

Kevin Gosselin, Ph.D.

Current Position

Position Title: Professor

Start Date: 2023-09-01

Degrees

Degree: M.S.

Year Conferred: 2012

Discipline: Kinesiology

Granting Institution: The University of Texas at Tyler

Level of Degree: Masters

Highest Degree Earned: No

Terminal Degree: No

City: Tyler

State or Province: Texas

Degree: Ph.D.

Year Conferred: 2009

Discipline: Educational Psychology

Granting Institution: Texas Tech University

Level of Degree: Doctoral

Highest Degree Earned: Yes

Terminal Degree: No

City: Lubbock

Title of Dissertation or Thesis: Development and Psychometric Properties of the
Online Teaching Self-Efficacy Inventory,

State or Province: Texas

Degree: M.Ed.

Year Conferred: 2007

Discipline: Educational Psychology

Granting Institution: Texas Tech University

Level of Degree: Masters

Highest Degree Earned: No

Terminal Degree: No

City: Lubbock

State or Province: Texas

Degree: B.A.

Year Conferred: 2001

Discipline: Psychology

Granting Institution: Arizona State University

Level of Degree: Bachelors

Highest Degree Earned: No

Terminal Degree: No

City: Tempe

State or Province: Arizona

Professional Licensures & Certifications

Work Experience

Reassigned Duties

Teaching

Scholarly Contributions and Creative Productions

1. Armstrong, C., & Gosselin, K. (2025). Development and Validation of the Surrogate Decision-Maker Trust Scale. *Journal of Nursing Measurement*.

Synergistic Activity: No

Intellectual Contributions: Review Type: Blind Peer Reviewed

2. Gosselin, K., Oliver, H., Lubojacky, C., & West, K. (2025a). Impact of a Media-Based Music Therapy Intervention on Anxiety, Burnout, and Clinical Performance in Nursing Students. *Nursing Education Perspectives*.

Synergistic Activity: Yes

Intellectual Contributions: Review Type: Blind Peer Reviewed

3. Gosselin, K., Oliver, H., Lubojacky, C., & West, K. (2025b). Reducing Anxiety and Enhancing Performance in Nursing using Music Therapy.

Presentation Type: Presentation

Synergistic Activity: Yes

Intellectual Contributions: Review Type: Blind Peer Reviewed

4. Gosselin, K., Oliver, H., Lubojacky, C., West, K., & Cooper, T. (2025). Play to Prepare: Effects of Pre-Simulation Gaming on Nursing Student Outcomes. *Journal of Nursing Education*.

Synergistic Activity: Yes

Intellectual Contributions: Review Type: Blind Peer Reviewed

5. Gosselin, K., Oliver, H., George, J. M., Rose, D. R., Deal, B. J., Strout, Phd, Rn, K. R., Crabtree, D., & Hanson, A. (2025). A Randomized Controlled Study to Evaluate the Efficacy of a 15-Minute Music Listening Intervention on Anxiety, Self-Efficacy, and Performance for Nursing Students undergoing Simulation Testing.

Presentation Type: Presentation

Synergistic Activity: Yes

Intellectual Contributions: Review Type: Blind Peer Reviewed

6. Bunuan, R., & Gosselin, K. (2024). Exploring Gender Differences in Adolescents' Academic and STEM-Career Possible Selves. *Canadian Journal of Science, Mathematics, and Technology Education*.

Intellectual Contributions: Review Type: Blind Peer Reviewed

Grants

Title: Transforming Nursing Education: Evidence-Based Strategies for Burnout Reduction, Resilience, and Successful Transition to Practice.

Sponsor: The Spencer Foundation

Start Date: 2026-01-01

End Date: 2028-12-31

Period Length: 3

Period Unit: Year

Indirect Funding: 1

Indirect Cost Rate: 15

Total Funding: 374943

Total Direct Funding: 325473

Currency Type: USD

Abstract:

This project explores the integration of sleep self-efficacy, nurse coaching, and non-pharmacological interventions, such as music and movement, into nursing education. The overarching aim is to equip nursing students with evidence-based tools to reduce anxiety and burnout while enhancing well-being and resilience. The study employs a Latin Square design to evaluate the effectiveness of these interventions, emphasizing practical application in educational environments, and potential applications as students transition into practice.

The project responds to a documented need for educational interventions targeting psychological distress in nursing students. A systematic review by Wei et al. (2021) found that burnout is prevalent among nursing students and negatively impacting their well-being and academic performance. Specifically, nurse burnout was associated with a lower safety climate, safety grade, and nurse-assessed quality of care, as well as increased rates of nosocomial infections, patient falls, medication errors, adverse events, missed care, and patient satisfaction. In academic settings, 11.6% of postgraduate students experiencing burnout (Galdino et al., 2016) and 37% of undergraduates considering withdrawal due to burnout-related factors (Sanchez et al., 2017), with internship experiences further increasing burnout levels (Ayaz-Alkaya et al., 2018).

By fostering resilience and teaching stress management strategies, this research aims to empower nursing students with sustainable self-care skills to mitigate burnout and contribute to their long-term professional success.

Number of Periods: 1

Collaborators: Kevin Gosselin PI with Christine (Christy) S Gipson CoPI, Gloria Duke CoPI

Status: Submitted for Review

Approval for Pre-award Spending: Yes

Type of Grant: Research
Type of Funding: Foundation
Synergistic Activity: Yes
Internal/External: External

Title: Effect of Exercise during Adjuvant Chemotherapy Infusion for Breast Cancer.
Sponsor: Baylor Healthcare System Foundation
Start Date: 2012-08-16
Period Length: 1
Period Unit: Year
Indirect Funding: 0
Total Funding: 147800
Currency Type: USD
Description: Amount: \$147,800
Number of Periods: 1
URL: <http://>
Collaborators: Barbara Haas Other with Kevin Gosselin Other, G Kimmel Other, C Osborne Other, J O'Shaughnessy Other
Status: Funded - In Progress

Title: Multicultural evaluation of teaching self-efficacy and threshold concepts in online education.
Sponsor: Spencer Foundation
Start Date: 2012-08-16
Period Length: 1
Period Unit: Year
Indirect Funding: 0
Total Funding: 38878
Currency Type: USD
Description: Gosselin, K. & Northcote, M. (November, 2012). Multicultural evaluation of teaching self-efficacy and threshold concepts in online education. Proposal in preparation for submission to the Spencer Foundation Teaching, Learning and Instructional Resources Grant Program. (\$38,778). Role: Principle Investigator. Amount: \$38,878.00
Number of Periods: 1
URL: <http://>
Collaborators: Kevin Gosselin Other with Maria Northcote Other
Status: Submitted for Review

Title: Enhanced Fracture Risk Assessment of Spine Using Stochastically Treated DXA Images
Sponsor: National Institutes of Health
Start Date: 2012-01-01
Period Length: 1
Period Unit: Year
Indirect Funding: 0
Total Funding: 384728
Currency Type: USD
Description: Amount: \$384,728
Number of Periods: 1
URL: <http://>
Collaborators: Xuanliang Dong Other with Mukul Shirvaikar Other, Kevin Gosselin Other, W Su Other
Status: Funded - In Progress

Teaching Enhancement Activities

Professional Enhancement Activities

Start Term: 2024/01

Title: School of Nursing Research Brownbag

Hours: 8

Description: Ongoing research development and dissemination sessions

Synergistic Activity: Yes

Internal/External: Internal

Advising Activities

Start Term: 2024/01

Name of Attached Document: Student Advising Activities

of Undergraduate: 1

of Doctoral: 2

Start Term: 2023/01

Name of Attached Document: Student Advising Activities

of Doctoral: 2

Student Mentoring

Start Term: 2024/01

Student Name: Kaitlyn West

Title of Thesis / Dissertation: TBD

Start Term: 2023/01

Student Name: Alicia Mott

Title of Thesis / Dissertation: Barriers and facilitators of diabetes education retention among African American women: A delphi study of black diabetic educators

Professional Service

Community Engagement / Civic Service Activities

Honors and Awards

Title: Article of the Year

Organization: Higher Education Research & Development Society

Year Conferred: 2020

Type of Honor / Award: Professional

Award Type: Research or Other Creative Endeavors

Title: AIAMC Innovation Award for Medical Education and Research

Organization: Alliance of Independent Medical Investigators

Year Conferred: 2019

Type of Honor / Award: Professional

Award Type: Research or Other Creative Endeavors

Title: Honorable Mention for 'Meeting Texas Nursing Workforce Needs Through Recruitment and Retention Initiatives'

Organization: National League for Nursing

Year Conferred: 2019

Type of Honor / Award: Professional

Award Type: Research or Other Creative Endeavors

Title: Draegar Literacy Award

Organization: American Respiratory Care Foundation

Year Conferred: 2015

Type of Honor / Award: Professional

Award Type: Research or Other Creative Endeavors

Title: Distinguished Research Award

Organization: Association of Teacher Educators

Year Conferred: 2013

Type of Honor / Award: Professional

Award Type: Research or Other Creative Endeavors

Title: Outstanding Distance Learning Faculty

Organization: Northeast Texas Consortium of Colleges and Universities

Year Conferred: 2012

Title: Graduate School Outstanding Dissertation Award, 1st Place Winner

Organization: Texas Tech University

Year Conferred: 2010

Title: Outstanding Doctoral Dissertation Award Program, Recipient - Recognition of Merit

Organization: Phi Delta Kappa International

Year Conferred: 2010

Title: Services for Students with Disabilities Faculty Appreciation Award, Recipient

Organization: The University of Texas at Austin

Year Conferred: 2010

Title: Phi Kappa Phi Honor Society, Invited Member

Organization: Texas Tech University

Year Conferred: 2007

Membership

Year Started: 2012

Year Ended: Ongoing

Organization Name: Association for Applied Sport Psychology

Year Started: 2011

Year Ended: Ongoing

Organization Name: American Counseling Association

Year Started: 2009

Year Ended: Ongoing

Organization Name: Association for the Study of Transfer Students

Year Started: 2009

Year Ended: Ongoing

Organization Name: National University Telecommunications Network

Year Started: 2009

Year Ended: Ongoing

Organization Name: Phi Delta Kappa International

Year Started: 2007
Year Ended: Ongoing
Organization Name: American Educational Research Association
Year Started: 2007
Year Ended: Ongoing
Organization Name: Association for Institutional Research
Year Started: 2007
Year Ended: Ongoing
Organization Name: School Science and Mathematics Association
Year Started: 2006
Year Ended: Ongoing
Organization Name: Southwest Educational Research Association

Consulting

Institutional Committees

Committee Name: Faculty Emeritus Committee
Start Term: Fall 2023
End Term: Ongoing
Unit Name: The University of Texas at Tyler
Responsibility: Member
Curriculum Development: Other
Committee Name: Research Council
Start Term: Fall 2023
End Term: Ongoing
Unit Name: The University of Texas at Tyler
Responsibility: Member
Curriculum Development: Other
Committee Name: School of Nursing Governance Council
Start Term: Fall 2023
End Term: Ongoing
Unit Name: The University of Texas at Tyler
Responsibility: Member
Curriculum Development: Other
Committee Name: Faculty Senate
Start Term: Fall 2024
End Term: Spring 2027
Unit Name: The University of Texas at Tyler
Responsibility: Member
Curriculum Development: Not Applicable
Committee Name: Hearing Tribunal Standing Pool
Start Term: Fall 2024
End Term: Spring 2027
Unit Name: The University of Texas at Tyler
Responsibility: Member
Curriculum Development: Not Applicable

Other Institutional Service

K-12 Service Activities

Professional Appointments

Faculty Classifications

Classification	Value	Date Range
----------------	-------	------------