so much so that she once asked for a microscope for Christmas — and found purpose in community service. When selecting a nursing program, Nancy wanted more than just technical skills; she sought a well-rounded college experience. The University of Arizona offered opportunities to connect with diverse students and provided a supportive environment that fostered both academic and personal growth.

As a high school senior, Nancy met Dean Pearl Coulter. "She knew every student in the School of Nursing," Nancy recalls, crediting the dean's personal touch and dedication with shaping her professional journey. Nancy's 38-year career included work in public health, home health, family practice clinics, and concluded in school nursing, a role that combined all her previous experiences, including teaching, home visits, parent education, disease prevention, and plenty of bandages.

In 2014, Nancy and John created the *Nancy and John Groh Nursing Student Scholarship* with an initial gift of $609, just enough to cover textbooks. "Helping a student for the first time was such a great feeling," said Nancy. "We've truly enjoyed connecting with our scholarship recipients each year and supporting them through the final years of their studies."

Nancy believes their story shows how small, consistent contributions can have a big effect. She urges recipients to remember the support they've received and to pay it forward. Both Nancy and John are thankful for their education and the help they received. Their ongoing generosity continues to encourage nursing students to focus on patient care and their professional development. "Nursing is a field that can't be replaced by robots or machines," Nancy says. "It's about caring for people, and that's exactly what this scholarship supports."

Today, by supporting nursing students, Nancy and John carry on their legacy, ensuring future nurses have the support and resources to succeed. The College of Nursing gratefully honors the Grohs for their vision, generosity, and unwavering support of its students.

THE CHaT CENTER

The **Center for Health and Technology** (CHaT) reached a significant milestone in summer 2025 when the Arizona Board of Regents (ABOR) officially approved it as a university research center, making it the first ABOR-approved center in the College of Nursing's history. This recognition elevates the college's research profile and enables CHaT to serve as a transdisciplinary hub, fostering collaborations across nursing, engineering, medicine, public health, and industry, and pursue significant federal grants and support from philanthropic organizations and industry partners.

The center is led by the college's co-directors **Chen X. Chen, PhD, RN, MBBS, FAAN**, and **Janet Roveda, PhD**. Its mission is to advance digital health technologies that enable decentralized and accessible care. Utilizing Arizona's semiconductor ecosystem and the university's AI Health programs, the center offers specialized test-beds for technology prototyping, clinical studies, and user-experience research.

CHaT will also advance workforce development in AI and health care by offering a new Certificate in Artificial Intelligence-Ready Healthcare Empowerment (CARE), pending approval. It will train health care professionals to integrate AI into clinical practice, research, and leadership through an interdisciplinary curriculum covering data analytics, machine learning, ethics, and innovation. Courses will focus on hands-on AI tools and case studies, preparing graduates for roles in technology-driven health care.

CHaT is actively seeking funding partners and is excited to transform the future of health through innovation.

THE UNIVERSITY OF ARIZONA
College of Nursing

1305 N. Martin Avenue
P.O. Box 210203
Tucson, AZ 85721-0203

Nursing Students Need You!

The college is committed to narrowing the gap by admitting more students who rely on **your** support to realize their dreams.

Your support is vital as we increase student admissions to meet the local and national demand for well-trained nurses. Your gift invests in students with financial need dedicated to making a difference and improving health care in Tucson and throughout Arizona.

Making a gift is an investment in education. Donations go directly to nursing students, ensuring maximum impact, and every donation is 100% tax-deductible. Scholarships not only provide financial aid but also recognize hard work, perseverance, and commitment to a meaningful nursing career dedicated to helping people.

Your generous donation reduces financial stress and helps drive the dreams of future nurses who will support, heal, and inspire those in their care. Make a difference in a student's life today by using the envelope enclosed in this publication or by visiting **https://give.uafoundation.org/nursing** to contribute online.

Blake Hartley

This scholarship has been a tremendous blessing. As a DNP student specializing in nurse anesthesiology, this support allows me to focus on my education and clinical training without additional financial stress. It fuels my goal to provide care to underserved communities in Arizona but also inspires me to support future students in the same way.

Mikhaelah Kounouho

With my BSN, background in global health, and proficiency in French, I'm eager to practice nursing worldwide, learn from different health care systems, and work to reduce health disparities. This scholarship enables me to focus on my education and future goals. I'm deeply grateful to our donors for helping me achieve my dreams.

Thank You

to each one of you who makes giving to the College of Nursing a priority! Your gift is appreciated, and we are very grateful for your support.