



LEARNING THE Healer's art

BRIGHAM YOUNG UNIVERSITY COLLEGE OF NURSING | SPRING 2014

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GROWTH ALLOWS FOR CONTINUED SUCCESS

I AM nearly through my second year as dean of the BYU College of Nursing and find my position filled with exciting challenges and phenomenal opportunities. I am so grateful for the overwhelming support from our alumni community and those associated with the college. Many have contributed in various ways.

In this issue we highlight three stories of donors who hand knit or crochet infant items for nursing students to distribute to individuals they work with during their public and global health clinical experiences, both local and abroad. These experiences provide public health and cultural learning prospects for students as they promote health in global communities. The students are also able to observe healthcare policy and delivery while engaging in rich cultural understandings.

Other donors contribute scholarship funds, which decreases the financial difficulty of obtaining a college degree. These scholarly monies make it possible for our nursing students to continue their education and concentrate on their studies.

We are eager
to have you
join us in
our mission
to educate
outstanding
students and
facilitate their
success in
the nursing
profession.

I am happy to state that our nursing graduates are successful in obtaining employment soon after their graduation. The August 2013 family nurse practitioner graduates are all employed. The majority of those who sought employment from the April 2013 and December 2012 classes of the baccalaureate program are employed as registered nurses: 84 percent are currently working in a variety of settings.

Donations from the Fritz B. Burns Foundation are financing a revision and expansion of the Nursing Learning Center (first floor of the Spencer W. Kimball Tower). The planning for this



project has taken almost two years, with construction beginning soon after the start of the spring term and a planned move-in scheduled for August 2014—just in time for use during the fall semester.

The new center, named the Mary Jane Rawlinson Geertsens Nursing Learning Center, will feature six rooms designed for full simulation experiences with high-fidelity manikins, a control center, designated debriefing rooms, two wet/dry lab areas, five exam rooms, a nine-bed skill lab, and a four-bed walk-in lab. The space is designed to keep the look and feel of actual patient-care settings, allowing students to learn and practice in a simulated environment.

This is an ambitious project, with many individuals spending countless hours during the planning phase. I truly appreciate the generous donors and the university resources that make this project possible. Please keep an eye on our website (nursing.byu.edu) and the next issue of this magazine, as both will keep you informed of the exciting things happening in the college and of how we are utilizing the valuable resources you share with us.

In this issue of our magazine we share with you the outstanding achievements of our faculty, staff, students, and alumni. We introduce you to four new faculty and also say good-bye to two retiring professors.

We are eager to have you join us in our mission to educate outstanding students and facilitate their success in the nursing profession. We appreciate your interest and support in our endeavors. +

Patricia Ravert

Patricia Ravert
Dean and Professor, BYU College of Nursing

LEARNING THE Healer's art SPRING 2014



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Holly Olson, a BYU nursing student, enjoys *azonto* with grade-school children in a village near Abomosu, Ghana; photograph by Shalisa Thornburg.

Patricia Ravert, *Dean*
Mary Williams, *Associate Dean*
Kent Blad, *Associate Dean*
Kathryn Whitenight, *Assistant Dean*

Jeff L. Peery, *Editor*
Lena Harper, *Associate Editor*
Charles Cranney, *Associate Editor*
Curtis Soderborg, *Art Director*
Sarah Kay Brimhall, *Contributing Designer*
Barry Thornburg, *Photographer*

College of Nursing
Brigham Young University
500 SWKT
Provo, UT 84602-5544

801-422-4144
nursing.byu.edu
nursingpr@byu.edu

GHANA'S HIDDEN WEALTH

BY RACHEL
PETERS

PHOTOGRAPHY
BY BARRY
THORNBURG

— BYU student nurses learn much from the poor in
Ghana who are rich in knowledge of the Healer's art.





ABOVE: BYU nursing student Emily Adams weighs a five-year-old girl as part of an anemia assessment. RIGHT: Elementary school students in Abomosu receive hand-hygiene instruction from Kate Brase, Lauren Hill, and Natalie Waldron. PREVIOUS PAGE: A six-year-old Ghanaian girl and her classmates enjoy singing a variation of "Head, Shoulders, Knees, and Toes."

In Ghana there are many ways to get from Abomosu to the capital," says assistant teaching professor Karen de la Cruz, MSN, RN, ACNP/FNP. "You can walk, you can ride a bicycle, or you can ride a cow. (They do not have horses.) You can use the tro-tro—their public transportation system of cramped minibuses, which visitors may find terrifying—or you can get a taxi that is horribly expensive. While there are many ways to get there, in the end they all take you to the same place."

Similarly, nursing students in Ghana recognize that just as there are many ways to get from point A to point B, there are also many ways to approach healthcare. Says de la Cruz, "Nursing students understand that we have our way of delivering healthcare in the United States. Though we have our own way of interacting, that does not mean it is the only way, or the best way, or even the right way. Our students learn to be a lot more flexible in how they look at the world and other peoples."

Emily Adams ('14) adds, "It is beneficial for us to get out of our BYU bubble and have experiences in the real world. We must learn how to interact and communicate with people of other cultures."

This example of thinking flexibly is one of many unique learning opportunities available to students in the college's Ghana session of the public and global health practicum. Along with flexibility, students also learn how to think creatively.

During the clinical last summer, de la Cruz directed students in the rural village of Abomosu while assistant teaching professor Debra Wing, MSNEd, RN,

led students in the capital city of Accra. In the city students worked side by side with community nurses.

"The highly-trained nurses in Accra love their patients and are doing the best they can, but their resources are very limited," says Wing. "We see innovation in all aspects of nursing—something that I think is fitting for students to learn. We do not need high-tech equipment to provide excellent care."

For example, this creativity can be seen when administering an IV. "Sometimes nurses don't have tourniquets to start a line," Wing says, "so they will tear apart a glove to use instead, which surprises our students."

Without the high-tech equipment, Natalie Waldron ('14) further developed a skill while in Dr. Emmanuel Abu Kissi's clinic in Accra. "I got to spend a lot of time in the prenatal clinic," says Waldron. "Dr. Kissi's wife, Elizabeth, is the clinic's nurse midwife. They do not have ultrasound machines but rely on a Doppler heart rate monitor and other basic measurements. I have always struggled with finding the prenatal heart rate, but Dr. Kissi's wife took the time to show me how to get it and how to feel for the baby."

Adams also worked in the prenatal clinic and added that she "appreciated the hands-on experience," as that is not always available to students in the United States.

Stephen Abu, who serves as the branch president in Abomosu for The Church of Jesus Christ of Latter-day Saints and as the country director for the charitable organization World Joy, sees value in this resourcefulness and creativity. "Human beings should not be static," he says. "We need to explore."

According to Abu this exploration is available via learning. "Education is very, very important," he explains. "Without education, there would be no development. A city without scholars is dead. A

town without scholars is dead. It is education that prepares children for the future."

In Ghana Waldron gained a greater appreciation for the education and resources available to her. "In the United States we are so lucky to have these opportunities. In Ghana people apply what little opportunities they have and magnify them in order to better serve their people. Consider Dr. Kissi for example. People come from hundreds of miles to see him because they know he is a Christian and will treat them even if they cannot pay. I feel a greater sense of responsibility to use my knowledge to go out and serve. Nursing is a service, not just a career."

When helping administer vaccines in Abomosu, Waldron saw how important service was. Often the volunteers are not nurses by trade but received training to administer vaccines. This speaks primarily to how Ghanaians value their community. "I went around with a farmer. Even though he had no healthcare background," says Waldron, "he still cared about his community and realized this effort was important."

Wing says, "I am truly touched by what [Waldron] said because it echoed my view of what this whole course is about. If we understand our role, that we were called to serve our fellowmen, we look at our patients with a remarkably different perspective. We see their humanity and how family members love them; that is the way we should be interacting with our patients."

In Accra students visited with the commandant (or matron) of military services, who offered the following advice: "We cannot look at nursing as a job. Nursing is not a job. We should not even think of it as a career."

While the public and global health practicum is not a humanitarian program, students have the opportunity to provide service by assisting local initiatives and projects to improve the Ghanaian community. This includes removing garbage around a local school, administering vaccines, and delivering newborn and dental hygiene kits provided by college donors and alumni.

Paul Kuasi, who serves as the director of the medical clinic in Abomosu, says,



"Human beings should not be static. We need to explore."

"Anytime the BYU students are here, there is a rise in the number of patients because the students have love for them. The language is a barrier, but they try their best to care for patients. I like them because when they come, we accomplish so much more. When they come, they come to augment what we are doing."

De la Cruz has also taken on the role and responsibility of a community health figure in Abomosu. She has traveled to Africa several times for the sessions of public and global health and has always been referred to as "madam." However, recently she received a new title within the community—"mother."

This title denotes that she is now a beloved leader and an insider in the community. While she jokes that this has

helped her get better prices at the market, she also explains, "This is a responsibility, not a privilege. By being invited into their community, they now see me as willing to do my part as they bring about change for the welfare of their people."

More than anything, though, student and faculty contributions to communities in Ghana are small tokens of thanks for the opportunities they receive. While in Ghana students learn lessons that will last a lifetime—lessons of flexibility, creativity, education, and service. Says de la Cruz, "We can never pay the Ghanaians back for the opportunities our students receive. Our impact in Ghana is small. Their impact on our students is life changing." 🌱

THE LORD DESIRES YOUR SUCCESS

BY PEGGY H. ANDERSON, ASSOCIATE TEACHING PROFESSOR, DNP, MS, RN

✿ Excerpts from Her BYU Devotional Address Given October 15, 2013 ✿



KNOWLEDGE AND INTELLIGENCE

ONE of my favorite growth and development theories comes from a well-known psychologist, Erik Erikson. According to Dr. Erikson, during the course of our lifetime, each one of us moves through specific stages of development that are framed with opposing core conflicts. He proposed that each conflict must be successfully mastered before progressing to the next stage.¹ Speaking very simplistically, as we successfully resolve each stage of development conflict, we are prepared to move forward to the next phase. Each phase of development builds upon the prior stage.

As I look back at my own personal growth and development and acquisition of knowledge and intelligence, I can see light, truth, and faith guiding my progression through each stage. I would like to share with you a few educational insights I have gained as I have moved through some of the stages of development.

ENGAGE YOUR MIND

THE stage of Industry vs. Inferiority [6–11 years] is a time of work and productivity. When I was a young girl in this stage, my father—an engineer—would encourage me to think logically and to reason. “Use your brain,” he would say as he encouraged me to seek knowledge and additional understanding in all areas of my life. He taught me to seek for light and truth in both the academic and spiritual realms. For many years I did not truly understand the context of his comment, but over time I grew to recognize the beauty of knowledge and intelligence, the empowerment of education, and the importance of spiritual faith coupled with secular learning.

BE A BETTER PERSON

THE conflict of Identity vs. Role Confusion during our teenage years is difficult for many. During this time we incorporate our personal beliefs with those of society and begin to make decisions about the future. When I was a teen, I would occasionally defy my parents’ suggestions regarding my performance in life. I remember very distinctly being frustrated with my mother one day as she proposed recommendations for my future. As my mother was advising me, I angrily turned and began to walk away—and then I heard her quietly comment, “I only want you to be a better person than I am.” My heart immediately softened, and I wondered how anyone could possibly be better than my own dear mother. As a teen, and even now, that challenge has motivated me to be a better person—it taught me the importance of applying my learning.

As a result of my parents’ teachings during the first stages of development, I set goals for my life—goals for my future family, goals regarding my education, and goals for my spiritual growth. I feel that when goals are combined with faith and reason, they empower us throughout all life stages as we seek to resolve many of these developmental conflicts. Goals enable us to engage our minds in righteous endeavors and motivate us to be better people.

FOLLOW RIGHTEOUS GOALS

SETTING righteous goals during the stage of Intimacy vs. Isolation [young adult] has provided positive direction for my spiritual and academic learning. In a timeless address, Elder M. Russell Ballard said:

I believe you can train yourself to become a positive thinker, but you must

AS I LOOK BACK AT
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cultivate a desire to develop the skill of setting personal worthy and realistic goals. I am so thoroughly convinced that if we don't set goals in our life and learn how to master the technique of living to reach our goals, we can reach a ripe old age and look back on our life only to see that we reached but a small part of our full potential. When you learn to master the principle of setting a goal, you will then be able to make a great difference in the results you attain in this life.

He then instructed us:

If your goals are righteous, of God-given perspective, eternal in their nature, then go for them. Pray for the inner strength to have the discipline to do those things that will guarantee through your activity and

*your life that you will reach your goals. Then, I think, perhaps as important as anything, we have to have faith. We have to have faith in God. We have to have faith in the Lord Jesus Christ. And oh, how desperately we have to have faith in ourselves.*²

TRUST IN THE LORD

I have found that my spiritual goals and my educational goals complement each other and have provided strength to overcome many of the vicissitudes of life. I have learned to trust in the Lord as I pursue my goals. My educational journey and my journey in life have not been without challenges.

Some of my greatest challenges were encountered while I was a single mother. For 25 years I raised my children alone. This “adventure,” however, did not deter me from my goals of raising a righteous family, seeking for spiritual learning, and continuing my education.

I remember feeling very old when I returned to school, then in the stage of Generativity vs. Stagnation [middle age]. I had been a registered nurse for 14 years, and my youngest child was 16 years old. But the prompting to return to school was so strong that I knew I should continue.

GO FORWARD WITH FAITH

I love the motto of Brigham Young University. It provided guidance as I completed my education, and it continues to guide my service today. Elder David H. Bednar offered insight regarding our motto:

On the landmark sign located at the entrance to Brigham Young University, the following motto is found: “Enter to learn; go forth to serve.” This expression certainly does not imply that everything necessary for a lifetime of meaningful service can or will be obtained during a few short years of higher education. Rather, the spirit of this statement is that students come to receive foundational instruction about learning how to learn and learning to love learning. Furthermore, students’

desires and capacities to serve are not “put on hold” during their university years of intellectual exploration and development.

*May I respectfully suggest an addition to this well-known motto that is too long to put on the sign but important for us to remember regardless of which university or college we attend: “Enter to learn to love learning and serving; go forth to continue learning and serving.”*³

In a lecture given to students in the BYU Honors Program, James S. Jardine suggested that “we have a prescribed duty to develop the gifts and talents, including intellectual gifts, bestowed on us by God.”⁴ He then said that in order to consecrate our intellectual gifts, we must first develop them, and that “our consecrated learning enables us more completely to comfort those who stand in need of comfort—whether they are learned or uneducated, successful or downtrodden, gracious or difficult.”⁵

THE LORD DESIRES YOUR SUCCESS

PRESIDENT Henry B. Eyring has instructed us:

*No service that matters can be given over a lifetime by those who stop learning. A great teacher is always studying. A nurse never stops facing the challenge of dealing with something new, be it equipment or procedure. And the workplace in every industry is changing so rapidly that what we know today will not be enough for tomorrow.*⁶

My real-life education continues to this day. In May 2013 I graduated one more time—this time with my doctor of nursing practice degree. It represented the fulfillment of one more goal.

Throughout my life I have received priesthood blessings to help me as I worked toward my goals of education and service. While serving as a Relief Society president at the Utah State Prison I received a blessing that opened my eyes of understanding about our relationship with our Heavenly Father, the respect He has for our righteous goals, and the deep

love He has for each one of us. I don’t usually share personal blessings, but I feel that this blessing was meant to be shared.

At the beginning of the blessing the counselor in the stake presidency of the sponsoring stake at the prison, who was giving the blessing, thanked me for my service. Then he paused and said the following: “The Lord desires your success. He desires your success in all aspects of your life—in your profession, in your education, in your family, in your relationships. The Lord desires your success.”

It empowers me when I realize that the Lord desires my success. It motivates me to engage my mind in education and righteous activities, to be a better person, to set righteous goals, to be a good friend, to consecrate my learning, and to go forward with faith. ■

The full text of this address is at <http://bit.ly/1i8IdlM>.

NOTES

1. See Erik H. Erikson, *Childhood and Society* (New York: W. W. Norton and Company, 1963), 247–73; see also Patricia A. Potter and Anne Griffin Perry, *Fundamentals of Nursing*, 7th ed. (St. Louis, Missouri: Mosby Elsevier, 2009), 139–40.
2. M. Russell Ballard, “Go for It!” *New Era*, March 2004, 4, 7.
3. David A. Bednar, “Learning to Love Learning,” *Ensign*, February 2010, 28.
4. James S. Jardine, “Consecration and Learning,” in Henry B. Eyring, ed., *On Becoming a Disciple-Scholar: Lectures Presented at the Brigham Young University Honors Program Discipline and Discipleship Lecture Series* (Salt Lake City: Bookcraft, 1995), 75.
5. Jardine, “Consecration,” 78–79.
6. Henry B. Eyring, “Education for Real Life,” *Ensign*, October 2002, 19.



Balancing Family and Nursing

WHETHER you stay at home to parent or work full-time in a hospital, you are always a nurse—and a valuable asset to the college. Through the college's alumni groups on LinkedIn and Facebook, we invited alumni and faculty to share how they balance family and a nursing career.

“I feel like it makes a big difference to my kids when they have lunch packed by their mom.”

RIGHT: Graduate student Ann Rogerson ('10) checks Brynlee, age 3, during an in-class wellness clinic. OPPOSITE: Max Mitchell examines his four-month-old son, Joshua.

How do you balance your family and career?

My husband and I are both RNs. We take turns working nights and alternate shifts so we can have one of us home with the kids most of the time. We have busy lives right now, but in the end it will be worth it.

Peggy England Steward ('02)
KENNEWICK, WA

Well, it is tricky, but I was determined to keep my hand in clinical nursing. I felt like I wanted to stay current, so I worked part time in the evenings at our local hospital for many years, until our children were in school. My husband was able to work flexible hours and could be home to provide child care for most of those years. Now that our children are grown, I have started working more and am grateful that I have not had to start over.

Cherri Greenier Thompson (AS '78)
FORT COLLINS, CO

I have worked the weekend option almost all of my kids' lives and have been able to be there for them during the rest of the week. My husband works Monday through Friday and is home on the weekends. I am exhausted on the weekends, but it has been worth it.

Iva Chou Martin ('95)
SPENCER, IN

One thing I did while I was a younger nurse with young kids was to make sure I exercised every day. I would recommend biking, swimming, weight lifting—something to give your feet a rest.

Sheri Patten Palmer (AS '81, '84)
FACULTY, OREM, UT



There are little things I do. For example, I get up early every day to make five lunches. I am usually not home when my kids come home from school, and I feel like it makes a big difference to my kids when they have lunch packed by their mom. (I even pack my college-age son's lunch.) I pack their lunches every day because I feel like that is a point during the day when they know Mom is thinking about them.

Julie Valentine
FACULTY, SANDY, UT

Sometimes we have to forget our responsibilities with work and home for a day to focus on spending quality time as a family. This includes playing, reading, and going on fun adventures together. We also try to take a little bit of time each day to connect as a family with prayer, meals, and being silly. There is a huge difference in our home when we pause and take the time to really disconnect from the world and connect with each other in small ways.

Emily Vest Covey ('08)
SPANISH FORK, UT

Jeff Peery (2)



How do you incorporate the Healer's art outside of nursing?

Following the teachings of Christ incorporates the Healer's art into our day-to-day lives. In a clinical setting, it is easy to see our clientele as a diagnosis—heart disease, ruptured tympanic membrane, or the like; it is more difficult to look beyond the illness and care for the patient and their family. A young mother who has been awake overnight with a sick child may feel overwhelmed by the demands of her child; acknowledging her stressful situation and assisting her to cope is an integral part of caring for this pediatric patient.

Michelle Bate Kendall (AS '77)
BELLEVUE, WI

I incorporate the Healer's art outside of nursing every day: with my kids, with my neighbors' kids—everyone comes to you when you are a nurse. And honestly, I love it. I feel like it is something I have to offer.

Lacey Miller Eden ('02, MS '09)
FACULTY, LEHI, UT

I am blessed to have a Primary class of one: for the past two years, I have taught a boy with autism. I feel like my time spent as a nurse, and especially my years as a pediatric nurse, have helped prepare me for this church assignment and have given me wisdom and experience to help him.

Mary Fore Wright ('91)
CHANDLER, AZ

I try to keep my family involved with me in community health by participating in volunteer projects at the Food and Care Coalition and the Community Action Services and Food Bank.

Gaye Crawley Ray (AS '81)
FACULTY, PROVO, UT

What have you done to stay current in the nursing profession?

I attend continuing education classes whenever I can. I usually go to at least two or three conferences or classes a year.

Norma Jean Gile ('97)
LOGAN, UT

I attend conferences when possible and complete continuing education sessions online to keep my license current—even though, due to a disability, it is unlikely that I will ever work again. But I worked too hard to become an RN, and I refuse to let my license expire!

Marianna Hanson Pugmire (AS '67)
SPRINGVILLE, UT

I recommend never letting your license lapse. I used to teach the nurse refresher course for Utah, and it was so hard for nurses to come back into nursing after being out of touch for 20 to 30 years. There are so many ways to keep your continuing education hours up to date. I have loved going to nursing conferences with friends from my unit. Not only was I updating myself professionally, but it was also girls' weekend!

Sheri Patten Palmer

When my children were little, I found that reading professional journals helped keep me “plugged in.” I also used websites like Nurse.com, which has some free

continuing education opportunities, or Medscape to keep me up to date and connected with the profession.

Gaye Crawley Ray


In the next issue we will feature responses to the following questions:


What advice would you give to those just beginning their career?

What unique opportunities have you found because of your nursing background?

If you would like to share a response, please email nursingpr@byu.edu.

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“Everyone comes to you when you are a nurse. And honestly, I love it.”



The F mack for Knitting: *Why I Give*

BY Jeff L. Peery

Jeff Peery (2)

Bradley Slade

ALUMNI AND FRIENDS sustain the College of Nursing through contributions to its annual fund, scholarships, or public and global health clinical experiences or through deferred gifts, but each year the college receives several nonfinancial donations that are just as important. Following are three stories that highlight some of this generosity and show how these donors contribute to our success.

All in a Day's Work

Annie Kitchen of Orem, Utah, starts her day at 7:00 a.m. by reading in the scriptures and meditating in her office—a bedroom converted to a workroom, complete with television, music, and pictures of grandchildren. By 7:30 a.m. she has selected the yarn color of the day and begins to make a pair of booties.

"I have to keep my hands busy and mind alert," she says. "Making a pair of baby booties each day does that." At age 96, Kitchen finds her hobby relaxing, yet it allows her to keep her hand and eye motor skills active and engaged.

Kitchen has been crocheting since she was six years old, and her family members were usually the recipients of her earlier projects. With nine children, 43 grandchildren, and 99 great-grandchildren, everyone has received something from her talents over the years. Later she began making items for a ward nursery, neighbors, and then the Provo humanitarian center of The Church of Jesus Christ of Latter-day Saints. When the Church changed its emphasis a few years ago and asked that products be distributed locally rather than internationally, Kitchen needed a new outlet for her creativity. Then one day her home teacher, Kevin Stocks, a professor in the BYU School of Accountancy, suggested she give items to the College of Nursing.

Each year in October for the college's alumni service project, alumni and friends assemble newborn kits for nursing students to deliver during their spring term public and global health clinical experiences. Kitchen now donates hundreds of baby booties to the project, and



LEFT: Annie Kitchen with her arms full of love and the dozens of baby booties she crochets and donates to the college. RIGHT: Kitchen also creates stuffed animals, such as the kangaroo, one of her favorite patterns.

new mothers in Ecuador, Ghana, India, and Tonga, as well as in the Salt Lake City area, receive her gifts.

Although it takes Kitchen about three and a half hours to finish a pair of booties, she no longer follows a pattern and has the patience required to keep working, stitch after stitch after stitch.

"The yarn is the most important part," says Kitchen, who has a particular fondness for fiber. "I use the same strand size for feel and consistency but also to ensure that each one is as soft as the other." For this reason she prefers not to receive yarn donations from friends. "I just buy the materials myself and do not worry about the cost of my hobby."

But Kitchen doesn't stop with baby booties. After lunch each day she works on a jigsaw puzzle or reads for a few minutes and then starts another crochet

project: stuffed animals. The benefactor of her afternoon handiwork is Primary Children's Hospital in Salt Lake City. "Everyone needs a toy," says Kitchen. "I make toys for those who may need to cuddle with someone the most."

Her favorite animal to fashion is an elephant, then a kangaroo. She makes dozens of kinds of animals—many from patterns and some from her own design. Regardless of how long it takes, Kitchen crochets into the evening, finishing an animal each day. By 9:30 p.m. she is ready for bed, but she sleeps comfortably, knowing her efforts will warm a baby's feet or brighten a sick child's day.

"I work six days a week," says Kitchen. "While these are worthwhile projects, I have never felt they should be done on Sunday. Besides, that is a day of rest—even for me."

“Some

yarns

feel sumptuous and are a joy to work with.”

Hats Off to Ecuador

Renee Stubbs of Roseburg, Oregon, loves attending BYU Education Week each year. “My husband, Rand, and I get to deliver handmade hats to the College of Nursing while we are in town,” she says. “It is a privilege to do so, and I will keep doing this as long as I can.”

Stubbs is one of a few individuals who knits hats for nursing students to distribute with other items while completing clinical experiences in the mountains of Ecuador. She tends to make hats in the cooler months, which has the benefit of keeping her warm while she works on them.

Depending on the pattern, Stubbs can produce one hat a day on a loom if she works through the evening. A few items are hand knitted and can take up to three days to complete. The time needed for

Renee Stubbs, among others, donates knitted hats to the college each year. Her gifts are shared by nursing students during their public and global health clinical sessions.



each hat also depends on the yarn—the smoothness or softness of it. A stiffer yarn takes longer than one that flows through the fingers because it is more difficult to lift off the pegs of the loom or harder to hold while knitting.

“Some yarns feel sumptuous and are a joy to work with,” says Stubbs. “It feels like they want to be worked with, and they warm the heart as well.”

Stubbs also combines different yarns, putting a basic yarn with a complementary second yarn to see how many different hats she can make. “No two hats are the same,” she says. “It is great fun!”

Blanketed in Love

One week before the college’s annual service project last October, Emily Vest Covey (’08), the event’s organizer, found herself needing nearly 200 receiving blankets for newborn kits. A neighbor, Amie Cook, stopped by her house and asked if she was still collecting blankets.

When Covey told her yes, Cook said she would talk with her grandmother, who might have some blankets to donate.

A few days later Cook was at the door with a large garbage bag containing blankets and coordinating burp cloths that her grandmother, Rowena Neeley, had sewn to fill the time after the death of her husband. After Covey thanked her, Cook said, “I have more!” and took Covey to her car to find three additional bags with items to donate.

Covey was overwhelmed by the generosity and kindness of Mrs. Neeley. There were 80 blankets and 80 burp cloths for newborn infants around the world, each with handmade lace edges and beautiful patterned, fleece fabric. While expressing gratitude, Covey mentioned that this gift was an answer to prayer and that somehow she would get the last 100 blankets needed for the project.

Meanwhile, Covey had a missed call and a message on her phone from Charlotte Dodge of Looney Loomers—a quilting guild formed by several Relief Society sisters who originally completed a service project together 16 years ago in the Orem Lakeview Fifth and Sixth Wards. Dodge had heard about the project from Covey’s great-aunt, Jeanann Hutchings, and she and the other ladies at Looney Loomers wanted to help.

Willing to share their talents and give to needy children across the world, the two dozen ladies responded quickly to the challenge and donated time, patience, and expertise, along with yards of fabric and several longarm quilting machines. They utilized some materials already sewn that were in storage and crafted new blankets.

“There are so many things we do each day that do not matter,” says Dodge. “It feels good to choose to make a difference to people who really need us.”

Ekspanzio

Faculty Spotlight: Julie Valentine

The Voice of Collaboration

By Rachel Peters

“IF YOU CAN BELIEVE IT, we had protesters attending our meetings,” says Julie Valentine, MS, RN, CNE, SANE-A. “We even had threatening phone calls and letters.” Though the work was controversial, Valentine and her husband, Mark, and Utahns for Better Dental Health worked for seven years to pass legislation to fluoridate Utah’s water. Valentine says, “This experience has highlighted how important it is for nurses to be involved with health policy—something I continue to feel very strongly about.”

Today Valentine centers her research on data collection and prosecution rates for sexual assault cases in Utah. In this research she is collaborating with local and national organizations. Locally Valentine, a certified sexual assault nurse examiner (SANE), partners with the Utah Department of Forensic Services (also known as the Crime Lab) and local law enforcement agencies. They analyze patient and suspect characteristics, factors that impact DNA identification, and variables that determine if an evidence collection kit will be processed.

Nationally Valentine collaborates with the National Institute of Justice (NIJ), which recently funded the creation of a research toolkit to assess prosecution outcomes in sexual assault cases where SANE programs exist.

An assistant teaching professor and mother to eight children, Valentine completed her undergraduate nursing studies at Arizona State University, received a master’s in nursing education from the University of Utah, and is currently completing her doctoral studies at Duquesne University. She instructs the college’s acute and chronic illness class (and its associated practicum lab at the VA hospital in Salt Lake City) and leads the refugee session of public and global health.

Through her current research Valentine has seen an urgent need for collaboration between organizations. Local rates for processing and prosecuting cases are far below the national average for comparable communities. From 2003 to 2011 only 34 percent of sexual assault cases received screening from



My favorite flower is the crocus because no matter how cold it is, no matter how long the winter, the crocus always blooms, and it just gets stronger.

law enforcement agencies, and of that 34 percent only 25 percent of cases received criminal charges. In total, only 6 percent of sexual assault cases result in prosecution.

While this data has strong policy implications, Valentine explains that she is not looking to put the blame on anyone but rather to encourage collaboration and development. “The last thing I want is finger-pointing,” she says. “We are all in the same boat. We all want the same things: better victim support and better prosecution.”

Valentine’s motivations for wide-reaching research are extremely personal. “It is not like I am researching something from afar,” she says. “I am in the trenches and still examine patients. I feel like what drives me to do this work is that I can collectively give these patients a voice. And these are patients that simply do not have a voice; they have not been heard. You can see that in the prosecution rates.

“I give all of my patients a card that says ‘Bloom,’” says Valentine. “I tell them that my favorite flower is the crocus because no matter how cold it is, no matter how long the winter, the crocus always blooms, and it just gets stronger. I tell my patients, ‘This is my hope for you: that you will use this horrible thing that has happened and you will be stronger. You will recover.’ This is my life’s work.”



New Faculty

Several new faculty recently joined the College of Nursing. Four are highlighted here, with others to be featured in future publications.

BELIEVE IN YOURSELF

STACIE HUNSAKER, MSN, RN, CEN, CPEN



Stacie Hunsaker is in her element in the ER. “With constant learning opportunities, the emergency room is rewarding and challenging,” says Hunsaker. She has enjoyed her employment with Intermountain Healthcare as a registered nurse of 25 years, working eight of those years as a regional nurse educator for three emergency departments, and still completes 3 to 4 shifts a month in a Provo ER.

In 1992 Hunsaker received an associate in nursing from Ricks College, now BYU–Idaho. Then she earned a bachelor’s in nursing from the University of Phoenix and a master’s focusing on nursing education from Utah Valley University.

While working at Intermountain, Hunsaker admired and respected the BYU nursing students during their hospital service with her, and she developed a secret desire to teach in the college. “The *only* reason I considered leaving was to teach—and only to teach at BYU,” says Hunsaker. Now an assistant teaching professor, Hunsaker instructs an acute and chronic illnesses course and its clinical practicum.

Her contribution to the nursing discipline is vast. As Utah’s state council president for the Emergency Nurses Association, she conducts training courses for nurses, including trauma nursing and emergency nursing pediatrics.

Hunsaker met her husband on a blind date while he was a BYU student and she was a nurse working in a nearby hospital. They have five children and enjoy camping and four-wheeling together.

“If you believe in yourself, you can do anything,” says Hunsaker. “I tell my students that if they have dreams of advancing their education, they should pursue those goals and believe they can succeed.” ☒

“With constant learning opportunities, the emergency room is rewarding and challenging.”

NEVER STOP LEARNING

CRAIG NUTTALL, MS, FNP-C



Craig Nuttall (MS ’11) grew up less than a mile from BYU campus. With his father, Ron Nuttall, serving as a physical therapist and athletic trainer for the Department of Dance, the university had a strong influence in his family. Even as a child he was a big Cougar sports fan. Attending and teaching at BYU was

always at the top of his list for career goals.

“As I got older and became a nurse practitioner, my clinical practice took me in a different direction that did not include the university,” says Nuttall. “However, as an adjunct faculty I was enamored with education and helping students develop the skills they needed to be great clinicians. That is why I chose to return to BYU.”

After earning an associate in nursing at Utah Valley University and a bachelor’s in nursing at BYU–Idaho, Nuttall completed a master’s in nursing at BYU. He worked in the emergency department at American Fork Hospital as a registered nurse and then started with Central Utah Clinic after becoming a family nurse practitioner.

As an assistant teaching professor, Nuttall works with undergraduate capstone students and instructs a graduate diagnosing and managing chronic disorders course. He is a member of the American Association of Nurse Practitioners (AANP) and the Utah Nurse Practitioner Association (UNP), serving on its board of directors and as chair of its education committee.

He and his wife, Kristin, have four children. His hobbies include doing anything outdoors, especially hiking and camping. He is often found playing basketball or soccer with the kids, and he’s the reigning champion of handstand competitions with his daughter.

“Remember that love is the key to being a great nurse,” says Nuttall. “Always recognize that everyone has something of value to teach you, and don’t be afraid to ask questions. Never stop learning.” ☒

Attending and teaching at BYU was always at the top of his list for career goals.

The experiences she had in the NICU sparked her desire for further education to care for children of all ages.

STRONG COLLEGE CONNECTION

LACEY EDEN, MS, FNP-C



Lacey Miller Eden (’02, MS ’09) spent most of her early years in San Antonio, Texas, but considers herself a local girl, as she has lived in Utah Valley since her time at BYU—where she earned both her bachelor’s and master’s of science in nursing.

After her bachelor’s she worked for 10 years as a registered nurse in the Newborn ICU of Utah Valley Regional Medical Center. “A piece of my heart will always be with the NICU—what an

incredible place to work,” says Eden. The experiences she had in the NICU sparked her desire for further education to care for children of all ages. She returned to BYU to pursue a master’s, leading to certification as a family nurse practitioner, and has worked in urgent care and a pediatric clinic since.

Eden’s connection to the college is strong—first as a preceptor and affiliate faculty for the nurse practitioner program, then as an adjunct faculty clinical instructor. She belongs to the UNP, AANP, and the National Association of Pediatric Nurse Practitioners, serving on its special interest group for pediatric palliative care and immunizations.

Working with students Eden discovered how rewarding it is to teach, and she has enjoyed the challenge. As an assistant teaching professor, she instructs several health assessment and promotion classes, along with a graduate-level clinical.

“I want to provide for college students what BYU faculty have provided for me—a loving and safe atmosphere to learn and incorporate the gospel in teaching,” says Eden. “Nurses that graduate from BYU stand out among their peers, along with having incredible nursing skills; they are leaders, examples, inventors, and researchers in their units. I want to help continue this incredible education process.”

Her love of caring for children has exponentially grown over the years, and she also volunteers at her children’s elementary school with its fall carnival, dance festival, or school musical. “I have an incredible family; my husband, Brett [whom she met while serving on the cheer squad at BYU], and three children are a true blessing in my life,” says Eden. She enjoys cooking, hiking, camping, and snow skiing. “Our favorite way to spend summer evenings is in American Fork Canyon with a fire and tinfoil dinners.” ☒

ACCELERATE WITH PASSION

RYAN RASMUSSEN, MS, FNP-C



“When I was a student at BYU in the family nurse practitioner program, I learned to love and appreciate the college, the faculty, and the students,” says Ryan Rasmussen (MS ’11). “Everyone wanted us to succeed not only as students but as people. This created an environment I know that I could not have anywhere

else; it is the reason I wanted to be a part of this experience for other students.”

Rasmussen participated in the graduate program with fellow student Craig Nuttall. A month before graduation they discussed teaching together for the college as part of their 10-year plan. Just two years later a faculty member suggested they apply for some open positions. Their 10-year plan became a two-year plan, and they are now on the nursing faculty both had respected so much.

Earning an associate in nursing at Utah Valley University in 2001, Rasmussen began a bachelor’s in nursing in 2008 with the intent to apply to the college’s master program. For five years he was in the emergency room at Timpanogos Regional Hospital, where he worked as a staff nurse, charge nurse, and house supervisor. He also spent time as a nursing supervisor at the Utah State Prison, returned to emergency nursing at Mountain View Hospital, and has worked at Lone Peak Pediatrics the past 30 months.

As an assistant teaching professor and member of AANP, UNP, and Sigma Theta Tau International, Rasmussen teaches the med/surg didactic course and its clinical practicum, along with managing graduate-level clinical experiences.

Ryan’s wife, Laurie Trapnell (’90), is a nurse for Central Utah Surgical Center. They enjoy their five children—three girls and two boys—and love to go boating together on Lake Powell.

His advice to others: “Do what you love and love what you do. If you don’t enjoy what you do in life, it quickly becomes apparent to everyone around you. Find something you are passionate about and excel at it.” Rasmussen follows this mantra and truly enjoys being able to teach students the Healer’s art and inviting the Spirit into the classroom—a combination that makes nurses ready to go forth and serve in so many areas. ☒

Retiring Faculty

Do What You Love

KAREN DEARING, PHD, APRN-BC



“My advice to anyone regardless of what point they are in a career is to do what you love,” says associate professor Dr. Karen Dearing, who plans to retire at the end of the 2014 winter semester, having served in the BYU College of Nursing for almost 12 years. An instructor of various psychiatric and mental health courses and their practicum experiences, Dearing says she loves working with students who are amazing, bright, and capable.

When she was 17 Dearing decided to become a nurse while working in a children’s store. Four student nurses with BYU logos on their uniforms came in to shop. The students were animated and excited, talking about their work with the young patients at Primary Children’s Hospital. They needed something that would brighten the life of a child under their care. Dearing immediately knew nursing was the career for her. The following year, while finishing her senior year of high school, she also completed a nurse’s aide degree at Salt Lake Community College. She then earned an associate degree from Weber State and attended the University of Utah, completing

bachelor’s, master’s, and doctoral nursing degrees.

Her future plans include working with LDS Family Services Missionary Clinic and volunteering at the Pingree School.

Dearing and Gerald, her husband of 40 years, live in a log home they built together in West Jordan, Utah. They have four children, five grandchildren (with one on the way), and one great-grandchild. Leisure time is spent with their small hobby farm and its large orchard and garden. Her future plans include working with LDS Family Services Missionary Clinic and volunteering at the Pingree School (an elementary school that focuses on education for children with autism spectrum disorders). ☒

Together You Will Have Success

BARBARA MANDLECO, PHD, RN

For the past 20 years professor Dr. Barbara Mandleco partnered with an interdisciplinary research team on campus to study families raising children with disabilities or chronic conditions. Project investigators included faculty in the college, including assistant professor Donna Freeborn (AS ’74), the School of Family Life (Susanne Roper), and the McKay School of Education (Tina Dyches). Elaine Marshall, former college dean, was one of the early members of the team as well.

Mandleco has several articles pending publication and plans to visit Patagonia next month and attend a conference in Brazil next year.

Mandleco received her bachelor’s in nursing from the University of Wisconsin–Madison, a master’s in pediatric nursing from the University of Florida, and a PhD from BYU in human development. Before starting as an assistant professor at the Salt Lake Center, Mandleco taught pediatric nursing at the University of Utah for seven years and supervised students clinically at the University of Utah Medical Center. Since coming to BYU in fall 1977, the spectrum of classes she has taught has included nursing research, nursing management, families and chronic illness, and various graduate-level courses.

She reminds faculty to include students on their scholarly projects. “These experiences allow for pooling talents, provide new perspectives for looking at problems, and help socialize students into the world of scholarship,” says Mandleco. Likewise she encourages students to get involved in faculty scholarship: “Such experiences allow direct involvement in scholarly projects and provide experiences different than within classrooms that can lead to opportunities for lifelong learning.”

As a professor emerita, Mandleco will continue to stay busy: she has several articles pending publication and plans to visit Patagonia next month and attend a conference in Brazil next year. She likes to read, sew, quilt, hike, camp, and spend time with her husband, Carl, and their two children and four grandchildren. ☒



BYU Photo

PeteHansenPhoto.com (Mangum)

2013 Honored Alumna

The COURAGE to CARE

By **Sandra Mangum, MN, RN, CNOR(E)**
Excerpts from Her Homecoming 2013 Address

“**IN SOME CASES** nurses are born, not made,” says Mangum. “That was the case in my life. From the age of four I would bring home birds with broken wings or mangy cats that needed feeding and curing. My dolls had pencil-mark incisions on their abdomens. It was understood by the family that I would be a nurse.”

In October 2013 professor emerita Sandra Stonehocker Mangum (’58) received the university’s Alumni Achievement Award for the college and obtained recognition for her service and contributions to the nursing profession. She is a pioneer in innovative clinical learning and has produced more than 50 nursing media programs—some of which are still disseminated nationally.

In a lecture to college students, friends, faculty, and alumni, Mangum outlined five givens she discovered during her nursing career:

1. Always keep your license current, and work at least one day a week. Mangum explained that nurses never know when they will need to work full-time. Keeping your license current allows you to be available for both employment and volunteer opportunities.

2. Be observing. In a world where machines can easily become the center of attention, Mangum advises nurses to have the courage to care about the

individual and to remember that each patient is one of God’s children. Being a patient-centered nurse will take you far and create joy in daily tasks. “The Spirit will guide you during what seems to be a routine work day,” Mangum says.

3. Have a questioning mind. Be proactive in determining your patient’s care by constantly analyzing what the patient will need next, possible side effects of medication, and other aspects of care. Always read and study research involving your area of work. Be at the forefront of nursing knowledge.

4. Serve a mission some time in your life. There are more than 190 nurses serving as full- or part-time missionaries for The Church of Jesus Christ of Latter-day Saints. These opportunities can come at the start or at the end of a nursing career. Mangum encourages alumni to consider extending their careers by supporting the health and well-being of Church missionaries: apply as a missionary and designate on your paperwork that you are a registered nurse and that you want to serve as a mission nurse specialist (MNS). (For more information contact Sister Chris Lake at 801-240-7740 or bcclake@ldschurch.org.)

Full-time: With the increase in the number of missionaries and the opening of 55 new missions, there is a real need



“The Spirit will guide you during what seems to be a routine work day.”

for nurses—particularly nurse practitioners and those with foreign language abilities—to serve as MNSs throughout the world. The role of an MNS involves serving a 12- to 18-month mission with a spouse or companion and working with the mission president and his wife in caring for the missionaries’ health. Currently 138 senior MNSs serve in this capacity, primarily in foreign countries.

Part-time: Another option is for you to serve from home in a part-time assignment as a Church-service missionary. You would perform locally under the direction of the mission president and his wife in the mission in which you live. These positions are typically within the United States. Ask your bishop to check with the mission president regarding the need.

5. Make room in your life for humanitarian work. Mangum is an excellent example of this practice. Mangum has served surgical missions in Guatemala with the Hirsche Smiles Foundation since 2000, and she continues to volunteer her time. In January she completed her 24th humanitarian trip, traveling with a team of doctors and nurses that provided surgical care to Guatemalan children born with birth defects. A few of the BYU nursing students who accompanied Mangum on her first clinical experience to Guatemala still participate. ☒

Alumni Updates

Elaine D. Dyer, former college dean (1979–86), celebrated her 90th birthday in November; **June Leifson**, former college dean (1986–93), enjoyed her 70th birthday last June.



Members from the class of '58 attended the homecoming lecture to honor one of their own—**Sandra Mangum**—as she received the Alumni Achievement Award from the college (see page 19). *Seated, Roxalene Ridd Belliston; front row, left to right, Nona Ballard Smith, Diane Hirschi Winkler, Lynette Anderson Harmon ('59), and Sandra Stonehocker Mangum; back row, N. LaWynn Potter Murphy, Sharon Ward Christensen, M. Linnea Smith Barney, and Verna Brimhall Nelson.*

Marilyn Winterton Edmunds ('64) is the editor-in-chief for *The Journal for Nurse Practitioners* and an adjunct faculty for Johns Hopkins University School of Nursing. She is also working with college faculty to edit and assist with their journal-writing processes.

Janet Croft Sandy ('65) is a nurse practitioner (with two shifts a week) at Shoshone Family Medical Center in Pocatello, Idaho, and has taught nursing courses for 41 years at Idaho State University.

Michelle Bate Kendall (AS '77) finished her bachelor's at Georgia State University and a master's in nursing education at Bellin College in Green Bay, Wisconsin. She works part-time as a triage nurse in a pediatric office and serves as an adjunct clinical instructor at North-east Wisconsin Technical College.

Nancy Kuehner Kraus (AS '80, '82) says that her time at BYU was “the best nursing education ever that I could have asked for, and it prepared me for all I have done in nursing.” Kraus recently celebrated working 30 years as a PICU nurse for the Children's Hospital of Orange County in California.

Karen Johnson Whitt (AS '84) completed a bachelor's and master's at George Mason University and a PhD from George Washington University. She joined the college faculty in January as an assistant professor and instructs capstone students and a course in scholarly inquiry in nursing.

Nekell Bassett Bjorn ('01) is a certified legal nurse consultant and works with lawyers determining case merits based on medical aspects.

Neil E. Peterson ('07) anticipates receiving a PhD in nursing science from the University of Virginia in May. He is currently a nurse practitioner for employee health, same day clinic, and workers' compensation cases at the university hospital in Charlottesville, Virginia.

Jacob T. Nunnery ('08) started in a certified registered nurse anesthetist program last year at Allegheny Valley Hospital School of Anesthesia in Pittsburgh, Pennsylvania.

Allie Holt Larkin ('10, MS '13) recently started as an advanced practice registered nurse in the maternity and pediatric units of Thomas Jefferson University Hospital in Philadelphia, Pennsylvania.

Christy Harris Parsons ('12) is a staff RN with Sentara Healthcare in Norfolk, Virginia. Following graduation she served as an affiliate faculty member with the college until moving to the Washington, DC, area last July.

Celeste Wouden ('12) recently started in a doctor of nursing practice program at the University of Utah and served the past year as a registered nurse with Primary Children's Hospital.

IN MEMORIAM

- Pearl Rogers Reyne ('56)
- Patricia Christiansen Busk ('57)
- Genevieve Elaine Lollar Huber ('60)
- Mildred Gayle McRae (AS '67)
- Elaine Parry Murphy, former acting college dean (1967–70)
- Rosanne Marie Acton Wall ('69)
- Catherine Vandeburgh Wagstaff Chapman (AS '72)
- Lyman William Willardson (AS '75)
- Margaret Elizabeth Eklund (MS '84)

Rachael Peters

RESEARCH

Vaccination Perceptions and Barriers

Karlen E. (Beth) Luthy, Assistant Professor, DNP, FNP-c



For decades childhood vaccinations have been required prior to school entry in the United States and have been closely tracked after enrollment. Now, thanks to the research of assistant professor Dr. Beth Luthy ('03, MS '05), data on the vaccination status, perceptions of vaccines, and barriers to vaccination for school employees in Utah are becoming available.

Luthy gained a passion for vaccinations mostly from her public health nursing background but partly because 25 years ago her one-year-old son needed a liver transplant. Because of his compromised immune system—both before the transplant and for a couple of years after—he could not receive childhood vaccinations. The family felt helpless and hoped those around them in their community were adequately immunized. Sadly, Luthy's son ended up contracting pertussis and chickenpox—diseases preventable by vaccines—and his life was threatened further and his recovery delayed.

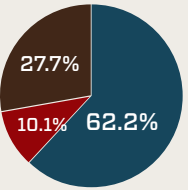
Luthy's published materials, coauthored with several peer faculty, including professor Dr. Renea Beckstrand, focus on immunization compliance and indicate why some Utah parents either refuse to vaccinate or delay immunizations for their children. This research was meant to determine parental concerns and to develop educational messages that can alleviate these fears.

In 2013 Luthy switched her focus from parents to adults in the workplace. She partnered with a group of nursing students and the Utah County Health Department to increase the number of adults vaccinated at work in an effort to help protect infants in the community. Infants cannot obtain their own pertussis vaccine until they are at least two months old, but they almost always contract the disease from an adult.

Luthy's two most recent articles, found in the August 2013 issue of the *Journal of School Nursing*, published data from studies conducted in two Utah school districts: Provo and Box Elder. This research was inspired by an April 2011 measles outbreak in Salt Lake City, in which unimmunized children who were exposed to measles while traveling in another country started spreading the disease throughout the Utah school system and community before they knew they were sick. While trying to find out if students were immunized, many teachers and administrators realized they did not know their own vaccination levels.

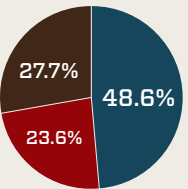
Luthy's efforts to teach others expands later next month with the publication of a children's book.

Do you consider yourself fully immunized?



■ YES
■ NO
■ I DON'T KNOW

I believe that vaccinations should be mandatory for school employees.



■ YES
■ NO
■ I DON'T KNOW

Luthy found that children attending school in Utah have immunization mandates according to Utah state law, yet there are rarely requirements for school employees. During the Provo study she sent questionnaires to 277 school employees (with a 53.8 percent response rate) to ask about their vaccination rates and if they thought this process should be mandated for school employees, just as it is for children; 62.2 percent believed themselves to be fully vaccinated and 48.6 percent responded that immunizations should be mandated for school employees.¹ The Box Elder study had similar results.

These and other findings show that adult vaccination knowledge is lacking in the school employee population. School employees were generally unaware of their vaccination status for diseases such as measles and pertussis. Most subjects believed vaccinations to be safe and effective, although they believed vaccinations to be more beneficial for children than adults (94.3 percent compared with 73.2 percent).²

Luthy's efforts to teach others expands later next month with the publication of a children's book. *Michael's Superheroes*, scheduled to be available for purchase on amazon.com or at creativeworks.byu.edu, is a story about a little boy who needs to go to the clinic to get a shot. He is worried about it—until his mother explains that the shot gives his body superheroes (a simple way of describing the immune system).

The main character in the book, Michael, is named after Luthy's son who had the liver transplant. The goal of the book is to provide parents with a resource to help explain shots to their kids. Hopefully, as a result children will have a little less anxiety about getting immunized.

In April 2012 the Utah County Health Department honored Luthy for her efforts and dedication to the health and welfare of the citizens of Utah County. Most recently, she received the Utah Nurse Practitioner 2013 Nurse Educator of the Year award. 🏆

NOTES
1. <http://bit.ly/MmikRC>
2. <http://bit.ly/1fijBn5>

To Know Them Is to Care for Them Better

Excerpts from the experiences of nursing students Arlene Johnston, Jason Egan, Marthea Hale, and Michelle Herring while serving the veteran population.

Ron Ulberg, Associate Teaching Professor, MSN, RN, CCRN
Kent Blad, Associate Dean and Teaching Professor, DNP, FNP-BC, ACNP-BC, FCCM, FAANP

In 2012 Michelle Obama and Jill Biden announced the Joining Forces campaign and charged 150 organizations and 625 nursing schools—including BYU—with educating nurses to meet health needs unique to military service members, veterans, and their families.

According to the Department of Veterans Affairs, 22,923,399 veterans lived in the United States in 2013.¹ Only an estimated 33 percent of all veterans receive care in the Veterans Affairs (VA) healthcare system.² At some point in

their careers, all nurses will likely care for veterans—and they can better serve these individuals by understanding military culture and appreciating what they have experienced in combat.

Each war plagues its veterans with specific postdeployment exposure and health concerns. Vietnam veterans exposed to Agent Orange now battle various cancers. Gulf War veterans face respiratory illness caused by inhaling chemicals and smoke from burning waste. Many soldiers who served in Iraq endure traumatic brain injuries, amputations, and hearing loss related to an improvised explosive device (IED). And regardless of where they served, many veterans suffer the unseen wounds of post-traumatic stress disorder and other mental health issues.³

Developing empathy and emotional understanding for these patients is one clinical aim of the College of Nursing’s public and global health course. Designed and implemented by associate dean and teaching professor Dr. Kent Blad and associate teaching professor Ron Ulberg, this course began in 2005 and teaches students to safely and competently care for the veteran population. Blad and Ulberg—veterans themselves—recently teamed up with 12 others to publish the Enhancing Veterans’ Care Tool Kit for the American Association of Colleges of Nursing, partnering with the Department of Veterans Affairs.⁴

To become even better caretakers for these former soldiers, 16 senior BYU nursing students step away from their textbooks each spring and spend a term learning military culture from its best teachers: the veterans themselves.

These students sit down with veterans and listen to their stories. They visit with veterans in rural Utah and several areas of military importance in

Washington, DC, to further immerse themselves in this culture, such as the VA War Related Illness and Injury Study Center, VA Central Office, Arlington National Cemetery, and multiple veteran memorial, monument, and museum sites.

The difference between gaining knowledge from just reading accounts versus from engaging with veterans directly is immeasurable. The experience’s success will be judged on the differences between the personal conviction of individuals who have not immersed themselves in military culture and those who have.

The impact of this experience is shared below as four students provide insight into their encounters with veterans.

A Listening Ear

While interning in a rural hospital in Panguitch, Utah, I cared for a man who had served in the Vietnam War. He had been a prisoner of war for a year, and his back was broken twice during that time.

As I talked to him about his service and how it affected his life, he confided that he had not talked about any of his military experiences until he broke down one day while teaching school in 1999. The floodgates opened, and he started talking about things that had been bottled up for years. He said he felt like it would have been beneficial for him to talk about these things when he was younger.

—ARLENE JOHNSTON

Bringing History to Life

Never will a textbook exist that would render history as powerful as meeting face-to-face with a veteran who has helped make history real. Sitting down at a table in the Warrior Cafe at Walter Reed National Military Medical Center, I conversed with a below-the-waist amputee. He had stepped on an IED in Afghanistan, which exploded three of the 12 live grenades he was carrying around his waist.

A few things caught me off guard: first, he was younger than me, and second, he had a positive attitude and outlook. I asked myself, How could I ever have a bad day again?

—JASON EGAN

The Price of Freedom

Above the doorway of the Veterans Affairs Medical Center are the words “The Price of Freedom Is Visible Here.” Never have truer words been written.

While visiting with wounded warriors at the Walter Reed Center, I had the opportunity to meet a staff sergeant of the United States Marine Corps. This marine’s job was to search for and destroy explosive devices that could be used to injure U.S. troops. When on deployment in Afghanistan, he was wounded while attempting to disable an IED.

Despite his extensive injuries, this marine’s only concern was the safety of others. Throughout the evening he expressed his concern for the well-being of his fellow marines who were still serving in Afghanistan. Because of his injuries, he will face adversity the rest of his life. However, rather than allowing himself to wallow in despair (which I believe he has every right to do), he chooses to focus on the needs of others.

The servicemen and women I met have taught me so much about my freedom and how costly it is. As a nurse I will strive to provide veterans with the best care possible as my way of showing gratitude for the sacrifices they have made for me. I can honestly say that this opportunity has certainly been one of the greatest experiences of my life.

—MARTHEA HALE



Patience in Healing

One young man lost both his legs, four fingers, and most of the tissue in his lower arms. For 18 months he worked to become functional again. Despite his injuries he was pleasant, motivated, and happy. I was drawn to him because of the smile on his face and the welcoming nature he had about him.

Through this experience I came to realize that this is an extensive healing process. The wounded veteran will require considerable time and support in his recovery. This is not the typical “one week in the hospital and I will never see you again” patient, as is often the case in mainstream hospital healthcare.

As we understand the deep commitment and perseverance these men and women put into their recovery, we can also as nurses make a lifelong commitment to their healing through patience, encouragement, promoting patient independence, and going the extra mile with them.

—MICHELLE HERRING

One measurement of success for this study is that six of 27 students from the past two years have been hired at VA facilities due to their desire to work with veterans after taking this class.

Matthew Wood ('14) reflects on the names of soldiers who gave their lives in service to their country and are listed on the Vietnam Veterans Memorial.

The students learned that nurses must be better listeners to not just their veteran patients but to all in their care. The results of these experiences can be appreciated not only by the participating students but by all individuals who provide medical care. Sometimes the hardest wounds to heal are not the visible physical wounds; every effort made to help veterans heal emotionally, spiritually, and mentally will increase the quality of life in this population. 🇺🇸

NOTES

1. United States Department of Veterans Affairs (2013). *Veteran Population*. National Center for Veterans Analysis and Statistics. Retrieved from www.va.gov/vetdata/Veteran_Population.asp.
2. United States Department of Veterans Affairs (August 2013). *Trends in the Utilization of VA Programs and Services*. National Center for Veterans Analysis and Statistics. Retrieved from www.va.gov/VETDATA/docs/QuickFacts/Utilization_trends_2012.pdf.
3. Prisco, Michelle (2013). *Exposure concerns of veterans: Agent Orange and beyond—what have we learned?* Unpublished PowerPoint. War-Related Illness and Injury Study Center, Washington, DC, VA Medical Center.
4. American Association of Colleges of Nursing (May 2013). *Joining Forces: Enhancing Veterans’ Care Tool Kit*. Retrieved from www.aacn.nche.edu/downloads/joining-forces-tool-kit.

Faculty Achievements

College of Nursing faculty continue to showcase their dedication to and expertise in the healthcare industry through a variety of achievements and publications. Following are a few notable examples of what they have accomplished.

Journal Articles Published		
Anderson, P. H., Johnson, C., & Singson, K. (2013). Teaching infection prevention using concept mapping learning strategies. <i>American Journal of Infection Control</i> , 41(6), S58. doi:10.1016/j.ajic.2013.03.121	Luthy, K. E., Beckstrand, R. L., & Callister, L. C. (2013). Improving the community nursing experiences of nursing students. <i>Journal of Nursing Education and Practice</i> , 3(4), 1-9.	Ravert, P., & McAfooes, J. (2013). NLN/Jeffries simulation framework: State of the science summary. <i>Clinical Simulation in Nursing</i> . Available online 24 July 2013. doi:10.1016/j.ecns.2013.06.002
Freeborn, D., & Knafl, K. (2013). Growing up with cerebral palsy: Perceptions of the influence of family. <i>Child: Care, Health and Development</i> . doi:10.1111/cch.12113	Luthy, K. E., Beckstrand, R. L., & Pulsipher, A. (2013). Evaluation of methods to relieve parental perceptions of vaccine-associated pain and anxiety in children: A pilot study. <i>Journal of Pediatric Health Care</i> . doi:10.1016/j.pedhc.2012.02.009	Reed, S. J., Andrews, C. M., & Ravert, P. (2013). Debriefing simulations: Comparison of debriefing with video and debriefing alone. <i>Clinical Simulation in Nursing</i> , 9(12), e585-e591. doi:10.1016/j.ecns.2013.05.007
Heise, B. A., & van Servellen, G. (2013). The nurse's role in primary care antidepressant medication adherence. <i>Journal of Psychosocial Nursing and Mental Health Services</i> , 1-10. doi:10.3928/02793695-20131126-08	Luthy, K. E., Houle, K., Beckstrand, R. L., Macintosh, J., & Lakin, R. G. (2013). Vaccination perceptions and barriers of school employees: A pilot study. <i>Journal of School Nursing</i> , 29(4), 284-293. doi:10.1177/1059840513490029	Rimmasch Jr., A., & Ravert, P. (2013). Femoroacetabular impingement: A guide to diagnosis in primary care. <i>The Journal for Nurse Practitioners</i> , 9(9), 606-611. doi:10.1016/j.nurpra.2013.09.001
Hunsaker, S., & Hillis, D. (2013). Intraosseous vascular access for alert patients: When IV access fails, IO access offers a rapid, safe, and effective alternative. <i>American Journal of Nursing</i> , 113(11), 34-39. doi:10.1097/01.NAJ.0000437110.65929.70	Luthy, K. E., & Orton, J. (2013). Get the facts: Making smart decisions about vaccinating your child. <i>Ready, Set, Grow Magazine for Parents</i> , fall/winter issue 2013/2014. Retrieved from www.readysetgrowmag.com/index.php?page_id=269&id=1458&topic=82&idx=82.	Scholes, C., Mandleco, B. L., Roper, S., Dearing, K., Dyches, T., & Freeborn, D. (2013). A qualitative study of young people's perspectives of living with type 1 diabetes: Do perceptions vary by levels of metabolic control? <i>Journal of Advanced Nursing</i> , 69(6), 1235-1247. doi:10.1111/j.1365-2648.2012.06111.x
Jenkinson, J., & Ravert, P. (2013). Underutilization of primary care providers in treating opiate addiction. <i>The Journal for Nurse Practitioners</i> , 9(8), 516-522. doi:10.1016/j.nurpra.2013.05.021	Luthy, K. E., Thornton, E., Beckstrand, R. L., Macintosh, J., & Lakin, R. G. (2013). Rural school employees' status, awareness and perceptions of adult vaccinations. <i>Journal of School Nursing</i> , 29(4), 294-302. doi:10.1177/1059840513491118	Scholes, C., Mandleco, B. L., Roper, S., Dearing, K., Dyches, T., & Freeborn, D. (2013). Young people's experiences of living with type 1 diabetes. <i>Nursing Times</i> , 109(45), 23-25.
Jubber, A. P., Roper, S., Yorgason, J. B., Poulsen, F. O., & Mandleco, B. L. (2013). Individual and family predictors of psychological control in parents raising children with type 1 diabetes. <i>Families, Systems, & Health</i> , 31(2), 142.	Merrill, K. C., Pepper, G., & Blegen, M. (2013). Managerial span of control: A pilot study comparing departmental complexity and number of direct reports. <i>Nursing Leadership</i> (Toronto, Ont.), 26(3), 53-67.	Shellman, L., Beckstrand, R. L., Callister, L. C., Luthy, K. E., & Freeborn, D. (2013). Postpartum depression in immigrant Hispanic women: A comparative community sample. <i>American Association of Nurse Practitioners</i> . doi:10.1002/2327-6924.12088
Latta, A., Rampton, T., Rosemann, J., Peterson, M., Mandleco, B. L., Dyches, T., & Roper, S. (2013). Snapshots reflecting the lives of siblings of children with autism spectrum disorders. <i>Child: Care, Health and Development</i> . doi:10.1111/cch.12100	Palmer, S., Wing, D., Miles, L., Heaston, S., & de la Cruz, K. (2013). Meeting the faculty shortage in a global health and human diversity course: Utilizing alumni and graduate students. <i>Nurse Educator</i> , 38. doi:10.1097/NNE.0b013e3182a0e587	Sumner, S., Merrill, K. C., Linford, L., & Taylor, C. (2013). Decreasing CLABSI rates and cost following implementation of a disinfectant cap in a tertiary care hospital. <i>American Journal of Infection Control</i> , 41(6), S37. doi:10.1016/j.ajic.2013.03.077
Leithead, L., & Freeborn, D. (2013). A practical guide for diagnosing adult attention deficit hyperactivity disorder. <i>The Journal for Nurse Practitioners</i> , 9(10), 688-694. doi:10.1016/j.nurpra.2013.08.016	Book Chapters Published	
Littlefield, N., Beckstrand, R. L., & Luthy, K. E. (2013). Statins' effect on plasma levels of Coenzyme Q10 and improvement in myopathy with supplementation. <i>Journal of the American Academy of Nurse Practitioners</i> . doi:10.1002/2327-6924.12046	Clark, L., Johnson, S., O'Connor, M., & Lassetter, J. (2013). Cultural aspects of Latino early childhood obesity. In C. T. Beck, <i>Routledge International Handbook of Qualitative Nursing Research</i> . Abingdon, Oxon, England: Taylor & Francis Group.	Reed, S. (2014). Debriefing and reflective practice. In B. Ulrich & M. E. Mancini, <i>Mastering Simulation: A Handbook for Success</i> . Indianapolis, IN: Sigma Theta Tau International.
Luthy, K. E., Beckstrand, R. L., Asay, W., & Hewett, C. (2013). Vaccinating parents experience vaccine anxiety too. <i>Journal of the American Academy of Nurse Practitioners</i> . doi:10.1002/2327-6924.12034	Ravert, P. (2013). Curriculum integration of clinical simulation. In P. R. Jeffries, <i>Simulation in Nursing Education: From Conceptualization to Evaluation</i> . Washington, DC: National League for Nursing.	Winters, B. A. (2013). Author of student review questions for 24 chapters. In F. L. Brashers, & N. S. Rote (eds.), <i>Pathophysiology: The Biologic Basis for Disease in Adults and Children</i> (7th edition). St. Louis, MO: Elsevier.

Presentations Delivered

Anderson, P. "The Lord desires your success," keynote speaker, Brigham Young University devotional, Provo, UT, 15 Oct. 2013.	the interpersonal relationship scale," poster presentation, American Psychiatric Nurses Association Conference, San Antonio, TX, 10 Oct. 2013.	presentation, Transcultural Nursing Society, Albuquerque, NM, 24 Oct. 2013.
Blad, K., & Ulberg, R. "Caring for our nation's veterans," podium presentation, 2013 Baccalaureate Education Conference, American Association of Colleges of Nursing, New Orleans, LA, 22 Nov. 2013.	de la Cruz, K. "Partnership in rural Africa: Improving community healthcare," podium presentation, Transcultural Nursing Society, Albuquerque, NM, 24 Oct. 2013.	Mandleco, B. L. "What I have learned from my students," last college lecture, Brigham Young University, Provo, UT, 7 Nov. 2013.
Corbett, C. "Global health: Screening for malnutrition in a pediatric population," poster presentation, Evidence-Based Nursing Research Conference, Intermountain Healthcare, Murray, UT, 25 Oct. 2013.	Heise, B. "Hope and healing," keynote speaker, Department of Aging and Family Services Caregiver Conference, Mountainland Association of Government, Provo, UT, 6 Nov. 2013.	Valentine, J. "Work with me! The benefits of collaboration between forensic nurses and forensic scientists," podium presentation; "Whatcha got there? Collaborative research project exploring STR and Y-STR DNA analysis," poster presentation, International Conference on Forensic Nursing Science and Practice, International Association of Forensic Nurses, Anaheim, CA, 22 Oct. 2013.
Dearing, K. "Strengthening essential interpersonal competencies: Maximizing the self-assessment of	Palmer, S., & Heaston, S. "Improving nutrition in Ecuador: Results of anemia interventions," podium	

Honors

Associate dean and teaching professor Dr. Kent Blad received a Presidential Citation from the Society of Critical Care Medicine, 4 Nov. 2013.	the Year Award, Utah Nurse Practitioners, Salt Lake City, 14 Nov. 2013; and with the Outstanding Service Recognition, National Association of Pediatric Nurse Practitioners.	The Utah Nurse Practitioners Board of Directors named Kelly Smith , an MS FNP graduate student, as one of three student recipients of their 2013 UNP Scholarship Award, Oct. 2013.
A research poster by associate teaching professor Cheryl Corbett and undergraduate students earned Overall Judges Award at Evidence-Based Nursing Research Conference, Intermountain Healthcare.	Associate teaching professor Dr. Sheri Palmer received the Muriel Thole Teaching and Learning Faculty Fellowship from Brigham Young University, 27 Aug. 2013.	Undergraduate student Katie Stansfield is one of 20 national recipients of the American Psychiatric Nurses Association Board of Directors Student Scholarship.
Associate professor Dr. Karen Dearing received second place in the research poster contest (education category) at American Psychiatric Nurses Association Conference.	Assistant teaching professor Julie Valentine took third place with her research poster at the International Conference on Forensic Nursing Science and Practice, International Association of Forensic Nurses. She also received a Utah SHERO Award, SHEROES United, 7 Feb. 2014.	Chapter Key Award and 25th chapter anniversary plaque from Sigma Theta Tau International; Iota Iota Chapter-at-Large (third-time Key recipient), Indianapolis, IN, 18 Nov. 2013.
Assistant professor Dr. Beth Luthy was honored with the 2013 Utah Nurse Practitioner Educator of		

Appointments

Dr. Kent Blad accepted the role of vice chair for the Society of Critical Care Medicine (and will become chair in 2015). He was also selected for the 2015 Congress Program Committee for this intensive care professional group.	Associate professor Dr. Barbara Heise was appointed by Governor Gary Herbert to serve on the seven-member Board of Aging and Adult Services for the State of Utah. She was also asked to be a master examiner for the American Health Care Association (AHCA)/National Center for Assisted Living (NCAL) National Quality Award Program.	Beth Luthy was elected to serve as cochair of the Immunization Special Interest Group for the National Association of Pediatric Nurse Practitioners.
Associate teaching professor Sondra Heaston will serve on the National Emergency Nurses Association Annual Meeting Planning Committee.	Assistant teaching professor Stacie Hunsaker was selected to serve as the Utah state council president for the Emergency Nurses Association for the next two years.	Assistant teaching professor Gaye Ray was elected to the position of vice president and president elect of the Utah Association of Local Boards of Health.
		Associate dean and associate professor Dr. Mary Williams was appointed to the Utah Medical Education Council.

THE SPIRIT of Giving

You may be the answer and you do not even know it.

John Rossi—husband, father, 10-year naval veteran, and senior nursing student. Due to circumstances many nontraditional students face, last semester he became financially overwhelmed while trying to balance home, family, and the need to work extra hospital shifts as a medical technician with the demands of his class schedule.

A caring professor became aware of his situation and asked if any scholarship monies were available. Surprisingly, a donation had arrived that morning with a note from a kind couple that stated they felt prompted to make an additional gift without knowing why. The funds became a partial scholarship and were given to John for assistance, which allowed him to reduce his workload and focus on his studies while still taking care of his wife and five children.

After graduation John plans to pursue a doctor of nursing practice degree with a concentration in nurse anesthesia. He says, “As soon as we’re able, we’ll be college donors.”

We are grateful for thoughtful and generous alumni and friends of the BYU College of Nursing who continue to provide similar experiences for nursing students. You may never know if you are the answer to a student’s need. Please consider making a gift today at give.byu.edu/nursing.

