



LEARNING THE Healer's art

BRIGHAM YOUNG UNIVERSITY COLLEGE OF NURSING SPRING 2019

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Leaders** PAGE 2

**Becoming a BYU
Preceptor** PAGE 11

NP Reunion PAGE 12

Preparation for Life and a Profession

One of my favorite lines from the college creed is “work together toward the goal of preparing nursing students for a promising professional future and a Christ-centered life.” As the last line of the statement, it may be overlooked as readers catch their breath from reading the passage, but it is important nonetheless.

I know the College of Nursing at Brigham Young University prepares its students well. They not only learn to complete tasks when called upon during clinical practicums but also obtain a degree which provides knowledge and techniques equal to any program.

An area for praise is that during 2018, the 120 baccalaureate nursing program graduates had a 100 percent pass rate on their NCLEX-RN licensure first-time examination, compared with the state average at 86.4 percent and the national average of 89.41 percent. Our graduate program and its family nurse practitioner students also enjoy a high pass rate on the American Nurses Credentialing Center certifying exam.

Our nursing program prepares students for their lives, not just their professions. The principles of the creed focus on quality, respect, and tolerance—to be considered not out of obligation but because of an inner vision and desire. By living the

administrators and nurse practitioner alumni. It was great to see 52 alumni who earned their master's degree at BYU and another 82 guests at our family event; read the story and see some photos of the activity on pages 12 and 13.

By living the creed, students and alumni will become not only experienced nursing professionals but also moral, Christlike individuals.

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This magazine features stories of leadership and mentoring, including advice from members of the college alumni board on being a nursing leader. It also highlights two university minors that complement a nursing degree, the process of becoming a preceptor for graduate students, the latest recipients of the college DAISY recognition awards, and inspiring learning experiences with nursing students and faculty members.

The publication also highlights the scholarly works of Dr. Sheri Tesseyman and Rod Newman, spotlights faculty member Petr Ruda, and includes tributes to some devoted faculty members who are retiring from the college.

We continue to add college alumni events for your participation. Last November, we started a graduate program reunion for our nursing

We also invited local alumni and healthcare professionals to campus for a career night and job share event in January. Almost two dozen alumni shared insight into their nursing specialties with 104 nursing students each participating in five of the 20 offered sessions.

Both were great activities and will be continued in the future; I encourage your engagement with our social media channels for college updates and event information.

Mostly, thank you for sharing how you bless others through nursing (nursingpr@byu.edu). I appreciate the opportunity to represent you—our great alumni, faculty, and friends of the College of Nursing—and wish you much success and happiness this year. ☒



Patricia Ravert

Dean and Professor, BYU College of Nursing



Review the college creed and other college value statements on page 18.

LEARNING THE Healer's art

SPRING 2019

JACOB SHEFFIELD, JEFF PEERY, AND ANDREW HOLMAN



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Nurses as Leaders

Members of the college's alumni board identified the leadership styles, values, and character traits that are necessary to be a nursing leader; read their unique responses.

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Becoming a BYU Preceptor

Are you a healthcare provider? The College of Nursing at Brigham Young University wants you to serve as a program preceptor to enhance the academic experiences of graduate students in the family nurse practitioner program; read about this beneficial experience.

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The Graduate Program Reunion

Learn about the college's new tradition: a graduate program reunion for nursing administration and nurse practitioner alumni and their families.

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ON THE COVER

Kristen Painter Merrell (BS '14) shares emergency department insight with second-semester nursing student Benjamin Oviedo at the new alumni career night event. Photography by Chance Hansen.

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COACH
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Nurses as Leaders

DECISIVE
DISCIPLINED
VISIONARY
HONORABLE
STRATEGIC
HEALER
INNOVATIVE
ADVOCATE
RESILIENT
COLLABORATOR
EMPATHETIC
ACCOUNTABLE
INSPIRED
PURPOSE-DRIVEN
SELF-CONFIDENT

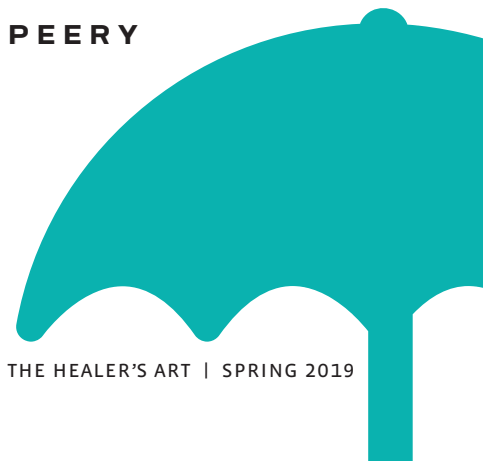
STUDENTS IN THE COLLEGE OF NURSING

at Brigham Young University have many opportunities to get involved in learning the Healer's art outside of the classroom, simulation labs, and clinical practicums. These experiences help build leadership and interpersonal skills and allow individuals to expand their knowledge and influence others.

One way we can enhance our leadership role as nurses is by establishing ourselves as team players in finding solutions to community, healthcare, and legislative issues. Influencing others can exist independently of leader status; nurses do not have to supervise or manage anyone to position themselves as leaders.

The college asked members of its alumni board to identify necessary leadership styles, values, and character traits needed to be a nursing leader. Here are their responses.

BY JEFF L. PEERY





DEVELOPING OTHERS TO BE SOMETHING

Just like a leader on a sports team, nursing leaders who serve as coaches offer guidance to their learner, providing inspiration and encouragement when needed. They are generally off to the side, only appearing in the spotlight when safety issues or critical needs arise. In shadow leadership, the leader should advise, remind, encourage, and train in private and let the trainee lead in public, allowing them to improve their leadership skills and gain experiences in this new role.

—**Elizabeth M. McCombs** (AS '79, BS '84), BOARD MEMBER



Lifelong Learning Propels Careers

Preparing to be a caring nurse starts long before the first day of nursing school. Acceptance into a nursing program requires achieving



superior grades, balanced with a life of service and leadership experiences. The learning continues throughout the semesters as students balance rigorous academic and clinical workloads. Even after graduation, successfully passing the nursing state board exam, clinical specialization, and advanced certifications require additional hours of study. Throughout their nursing careers, leaders should continuously gain additional knowledge to keep up with changes in health-care delivery, technology, and evidence-based practice.

—**Maggie Gunn**, SIXTH-SEMESTER NURSING STUDENT / BOARD MEMBER



Mentoring Others Toward Success

A mentor is someone who shares his years of experience, wisdom, and education with another person. This situation allows the mentor to develop the skills and abilities of the learner, benefiting the mentee and the organization. At Brigham Young University, mentoring is as vital to a faculty member's success as teaching and participating in scholarly works are. This initiative benefits both mentors and students as it advances the discipline and ensures the quality and commitment of the next generation of nursing scholars.

—**Sondra S. Heaston** (MS '05), BOARD MEMBER / FACULTY REPRESENTATIVE



SHOWING COMPASSION FOR PATIENTS

I like the definition of *compassion*—the awareness of someone's suffering with a desire to alleviate it. Being able to understand a patient's needs and provide holistic support to the body, mind, and spirit is an essential trait of any nurse. As a nurse leader, I look for health professionals who are technically competent but who can also demonstrate kindness, compassion, and empathy. It is not always what you do but perhaps the way you do it that counts.

—**Jean M. Bigelow** (AS '80, BS '82), FORMER BOARD CHAIR, BOARD MEMBER



STAYING STRONG



I believe that nursing is a non-sedentary career that requires the use of physical and mental skills over long periods of time; it can become emotionally draining. Nurses must train their minds to be focused and disciplined to allow for spiritual guidance and to maintain a positive outlook.

—**Chalese A. Adams**
(BS '16), FORMER
BOARD MEMBER



The Harmonious Leader

An affiliative leader builds relationships, promotes harmony among her followers, and works to solve any conflict with peers. This leadership style creates teamwork as followers feel connected to each other and can motivate others during times of stress or heavy workloads. As a leader, I am concerned with reaching performance goals but also have an interest in making sure that coworkers feel connected to one another.

—**Susan "Susie" M. Kochevar** (AS '83, BS '87), FORMER BOARD MEMBER



BE DECISIVE

Nurse leaders make many decisions in a given day, including some that others are afraid to make. Whether deciding on patient care or job candidates or ordering unit supplies, you are responsible for all actions, and your decisions must be sound. As a leader, if you are unsure, gather the details you need, then weigh the options to make a decision. Most importantly,

accept it, right or wrong. If you make a terrible decision, learn what to do differently next time and move on. Great nurse leaders and managers are decisive—but always admit it when they may make a mistake.

—**Sebastian Romero** (BS '16), BOARD MEMBER



Integrity Always

Integrity is being honest, ethical, and fair in all our efforts; it is also living by strong moral principles and beliefs. We should strive to support each other in living the principles outlined in the BYU Honor Code.

—**Patty Ravert** (AS '74, BS '75, MS '94), BOARD MEMBER



ELEMENTS OF STRATEGIC THINKING

Successful nurses must go beyond their clinical knowledge to interpret a patient's needs or situation and make a sound decision at the moment—to take action or not and to use standard approaches or improvise new ones. At times the most obvious, fastest, or most comfortable answers may be the wrong ones in the long run. Successful strategic thinking involves using logic, staying openminded, and using overall nursing judgment.

—**Renea L. Beckstrand** (AS '81, BS '83, MS '87), BOARD MEMBER



Innovative Ideas to Work

Innovation is the practice of sharing and using new or different approaches and techniques to solve a problem or to save time or money,

such as refining policies and protocols, supporting financial decisions, or influencing patient care.

—**Carolyn W. Lutze** (BS '89), BOARD MEMBER



ADVOCATE: SPEAKING TO BE HEARD

An advocate is one who speaks on behalf of another person. In legal or ethical situations, nurses should speak up for their patients. Perhaps there is no greater privilege or responsibility in the profession of nursing than advocacy as communicators, liaisons, educators, interpreters, and caregivers.

—**Tiffany Poulsen Schwebach** (BS '99), BOARD MEMBER

The Bigger Picture of Visionary Leadership

Visionary leadership involves a leader working with teams to identify needed change, creating a vision to guide the change through motivation, inspiration, and encouragement, and then spending most of their time focused on the future potential their team can reach. This style of leadership helps both employees and patients reach success as nurses provide inspiration and guidance, especially with leading new teams, expanding facilities, or conducting research studies.

—**Nancy K. Kraus** (AS '80, BS '82), BOARD MEMBER





Service and the Healer's Art

Service is the act of helping where one anticipates, listens, and responds to others' current and future needs in a professional, effective, and caring manner. As a Christian nurse, I can apply the Healer's art to use my hands to do His work.

—**Kathy Thatcher** (AS '82, BS '89), BOARD MEMBER

EMPATHY AND CARING

For me, in nursing practice, sympathy is natural. It is a statement of "I'm sorry you're hurting" or "I hope you feel better." Empathy, on the other hand, is more difficult to express. "If I were in your position, I bet I'd have the same concerns."

I believe that nurses and caregivers have one of the most demanding but rewarding jobs of any profession. Responding with empathy requires nurses to be able to put themselves in their patients' shoes, see situations from their perspective, and demonstrate that they understand their patients' feelings to confirm they are getting an accurate read.

—**Christine A. Tanner** (BS '89), BOARD MEMBER



Being a Resilient Nurse

I have seen that individuals with strong resiliency—being able to return to a normal routine following a traumatic or adverse working situation—are less stressed and are more likely to remain in the profession as healthy nurses.

During my nursing career, I have seen how strong coping skills play an essential role in reducing burnout and increasing career longevity. Most importantly, I use adversity for personal growth, seek and accept social support as needed, and turn to religious or spiritual practices for strength.

—**Verna Nelson** (BS '58), FORMER BOARD MEMBER



THE VALUE OF COLLABORATION

Collaboration is not just cooperation but a synergy fostered by mutual communication to accomplish an objective. Working together creates a mentored learning environment where students learn from professors outside of class, students join with peers to solve a problem, or nurses connect with patients to strengthen relationships.

—**Tiffany Noss** (BS '97), BOARD MEMBER





HAVING ACCOUNTABILITY

Accountability is being responsible for the actions or decisions you make (toward a patient, for yourself, for an organization, and to God). It includes admitting mistakes, providing thorough and accurate information with all shared stakeholders, and accepting the charge for ethical research and patient care.

—**Carol Kounanis**, FORMER BOARD MEMBER / LDS PHILANTHROPIES REPRESENTATIVE



You Are You

Nothing will destroy your self-confidence faster than comparing yourself to others. While additional nurses, staff, or peers can offer inspiration for your career path, do not limit

your talents and achievements by comparing others to you. If you stay focused on improving your skills and abilities, though, you will have the self-esteem you need to handle anything that comes your way.

—**Jeanette Drake** (AS '84, BS '90), FORMER BOARD MEMBER



Purpose-Driven Nursing

Maria Reyes-McDavis, a Los Angeles-based digital strategist, said, “You must define your *why* before you can begin with the *what* and *how*.” I agree with her statement. From your purpose to your tasks, once you realize *why* you are

doing something, it becomes easier to stay focused—even during the most challenging days! The *what* of her statement relates to the things that bring meaning, happiness, and purpose to your initial review. Finally, *how* is the actual process to implement the inquiry. What does this mean for nursing? If we can understand how purpose creates a connection to work for nursing, we can view our role in holistic care, patient safety, and a better workplace.

—**Curtis C. Newman** (AS '83), BOARD CHAIR



INSPIRATION AND GUIDANCE

Inspiration is receiving information to do something impromptu or creatively to enhance a situation or resolve a concern. The scriptures teach that inspiration often comes by the Spirit in a variety of ways to the mind or heart of a person; one may also feel prompted to say or do things they typically may not consider initially.

—**Daphne Thomas**, FORMER BOARD MEMBER / FACULTY REPRESENTATIVE

Nursing Students' Posters Win International Competition

By Quincey Taylor

Four BYU nursing students—Cecilia Burwasser, Caitlin Ferderber, Joanna L. Ostler, and Chelsea Van Wagenen—received an opportunity very few of their peers have had: the chance to be part of assistant professor Dr. Julie Valentine's research. Valentine, along with associate teaching professors Dr. Linda Mabey and Dr. Leslie Miles, has spent thousands of hours over several months logging details about sexual assault cases and intimate partner violence in Utah.

The students worked with the professors as part of Brigham Young University's mentored learning initiative, which encourages students to participate in extensive hands-on sessions for faculty research or other projects that contribute to the discipline.

The four students were hired as research assistants and helped to collect and analyze the data and write up the results. These mentored learning experiences with the three faculty members provided the students a chance to understand how to do research, the nursing implications for care, and issues affecting sexual assault nurse examiners (SANE).

The mentored learning didn't stop when the study ended last summer. Instead, the seven-member group prepared to present their findings at the 2018 International Association of Forensic Nursing Science and Practice Conference in Reno, Nevada.

Each student coauthored a research poster for the conference, informing viewers about a certain topic within SANE nursing. While at the conference, they answered questions from top-tier SANE nurses from across the country.

Judges were impressed with the posters and the high-quality research. Ferderber (BS '18), a recent graduate from Ada, Michigan, made a poster showing

characteristics of male sexual assault victims; she won first place. Van Wagenen, a sixth-semester student from Grayslake, Illinois, entered a poster informing viewers about strangulation during sexual assault; it took second place.

Van Wagenen enjoyed the conference and says about the experience, "I felt blessed to have the opportunity to go and participate in this conference as an undergrad. The conference was an amazing opportunity to learn about SANE nursing. It made me realize that there is so much more out there to learn and the importance of continuing to educate ourselves beyond nursing school. The conference also made me realize the impact research has on nursing and how it is important to stay up-to-date on the current practices."

Ferderber says of her experience, "I was

honored to have been accepted to present my poster and hadn't expected to win anything for it. I also felt extremely grateful to have been able to work with professors Valentine, Miles, and Mabey on their study. They are amazing, and I have learned so much from working with them."

Burwasser, a sixth-semester student from Crosswicks, New Jersey, worked closely with Miles on the poster abstract. "She helped me understand how rewarding the research process can be and that it was okay to rewrite and rewrite the submission material because eventually we would get the desired result."

As they prepared for the conference and presentations for other events, Valentine reminded Burwasser to think about all the victims they were advocating for by sharing the information. "It gave me the courage to give my presentation," Burwasser

Caitlin Ferderber, a recent college graduate, stands in front of her award-winning poster she made for a national forensic nursing conference. She was mentored by three college professors for the study.



says. “It is important to be a voice for those who can’t always speak for themselves.”

Ostler, a sixth-semester student from Bluffdale, Utah, enjoyed attending the breakout sessions. “I had the opportunity to learn from some of the most experienced SANE nurses and forensic examiners in the country, all while sitting next to people from all around the world where sexual assault is considered an issue,” says Ostler. “And I loved the opportunity of being part of a research team that had research to share with others. It was an experience that impacted me not only as a professional and researcher but as a person and human being as well.”

Being mentored by Valentine outside of the classroom is rewarding. Ostler says, “I don’t think anything has made me feel more like a nurse who is already contributing something to the world than when I have been involved in research. To have my name associated with her work is empowering. Sexual assault has been such a hushed topic for so many years, and it feels great knowing I am part of the work helping to change that.”

Ostler worked with the team to understand sexual assault and intimate partner violence; her research poster displayed their results showing that one in three women experience sexual assault, and one in three women experience intimate partner violence.

She has learned much from these professors. “Perhaps the most important thing I’ve acquired is remembering that our research comes from people,” she says. “We aren’t researchers in a lab working with cells and microscopes, but working with people that have emotions and trauma.”

The way they approach people who have been through these experiences can make all the difference. “Ultimately, we aren’t just here to collect data and leave,” says Ostler. “We are here to take care of these people as Christ would and, in the small way that we can, help them on their path to finding closure and peace.”

BYU

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Strangulation in Sexual Assault: Implications for SANE Patient Care

Chelsea Van Wagenen, SN, Student Research Assistant; Linda Mabey DNP, PMHCNS-BC; Julie Valentine PhD, RN, CNE, SANE-A; Leslie Miles DNP, PMHNP-BC

Problem

- Strangulation during sexual assault (SA) results in specific physical injuries and is a risk factor for homicide.³
- Sexual assault nurse examiners (SANEs) should understand patient variables associated with SA and strangulation in comparison to those with SA and no strangulation.

Research Questions

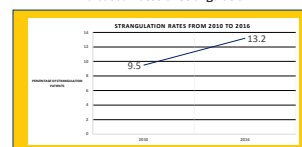
- What is the prevalence of strangulation in SA patients?
- How do the number and type of physical injuries suffered by strangled patients compare to those of patients without strangulation?
- What significant patient variables are associated with strangulation during SA?

Methods & Design

- Retrospective chart review of 4,038 SANE examinations from SA patients seen for a forensic examination from 2010 to 2016 in a mountain west state.
- 95% female, 5% male; patients over age 14.
- Nurse researchers and student nurse research assistants coded 241 variables using SPSS. High interrater reliability between coders (Kappa .955).
- Pearson Chi-Square analysis explored association between variables.

Patients	Mean Number of Non-genital Injuries (per patient)	Mean Number of Genital Injuries (per patient)
Strangled	10.8	2.3

Increased Rates of Strangulation



Variable	Pearson Chi-Square Value	df	p-value
Perpetrator hit patient	5320.094	4	.000
Perpetrator used restraints	3520.848	4	.000
Perpetrator burned patient	2864.300	4	.000
Perpetrator grabbed/held patient	3497.437	4	.000
Perpetrator use of weapon	3955.697	4	.000
Perpetrator verbally threatened or coerced patient	808.815	6	.000
Multiple perpetrator sexual assault	434.782	4	.000
Non-genital injury	361.885	4	.000
Intimate partner sexual assault	105.052	2	.000
Genital injury	20.845	4	.000
Stranger sexual assault	8.393	2	.000

Table 2: Variables and p-values

Findings

- High percentage of SA patients (13.2%) reported strangulation.
- Strangulation rates increased from 9.5% in 2010 to 13.2% in 2016 ($p = .002$).
- Strangled patients injuries: ecchymosis, abrasion, redness, swelling, bruising, and petechiae.
- More non-genital & genital injuries in patients who were strangled.
- More strangulation occurred in multiple-perpetrator SA than single-perpetrator.
- Strangulation occurred more often in intimate partner and stranger SA than acquaintance assaults.

Implications for Forensic Nurses

- SANEs must understand patient variables and risks associated with SA and strangulation to assure that interview questions are asked and essential physical assessments are performed.
- SANEs should expect additional trauma experienced by patients reporting strangulation with SA, as patients experienced additional violent acts.
- SANEs should take the lead in educating others about strangulation, including patients, law enforcement, patient advocates and health care providers.
- Due to increase in reported strangulations during SA, SANEs must be thoroughly educated about assessing patients for strangulation and resulting injuries.



Limitations

- Data gathered through retrospective chart review. Patients were not interviewed by the researchers, thus limiting data to what was written in charts by SANEs.
- Data derived from charts of patients who reported SA agreed to forensic examination, and may not be representative of the large number of patients who do not report SA.

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1. Fugère, D., Weis, D., Strick, G. B., Brooks, M. A., & Gellert, C. G. (2013). Strangulation: examination best practice for health care providers. *Advanced Emergency Nursing Journal*, 34(4), 327-340. DOI:10.1016/j.aen.2013.05.005

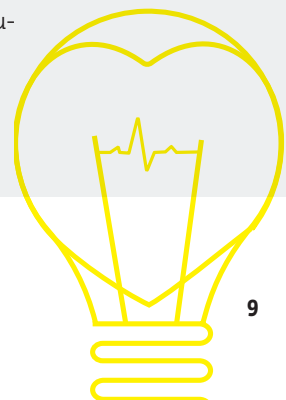
Four undergraduate nursing students received college grants for inspiring learning opportunities. All assisted with faculty research, made a poster, and displayed it at an industry conference. Pictured is the poster created by sixth-semester student Chelsea Van Wagenen.

BURWASSER WISHES SHE HAD GOTTEN INVOLVED

in mentored learning before her last year in the nursing program. Her advice to other nursing students is “Go up to a professor and ask if you can help out with some research! It is that simple!” These experiences have been a positive experience for her and have opened doors that she had never considered beforehand.

The college started a campaign in 2016 to raise funds to facilitate mentored learning and allow as many undergraduate students as possible to receive unique outside-of-class learning experiences while they are undergraduates. The interest from this endowed fund is allocated for college grants to hire research assistants or add more faculty research or contribution to the discipline projects.

We are pleased to announce that the campaign has reached \$620,000—62 percent of the \$1 million goal. Alumni, students, and friends of the college may donate online at give.byu.edu/nursing (select “Nursing Mentored Learning” as the account).





Minors Complement a Nursing Degree

By **Mindy Longhurst**

A nursing degree from Brigham Young University provides students with a comprehensive education including a diverse range of healthcare-related subjects. Though a minor will add to a student's already heavy workload, learning about fields that are complementary to nursing is beneficial. Global women's studies and gerontology are two subjects that line up perfectly with a nursing student's career goals.

Global Women's Studies Minor

The newly created global women's studies minor encourages students to be more compassionate and caring when interacting and caring for women. Learning more about women, especially from a global perspective, can help nurses to be more effective in the workforce.

Nursing students can complete this minor without delaying graduation or adding too many extra classes to their schedule. It requires only a three-credit Introduction to Global Women's Studies course, two one-credit colloquium classes, two three-credit elective sessions such as women in science and women's health issues, and two nursing classes they are already taking: the public and global health nursing course practicum and the nursing capstone project.

According to the program outcomes for the minor, students should be able to demonstrate knowledge of the ways that different institutions, issues (such as media or religion), and factors (such as the workplace) intersect with and affect women's lives. They should be able to demonstrate knowledge of the world-wide contributions of women to history,

culture, politics, health, science, religion, and family.

The program also expects that students will read, write, and think analytically. They will be able to conduct research using primary and secondary sources and communicate that research effectively in oral, written, and multimedia presentations.

Delsa Richards, the nursing undergraduate studies secretary, believes that receiving a minor in global women's studies will encourage nursing students to become better nurses. She says, "Nursing students and professionals interact with many women. Having a deeper understanding of women will increase their compassion and capacity as a nurse. It is an interdisciplinary minor to gain an in-depth understanding of the ways that gender plays a critical role in the lives of women and men. This will help the students learn more about the people that they are going to help."

Gerontology Minor

Given the nation's aging population, the gerontology minor is a valuable addition to a nursing degree. Gerontology involves caring for elderly individuals and handling their health needs. Students who minor in gerontology will learn about the aging process and its psychological and sociological implications. They will also learn how to improve their elderly patients' quality of life and how to help them get the most out of their later years.

Because nursing students are already required to take courses in gerontology, it is easy for them to obtain this minor. Any



nursing student who does

not have a capstone course focused on labor and delivery or pediatrics is automatically eligible for the minor; students who have a capstone project focused in labor and delivery or pediatrics can still achieve the minor if they want. However, a student must declare the minor to receive it. There are currently 69 nursing students enrolled in the gerontology minor.

Having a gerontology minor inspires nursing students to gain additional skills to help their aging patients. Older people tend to have more complex care because of different social, emotional, and physical issues. Gerontology work also includes understanding which signs of aging are normal and which are not.

Associate teaching professor Dr. Blaine Winters assists students who want to obtain the gerontology minor. "I believe having a gerontology minor will help after graduation," he says. "The majority of the patients that they are going to take care of in their careers are older adults, so having this knowledge and focus will support them." ■



Becoming a BYU Preceptor

By Jeff L. Peery

The College of Nursing at Brigham Young University needs preceptors to help bridge the gap between the classroom and the clinic. It desires skilled physicians and providers to support preceptorship experiences between the classroom and labs and the clinical environment where nurse practitioner students learn.

“The learning that goes on in a classroom or lab cannot compare to the real-life, hands-on experiences that an FNP student has in-clinic and with real patients,” says associate professor and graduate program coordinator Dr. Beth Luthy (MS ’05). “We realize that it is difficult to see patients during a busy clinical day and to mentor a student; trying to put those together is a challenge, but it’s an opportunity to pay it forward and mentor a student the way each practicing clinician was once mentored.”

Luthy believes that a preceptor’s value goes way beyond the impact of one student’s experiences.

The volunteer preceptor position is generally that of a teacher and mentor

who assists the student with their health-care application and learning, acts as a resource, and provides assistance when necessary. These individuals create an environment conducive to learning and determine appropriate patient care assignments for graduate program students. Their knowledge of the clinical site and patient population will guide students in establishing relevant goals and meeting program learning outcomes. Success happens when preceptors provide leadership, show patience, demonstrate compassion, model professional office interaction, and give timely and appropriate feedback.

“While it does take more time to have nurse practitioner students in your clinic, precepting students provides a priceless opportunity to share valuable knowledge with the next generation of clinicians,” says assistant teaching professor Lacey Eden (BS ’02, MS ’09).

“Serving as a preceptor is a unique experience,” says nurse practitioner Derrick E. Pickering (MS ’14). “It helps keep

your practice current and up-to-date and gives you another colleague to share insights and keep you on your toes as students ask questions about their encounters.”

Pickering realizes that serving as a preceptor takes time, which is at a premium as nurse practitioners are asked to see more patients in a wider variety of settings, but precepting is part of being a professional. Other College of Nursing alumni said they benefit from the students because they know they are providing the same valuable hands-on experiences they received when they began their careers; they also said it is a unique opportunity to explore the potential of these students as future employees.

Two days a week, Pickering has an FNP student shadowing him for an entire day. With first-year students, he performs many of the procedures and explains to them what he is doing. Second-year students may perform much of the hands-on work while he supervises.

“From the gospel perspective, we know that we are put in places to play a role or answer the prayer of another human being,” says Luthy. “I believe that happens under those circumstances, in that clinic, on that day, with that student and that preceptor.”

While students are the main beneficiaries of working with the preceptor, there are some rewards for the preceptors themselves. Preceptors can receive CEU credits for supervising students (through the American Nurses Credentialing Center, renewal category 5: preceptorship). Preceptors may also obtain university library privileges (use of databases) and receive Brigham Young University-branded merchandise through the college rewards program.

We are looking for experienced clinicians such as nurse practitioners, physicians, and physician assistants who can host nurse practitioner students in a variety of clinical settings. If you are interested in precepting a nurse practitioner student from the BYU College of Nursing, please contact Dr. Beth Luthy at 801-422-6683 or beth-luthy@byu.edu. 📧

Preceptorship Benefits

STUDENTS

- Preceptors offer powerful learning opportunities that deeply immerse students in patient care.
- Mentoring builds knowledge, skills, and self-confidence.
- Experiences help students apply the Healer’s art and make them better nurses.

PRECEPTORS

- Harold B. Lee Library privileges
- Brigham Young University-branded merchandise through the college rewards program
- The opportunity to give back to the College of Nursing and support student growth
- Pride in knowing that your contributions have advanced the nursing profession



Graduate Program Begins Reunion Tradition


By **Curtis C. Newman (AS '83)**, *Nursing Alumni Board Chair*

We have the making of a great new tradition for the college—food, classmates from the past 43 years, and an indoor play area for children. BYU College of Nursing sponsored a graduate program reunion in November 2018 for its nurse practitioner and nursing administration alumni. Fifty-two past master's students gathered together to share memories and learn about each other's healthcare careers.

Used as a retreat for faculty and other groups affiliated with BYU, the event occurred at Spring Haven Lodge in Hobble Creek Canyon (Springville, Utah). The building includes a half-gymnasium, an indoor playground, and a spacious kitchen; it was the perfect location for alumni families to gather.

Dean and professor Dr. Patricia K. Ravert (AS '74, BS '75, MS '94) offered a brief message following dinner, and

associate professor Dr. Beth Luthy (MS '05) shared some remarks about becoming a preceptor for the college (see the related story on the preceding page).

As part of the program, Amanda D. Orme (BS '98, MS '05) of Lehi, Utah, was recognized with the college's inaugural Outstanding Preceptor Award. 



SAVE THE DATE, because another reunion is planned for November 12, 2019.



Opposite page, top left: Katie Edmonds Hill (MS '18) enjoys visiting with program graduates. **Opposite page, bottom left:** Amanda Orme (MS '05) (left) receives the college's new Outstanding Preceptor Award from Dr. Beth Luthy (MS '05). **Bottom center:** Dean Patricia Ravert (MS '94) welcomes guests and shares highlights of the graduate program. **Bottom right:** Faculty members Dr. Ryan Rasmussen (MS '11) and Scott Summers (MS '11) greet Dr. Donna Freeborn (AS '74). She and professor Dr. Mary Williams (BS '71) are retiring this academic year. **Middle left:** Assistant teaching professor Craig Nuttall (MS '11) poses with his family after the NP Reunion. **Top left:** Classmates are eager to connect at the new event. Pictured from the class of 2017 are (left to right) Nicolette Broby, Alicia Anderson Hill, Daniel Hill, and Valynn Brown Haslam.



Compassionate Individuals Receive College

DAISY Awards

By **Jeff L. Peery**

The College of Nursing at Brigham Young University continues to partner with the DAISY Foundation to recognize nursing professors and students who show extraordinary compassion.

The DAISY Foundation is a nonprofit organization established in 1999 by the family of Patrick Barnes. When he died at the age of 33 from complications of an autoimmune disease, the Barnes family decided to do something positive to honor him. After his death, they founded DAISY—an acronym for diseases attacking the immune system—to thank the nurses who cared for him and to recognize exceptional nurses around the world.

The DAISY Award for Extraordinary Nursing Faculty

BRET LYMAN

The DAISY Award is given to a faculty member at the College of Nursing each semester. The honor went to assistant professor Dr. Bret Lyman; he is the capstone course coordinator, and he teaches an undergraduate ethics course. Students are profoundly impacted by his dedication to truly learning the Healer's art and teaching it to his pupils.

Lyman received a nomination from graduate student Kalene Mears (BS '15 and second-year graduate student). She writes, "As an undergraduate student, I never would have considered I could contribute to the discipline as a researcher. Dr. Lyman met with me to discuss how I could improve on a paper, at which time he told me about his research and offered me a position as a research assistant."

Through that work, she was able to gain confidence as a nurse contributing to practice in hospitals.

"Teaching is not just a job for him," Mears writes; "this is his passion. His devotion to bettering healthcare and improving hospital systems through his research is inspiring. I am now in the nurse practitioner program, building on the research I published with him as an undergraduate student. I know that it is because of the opportunities he introduced to me that I can be where I am in my career and education."

Lyman finds inspiration from the Savior and says, "I think when we keep the Master Healer, Jesus Christ, in mind, it will keep us grounded. He helps us move past some of our imperfections and personal struggles. You know that He is going to be there to help cover that gap between what we can do with our best effort and the things that need accomplishing."

The DAISY Award for Extraordinary Nursing Students

RILEY MATTSON

During the fall semester, two deserving individuals received a DAISY Award for Extraordinary Nursing Students. Riley Mattson received nine nominations for the award by her fellow students.

One student says, "Riley is one of the most compassionate and loving people I

*Do you know an extraordinary nurse who received a DAISY Award?
Email nursingpr@byu.edu, and we will share their accomplishment.*



The college recognizes compassionate individuals each semester. Pictured are Dr. Bret Lyman (left), Riley Mattson, and Michael Scott.

know. She is consumed with the light of Christ and shares that light with everyone around her with a pure love every day.”

Another student says, “Riley is one of the nicest girls I know. She has a genuine interest in everyone around her, whether they are patients or fellow students.”

Someone else stated, “I was in her clinical group for our pediatric rotation and remember that after she spent a day in a neurotrauma unit, she told us during debriefing how she had cared for a young girl who was in a lot of discomfort and whose family and nurse weren’t working to comfort her. She sat with the patient on the edge of the bed and comforted her, showing care for the patient and also modeling for the patient’s family how to provide reassuring care for the patient. This is just one example of Riley going above and beyond to show love and care for the people she’s surrounded by.”

Other students explained that she has a “contagious smile” and that her positive attitude is what keeps them going throughout the day. Mattson

feels honored to be nominated to receive such an award and continues to look forward and do her best to exemplify Christ in everything she does.

MICHAEL SCOTT

Michael Scott received the award nomination from another fifth-semester student. That student writes, “Michael is one of the most compassionate people I have met. He shows compassion for his patients as well as for his fellow students. He is always willing to take the time to explain difficult concepts to his peers. Michael is kind to everyone that he meets, and he is always there to cheer you on when you are feeling discouraged. He is very involved in the nursing discipline and has served in leadership roles in SNA as well as participated in research with faculty. Not only is he intelligent and skilled, but he truly exemplifies the Healer’s art in the way that he interacts with his patients and peers.”

Scott explains that before he was in the nursing program, he was a firefighter and

worked as an EMT. He felt like he needed to do more to help his patients, and he was inspired one day as he watched nurses love and take care of their patients. He decided that he wanted to become a nurse, so he moved his family across the country to obtain a nursing degree from the College of Nursing.

The journey that Scott has taken to get to this point is incredible. Scott says, “I became inspired by someone who spoke during a past general conference. That person spoke about how we should treat people with love and respect. We should treat people the way that their parents would treat them. I now think about this whenever I am with a patient.”

Scott continues to set a loving example toward those in the nursing program and the patients he serves. 🙏

All three individuals received their honors at the college’s annual scholarly works conference in October 2018. View their tribute videos at youtube.com/byunursing.

Alumni Updates



Two nursing alumni—**Cami Cook Arnold (BS '95)** of Highland, UT, and **Elaine F. Butt (BS '64)** of Bountiful, UT—stopped by the college in November to tour the Mary Jane Rawlinson Geertsen Nursing Learning Center. They were able to interact with high-fidelity manikins, view the technology used in the lab, and reminisce about how they learned nursing not too long ago.

Former college dean **Dr. Elaine D. Dyer** reached her 95th birthday in November, and former dean **Dr. June Leifson (BS '57)** celebrated her 85th birthday in June. Retired faculty member **Vickie V. Johnsen (BS '85, MS '87)** celebrated her 70th birthday in September.

Margaret O. Dayton (BS '72) ended her political career last year after 22 years of service in the Utah Legislature—the longest tenure in the state's history for a female lawmaker. Dayton was first elected to the House in 1996 and the Senate in 2006.

Collette T. Richardson (AS '75) is a case manager with Intermountain Home Care in the St. George, UT, area. She received a BSN from Weber State University in 2001 and a BS in sociology from Southern Utah University in 2014.

Linda Hickman (AS '76, BS '80) recently retired as a registered nurse after 42 years of service in the San Francisco area. She specialized in addiction medicine with various roles that provided telehealth services for personalized medical treatment to reduce alcohol consumption.

Ellen L. Laccoarce (AS '82) is celebrating 20 years as an RN nursing supervisor for University of Utah Hospitals and Clinics.

Holly Rimmasch (AS '82, BS '84) is an executive vice president and chief clinical officer at Health Catalyst, an organization that helps improve population health and accountable care.

Lori A. Wheeler (AS '83) accepted an assistant professor position with Jefferson University College of Nursing in Philadelphia, PA. She earned a doctorate of philosophy in nursing science from Widener University in 2016.

Betty Day Stokes (BS '86) is a charge nurse for a rehabilitation and long-term care facility in Alamogordo, NM. Before this role, she was an assistant professor of nursing at Dixie State University in St. George, UT, for 13 years.

Coray S. Tate (BS '91) has worked as vice president of clinical research at KLAS enterprises for seven years. The organization provides the healthcare industry with research on the software and services used by providers and payers worldwide.

Amy C. Underwood (BS '91) was employed with Kaiser Permanente the past 12 years and has spent the last five years in the Colton Medical Office as an ambulatory care nurse working mainly in a primary care medical home collaboration with physicians and other healthcare providers. She lives in the greater Los Angeles area.

Alan N. Howe (BS '92) is a nurse anesthetist in Pleasant Grove, UT. He specializes in nurse anesthesiology at Central Utah Surgical Center and received an MS in anesthesia from Baylor College of Medicine in 1997.

Nancy W. Bardugon (BS '94) recently became the executive development program manager for the Intermountain Healthcare Leadership Institute, which contributes to healthcare professional knowledge and leadership development through research and dissemination of insights. Prior to this role, she was the organization's director of simulation.

Jennifer Gregory Wall (BS '96) has spent the last 22 years employed by Intermountain Healthcare's Urban South Region, with the last six as the senior data manager for surgical services.

Allison Showalter (AS '97, BS '99) has been the neonatology APC coordinator at Utah Valley Hospital for the past decade. She earned a doctorate of nursing practice in nursing education with a postgraduate certificate from the University of Utah in 2015 and has served for the past four years as an adjunct instructor for the College of Nursing at the University of Utah.

Elizabeth "Liz" G. Charles (BS '98) received an MBA in health sector management, strategy and leadership, and ethics from Duke University in 2013. She is currently a consultant for TDR, an organization hosted by the World Health Organization (WHO) and sponsored by the United Nations Children's Fund (UNICEF), working to improve the health of neglected and disadvantaged populations. She currently lives in Marietta, GA.

Liana K. Kinikini (BS '00) has worked the last five years as a nurse practitioner at Jordan Landing Family Clinic in West Jordan, UT. She obtained a doctorate of nursing practice from the University of Utah in 2012 and is focused on primary care.

Julianne Hafen Openshaw (BS '03) has worked the last 15 years as an emergency room registered nurse, most recently with Emerus Holdings in Las Vegas, NV. During that time she was also a group fitness instructor, teaching classes on BODYAttack, kickboxing, and CXWorx.

Sharman Hartley Seely (BS '05) is a freelance American Sign Language interpreter. For the last few years she has taken time to raise four children and was involved with a local MOMS Club chapter in Sacramento, CA, helping other women to have an excellent pregnancy, a good birth experience, and support.

Alison C. Henry (BS '11) finished a nurse anesthetist program at University of Pittsburgh and is a certified registered nurse anesthetist specialist in Rochester, NY.

Lex D. Hokanson (BS '11) graduated with a doctorate of nursing practice in informatics from the University of Minnesota Twin Cities. He currently works as an informatics nurse specialist at the Mayo Clinic.

Jeffrey W. Davey (BS '13) is an OR nurse for the United States Air Force in San Antonio, TX.

Aubin Lewis Palmer (BS '13) completed five years at Timpanogos Regional Hospital as a float nurse for postpartum, pediatric, and ICU units.

New promotion? Advanced degree? Recently published?

Let your peers across the country know of your success and status. Email nursingpr@byu.edu. Your news may be included in the next edition of *Learning the Healer's Art*.

IN MEMORIAM

The following life sketches are not vetted and were obtained from online obituaries; they are meant to highlight the nursing influence each offered as college alumni.

Waity Haws Skym (BS '56); Wentworth, MO. Waity was among the first graduating class of the College of Nursing at Brigham Young University. She worked as a nurse in a hospital in McNary, AZ, until 1962. After raising a family, Waity returned to nursing in 1983 and worked as a nurse at the Missouri Veterans Home in Mount Vernon, MO, until retiring in 1993. She and her husband, Frank, have three children, 10 grandchildren, and two great-grandchildren. Waity, 85, died September 2018.

Nadine Nilson Smith Kimball (BS '57); Provo, UT. Just before graduation from BYU, Nadine married Merl. They spent 11 years in the U.S. Air Force, where her husband was a jet pilot. After returning to Utah, she worked at the BYU Health Center and helped develop its first college health nurse practitioner program. They have two children, four grandchildren, and seven great-grandchildren. Nadine, 83, died June 2018.

Karen Andersen Smith (BS '61); Mantua, UT. Karen followed her family's tradition and dedicated her life to nursing. She worked labor and delivery, ICU, and ER and supported the American Red Cross for many years during her career, which took her from California to Salt Lake, Ogden, and Brigham City, UT. Her love for the nursing profession was great, and she encouraged others to pursue it and was a mentor to many. She and her husband, Ben, have four children, 11 grandchildren, and five great-grandchildren. Karen, 78, died July 2017.

Susan Diane Rawsthorne Weeks (AS '67); Sandy, UT. Sue began her nursing career at LDS Hospital in Salt Lake City and then worked at Primary Children's Hospital. After taking 20 years off to raise her family, she resumed working as a psychiatric nurse for troubled teens and as a recovery nurse at the LDS Hospital Surgical Center and Cottonwood Hospital. Her children would periodically meet people who had received nursing care from her, and they always praised Susan's compassion and kind nature. She and her husband, Robert, have six children and 13 grandchildren. Susan, 72, died October 2018.

Marivene Amelia List Zohner (AS '79); Spanish Fork, UT. Marivene worked as a registered nurse in neonatal ICUs in Provo, UT; Idaho Falls, ID; and Orem, UT. She and her husband, Steven, enjoyed spending time with their children and grandchildren. Marivene, 65, died October 2018.

Cynthia Renee Ward Clingo (AS '81); Cedar Hills, UT. Renee grew up in the bayous of Coushatta, LA, and became a presidential scholar at the age of 16. She graduated with her nursing degree at age 18 and loved being a nurse. She met her husband, Paul, at BYU; they have five daughters and 11 grandchildren. Cynthia, 55, died May 2018.

Lael Steele Larsen (MS '83); Bountiful, UT. Lael graduated from the LDS Hospital Nursing School and received her bachelor of nursing from the University of Utah in 1953 and her master of nursing from Brigham Young University in 1983. Highlights of her career include teaching at BYU, serving as president of the Utah League for Nursing in 1991, and retiring after 23 years as a professor of nursing at Weber State University in

1996. She and her husband, Thomas, have three daughters, eight grandchildren, and five great-grandchildren. Lael, 87, died June 2018.

Nancy Jean Radle McNeill (BS '87, MS '92); Provo, UT. Nancy married her husband, Robert, while she was in nursing school; they had two children, nine grandchildren, and two great-grandchildren. She specialized as a cardiology nurse practitioner. Nancy, 77, died October 2018.

Carolyn Woodruff Sutherland Bearnson (BS '90); Alpine, UT. Following the death of her husband Russell, Carolyn obtained a nursing degree from Brigham Young University. After graduation, she worked on the oncology floor at LDS Hospital, also earning a master's degree and a doctorate in nursing. She taught nursing at BYU and also on the Navajo Nation territory, eventually serving an LDS mission to Chinle, AZ, with her second husband, LeRoy. Carolyn had the ability to make people feel loved and important, and she was a strong example of compassion, humility, and charity. She had eight children, four step-children, 48 grandchildren, and six great-grandchildren. Carolyn, 77, died July 2018.

Lesley Ann Tidwell Black (MS '92); Salt Lake City, UT. Lesley obtained a master's degree from the College of Nursing at Brigham Young University, where she graduated magna cum laude. She worked for over 44 years at the VA Salt Lake City Health Care System and maintained that during her career she didn't do anything big but did a lot of little things for a lot of people she cared about. Her patients enjoyed her sense of humor, her wisdom, and her kindness, and they considered her a friend. She and her husband, Bob, have two sons. Lesley, 65, died June 2018.

College Core Statements

Mission:

The mission of the College of Nursing at Brigham Young University is to learn the Healer's art and go forth to serve.

Values:

We value: Accountability,
Collaboration, Compassion,
Innovation, Inspiration,
Integrity, Learning, Service

Vision:

Guided by the truths of the gospel of Jesus Christ,
we exemplify the Healer's art by:
leading with faith and integrity;
advancing the science of nursing and healthcare;
promoting health and wellness;
alleviating suffering;
and serving individuals, families, and communities.

Creed:

Faculty, staff, and students seek to achieve an environment
guided by the principles of the gospel of Jesus Christ.
We will exemplify the spirit of the Healer's art, and
act with integrity,
collaborate for mutual success,
achieve excellence in our work,
find joy in the accomplishments of others,
express gratitude and optimism,
communicate respectfully and directly,
value the unique gifts of others, and
work together toward the goal of preparing
nursing students for a promising professional future
and a Christ-centered life.

BYU

College of Nursing
Learning the Healer's Art™

Lather Is the Best Medicine

By **Quincey Taylor**

Assistant teaching professor Petr Ruda (BS '09, MS '15) never planned on becoming a nurse; he did not even originally plan to attend Brigham Young University. However, after a long journey that took him from the Czech Republic to an LDS mission in California and later to Provo, he found the place where he believes God wants him to be.

Ruda grew up in the city of Jablonec, Czech Republic. After joining The Church of Jesus Christ of Latter-day Saints at the age of 19, he decided to serve a mission. His assignment to San Diego ended up changing his life.

As a missionary, Ruda met many friends and companions who would influence his future. One such individual was a companion named Elder Cook, whose father had heard about Ruda and wanted to give him an opportunity.

Cook's father called Ruda and asked if he was interested in attending Brigham Young University. Ruda says about the experience, "He wanted to know my decision the very next day. I had only been at home for a couple of months, so it was difficult because he was asking me to leave home again. However, the answer was yes." Cook's father generously helped Ruda with the application process and tuition.

At home in the Czech Republic, Ruda had a career working as an accountant. He came to Utah intending to study accounting. However, this decision did not feel right, and he looked for another option.

"I can help my family, my neighbors, and even a stranger to ease whatever conditions they might have. That's the biggest blessing of nursing."

He met fellow student Jared D. Johnson (BS '06), who was the TA for his linguistics class. Johnson was studying in the nursing program and urged Ruda to take the introductory course. It was a good fit. After graduation, Ruda went on to work at the VA Salt Lake City Health Care System, which he enjoyed immensely.

Nursing has completely changed the way Ruda sees the world around him. He says, "I have tools, I have thoughts, I have education, and I have training that I can use daily. I can help my family, my neighbors, and even a stranger to ease whatever conditions they might have. That's the biggest blessing of nursing."

Ruda wanted to find a way to influence the next generation of nursing students at BYU, so he applied to a position as an adjunct faculty member helping with simulation labs. When the opportunity became a full-time position, he took the chance and applied.

Ruda is finishing his second year teaching at the College of Nursing. Among his teaching assignments, he oversees a public and global health nursing course practicum to his home country each spring term. He works to maintain relationships with Czech contacts and to give his students the best experience possible. Ruda is currently working on translating a list of fundamental skills that nursing students learn to share with Czech facilities.

Outside of work, Ruda is a self-proclaimed moviegoer. He enjoys spending time with his wife, Jamie, and their Maltipoo named Winter. He loves to play with his dog no matter what time of day it is.



"It's important to have hobbies outside of work because you need to find time for yourself. That's what soap making does for me. It brings joy to other people and me."

One of his current hobbies is making homemade soaps. He got into this hobby one day when he was at work. He realized he did not have any personal hobbies, and he wanted to change that. Ruda went online and searched "hobbies," and the first result he saw was soap making. He promptly bought a book and began making soaps, which has become one of his passions. He says, "It's important to have hobbies outside of work because you need to find time for yourself. That's what soap making does for me. It brings joy to other people and me. That makes me automatically happy."

Giving soaps as a gift, especially during the Christmas season, instead of the regular sweet treats appeals to Ruda's desire to promote nursing in his everyday life. He says, "As a nurse practitioner, it makes me feel better inside because I can give them something that's not unhealthy, and it lasts a long time." 🧼

Retiring Faculty and Staff

Four beloved individuals recently left the College of Nursing

Lasting Legacy of Service

Donna Freeborn, PhD, CNM, FNP



Associate professor Dr. Donna Freeborn (AS '74) is leaving a lasting legacy of service in the College of Nursing. After 20 years of dedicated teaching, she is retiring to pursue other interests. When asked about her plans for retirement, Freeborn says, "I'm going to build a mountain cabin." Her influence will not be forgotten, however, especially considering that she taught seven current college faculty members when they were students in the program.

Freeborn graduated in 1974 from BYU with an associate's degree in nursing. From there, she finished her bachelor's degree in health education at Chapman University.

She started her nursing career in medical/surgical, eventually going on a service mission to Hong Kong. Her passion was rooted in labor and delivery, inspiring her to get a master's degree at the University of Southern California and become a midwife. A few years later, Freeborn saw an ad in the Church newspaper for an opening at BYU to teach labor and delivery. She applied on a whim, uncertain if they would be interested in having her. She was hired and began teaching in the undergraduate program. She also went on to achieve a PhD in nursing from the Oregon Health and Science University.

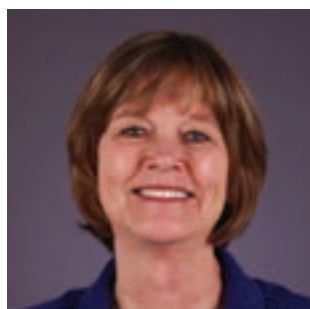
After that, she taught graduate nursing courses for 17 years. "I liked the patients and thought I would miss that when I came to teach," she said, "but the students filled that gap."

In 2015 she was recognized with the university's Wesley P. Lloyd Award for Distinction in Graduate Education and the Faculty Women's Association Teaching Award. The following year the United Way of Utah County honored her at their annual Day of Caring event; each Thursday for the past 13 years, she could usually be found volunteering her time and knowledge as a nurse practitioner at the Volunteer Care Clinic in Provo.

Freeborn has loved teaching and focusing on the Savior. "Teaching and nursing are very similar in a lot of ways," she says. "In nursing, we talk about learning the Healer's art, and in education, we focus on becoming like the Master Teacher; we're talking about the same person." She has learned to see people how the Savior would. She says, "You have to look at people like human beings. They have all aspects of their lives intertwined, and we need to be understanding." ■

Mentoring the Next Generation

Linda J. Mabey, DNP, CNS, APRN, BC



After a 30-year career teaching psychiatric nursing and mentoring students, Dr. Linda Mabey is retiring to expand her clinical practice, where she specializes in trauma treatment, as well as to pursue other interests.

Mabey graduated from Idaho State University in 1978 with a bachelor's degree in nursing.

She began her career in labor and delivery but soon found her interest in psychiatric mental health nursing. In 1984, she began a master's degree in psychiatric nursing. She remembers this time of her life fondly and says, "I loved my experience as a master's student. The opportunity to work one-on-one with patients to improve their functioning was so meaningful—especially as I grew to understand how critical mental health is to overall health."

After graduation, Mabey taught at Westminster College and later at the University of Utah, where she instructed both undergraduate and graduate nursing students in the art and science of psychiatric nursing. She completed her doctorate of nursing practice from the University of Utah in 2009 and joined the faculty at the BYU College of Nursing in 2011.

In her position at the college, Mabey taught courses on both psychiatric mental health nursing and public and global health nursing. She says, "It was an amazing opportunity to work with students on the Navajo Indian Reservation in Chinle, Arizona, as well as supervise students in the care of refugees and other at-risk populations."

While at the university, Mabey also joined with Dr. Julie Valentine and Dr. Leslie Miles in researching the prevalence and characteristics of sexual assault. With students that she mentored in the research process, she presented regionally, nationally, and internationally on their findings. She also assisted in training law enforcement officials on conducting trauma-informed interviewing of sexual assault victims.

After retirement, Mabey looks forward to continuing to work at her private practice, as well as spending more time with her grandchildren. When asked what nursing has meant to her, Mabey replied, "Nursing was a wonderful career choice. It is eminently rewarding to teach bright students, work with incredible faculty and staff, and continue my growth as a psychiatric clinical nurse specialist. I will be forever grateful to those who mentored me in both nursing and teaching." ■

BYU PHOTO

Nursing Background Creates Lab Experiences

Colleen G. Tingey, RN, BS



Colleen Tingey (AS '82, BS '88), the Mary Jane Rawlinson Geertsen Nursing Learning Center (NLC) supervisor, has worked for the College of Nursing for 14 and a half years. Her largest contribution to the college has been her recent involvement with the NLC renovations.

The expanded facility was rebuilt during the summer of 2014 and has nearly 11,000 square feet of simulation experiences, an increase of 4,000 square feet from the original center built in 2001. It offers six full-simulation rooms with high-fidelity manikins, four debriefing rooms, five exam rooms, a nine-bed skill lab, a four-bed walk-in lab, and two procedure training areas.

Tingey was able to use her nursing background and skills to assist with the different stages of the renovation. In almost every detail, from the sinks to the storage space, she helped the architects create a high-tech environment with built-in cameras and microphones and unique features for the lab space.

In the past 10 years, the number of student encounters in the NLC has doubled. Student encounters are essentially any learning experience that the students have, including labs and classes that take place in the NLC.

During the 2016 fall semester, Tingey oversaw the implementation of electronic health records (EHR) into the rooms. This has helped nursing students to learn how to use an EHR system at BYU before using a similar system during their clinical rotations at hospitals.

Tingey says, "It is very hard to leave BYU." She has loved being able to work at BYU and for the College of Nursing. After retirement, Tingey wants to focus on increasing her skills in quilting, sewing, yard work, and canning. But, most importantly, Tingey looks forward to spending more time with her five children and nine grandchildren. 📍

The High-Tech Skill of Supporting Technology

Ken Robinson



Ken Robinson, the IT manager for the College of Nursing, has been a great asset to the college. He was trained in electronics while he was in the Air Force in his youth. Later, he received his degree in computer science from Weber State University.

Around the time that his daughter started attending

BYU, Robinson began working for the College of Nursing. He has served as its computer support representative (CSR) for the past two decades. During his employment, a lot has changed in the technology world. When he first arrived, many faculty and staff members were not accustomed to working regularly with computers and the latest technology of the day—floppy disks. Today he enjoys offering monthly training to faculty and staff on how to better use technology, software, and computer techniques.

There have been many changes to technology since Robinson began in 1998. The biggest evolution came within the last four years, as the newly renovated NLC became more sophisticated with technology and media use. Of these changes, Robinson says, "Before the remodel, we had some computerized items but not as much technology as we have today. After the expansion, we created a room for the equipment that was being used in the facility. I switched my job focus and spent most of my time in the lab." Along with the EHR system, there are more manikins and simulation experiences that need his support.

His legacy will be helping faculty, staff, and students to feel more comfortable with using technology.

Robinson plans on spending time with his seven children and 21 grandchildren after retirement. He has built a shop in his backyard so that he can teach his grandchildren about electronics, computers, model rockets, and woodworking. He also looks forward to spending more time with his wife and helping his children. 📍

The Vital Use of Echocardiograms in Diagnosing Pulmonary Hypertension

Rodney H. Newman, Assistant Teaching Professor, MSN, RN, ANP-BC



Sometimes in the medical field, healthcare providers become dependent on a certain treatment and overuse it. Such was the case with the diet pill fen-phen. Assistant teaching professor Rod Newman has

focused his time on researching the negative effects of the drug and how it affects past users even today.

Fenfluramine/phentermine, also known as fen-phen, was an antiobesity treatment that reached the height of its popularity in the late '90s. It was originally developed to help morbidly obese people with weight loss, but healthcare providers started overprescribing the drug and giving it to patients who were not in that category. Unfortunately, research on fen-phen eventually linked it to pulmonary arterial hypertension (PAH) later in life. As a nurse practitioner, Newman has personally treated former users of the drug and works to bring awareness about the use of echocardiograms on these patients to primary healthcare providers.

He recently completed a study with 73 patients that had taken fen-phen for a period of three to six months. They had participated in a larger study in 2008 but had no echocardiographic evidence of valve dysfunction or PAH at that time. This subset of patients was examined, and Newman found that

5.3% had current echocardiography evidence of PAH. Comparing the data to the nationally published occurrence of PAH of approximately 300 per 1 million (0.00%) demonstrates a significant increase in PAH in patients that were prescribed fenfluramine 20 years ago.

It is critical to diagnose these patients correctly by using an echocardiogram, which is a simple, noninvasive option. However, most primary care providers do not perform an echocardiogram initially and misdiagnose the patient with heart failure. Newman's ultimate goal is to bring awareness to primary care providers about the importance of performing an echocardiogram in these cases. It can detect PAH and save the patient from unnecessary surgeries as well as bills for ineffective treatments.

Newman has helped many patients that have suffered from the effects of fen-phen. Even 20 years after fen-phen's removal from the market, he sees many cases of PAH. Luckily, there are methods of treating resistance in the vessels going through the lungs, allowing blood to flow normally. If primary healthcare providers neglect to perform an echocardiogram, they risk damaging the patient further.

Professor Newman's innovative ideas and contribution to the nursing industry extend beyond his study with fen-phen. He is also currently assisting first-year nursing graduate student A-Hui Fetzner

with her research study on Korean hand therapy (KHT). They hope to use this method as a means to decrease prescription opioid usage.

KHT is similar to acupuncture and reflexology in that it uses acupressure to relieve pain in patients. The hand is essentially a map of the body, where each part of the hand has a corresponding organ or muscle. If pressure is applied to a specific part of the hand, it can give relief to the corresponding body part. Reflexology is used similarly in the ear and on the feet, but hand therapy is the easiest for patients to use because of its easy access, even to those who are injured.

Newman has personally used KHT with patients and has implemented the practice to help his family members as well. Newman's son served in the Marine Corps and injured a few disks in his back during service. He started taking narcotics to help with the chronic pain. After using KHT on a regular basis, he rarely uses narcotics.

The therapeutic system provides a potential alternative method of combating the growing problem of painkiller overusage. If proved effective, he hopes to implement KHT with those currently on narcotics.

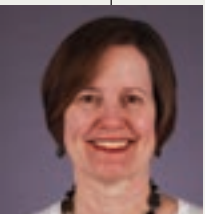
As a BYU nursing faculty member, Newman teaches a graduate pharmacology course and mentors students with clinicals for the graduate program to ensure they have the best experience possible.

Outside of the university, Newman has worked at Revere Health Provo Family Medicine for the past 27 years in cardiology. He strives to improve heart health for all his patients to give them a better quality of life. 🏠

Newman's ultimate goal is to bring awareness to primary care providers about the importance of performing an echocardiogram in these cases (for former fen-phen users). It can detect PAH and save the patient from unnecessary surgeries as well as bills for ineffective treatments.

Studying Early 20th-Century Relationships Between Nursing and Medicine

Sheri Tesseyman, Assistant Professor, PhD, RN



BYU nursing assistant professor Dr. Sheri Tesseyman's journey to her latest discovery has been interesting. After working in both the United States and England, she discovered that nurses in the two

countries differ in the way they care for their patients.

To her, it seemed like the nurses in Great Britain were more focused on giving patients good emotional support and making sure that they had just the right kind of nutrition and exercise; those recovering from illness were always clean and comfortable. However, the nurses were not as focused on performing medical care like venipuncture and starting IVs, doing IV therapy, and drawing blood. It was the junior doctors that would round and draw blood, start IVs, and complete other procedures. Conversely, in the United States, nurses spend more of their time distributing medicine and completing similar tasks and less time offering basic nursing care.

Recognizing these differences led Tesseyman to start researching the history of nursing in England and America in the early 20th century. She began a PhD in the history of nursing program at the University of Manchester's School of Nursing, Midwifery, and Social Work with a dissertation project trying to identify why there are so many differences in nursing healthcare functions in different countries. After graduating in 2014, she decided to continue her focus on this subject.

Her research covers the period from 1860 to 1914, beginning with the opening of the Nightingale School at St. Thomas's Hospital in London in 1860, which served as a model for other hospital training schools for nurses in London, England, and Philadelphia, Pennsylvania. The

The nurses in Great Britain were more focused on giving patients good emotional support and . . . the right kind of nutrition and exercise. . . . Conversely, in the United States, nurses spend more of their time distributing medicine and completing similar tasks and less time offering basic nursing care.

bulk of the material for the study comes from the period between the 1880s and the early 1900s when multiple formal hospital nurse training schools developed in important hospitals in both cities.

Tesseyman often travels to London and Philadelphia to look at historical nursing documents to see if she can discover the origins of the differences in nursing care between the United States and England. She also visits different hospitals and historical sites to learn more about 20th-century nursing history. Her major primary sources are the archival records of St. Thomas's Hospital, the London Hospital, St. Bartholomew's Hospital, and Guy's Hospital in London and the Pennsylvania Hospital and Philadelphia Hospital in Philadelphia. She has also used the Flexner reports for Europe and the USA and writings by William Osler, Sister Dora, and other contemporaries. Her secondary sources include works by P. D'Antonio, M. Baly, T. Bonner, and C. Rosenberg.

Tesseyman had two major findings while conducting her research. The first is that the presence of medical students on the wards of London teaching hospitals affected nurses' work in England. Because medical students were performing medical work at the patients' bedsides, nurses did not have this responsibility and could spend their time on other activities. She

focused specifically on work associated with surgical dressings. While nursing staff in London hospitals sometimes did dressing work and may have felt that learning to do dressings was beneficial, it was understood that this aspect of patient care belonged to the medical student dressers. In Philadelphia, nurses and doctors, even in large teaching hospitals, could assume that this work would be done by nurses because there were no dressers there.

Tesseyman's second discovery deals with social status within the medical organization. In Britain, the position of head nurse of a hospital ward was very prestigious. Professional nursing in Great Britain started back in the 1860s. But in the United States, professional nursing wasn't widespread until the 1880s, and American head nurses on the wards were the senior nursing students. If you had only been there for a year and were a nursing student, you would not have the same kind of status that you would have if you were a ward sister in England.

Tesseyman presented her research findings at the annual conference of the American Association for the History of Nursing in September 2018.

Before coming to BYU in 2017, she taught at Westminster College in Salt Lake City for 12 years. ☑

Faculty Achievements

College of Nursing faculty members 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

Beckstrand, R. L., Isaacson, R. F.,* Macintosh, J. L., Luthy, K. E., & Eden, L. M. (2018). NICU nurses' suggestions for improving end-of-life care obstacles. *Journal of Neonatal Nursing*. Available online 24 August 2018. doi:10.1016/j.jnn.2018.08.004

Beckstrand, R. L., Mallory, C.,* Macintosh, J. L., & Luthy, K. E. (2018). Critical care nurses' qualitative reports of experiences with family behaviors as obstacles in end-of-life care. *Dimensions of Critical Care Nursing*, 37(5), 251–258. doi:10.1097/DCC.0000000000000310

Callister, L. C.† (2018). Excess under-5 girl child mortality rates in India. *MCN: The American Journal of Maternal/Child Nursing*, 43(6), 351.

Callister, L. C.† (2018). Reducing hunger among women and children in India. *MCN: The American Journal of Maternal/Child Nursing*, 43(4), 234.

Callister, L. C.† (2018). The millennium villages project: Outcomes evaluation. *MCN: The American Journal of Maternal/Child Nursing*, 43(5), 294.

Cope, W. A.,* Himes, D. O., & Peterson, N. E. (2018). Sharing information in families at risk for genetic disorders: A systematic review of the literature. *All Student Publications*. 236. <https://scholarsarchive.byu.edu/studentpub/236>

Kelly, D., & Valentine, J. L. (2018). The science of neurobiology of sexual assault trauma and the Utah legal system. *Utah Journal of Criminal Law*, 3(1), 70–86.

Lyman, B., Hammond, E. L.,* & Cox, J. R.* (2018). Organizational learning in hospitals: A concept analysis. *Journal of Nursing Management*. Accepted author manuscript. First published: 8 October 2018. doi.org/10.1111/jonm.12722

Lyman, B., & Moore, C.† (2018). The learning history: A research method to advance the science and practice of organizational learning in health-care. *Journal of Advanced Nursing*. Available online 19 September 2018. doi:10.1111/jan.13858

Williams, N. H.,* Miles, L., Luthy, K. E., & Eden, L. M. (2018). Adult vaccination rates in the severely mentally ill population: An improvement project in an outpatient setting in Utah. *All Student Publications*. 235. <https://scholarsarchive.byu.edu/studentpub/235>

PRESENTATIONS DELIVERED

Anderson, A.,* Beus, K.,† Hunsaker, S., Shawcroft, C.,* Thomas, M., & Weeks, S.† (2018, June 20). Bringing TeamSTEPS into the classroom and beyond: Simple strategies to enhance student and faculty engagement. Podium presentation at American Hospital Association Team Training national conference, San Diego, CA.

Anderson, P. (2018, May 1). Poverty simulation implementations: Lessons we have learned. Podium presentation at Association of Public Health Nurses annual conference, Little Rock, AR.

Blad, K. D., & Worthington, M.* (2018, October 18). What students learn through serving the veteran population: An education project.²

Bretzing, L.,* Wilkinson, H.,* Hollingsworth, B.,* Blad, K. D., & Hunsaker, S. (2018, October 15). Do's and don'ts of nursing care among veteran populations.¹

Brower, A.,* & Palmer, S. P. (2018, October 18). Identifying maternal healthcare needs of pregnant refugee women in Utah.²

Burwasser, C.,* Miles, L., Valentine, J. L., & Mabey, L. (2018, October 15). Retrospective case review of multiple perpetrator sexual assaults: Nursing implications for care.^{1,3}

Christensen, K., & Eden, L. M. (2018, July 19). Barriers to the school nurse's role during a disease outbreak. Podium presentation at International Nursing Research Congress by Sigma Theta Tau International, Melbourne, Australia.

Dustin, T., Winters, B. A., & Escobar, J.* (2018, October 15). Giving VIP treatment after a fall.¹

Escobar, J.,* Goodey, N.,* & Hunsaker, S. (2018, October 15). Comprehending veterans' unique health care needs.¹

Ethington, K. M.,* Lyman, B., Gunn, M.,* Hammond, E.,* & Thorum, K. (2018, October 15). Developing, validating, and using instruments for organizational research.¹

Ferderber, C.,* Miles, L., Valentine, J. L., & Mabey, L. (2018, October 15). One in twenty: Retrospective study of male sexual assault victims¹; (2018, October 25). One in twenty: Characteristics of male sexual assault victims from a retrospective study.³

Gibbons, D.,* & Himes, D. O. (2018, October 15). Family members' perceptions of genetic test results for breast cancer: It's about them, but it's not only about them.¹

Grenfell, L., Himes, D. O., & Macintosh, J. L. (2018, October 15). NICU nurses' role in communication of multi-gene test results.¹

Hammond, E.,* & Cox, J.* (2018, February 9). Organizational learning in health systems: A concept analysis.⁵

Harper, M.,* & Lassetter, J. H. (2018, October 15). CoolSculpting or cryolipolysis: A guide for primary care practitioners.¹

Huang, S.,* Miles, L., Mabey, L., & Valentine, J. L. (2018, October 15). Drug-facilitated sexual assault: Findings from a large retrospective study.¹

Hunsaker, S., Blad, K. D., Escobar, J.,* Goodey, N.,* Gwilliam, E.* (2018, September 27). Comprehending veterans' unique health care needs.⁴

Jacobs, J.,† Hammond, E.,* Gunn, M.,* & Lyman, B. (2018, February 9). Organizational learning in inpatient hospitals: A systematic review of the literature.⁵

Jacobs, J.,† & Merrill, K. C. (2018, February 9). Student perceptions of interprofessional education and teamwork.⁵

Johnson, R.,† & Lassetter, J. H. (2018, April 6). Parenting practices and disordered eating behaviors in adolescents. Poster presentation at Nordic Conference in Family Focused Nursing, Tampere, Finland.

Lundberg, K., Edmunds, D., & Mills, D. (2018, May 7). Is nursing right for me? The impact of a preprogram introductory nursing class. Podium presentation at Nursing Education Conference, Banff, Alberta, Canada.

Lyman, B., Hammond, E.,* & Cox, J.* (2018, October 15). Organizational learning in hospitals: A concept analysis.¹

Lyman, B., Hammond, E.,* & Gunn, M.* (2018, October 15). Organizational learning in inpatient hospitals: A systematic review of the literature.¹

Marshall, E.* & Eden, L. M. (2018, July 21). Standardized education for parents requesting an immunization exemption for school entry in Utah. Podium presentation at International Nursing Research Congress by Sigma Theta Tau International, Melbourne, Australia.

Mills, D. (2018, May 7). End of shift report: An effective interactive learning method for pediatric nursing students. Poster presentation at Nursing Education Conference, Banff, Alberta, Canada.

Mills, D., & Paskett, E.* (2018, June 7). Promoting nursing students' development of culturally competent nursing practice: Impact of working with refugee/immigrant populations. Podium presentation at 2018 North American Refugee Health Conference, Portland, OR.

Murri, S.,* Thomas, M.,* Heaston, S., & Palmer, S. P. (2018, February 9). Solving the mystery: Will fortified soymilk or albendazole improve anemia rates in school-aged children in Ecuador?⁵

Newman, R. (2018, August 8). Fenfluramine: Use and long-term risk for pulmonary hypertension. Poster presentation at Utah PA/NP annual conference, Snowbird, UT.

Ostler, J.,* Mabey, L., Valentine, J. L., & Miles, L. (2018, October 15). Intimate partner sexual assault victims: Findings from 4,038 state-wide cases¹; (2018, October 25). Sexual assault and intimate partner violence: Findings from 4,038 victims seen by SANEs.³

Palmer, S. P., Trujillo, R.,* & Lee, J.* (2018, October 15). Identifying risks for teenage pregnancy in rural Paraguay.¹

Reed, S. (2018, September 13). Evaluating learning and engagement behaviors during simulation debriefing. Poster presentation NLN Education Summit, Chicago, IL.

Ruda, P. (2018, October 18). Nursing students' attitude and perceived usefulness of complementary and alternative medicine therapies in conjunction with traditional medicine.²

Schouten, A. S., & Thomas, M. (2018, September 27). Enhancing resiliency in student nurses and reducing burnout risk: A pilot study.⁴

Tesseyman, S. (2018, September 14). Who's dressing? Pupil nurses, medical students, and nursing work in 19th-century Philadelphia and London. Poster presentation at American Association for the History of Nursing annual conference, San Diego, CA.

Tesseyman, S. (2018, October 15). Who's dressing? Nursing students, medical students, and nursing work in Britain and the United States of America.¹

Tesseyman, S., Hickman, A., & Elison, E.* (2018, October 15). Bedside nursing and the law.¹

Thomas, D. (2018, September 27). An innovative way to look at head injuries: Assessment, diagnosis, and follow-up of post-concussion syndrome.⁶

Thomas, D., & Hunsaker, S. (2018, September 27). Making it REAL: Inspiring and innovative workplace violence education.⁴

Topham, M.,* & Thomas, D. (2018, October 18). Graduate nurse practitioner student mentoring in the Tongan public and global health nursing experience.²

Valentine, J. L., Melini, J., & Chasson, S. (2018, October 25). Implementing the 2017 national best practices for sexual assault kits: A multidisciplinary approach.³

Valentine, J. L., Miles, L., & Mabey, L. (2018, September 27). Forensic nursing research: Implications on interdisciplinary practice and legislative policy⁴; (2018, October 24). Addressing peri-traumatic symptoms of sexual assault: Practice implications for SANEs.³

Van Wagenen, C.,* Mabey, L., Miles, L., & Valentine, J. L. (2018, October 15). Strangulation during sexual assault: What you need to know²; (2018, October 25). Strangulation in sexual assault: Implications for SANE patient care.³

Wing, D., McNeil, M.,† & Shawcroft, C.* (2018, February 9). Poverty simulation: Students' impactful moments.⁵

Winters, B. A., Dustin, T., & Escobar, J.* (2018, September 27). Had a fall? Give them the VIP treatment.⁴

Notes

¹ Podium presentation at Brigham Young University College of Nursing's Scholarly Works annual conference, Provo, UT.

² Poster presentation at Transcultural Nursing Society annual conference, San Antonio, TX.

³ Poster presentation at International Association of Forensic Nurses annual conference, Reno, NV.

⁴ Podium presentation at Utah Nurses Association annual conference, Sandy, UT.

⁵ Podium presentation at Utah Conference on Undergraduate Research, Cedar City, UT.

* Denotes current BYU nursing student (BS or MS)

† Denotes BYU nursing alumnus

‡ Denotes emeritus faculty member

HONORS

Associate professor and former associate dean **Dr. Mary Williams** had a BYU Signature Scholarship named in her honor by Mountain View Hospital. She has served on its board of directors since 2000 and as chair since 2008. The scholarship will be awarded the next four years.

Assistant teaching professor **Petr Ruda** received a simulation facilitator course certificate from Intermountain Healthcare. He also became a

member of the Utah nurse practitioner legislation team.

Assistant teaching professor **Stacie Hunsaker** recently obtained Certified Nurse Educator (CNE) certification.

The Utah Nurse Practitioners (UNP) recently honored second-year graduate student **Robert Hamilton** with its UNP Outstanding Student Award.

Sixth-semester nursing student **Kailee Matsumura** won honorable mention from a photo contest sponsored by the Kennedy Center. The entry, *Gas Chambers of Lidice*, was taken during her Czech Republic public and global health nursing practicum last summer.

APPOINTMENTS

Associate teaching professor **Karen de la Cruz** is now on the conference planning committee for the Transcultural Nursing Society; teaching professor **Dr. Sheri Palmer** was voted as its nominations committee vice chair.

Associate teaching professor **Dr. Sabrina Jarvis** was assigned to the UNP Nominations Committee.

Stacie Hunsaker was appointed to the Immunization Resources for Undergraduate Nursing (IRUN) committee, a Centers for Disease

Control and Prevention project to facilitate the integration of immunization teaching materials into undergraduate nursing education.

Cara Wiley, college advisement center supervisor, became the president of the Utah Advising Association.



Funding a Namesake Nursing Scholarship

HELLO!
I'm Honoring:

Berta

A BYU endowed scholarship is more than a donation. It's a chance to honor a loved one and create a legacy while making a difference for a student who may struggle to fund their education.

Rachel Yergensen (left) is the initial recipient of the **Berta C. Roland Scholarship**, which was established by Berta's business partner Linda Waide (right). Waide wanted to bless and lift nursing students who most need help. She also wanted to pay tribute to her deceased friend and former BYU college faculty member; both are notable coauthors of materials designed to help individuals successfully pass the licensure examinations for registered and practical nursing.

Just as exciting, Yergensen and Waide are both from Alabama. They recently met for lunch on campus and discussed the nursing legacy of Roland.

The meeting created an opportunity to build new friendships, review how the donation will bless others, and hear heartfelt gratitude directly from a recipient.

Funding for such scholarships allows the organizer to name their gift, whether for themselves, an organization, or a loved one. You can help other nursing students learn the Healer's art. To establish an endowed scholarship, contact Dean Patricia Ravert at 801-422-1167.

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