

STEPHEN M. PADGETT

Assistant Professor, School of Nursing
College of Health and Human Services
Salisbury University

EDUCATION

PhD (Nursing)	2006	University of Washington
MS (Nursing)	1997	University of Arizona
BS (Nursing)	1986	University of Massachusetts at Boston

LICENSURE

Registered Nurse:	Maryland	License #R246122
	California	License # 95142841
	Washington State	License # RN00130144
	Massachusetts	License # RN177840

CURRENT POSITION

Assistant Professor, School of Nursing, College of Health and Human Services,
Salisbury University (*August 2020 – present*).

Tenure-track position. Responsibilities included research and scholarship, teaching in the graduate and undergraduate nursing programs, developing community partnerships for clinical practicum, supervising graduate students in scholarly projects, and participating in faculty governance.

PREVIOUS POSITIONS

Assistant Professor, Department of Nursing, College of Health Sciences and Human Services,
California State University Monterey Bay (*August 2017 – May 2020*).

Tenure-track position. Responsibilities included research and scholarship, teaching in the undergraduate nursing programs, developing community partnerships for clinical practicum, and participating in faculty governance. Teaching responsibilities included community health nursing, global health, health policy, research, and critical reading and writing skills.

Assistant Professor, College of Nursing, University of Massachusetts Dartmouth (2015 – 2017)

Tenure-track position in the Community Health Nursing department. Responsibilities included research and scholarship, teaching in undergraduate and graduate nursing programs, advising students, and participation in faculty governance. Teaching responsibilities included community health nursing for undergraduate nursing students, and health policy & population health for graduate students. Research focus was on the use of qualitative fieldwork methods and critical theory to understand health and healthcare work across systems and in communities.

Lecturer, University of Washington School of Nursing (2006 – 2015)

Non-tenure track, teaching across 3 campuses (Seattle, Bothell, Tacoma), undergraduate and graduate nursing courses. Courses taught included community health, nursing research, health policy, history and current topics in the profession, transition to practice (BSN), and transition to baccalaureate education (RN-BSN).

Project Director, Washington Center for Nursing (January 2007 – December 2010)

Policy research and analysis, community outreach, and facilitation of stakeholder participation focused on nursing workforce and education. Managed production of the *Master Plan for Nursing Education in Washington State* under contract with State Department of Health, including coordination of key stakeholder input, research on best practices and policy alternatives, and principal writing and editing. Conceived and organized state-wide *Nurse of the Future* project, including research on policy environment, facilitation of focus groups, synthesis of findings, and coordination with national IOM/RWJF “Future of Nursing” initiative.

PEER-REVIEWED PUBLICATIONS

Padgett SM. (2021). “He just teaches whatever he thinks is important”: Analysis of comments in student evaluations of teaching. *Nursing Inquiry*, 28 (3), e12411.

Padgett SM. (2017). Practical discourse revisited: Hermeneutics at the intersection of philosophy and nursing. *Advances in Nursing Science*, 40, 37 – 50.

Padgett SM. (2015). ‘Looking like a bad person’: Vocabulary of motives and narrative analysis in a story of nursing collegiality. *Nursing Inquiry*, 22, 221-230.

Padgett SM. (2013). Professional collegiality and peer monitoring among nursing staff: An ethnographic study. *International Journal of Nursing Studies*, 50, 1407-1415.

Bekemeier B, Riley C, **Padgett SM**, Berkowitz B. (2007). Making the case: Leveraging resources toward public health system improvement in Turning Point states. *Journal of Public Health Management and Practice*, 13(6) 649-654.

Shirley JL, **Padgett SM**. (2006). An analysis of the discourse of professionalism. In: *Professionalism in Medicine: Critical Perspectives*, D. Wear & J.M. Aultman (Eds.), pp 25 – 41. New York: Springer.

Padgett SM, Bekemeier B, Berkowitz B. (2005). Building sustainable public health systems changes at the state level. *Journal of Public Health Management and Practice*, 11 (2): 109-115.

Padgett SM, Kinabrew C, Kimbrell J, Nicola RM. (2005). Public health institutes as administrative vehicles for Turning Point. *Journal of Public Health Management and Practice*, 11 (2): 116-122.

Padgett SM, Bekemeier B, Berkowitz B. (2004). Collaborative partnerships at the state level: Promoting systems changes in public health infrastructure. *Journal of Public Health Management and Practice*, 10 (3): 251-257.

Shirley JL, **Padgett SM**. (2004). Professionalism and discourse: But wait, there's more! *American Journal of Bioethics*, 4(2): 36-38.

Padgett SM. (2000). Benner and the critics: Promoting scholarly dialogue. *Scholarly Inquiry for Nursing Practice*, 14 (3): 249-266.

Padgett SM. (1998). Dilemmas of caring in a corporate context: A critique of nursing case management. *Advances in Nursing Science*, 20 (4): 1-12.

SELECTED PRESENTATIONS

Two cheers for social justice! Now, can we talk about capitalism? Podium presentation, *American Public Health Association Annual Meeting*, October 27, 2020 [virtual meeting].

Thinking harder about community health nursing. Podium presentation, *International Philosophy of Nursing Conference*, August 20, 2019, Victoria BC.

School nurse practice in extremely high caseload districts. Podium presentation, *American Public Health Association Annual Meeting*, November 13, 2018, San Diego CA.

New and emerging roles for nurses in community settings: Contributions of actor-network theory. Podium presentation, *American Public Health Association Annual Meeting*, November 2, 2016, Denver CO.

Population health: Discourses of practice in BSN-prepared nurses. Robin Evans-Agnew & Stephen M. Padgett. Podium presentation, *American Public Health Association*, November 1, 2016, Denver CO.

Nursing research: Introduction and overview. *New England Science Boot Camp for Librarians*, University of Massachusetts, Dartmouth. June 16, 2016.

The ‘proper sphere’ for economic discourses: Where would that be, exactly? Podium presentation, *Institute for Philosophical Nursing Research Conference*. Banff, Alberta; May 27, 2014.

Notes on a deafening silence: Building health policy capacity after the IOM Report on the Future of Nursing. Podium presentation, *Institute for Philosophical Nursing Research Conference*. Banff, Alberta; May 15, 2012.

The nurse of the future: Changes in health care and the implications for nursing. Plenary presentation, *Washington State Council of Perioperative Nurses Annual Congress*, Chelan WA, October 5, 2010.

Some of our colleagues are missing: On the absence of co-worker relationships in accounts of nursing practice. Podium presentation, *Institute for Philosophical Nursing Research Conference*. Banff, Alberta; May 17, 2010.

Nursing workforce and education in Washington State. Podium presentation, *Student Nurses of Washington State Annual Meeting*, Seattle WA, February 20, 2010.

Collegiality and conflict among staff nurses. Podium presentation, *Western Institute of Nursing Research Conference*, April 13, 2007, Portland OR.

Moral responsibilities and ‘substandard practice’. Podium presentation, *International Philosophy of Nursing Conference*, Swansea, Wales. September 8, 2004.

Collaborative partnerships at state and local levels: Promoting systems change in public health. *Turning Point Annual Grantee Meeting*, San Diego, CA, October 9, 2003.

Pragmatism, nursing philosophy, and the ‘science wars’. Podium presentation, *International Philosophy of Nursing Conference*, Stirling, Scotland, September 2, 2003.

Member validation and its discontents: Epistemological politics of qualitative research. *Nursing, Discourse, and Society Seminar Series*, Dundee, Scotland, September 13, 2002.

Empathy, expertise, and ‘vocabularies of motive’: Politics of language in nursing research. **Invited plenary speaker**, *International Philosophy of Nursing Conference*, Dublin, Ireland, September 8, 2002.

Stories of ‘bad nursing’: Narrative and critical-discourse analysis of nurses’ encounters with substandard practice. Podium presentation, *Feminist and Critical Perspectives in Nursing Conference*, San Diego CA, October 27, 2000.

From muddled messes to rich mosaics: Ambiguity, uncertainty, and complexity in interpretive research (with Deborah Phillips and Anne Bruce). Podium presentation, *International Qualitative Health Research Conference*, Banff, Alberta, Canada, April 7, 2000.

PUBLICATIONS - OTHER

Padgett SM. (2010, December). *Washington State Regional Meetings on “The Nurse of the Future”*: Summary Report. Tukwila, WA: Washington Center for Nursing.

Padgett SM. (2009, December). *Diversity in Nursing Education: Talking Points*. Tukwila, WA: Washington Center for Nursing.

Padgett SM. (2009, April). *Promoting a more diverse profession*. WCN Workgroup Briefing Paper. Tukwila, WA: Washington Center for Nursing.

Padgett SM. (2009, April). *Increasing statewide capacity in nursing education*. WCN Workgroup Briefing Paper. Tukwila, WA: Washington Center for Nursing.

Padgett SM. (2009, April). *Nursing faculty compensation*. WCN Workgroup Briefing Paper. Tukwila, WA: Washington Center for Nursing.

Padgett SM. (2009, April). *Curriculum innovation in nursing education*. WCN Workgroup Briefing Paper. Tukwila, WA: Washington Center for Nursing.

Padgett SM. (2008, March). *A Master Plan for Nursing Education in Washington State*. Tukwila, WA: Washington Center for Nursing.

SCHOLARLY PROJECTS – PREVIOUS

- *Aligning the writing assignments across courses to promote transfer, integration, and metacognition.*

CSUMB Innovation in Teaching and Learning Grant (June 2019 – June 2020) \$7,437

Scholarly writing cannot be learned in a single course or a single semester, yet students often experience the assignments for each course in the nursing program as separate and independent tasks. This project will provide the opportunity to revise the major writing assignments in 4 nursing courses, to align them more clearly with each other and within a larger conceptual framework, and to develop a sequence of tasks and concepts for more effective scaffolding. Through the use of consistent vocabulary, analysis of genre, and active strategies for reading and

writing, we will increase opportunities for students to improve their skills through repetition with feedback, and to enhance their awareness of their own learning process (metacognition). This project will also extend the collaboration with staff from the campus writing center, library services, and faculty development, and enhance the coordination among faculty teaching multiple sections of these courses.

- *School Nurse Practice in Extremely High Caseload Districts*

CSUMB Faculty Support Grant (December 2017 – August 2018) \$4,917

The overall goals of the project are (1) to describe the current conditions of practice, and the choices that school nurses make in that context; (2) to explore ways to address more effectively in nursing coursework the working conditions and practices of school nurses; (3) to generate from this example an extended case study of nursing practice that incorporates systems-level interventions and the challenges of working across multiple systems, and that may be used as a learning example for faculty to develop similar case studies in other areas of community health practice; and (4) to generate an exemplar case study of practice-based research, in order to demonstrate to students how research is done, and how it can be used to inform both individual practice and systems change. *Results presented at APHA Annual Meeting in November, 2018.*

- *Community-Based Nursing and Chronic Disease Management: A Preliminary Mapping Project*

Pilgrim Foundation Seed Grants Program (January 2016 – December 2016) \$4,500.

Pilot study to explore and describe community-based nursing practice in southeastern Massachusetts and Rhode Island. Goals were to develop networks of contacts in the region; to identify a set of diverse exemplar cases for examining organizational context; and to develop tools for further study, such as appropriate language for interview questions and preliminary insights into the structural/ organizational issues. 10 nurses interviewed, working in diverse community settings and a variety of roles. Preliminary analysis suggests commonalities and differences in language, knowledge, and interprofessional collaboration.

- *Statewide Focus Groups on the Nurse of the Future*

Washington Center for Nursing (June – September 2010)

Designed, conducted, and analyzed results from 14 stakeholder focus groups across Washington State, leading structured conversations about perceived trends, needs, and challenges facing the nursing profession and healthcare system in the face of changing demographics, epidemiological shifts, and evolving healthcare systems.

- *Nurse Practitioners in Group Health Cooperative (July – October 2008)*

Designed and co-conducted research on ARNP practice within Group Health system, including description of current practices, experiences, and perceptions of nurse practitioners and of

family-practice physicians who work with them; outlined policy options for effective utilization and retention of NPs. *Project supervisor: Barbara Trehearne, RN, PhD.*

- *Statewide Focus Groups on Nursing Education*

Washington Center for Nursing (March – April 2007)

Designed, conducted, and analyzed results from 14 stakeholder focus groups across Washington State, leading structured conversations about perceived needs, resources, and priorities for change in nursing education.

- *Negotiating Quality: Everyday Practices and Nursing Self-Regulation*

Doctoral dissertation research (September 2005 – August 2006). An ethnographic study of an inpatient nursing unit and its staff, examining the ways that staff nurses monitor and evaluate each other's professional practice, and negotiate with each other and with the surrounding institution, for reasonable and appropriate standards of care at the point of delivery. *Faculty supervisor: David Allen, RN, PhD.*

- *Turning Point: Promoting Systems Change in Public Health*

Turning Point National Program Office, University of Washington, Seattle (2002 -2005)

Turning Point was a national initiative funded by The Robert Wood Johnson Foundation to promote public health systems change and infrastructure reform among 21 state grantees. As Research Associate, I worked with National Program Office staff, state partners and stakeholders to generate research questions, analyze and describe qualitative data, develop presentations and posters, and write papers for peer-reviewed journals. *Project Director: Bobbie Berkowitz, RN, PhD. Supervisor: Betty Bekemeier, RN, MSN, MPH.*

PROFESSIONAL MEMBERSHIPS

Member, *American Public Health Association*, Public Health Nursing section.

Member, *National Association of Hispanic Nurses*

Member, *Sigma Theta Tau International*, *Lambda Eta* chapter

PROFESSIONAL ACTIVITY – OTHER

Abstract reviewer, APHA Annual Meeting, PHN section: 2020, 2018

Journal reviewer (currently): *Nursing Inquiry*

previously: *Nursing Philosophy*