



# LEARNING THE Healer's art

BRIGHAM YOUNG UNIVERSITY COLLEGE OF NURSING | SPRING 2020

Compassion and  
the HEART of Caring

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# Saying Goodbye; My Success Came from Many

This will be my final message as dean of the College of Nursing at Brigham Young University. My time in this position found exciting challenges and unique opportunities—both for the college and me.

During the past eight years, I have seen our college flourish. We had a successful accreditation visit from the Commission on Collegiate Nursing Education, added roughly 512 alumni to our nursing association, and hired 21 faculty and 9 staff to our roster.

Growth came in many ways. With a \$4 million gift from the Fritz B. Burns Foundation, we reimagined what nursing simulation can become for our curriculum with high-fidelity manikins, cameras, and microphones. The expansion of the Mary Jane Rawlinson Geertsens Nursing Learning Center also allowed for the implementation of new resources for learning, including electronic health records, modules for end-of-life care, and expanded communication skills with incorporated TeamSTEPPS nomenclature. We found areas to showcase compassion through different activities, including sponsoring a yearly Utah Honor Flight, recognizing

a faculty member and a student each semester with a DAISY Award, and supporting an annual service activity making over 500 wigs for the Magic Yarn Project to benefit children with cancer.

**My heart is full, and I appreciate the relationships I have known in this position. I will always be honored and grateful to have served as your dean.**

Our stories found a voice through expanded social media channels, additional magazine publications, a college blog, and a yearly print calendar. All messages showcased the strength of our program, the abilities of faculty members, the educational uniqueness of students, and the generosity of donors to the college.

Most recently, we ended 2019 with Arizona philanthropist Mr. Ira A. Fulton making a \$1 million contribution to his already established Myrtie Fulton Mentored Learning Award. This fund allows the college to use the account's interest each year to provide nursing students with experiential learning opportunities as they work with faculty members who have received these grants. The projects conducted by recipient faculty members and their students significantly impact not only the patient populations but also the community.

Overall, I am pleased with the collective efforts of students, faculty, and alumni to expand the influence of the college as we practice the art of nursing and continue to learn the Healer's art.

This magazine features a story on areas in which to apply compassion and some highlights of my tenure as the college

dean. It also contains excerpts from our Homecoming-honored alumna, the latest recipients of the DAISY Awards, and mentored learning experiences from nursing students and faculty members.

The publication also features the scholarly works of Dr. Sheri Palmer and Dr. Neil Peterson, spotlights faculty member Dr. Peggy Anderson, introduces two new college professors, and includes a tribute to a beloved retired faculty member, Dr. Sabrina Jarvis.

As I reflect on my time as the college leader, I am quite mindful that my efforts and accomplishments come as a result of many individuals working to do their best to fulfill the mission and objectives of our organization. My heart is full, and I appreciate the relationships I have known in this position.

I will always be honored and grateful to have served as your dean. While it is hard to consider the appropriate time for retirement, I know the college will be in good hands with my replacement. (Watch for an announcement later this spring.) We can look forward to finding ways to support the new leadership team and will see many achievements from them in the coming years. 🇺🇸

**Patricia Ravert**  
Dean and Professor, BYU College of Nursing



# LEARNING THE Healer's art SPRING 2020



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## 2 Compassion Takes HEART

Nursing is a profession that incorporates both science and art. It is a gift that can be acquired through practice, kindness, and greater insight. Consider some areas that nursing faculty focus on to help students learn the Healer's art.



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## 8 Dean Ravert's Legacy

In August, Dr. Patricia Ravert will retire after 21 years of service to the university. Review some of her accomplishments and lasting influences on the College of Nursing.

## 18 Honored Alumni Award

Each year, Brigham Young University honors alumni with significant professional accomplishments from each college. Read excerpts from the lecture given by the college's 2019 recipient, Dr. Kelly Wosnik.



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The legacy of Dean Ravert will be the students, faculty, and alumni of the BYU College of Nursing; shown are 414 images submitted by various individuals.

Patricia Ravert, *Dean*  
Jane Lassetter, *Associate Dean*  
Katreena Merrill, *Associate Dean*  
Kathy Whitenight, *Assistant Dean*

Jeff L. Peery, *Editor*  
Jonathon Owen, *Associate Editor*  
Adam Johnson, *Art Director*

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

801-422-4143  
nursing.byu.edu  
nursingpr@byu.edu





**BY JEFF L. PEERY**

Photography by Zak Gowans

*“To show kindness to others, remember to use HEART. HEART—or hear, empathize, apologize, respond, and thank—allows anyone the ability to apply these attributes with compassion.”*

—DENISE CUMMINS

**LAST SUMMER,** my wife and I, as non-healthcare professionals, cared for a family member following a surgery. Our home's open floor plan allowed for mobility without stairs as well as healthcare support from us during her recovery.

Not long into the stay, my kindness waned with my patient for her lack of appreciation for my limited nursing skills (bandage wrapping, med dispensing, etc.). My charity was limited, and practicing compassion did not come easily for me. I wondered how nurses even develop this trait with their patients.

Associate teaching professor Dr. Michael Thomas shared this insight with me: “Some individuals possess a greater natural capacity to experience and exhibit compassion towards others. I think developing true compassion requires a change in perspective. I try to help students develop compassion by teaching them there is a reason for all behavior. Every human being has similar desires and needs, but some have learned to satisfy these needs in maladaptive ways. Taking time to understand someone else’s perspective enables us to develop empathy and act towards them in a nonjudgmental, compassionate manner.”

While my desires were good, I just needed practice applying compassion. Yes, there were dressings to change, but there were also fears to console, concerns to resolve, and reassurances to give.

Teaching professor Dr. Kent Blad (MS '99) reminded me that students are not taught these skills but are given opportunities to apply them in clinical settings. "We do this by practicing the art of nursing, not just science," he says. "At Brigham Young University, we call that the

Healer's art. Nursing is a wonderful profession because it incorporates both science and art. The characteristic of compassion is an art, not a science."

Another faculty member suggested that exhibiting this trait is more of a process. “I believe it is one of our Christlike attributes, an ability many people are not in touch with for their own unique special skill sets,” says associate teaching professor Dr. Leslie Miles (AS ’83, BS ’99). “The experiences students have in the classroom, in the simulation lab, and with patients at clinicals all help individuals to uncover their style and talent of being compassionate.”

One of assistant teaching professor Dr. Noreen Oeding's favorite stories of the Savior showing compassion is when He was on His way to heal His friend Lazarus (John 11). "The Savior took time to weep with family and friends before He raised Lazarus from the dead. He felt their pain and anguish after losing someone they all loved and exercised compassion in their most fragile moments. Students can apply this same type of love and compassion by sitting by their patients and families, reassuring them in difficult moments, and yes, even crying with them," Oeding says.

“To show kindness to others, remember to use HEART,” says assistant teaching professor Denise Cummins (AS ’83). It is a mnemonic about compassion when dealing with patients that she previously taught hospital staff. “HEART—or hear, empathize, apologize, respond, and thank—allows anyone the ability to apply these attributes with compassion.”

Let's consider each element.



Hear

In his book *The 7 Habits of Highly Effective People*, Dr. Stephen R. Covey lists habit five as “seek first to understand, then to be understood.” “Most people do not listen with the intent to understand; they listen with the intent to reply,” writes Dr. Covey.<sup>1</sup>

For nursing, empathetic listening is about really understanding the person who is talking to you. That means hearing them with an open mind and without judgment. Perhaps they mostly want to be heard and may not necessarily want you to provide a solution.

Assistant teaching professor Tracy Dustin provides this reflection: “I observed one of my students caring for a patient’s family in the ICU. The patient was very ill, and there had been a lot of traffic in the room attending to this patient throughout the day. Several times during the shift, I found my student sitting beside the family member in the corner of the room just talking. The student answered questions and provided information and comfort. The final interaction I saw was the student holding a family member’s hand. The student could have spent her time doing any other activity and instead noticed a need and selflessly went about caring for the patient’s family by listening to their needs. She under-



stood compassion and that it is about being other-centered.”

Another insight comes from associate teaching professor Dr. Shelly Reed (AS ’81, BS ’84): “We have assignments in our OB clinical that help students apply compassion. The first assignment is where students write up the story of their birth, as told by a parent. Part of this assignment is for their parents to share advice for nurses, and often the advice the parent has to give is related to compassion that a nurse did or did not show. These are powerful to students because it is something that happened to their parent at their birth.

“The second assignment is a postpartum diversity interview, where students sit down and interview two mothers about their birthing outcomes and then compare and contrast the experiences. This project is a compassionate one in and of itself. They learn a lot of lessons in these interviews, and I remind them as nurses to try to take time to sit and listen to patient experiences.”

Empathize

The Greater Good Science Center from the University of California, Berkeley, says that “the term ‘empathy’ is used to describe a wide range of experiences. Emotion researchers generally define

“Compassion is a gift of the Spirit that can be acquired in this life. It is developed by trying to pattern our lives after that of the Savior and following the principles He taught.”

—DENISE CUMMINS



empathy as the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling.”<sup>2</sup>

“In my dealings with students,” says Cummins, “I try to remember how I felt when I was a student, then treat them the way I would have liked to be treated.”

Dr. Reed feels that “the easiest way to teach compassion is to show compassion,” she says. “Next is to provide teaching opportunities where students can serve others and learn compassion through recognizing that others have needs and then meeting those needs. Finally, talking about these opportunities through debriefing and reflection exercises also helps students to learn to be compassionate.”

In pediatric clinical rotations, Dr. Oeding’s nursing students visit the NICU. She says, “This is a place that is very close to heaven as precious babies are born—some thriving and some that do not make it. It is a time and place where we rejoice and weep.”

On one occasion, she asked a student how her day was going, and the student replied, “This unit is different. I can feel something different, and it is sweet.” The student stood there with tears in her eyes, feeling love and charity for her little patients and their parents, along with the overwhelming spirit of compassion. Oeding believes her student felt what the Savior termed “bowels . . . filled with compassion” (3 Nephi 17:6).



Associate teaching professor Gaye Ray (AS ’81) also feels that empathy is an initial step toward compassion. “I believe the college provides unique learning experiences to help students empathize with others. In such things as poverty simulation, public and global health clinical practicum experiences, and case studies during lectures, nursing faculty design and provide opportunities to develop or enhance compassion.”

Teaching professor Karen Lundberg’s (AS ’79) philosophy: “I ask my N180 [an introduction to nursing course] students to define *nursing* or what it means to be a nurse. After they have written down a response, I tell them my definition of nursing. First, I read the story of the good Samaritan (Luke 10:30–35), and then I explain the ideas of a ‘compassionate stranger.’ Like the good Samaritan, I don’t know my patients, and I don’t know their families. I know nothing about them, but yet I feel compassion towards them. So I see myself as a compassionate stranger.”

Associate teaching professor Lacey Eden (BS ’02, MS ’09) instructs her graduate students working to become family nurse practitioners to listen to what they are asking their patients. She says: “In a standardized patient assessment, a clinical visit is simulated with an actor patient who has a new diagnosis of lupus. In the debriefing session, we discuss the importance of asking patients about their families and friends and what kind of support they will need. We teach students to invite the patient’s family members to attend the next office visit so they too can understand the course of the disease. I try

“I believe the college provides unique learning experiences to help students empathize with others. . . . Nursing faculty design and provide opportunities to develop or enhance compassion.”  
—GAYE RAY

to help the student recognize this need by imagining they were the patient, how would they feel if they had just been told they had lupus. Trying to understand the patient’s situation will improve the capacity for compassion.”

Apologize

“Two of my primary roles in my last position were helping patients/families after the patient was harmed by medical errors and handling grievances,” says Cummins. “My experiences in those roles helped me

recognize the importance of compassion in maintaining and healing relationships.”

She explains that there are very different meanings of the word *sorry*. One is relating to a medical mistake—“I/we messed up and acknowledge that.” And then there is a more empathic approach—“I’m sorry that happened to you” or “That is not what you were anticipating, and I’m sorry”—relating to things you have no control over or their outcome.

Using very specific adjectives with the latter lets an individual be more person-

DELIVERING DIFFICULT NEWS

In the second semester, students have the opportunity to practice compassion through simulated lab experiences. During one lab, students have to relate bad news to a patient who has just woken up from surgery. The patient’s surgeon has explained that her tumor was more extensive than they thought it would be, so the surgical team had to perform a colostomy. Unfortunately, the patient was still fairly sedated, and by the time the student nurse gets to the bedside for care, the patient has forgotten and does not want to believe the news. The students must be emotionally present and demonstrate genuine care and compassion for this patient as she learns that her greatest pre-operative fear has come to pass.

Through preparing simulated experiences, faculty in the College of Nursing at Brigham Young University strive to provide students opportunities to care for patients as whole people. Rather than only teaching skills in the skills lab, they embed the skills into real-life scenarios that challenge the students to think on their feet.

Students provide feedback about every lab. Below are some things students said about working with this scenario.

I like scenarios where I get to practice demonstrating empathy. This is one of my favorite parts of being a nurse—being someone that patients can trust and talk to and emotionally lean on for support.

I wish I knew better how to console the patient.

This lab helped me realize the importance of patient care, especially when they receive hard news.





*“Compassion is one of our Christlike attributes. . . . The experiences students have in the classroom, in the simulation lab, and with patients at clinicals all help individuals to uncover their style and talent of being compassionate.”*

—LESLIE MILES

able and allow a follow-up response from the patient.

One alumna shared an online response to this approach. Nurse Jen says, “Saying that sounds *x*, where *x* can be any description that’s relevant to the specifics of the person’s experience—difficult, overwhelming, sad, hectic, exciting, unexpected, etc.—leads to a more human response.”

For example: “How *frustrating!* Is there something I can do to assist?” or “That sounds *unexpected*. Do you want to talk about the situation?”

But when something upsetting happens to a patient, it can be difficult to know what to say. Even if you have not lost a spouse or been diagnosed with cancer yourself, you can consider what it would be like if those things had happened to you. That is what expressing regret in compassion looks like—connecting with the other person’s

pain and making an effort to understand how he or she might be feeling.

For example: To acknowledge their pain, say, “I can see how that would be difficult,” or to share how you feel, say, “My heart hurts for you,” and to be supportive, state, “I’m here for you.”

### Respond

There is no script for compassion; it is less about what you say and more about showing up and listening well.

“Students and nurses need to take time to feel—don’t rush so much you miss the greatest teacher of all time teaching you His compassion,” says Oeding. “Nurses have the blessing and gift to be a conduit from heaven for their patients as they exercise compassion and love.”

So how do nurses respond? Perhaps the best way is through a social touch, a gentle

placement of their hand on a shoulder or a soft grasp of another hand; by facial expressions, eye contact, or a needed smile; or by being present, just being there for the patient or their family at that moment.

Professor Dr. Renea Beckstrand (AS ’81, BS ’83, MS ’87) shared this tender experience: “I was working one afternoon at a local ICU when I received a new neurosurgery patient who had suffered sudden head trauma. The patient was young, with a spouse and a small child. The surgery confirmed the earlier MRI that this patient would not survive his head injury. My fellow staff nurse Nicole Lamoreaux (BS ’09, MS ’16) was also at that time my graduate student in the BYU FNP program. She came into the room and, without saying a word, put her hands gently on the distraught and grieving spouse’s shoulders. With tears running down Nicole’s face, she truly exemplified ‘mourn[ing] with those that mourn’ [Mosiah 18:9]. It was one of the most compassionate moments I have witnessed as a nurse.”

Dr. Miles encourages all to apply compassion in any hospital or clinical setting. “Be kind to everyone you meet, for everyone is fighting a great battle that you probably do not know.”

On understood.org, Amanda Morin writes, “You’re probably familiar with the Golden Rule: Treat others the way you want to be treated. But empathy relies on the Platinum Rule: Treat others the way they want—and need—to be treated. This approach puts the focus on understand-

ing what a person needs from you instead of what you *think* they need.”<sup>3</sup>

Morin also suggests not jumping immediately into “fix it” mode. “As teachers [or nurses], we are so used to fixing things that you may immediately try to find solutions. Sometimes, it is more useful to listen to and understand what’s wrong. Individuals might not even want you to fix the problem. After you understand the situation, you can talk with them about possible solutions and what support they may (or may not) want from you.”<sup>4</sup>

### Thank

Assistant professor Dr. Corinna Tanner believes an essential part of successful clinical practice is our outlook and honoring the humanity of our patients. She says, “The moment we dehumanize them as being ‘just a patient, just a case of pneumonia, just a knee replacement,’ etc., we dehumanize ourselves as being ‘just the nurse.’ When we see and value our patients as unique and precious individuals, compassion comes naturally. The care we provide is enhanced, and our work as nurses becomes deeply rewarding.”

Compassion goes hand in hand with gratitude by helping us move beyond feeling appreciation and encourages us to take action. Being thankful feels good, and there is science to support it. The Greater Good Science Center from the University of California, Berkeley, also published research suggesting that being thankful with compassion not only strengthens others, but it also improves us in these ways:



**Physical**—You can lower blood pressure, be less bothered by aches and pains, and have a stronger immune system.

**Social**—It encourages individuals to be more forgiving, more helpful, and more generous.

**Psychological**—Being compassionate leads to being more alert, awake, and having higher levels of positive emotions.<sup>5</sup>

### Summary

“I believe compassion is a gift of the Spirit that can be acquired in this life,” says Cummins. “It is developed by trying to pattern our lives after that of the Savior and following the principles He taught.”

Blad agrees that more than the spoken word, we learn compassion through others’ examples and actions. He has had many great examples of compassion in his life, which motivated him to seek the nursing profession as a career.

“The experience that changed me involved my father,” he says. “I had worked at the VA Medical Center for many years when my father began getting his care there, being a veteran of World War II. It started me thinking that, given the right scenario, my father could be one of the patients at any given time. Then it hit me that the patients I was caring for every day were someone’s father or son or brother, etc. I took a personal pledge at that time to treat every veteran patient that I cared for as if he or she was my father in that bed. That changed my

professional life. All patients deserve to be treated with the love and respect that we would give to our parents.”

For me, it was my patient. Her recovery success came with me: listening more, finding ways to empathize, being specific in my responses, being less quick to respond with comments not supporting the situation, and showing appreciation to my patient.

I believe that compassion is at the HEART of learning the Healer’s art. “Christ has compassion for all of us; that is why He atoned for our sins and died for us,” says Reed. “When we show compassion for others, we are just a little more like Him.”

#### NOTES

1. Stephen R. Covey, *The 7 Habits of Highly Effective People* (New York: Free Press, 2004), 239.
2. “What Is Empathy?” *Greater Good Magazine*, [greatergood.berkeley.edu/topic/empathy/definition](https://greatergood.berkeley.edu/topic/empathy/definition).
3. Amanda Morin, *The Everything Parent’s Guide to Special Education* (New York: Simon & Schuster, 2014), “7 Ways to Respond to Students with Empathy,” <https://understood.org/en/school-learning/for-educators/empathy/7-ways-to-respond-to-students-with-empathy>.
4. Morin, “7 Ways to Respond to Students with Empathy.”
5. Adapted from Robert Emmons, “Why Gratitude Is Good,” *Greater Good Magazine*, November 16, 2010, [https://greatergood.berkeley.edu/article/item/why\\_gratitude\\_is\\_good](https://greatergood.berkeley.edu/article/item/why_gratitude_is_good).

*“It hit me that the patients I was caring for every day were someone’s father or son or brother, etc. . . . All patients deserve to be treated with the love and respect that we would give to our parents.”*

—KENT BLAD



# We Are Her Legacy

BYU TO BID FAREWELL TO  
DEAN PATRICIA RAVERT



This coming August, the College of Nursing at Brigham Young University will say goodbye to an inspiring leader, confident supporter, and dear friend. Dean and professor Dr. Patricia Ravert (AS '74, BS '75, MS '94) is retiring after a long and fulfilling career. Her presence has impacted each of us individually. We are the ones that will carry on her mission. *We are her legacy.*

By Quincey Taylor

During the past eight years, much in the college has been modified or improved under Dean Ravert's guiding influence. She was the catalyst for many progressive changes to push the college to a higher academic standard. To highlight her impact, let's consider some of the areas she has affected during her tenure as dean.

Ravert became the dean of the College of Nursing on August 1, 2012, after serving as an associate dean for five years. Before that, she had a professional career with Intermountain Healthcare for over 20 years. She returned to BYU and obtained a master's degree in nursing administration in 1994 and later received a doctorate from the University of Utah in 2004. She joined the BYU faculty in 1999, teaching senior nursing courses and serving as the coordinator of the college's nursing and learning center (NLC) and clinical simulation laboratory.

She is a certified nurse educator and was inducted as a fellow with the National League for Nursing in 2010 and with the Academy of Nursing Education in 2011.

Ravert has a desire to prepare students for their clinical experiences adequately and has focused on high-fidelity simulation for many years. Her efforts to improve the college's simulation laboratories reflect her passion for the subject.

Under her guidance, the NLC was expanded in 2014 by 4,000 square feet (now totaling 11,000 square feet) and was renamed the Mary Jane Rawlinson Geertsens Nursing Learning Center after the college received a \$4 million gift from the Fritz B. Burns Foundation. The additions include six full-simulation rooms, four debriefing rooms, five exam rooms, a 10-bed skill lab, a four-bed walk-in lab, and two procedure training areas.

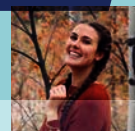
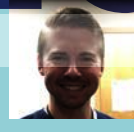
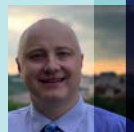
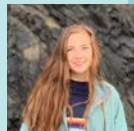
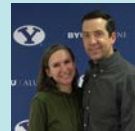
The increased space allows more students to have the opportunity to experience simulation regularly, as it operates approximately 70 hours each week with a staff of 26 student workers/registered nurses and two full-time employees. During the last academic year, there were 15,891 student encounters in the NLC (students spending at least 20 minutes in the lab) and 25,611 cumulative student hours.

The expansion of the NLC also incorporated new technology to make learning

encounters more realistic and valuable. This included adding 6 high-fidelity manikins, 14 mid-fidelity manikins, a birthing simulator, and pediatric and infant devices. The NLC uses high-tech equipment such as video cameras and microphones to capture student interactions for evaluative purposes. For example, an exam with a standardized patient in one room may be broadcast to the class in another area. Tablets and computers are used to control the cameras, manikins, and monitors. Electronic health records became a staple in simulation, preparing students for their first clinical experience and allowing them to enter the hospital setting adequately equipped to document care.

The NLC is a central and invaluable part of BYU's nursing program. During the six program semesters, each nursing student completes at least 50 simulations in the center. Students are immersed in a simulated environment and have more room to practice skills and can enjoy more hands-on opportunities than ever before.

Ravert's efforts to incorporate simulation into the college's curriculum were recognized in 2015 when she was listed as number 19 among the 30 most influen-







tial deans of nursing in the United States. Among the reasons for the selection are her work with simulation in nursing education as well as the high pass rates of undergraduate students taking the NCLEX-RN certification. Since 2013, the college has averaged a 96.9 percent first-time pass rate on the NCLEX-RN exam, with two quarters in 2018 resulting in 100 percent results.

Under Ravert's direction, assigned faculty members created the college creed, as well as renovated the college mission, vision, and values.

**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.

**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, and service.

**CREED** —The faculty, staff, and students of Brigham Young University College of Nursing seek to achieve a workplace 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, work together toward the goal of preparing nursing students for a promising professional future and a Christ-centered life.

## DEAN RAVERT

#19

OF THE 30 MOST INFLUENTIAL  
DEANS OF NURSING IN THE  
UNITED STATES  
(2015)

Ravert has brought many new faces to the college, adding to the college's wealth of collective knowledge and diversity with each individual. Out of the 39 current faculty members, Ravert hired 21 of them (with two more in process).

Additionally, she oversaw the implementation of a university-approved college rank and status document, outlining in detail the steps faculty members must take to receive tenure and advance as professors. For example, faculty members with PhD degrees are on the professorial track and focus on nursing research, while individuals with master's or DNP degrees are on a professional track and work on projects, present at conferences, and serve on national committees as they contribute to the nursing discipline.

She also hired 9 of the 11 current administrative and staff employees. The team Ravert has built over the years ensures that the college runs smoothly and that each student can have the best experience possible.

Over the years of Ravert's influence, college alumni and student relations have blossomed. Working with the college's public relations and communications manager Jeff Peery, Ravert increased the use of social media platforms for the college, including Facebook and Instagram. Both channels have experienced

considerable engagement from alumni and students. The college was named the 44th most social-media-friendly nursing school of 2018 by GraduateNursingEdu.org, which is impressive considering there are 996 baccalaureate programs in the United States according to the American Association of Colleges of Nursing. Keeping alumni and students informed about the college's successes was one of Ravert's priorities.

As part of improving the nursing alumni association experience, the number of alumni events has expanded. These new events include the Night of Nursing, speed "nurseworking" luncheons, alumni career night, the master's reunion, and the WIN Conference college reception, while the annual alumni service project each Homecoming weekend and the Women's Conference luncheon have continued. Amplified college publications have told the story of alumni and students, growing to include an annual college calendar, biannual college magazines, and the college blog, *Learning the Healer's Art*. Ravert believes each student has their own story and seeks to make every individual that comes in contact with the college feel appreciated and heard.

She was also responsible for partnering with the DAISY Foundation for the implementation of the DAISY Awards for

outstanding faculty and students. Each winter and fall semester, one student and one faculty member are recognized as individuals that show extraordinary compassion. These individuals are honored for the efforts they might have thought had gone unseen. By promoting selfless acts, Ravert has encouraged students to practice integrity and to love everyone with whom they come in contact.

Another significant change from her leadership is the expansion of sites for the clinical practicum of the public and global health nursing course to include the Czech Republic, Fiji, Finland, India, Samoa, Spain, and Vietnam. While the experiences still focus on learning unique healthcare systems and viewing community and cultural perspectives, each of these locations has offered

immeasurable benefits to students who immerse themselves in different ways of living. No country performs healthcare in the same way. Each site holds new ways students can glean nursing knowledge.

Nursing students are also able to teach nurses around the world new techniques to help save lives. For example, the 2018 Fiji section tutored local nurses and nursing students on how to help newborn babies breathe better, and the 2016 Samoan group worked with hospital leaders in American Samoa to teach intraosseous vascular access and practice IO insertions with their medical staff.

With each passing year, students have had the college's curriculum become ingrained in them. Students are eager to enter a program with such a stellar record. The BYU College of Nursing was named third among the 50 most progressive nursing school in 2016 by NursingSchoolHub.com, the number 1 most preferred nursing program in 2017 by TheKnowledgeReview.com, and the number 12 best college for nursing in 2019 by Niche.com. The college prides itself on accepting only the best students, taking into account their extracurricular and emotional intelligence along with their academics.

Ravert's replacement will be named later this spring. While we are confident Ravert will continue on an exciting new path in her life, we cannot help but miss her already. She has helped each person with whom she has come in contact to come unto Christ through her quiet acts of selflessness. Each person—whether student, faculty, staff, or alumni—will go on as part of her legacy, a history of love and devotion that will not be easily forgotten. 🇺🇸

## BY THE NUMBERS

*BYU College of Nursing during Dean Ravert's tenure*

96.9%

AVERAGE 1ST-TIME PASS RATE  
ON THE NCLEX-RN (SINCE 2013)

#3

OF THE 50 MOST  
PROGRESSIVE NURSING SCHOOLS  
(2016, NursingSchoolHub.com)

#1

MOST PREFERRED  
NURSING PROGRAM  
(2017, TheKnowledgeReview.com)

#12

BEST COLLEGE FOR NURSING  
(2019, Niche.com)

#44

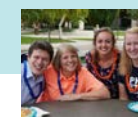
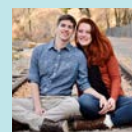
MOST SOCIAL-MEDIA-FRIENDLY  
NURSING SCHOOL (OF 996)  
(2018, GraduateNursingEdu.org)

**NLC Expanded by 4,000 square feet; it also added**

6 full-simulation rooms  
4 debriefing rooms  
5 exam rooms  
10-bed skill lab  
4-bed walk-in lab

2 procedure training areas  
6 high-fidelity manikins  
14 mid-fidelity manikins  
1 birthing simulator

PHOTOS OF DEAN RAVERT BY MARK A. PHILBRICK







# More Inspiring Learning Experiences

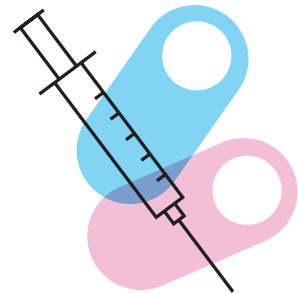
## Improving Parental Acceptance of Immunization in the Newborn Intensive Care Unit

To date, very few research studies have investigated parental education about immunizations in a newborn intensive care unit (NICU). To support NICU immunizations, associate teaching professor Lacey M. Eden (BS '02, MS '09) has researched effective ways to educate parents. In 2018, she received a college grant to fund a project to share print materials with them.

Last year, she received additional money for the project. The goal of this funding was not only to expand the study to another hospital but to create opportunities for graduate nursing students to mentor undergraduate nursing students through literature review and data collection.

Eden has worked with graduate students Leslie R. Huggins (MS '16) and Emily Dunn (BS '09, MS '17). Each has participated in studies to expand immunizations in the NICU.

Now, with additional experiential learning funding, Eden has been able to involve four undergraduate nursing students in her work: Julia Bedont (BS '19), Kimi Stevenson (BS '19), Allison Hyer (semester four), and Meg McDowell (semester four). Together, Eden and the students prepared an educational handout for parents with infants in the NICU of Primary Children's Hospital in Salt Lake City. The handout includes specific information regarding the safety of vaccines for preterm and low-birth-weight infants and why the recommended timing of vaccines and community immunity are important. Participants in the study received a pre- and postquestionnaire regarding the understanding of safety and the importance of vaccinating infants in the NICU.



Data collection continued through 2019. Once the results and outcomes are analyzed, Eden plans to have at least two of the students share the results with her at a national immunization conference in Washington, DC. She also will submit the study to the *Journal of Neonatal Nursing* for publication and will include the students as coauthors in the article.

## Pain Control Using Korean Hand Therapy

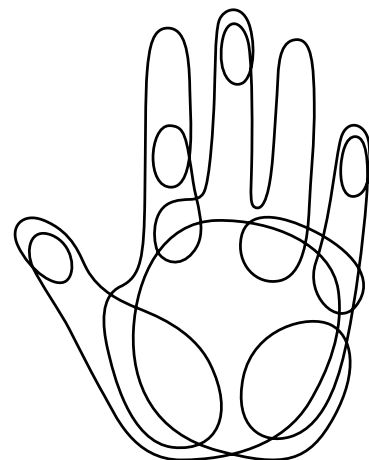
For the past 30 years, assistant teaching professor Rod Newman (BS '79, MS '82) has been a successful cardiac nurse practitioner in Utah County. When he joined the BYU College of Nursing faculty two years ago, he wanted to share his knowledge of excellent patient care with the graduate students he taught. Newman has been researching alternative healing techniques in order to reduce prescribed medications. One way he's sharing his knowledge and research is by mentoring A-Hui A. Fetzer (graduate student year two), who is using this topic as a subject for her master's thesis.

Korean hand therapy (KHT) is a relatively new form of acupressure/acupuncture in traditional Asian medicine. It is a system that maps a complete micro-meridian of organs, muscle groups, and skeletal systems onto the hands. The KHT system is easy to apply. For example, if

you have a sore throat, you locate a corresponding point of your middle finger and apply pressure. The pain from the sore throat may decrease. Studies have shown that KHT and acupuncture have had positive results in pain control in other painful conditions.

With this easy-to-learn technique, needles are not used. KHT can complement Western medicine by alleviating pain and promoting recovery and by lessening nausea and other side effects of chemotherapy in cancer patients so that patients can continue to receive treatment. Healthcare professionals can integrate this technique into their practice, and it is easy to use for self-treatment of pain. No prior acupuncture training is required.

Newman's mentored learning college grants allowed him to train assistants, one graduate student and two undergraduate students in KHT. It also funded the cost of purchasing the assessment tools, conducting the research, and disseminating the research through a presentation by the students at a conference. In the process, the students were mentored and trained in assessing, identifying, and administering KHT for the patient.



## Enhancing a Baccalaureate Nursing Program Through the Integration of Global Women's Studies

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

When associate dean and associate professor Dr. Katreena C. Merrill (AS '83, BS '85) received funding from the Myrtie Fulton Mentored Learning Award, the first thing she thought of was how to bring awareness of the GWS initiative to as many undergraduate students as possible.

Nursing students can complete this minor without delaying graduation or adding too many extra classes to their schedule. It requires only one three-credit introduction course, two one-credit colloquium classes, two three-credit electives 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.

Merrill believes that receiving a minor in global women's studies will encourage nursing students to become better nurses. To promote the initiative, Merrill found three students interested in the minor: Electra Cochran (semester five), Emma Beaumont (semester four), and Harper Forsgren (semester four). As part of the research award, these students received a scholarship to participate in a study abroad in England at the BYU London Centre, where they completed one of the GWS minor courses.

Beaumont says this of her opportunity: "Today, we went to the Florence Nightingale Museum and came away feeling so much more grateful for the contributions Nightingale made, not only to nursing but to so many other fields as well! It was truly inspiring. Tomorrow, we are going to Bletchley Park, where women broke the code for World War II. It is empowering to visit places and listen to speakers about such fascinating topics that are directly related to nursing."

Of her experiences, Cochran says: "I



Left to right: Nursing students Electra Cochran, Emma Beaumont, and Harper Forsgren visit the Florence Nightingale Museum in London.

plan to become a nurse practitioner in women's health, and this study abroad helped me to bring this goal into a lens of reality. Baroness Nicholson, the founder of the AMAR Foundation, told us that the most important thing we as students can do right now is develop our talents with a motive to help and create a place in our hearts for those who don't have the opportunity to gain an education. Out of the billions of women in this world, I am one of the few to have an education and one of the fewer to have the gospel. This privilege suddenly becomes a mandate when I think about it that way. I am very

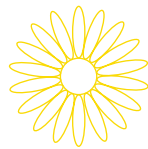
optimistic about the future, and I can't wait to use my talents to make a difference in the world."

Since returning home, the students have given two presentations on the experience and have recruited more than 40 students to complete the new minor. Merrill and her students have also established a nursing group—NEW (Nurses Empowering Women)—that meets monthly with interested students to discuss women's issues and how they relate to healthcare and being a future nurse. +

**"Out of the billions of women in this world, I am one of the few to have an education and one of the fewer to have the gospel. This privilege suddenly becomes a mandate when I think about it that way. I am very optimistic about the future, and I can't wait to use my talents to make a difference in the world."**

**—ELECTRA COCHRAN**





## 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 Award for Extraordinary Nursing Faculty

**STACIE HUNSAKER RN, MSN, CEN, CPEN, CNE**

Associate teaching professor Stacie Hunsaker received DAISY Award entries from several students, each one testifying of her compassion in nursing.

Student Hannah Hoffman says, “I spent time with Stacie during a veteran clinical practicum. One Sunday while in Washington, DC, an older woman fell leaving the church building and twisted her ankle. Stacie first addressed the immediate medical concern but then took the time to listen to the women’s concerns, calm her fears, and ease her anxiety.”



The college recognizes compassionate individuals each semester. Pictured are Stacie Hunsaker (left), Dean Patricia Ravert (middle), and Allison Noel (right).

Another nomination says, “I had only been in Stacie’s class for three weeks when I was admitted to the hospital. Stacie took time out of her busy schedule to visit me there; it meant the world to me. The care, concern, and compassion Stacie has for individuals are exemplary and beyond admirable!”

An additional student shares, “Stacie goes above and beyond to help those around her thrive. She took the time to tell me my strengths and applaud me, helping me to feel confident at a time that I was struggling to feel competent. She shared experiences from when she was a young nurse and then laughed! The situation helped me realize that we could laugh at mistakes and the things we were stressing [about].”

Emily Henstrom, another student, says, “During the third semester, Stacie would set a lunchtime for her clinical group, not because she had to but because she wanted to spend those moments with us and get to know us. She has shown me so much love since I met her, and I can’t imagine my college experience without her.”

### The DAISY Award for Extraordinary Nursing Students

**ALLISON BINGHAM NOEL SN**

Sixth-semester nursing student Allison Noel from Eagle, Idaho, was nominated by her peer Keeley Austin, who writes, “Any person who meets Alli knows she is a special person. She has an infectious positive attitude and a laugh that makes everyone smile. I attended my global health clinical practicum with Alli in Fiji, and every day I became more impressed with her ability to connect with others. She became a role model for me as she found the ones who were in need and addressed those needs with her talents.”



Capstone nursing student Allison Noel makes a new friend in Fiji.

During their clinical practicum, Noel and Austin had assignments to teach a group of third-grade Fijian students about the human body. Many of their activities required the children to jump, run, and dance, but they did not account for any children who might have disabilities. Austin continues, “When we started the lessons, I saw Alli sitting at the back of the group with a student in a wheelchair. She was attentive and helped that student participate in ways that were adjusted to meet his needs. I couldn’t believe how quickly she was able to assess the situation and find a solution.”

Noel constantly looks outward, so when she is faced with situations like this one, she adapts well. Austin and peers know they can be the kinds of nurses that

don’t just go through the motions. They can follow Noel’s example of compassion by seeking out and addressing individuals’ needs.

Hunsaker and Noel were presented with a unique sculpture as a symbol of their recognition. The small stone statue is called *A Healer’s Touch*. Each piece is hand carved by members of the Shona tribe in Zimbabwe.

Both individuals received their honors at the college’s annual scholarly works conference in October 2019. 🌟

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.



# Alumni Updates



As part of the nursing master’s alumni reunion last November, **Brand P. Reynolds (BS ’94, MS ’98)** was honored with the 2019 Preceptor of the Year Award from the College of Nursing at Brigham Young University. As a nurse practitioner, he has been a preceptor to college graduate students for at least two semesters a year for over eight years. He is a great example of the difference a nurse practitioner in independent practice can make in a community. Don’t miss our next master’s alumni reunion on November 10, 2020.

**Julie A. Postma (BS ’74)** recently served as a mission nurse specialist for the New York New York South Mission of The Church of Jesus Christ of Latter-day Saints. She oversaw triage and coordination of medical care for the young missionaries.

**Tammy R. Ferney (AS ’78)** has spent over 30 years improving the health of women and children. She currently is the nurse manager of the mother/baby unit at Dixie Regional Medical Center in St. George, Utah. For the past decade she has also been an instructor with Latter-day Saint Charities, teaching neonatal resuscitation to healthcare workers in numerous countries.

**Valerie Winegar (AS ’79)** is celebrating 40 years as a registered nurse with Intermountain Healthcare.

**Helen M. Taylor (BS ’80)** is the owner and director of nursing at the Professional Medical Careers Institute School of Nursing in Westlake Village, California. She graduated from Ventura College of Law with a juris doctor degree in 2003 and for the past 13 years has worked to improve the education offered to nursing students in the greater Los Angeles area.

**Deanne E. Welch (AS ’80)**, a registered nurse case manager at Stanford University Medical Center, was published in a peer-reviewed journal for case management and transitions of care professionals: Sullivan, M., Kohne, L., Baum, G., Craig, G., & Welch, D. (2019). A technical solution to Medicare inpatient-only write-offs. *Collaborative Case Management*, 69.

**Susan Butler (AS ’83)** is a talent acquisition manager in Salt Lake City and oversees nurse recruitment for Intermountain Healthcare.

**Marianne Craven (AS ’83, BS ’84)** is celebrating 25 years with the Department of Nursing at Utah Valley University in Orem, Utah. She recently served as a committee chair to implement its new MSN program, helping to develop the curriculum and assess program and student learning outcomes.

**Jacqueline D. Grange (’83)** is currently serving as a mission nurse specialist for The Church of Jesus Christ of Latter-day Saints. While living in Brush Prairie, Washington, she gives phone triage, case management, missionary support, and encouragement for those assigned to the Oregon Portland Mission.

**Angela Curtis Page (AS ’83, BS ’85, MS ’90)** is the pediatrics course chair and a full-time faculty member for Weber State University’s family nurse practitioner program. She supervises students in their clinical rotation with preceptors, in a Head Start program, and at NUAMES (Northern Utah Academy for Mathematics, Engineering, and Science), an early college high school partnered with Weber State University.

**Alice R. Adams (BS ’86)** works as a NICU assistant nurse manager for Intermountain Medical Center in Murray, Utah. Besides supporting unit coordinators and patient care techs, she manages a team of 150 registered nurses.

**Sherrie C. Openshaw (BS ’86)** is a nursing project coordinator at Intermountain Healthcare and oversees data needs for surgical services in nine hospitals.

**Sharon Sumner (BS ’86)** is approaching 30 years as an infection preventionist at Intermountain Healthcare.

**Kristine P. Black (BS ’90)** has worked with the Utah County Health Department for the last 25 years as an epidemiology registered nurse, helping mothers affected by substance abuse through the Baby Your Baby initiative.

**Marie M. Prothero (MS ’96)** is now the nurse executive and director of patient care services for Shriners Hospitals for Children in Salt Lake City, Utah. She is planning to obtain a doctor of philosophy degree in May 2020 from the University of Utah.

**Diane Kendall (MS ’97)** has spent the past two decades as a nurse practitioner (the last year with OptumCare and the other 19 years with Intermountain Healthcare). She received her doctor of nursing practice from the University of Utah.

**Terri C. Hunter (BS ’99)** is nearing her fifth year as a nurse administrator for American Fork Hospital. She recently started a doctor of nursing practice degree in organizational leadership from the University of Utah and will graduate in 2021.

**Anja Baldree (BS ’00)** is completing her first year as a clinic nurse manager for the U.S. Department of Veterans Affairs in Idaho Falls, Idaho.

ZAK GOWANS

**Joshua Nunnery (BS ’06)**, for the past decade, has enjoyed being a certified registered nurse anesthetist for Henry Community Health in New Castle, Indiana.

**Jeff A. Goss (MS ’07)** is a nurse practitioner for Intermountain Healthcare in the Salt Lake City area and supports the heart failure and transplant teams’ efforts.

**Jasmine S. Bean (’10)** is finishing a family nurse practitioner degree at the University of Southern California.

**Candice Rountree (BS ’10)** is in her fourth year as a physician assistant with a

congestive heart failure unit at Saint Francis Hospital and Medical Center in the Greater New York City area.

**Sarah Davis (BS ’11, MS ’18)** started working as a family nurse practitioner for Brigham Young University’s Student Health Center. As a graduate student, she worked with assistant professor Dr. Deborah Himes to explore breast cancer genetics in cancer families.

**Laura B. Larson (MS ’14)** is a family nurse practitioner at the Neighborhood Christian Clinic in Phoenix, Arizona. She completed a doctor of nursing practice degree from the University of Nevada, Las Vegas, last year.

**Jared Cowley (BS ’15)** is the RN transplant coordinator and program administrator for the Utah Amyloidosis Program at the Huntsman Cancer Institute. He also recently finished his MBA from the University of Utah with a certificate in healthcare management.

## New promotion? Advanced degree? Recently published?

Let your peers across the country know of your success and status. Email [nursingpr@byu.edu](mailto: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.

**Avon Lucille Peterson Anderson (BS ’57)**; Alpine, UT. After graduating from Brigham Young University, Avon worked as a registered nurse for 45 years. She held jobs in Utah, California, and Washington, working with critical care patients, supervising a 60-bed hospital, and functioning as a case nurse for the Shelton County Health Department. She and her husband, Donald, have six children. Avon, 83, died July 2019.

**Kathryn Blomquist McAllister (BS ’57)**; Layton, UT. After graduation, Kathryn worked as a registered nurse. At age 42, she was recruited into the Utah National Guard and became the chief nurse for a mobile operating room and hospital. She taught soldiers how to scrub for surgeries and to provide other healthcare techniques. She retired as a lieutenant colonel. Following military service, she spent nearly 40 years as a nurse in the operating room of LDS Hospital. Kathryn was integral to the development of a transplant team for Intermountain Healthcare. She worked closely with physicians at the University of Utah to perfect surgical techniques for the first liver transplant team in the Western United States. She and her husband, Richard, have 4 children, 11 grandchildren, and 28 great-grandchildren. Kathryn, 85, died September 2019.

**Gloria Dawn Martin Cerny (BS ’60)**; Cowpens, SC. Gloria was a retired home health nurse supervisor. She and her husband, Charles, have three children,

five grandchildren, and seven great-grandchildren. Gloria, 80, died September 2018.

**Carol Louise Gadd Kingsolver (BS ’61, MS ’88)**; While attending high school, Carol worked as a nurse’s aide, which helped her decide to become a nurse. After attending BYU, Carol worked as a nurse at Utah Valley Hospital and was later an instructor in the College of Nursing, during which time she also earned her master’s degree. She and her husband, Donald, have two sons and six grandchildren. Carol, 80, died July 2019.

**Sharron Gail Cartwright McMurdie (AS ’66)**; Avondale, AZ. She and her husband, John, have 4 children, 20 grandchildren, and 4 great-grandchildren. Sharron, 74, died August 2019.

**Judy Ann Hamilton Carr (AS ’69)**; Draper, UT. She and her husband, Dee, have 4 children, 15 grandchildren, and a great-grandchild. Judy, 72, died September 2019.

**Joanette Ann Bourg Wallin (AS ’69)**; Salt Lake City, UT. Joanette spent her career as a nurse working for Intermountain Healthcare, where she was instrumental in the launch of its instacare program. She and her husband, Robert, have three children and three grandchildren. Joanette, 72, died August 2019.

**Lynn Ellen Adamson Peterson (BS ’70)**; Elmhurst, IL. Lynn, 71, died June 2019.

**Elna England Worthington (AS ’72)**; Washington, UT. After her spouse died, Elna returned to school to complete her nursing degree. She then worked at Pioneer Valley Hospital for 18 years. She and her husband, Ivan, have 6 children, 27 grandchildren,

47 great-grandchildren, and 4 great-great-grandchildren. Elna, 97, died August 2019.

**Gregory Eugene Chester (AS ’75, BS ’77)**; Lindon, UT. Gregory studied nursing at Brigham Young University and later became a family nurse practitioner. Much of his career was spent in the mental health field as a psychiatric nurse practitioner. He also worked as a family nurse practitioner for the Utah and Salt Lake County Health Departments. He and his wife, Susan, have six children and six grandchildren. Gregory, 71, died August 2019.

**Barbara Ann Smith Boyle (AS ’76)**; Orem, UT. She worked as a psychiatric nurse at Utah Valley Hospital. She has three children. Barbara, 83, died October 2019.

**Judith Lyn Newkirk Close (AS ’76)**; Uintah, UT. After graduation, Judy specialized in labor and delivery and was selected as a top nurse in Ogden by the International Nurses Association. She and her husband, Dickie, have 6 children, 16 grandchildren, and a great-grandchild. Judith, 63, died March 2019.

**Doris Lorraine Hale Jepperson (AS ’77)**; West Jordan, UT. When Doris was in her 40s, she decided to fulfill a lifelong dream and go to nursing school at BYU. She worked for and retired from Union Pacific Railroad’s medical office. After retiring, she worked at the Betty Ford Center and Highland Ridge Hospital. Doris, 98, died October 2019.

**Verla Rae McArthur Smyth (BS ’88)**; Washington, UT. She and her husband, David, have two daughters and one grandchild. Verla, 56, died November 2019.



# Rely on the Lord

By **Kelly K. Wosnik DNP, NP-C**

*Excerpts from her BYU Homecoming 2019 address*

“We all have a story. And even if you do not feel like yours is anything unique or different, we all make a difference in people’s lives,” says Dr. Kelly K. Wosnik (BS ’99, MS ’03).

In October 2019, Wosnik received the university’s Alumni Achievement Award from the College of Nursing in recognition of her contribution to the nursing profession. Wosnik, a nurse practitioner

**“Rely on the Lord. You can try on your own, but I guarantee that you cannot succeed without His help.”**

ner and founder of Bristol Health, first learned about medicine as a patient, not as a provider. Born with a genetic condition called cleidocranial dysplasia (CCD) that affects teeth and most of the bones in the body, she underwent many difficult surgeries while growing up. Her experiences led her to study nursing at BYU, where she was befriended and mentored by caring faculty.

“One day, a nursing instructor talked with me in the elevator,” Wosnik recalls. “She asked about my intentions after graduation, and I told her my passion was to work in an emergency room. Many people had already told me that hospitals do not hire new nurses for their ERs, as you must first gain experience on the floor—and I did not want to work on the floor. This wise professor turned to me and without hesitation said, ‘They’ll hire you!’”

Confidence from a mentor and gentle reassurances can make a huge difference

to anyone. “I’ve had a lot of those reassuring people throughout my life,” she says. “The biggest thing is to rely on the Lord. You can try on your own, but I guarantee that you cannot succeed without His help.”

And anyone who works with Wosnik knows she says quite frequently, “I don’t know what I’m doing. I’m just doing it. And the Lord assists. The one thing I know for sure is that Heavenly Father does know *all* and that He knows how to help me do it.”

Wosnik completed the family nurse practitioner program at BYU in 2003, graduating as valedictorian. In 2009, she earned a DNP from the University of Utah. Since then, she has established an on-site medical clinic for Mountain Country Foods, a dog food treat manufacturer with more than 400 employees. She now employs 20 people through her own clinic as she bridges family medicine and psychiatry to meet patients’ mental health needs.

As part of her master’s thesis on CCD, she found dozens of people with similar experiences to hers. (The congenital disability affects approximately one in a million births.) There was limited medical information about it. Most of the time, those living with it were teaching doctors about their symptoms and conditions.

In 2017, to develop awareness for CCD and support those with the condition,



she established the nonprofit organization CCD Smiles. To help promote the resources, she teamed up with Gaten Matarazzo, the actor who plays Dustin on *Stranger Things*, who also has the disorder.

In her 2019 BYU Homecoming address, she told lecture attendees that “each of us is broken. I can testify that you do not have to be perfect—emotionally or physically—to help others.

You also need not be the smartest or the most qualified. We are promised that as we trust in the Lord, He will make weak things strong in His own time.”

**“Each of us is broken. I can testify that you do not have to be perfect—emotionally or physically—to help others. . . . We are promised that as we trust in the Lord, He will make weak things strong in His own time.”**

She often says that her heart is not big enough to continue caring for so many. “It’s so hard to show the emotional strength to help people with depression, anxiety, heartache, or CCD. But [the Lord] continues giving strength to me, and I feel connected to Him. When I walk into my clinic, it is almost like having Heavenly Father right there helping me,” she concludes. “I love mental health.” ☒

# Caring for His Children

By **Lyndee Johns**

“I’m not very exciting,” claims associate teaching professor Dr. Peggy H. Anderson (AS ’83, BS ’99, MS ’01). “I’m just kind of a normal person that comes in and gets her work done.” But anyone that knows about her dedication, her compassion, and her love of service knows there’s much more to her than that.

ZAK GOWANS



BYU PHOTO

students work with at-risk populations, which includes refugees, immigrants, and the incarcerated.

Her work with the prison began about 15 years ago when she was called as a Relief Society president for the Utah State Prison. “I’ve always volunteered in the community, but this was perhaps the most life changing,” Anderson says.

One experience from this time particularly stands out to her. She had decided that for this Relief Society meeting, they would teach the sisters the words to Primary songs. The first song, “A Child’s Prayer,” caused a sister who was at the meeting for the first time to start weeping. “By the time we got to the end of the song, we’re all crying,” Anderson says. When asked to share

her story, the sister talked about the first time she was in jail. She had been in a cell, awaiting her sentencing, when she heard the song “A Child’s Prayer.” Despite never having been religious, she had knelt in her cell to say her first prayer. During this prayer, she had asked to learn the words to that song. The song is now a staple of the yearly fireside at the prison.

Anderson also volunteered for the Bedtime Stories program, which allows incarcerated women to record themselves reading bedtime stories for their children or grandchildren. Inspired by her experiences at the prison, Anderson created the global health clinical practicum curriculum.

She didn’t always plan to go into nursing. Her initial interest was with special education; she became confident that the child development discussions she’d had at the dinner table with her mother, a

**“I’ve always volunteered in the community, but [serving in the Utah State Prison] was perhaps the most life changing.”**

pediatric nurse, was a good substitute for going to classes. However, a conversation with her father would change the course of her life. Her father reminded her that she needed to go to classes but then stated, “With your specific characteristics and attributes and desires, nursing [would] probably be a good fit for you.”

That conversation led her to apply for nursing school—a decision Anderson describes as “the absolute correct choice.” After graduating, she worked in pediatrics and then moved to a surgical center. She became a clinical educator for surgical services, and BYU later reached out to her, asking her to work with clinical students.

Anderson is a woman of service. Even during her limited free time, she continues to serve her ward and her community, to teach Primary, and to help refugee women learn how to sew.

When not working, teaching, or volunteering, Anderson enjoys spending time with her family of 8 children and 17 grandchildren. She also loves to read and to sew, and she plans to extend her hobbies with her new quilting machine.

Her love for the Lord and her students is apparent. She admonished students to be engaged in their work, to be open to promptings, and to look for tender mercies during their classes and their careers. “I have such a testimony of nursing, and I just feel so strongly that the Lord has a tender place in His heart for nurses because we care for His children.” ☒



# New Faculty

Two new faculty members recently joined the College of Nursing, and two beloved individuals are leaving.

## Sharing His Love for Haiti

Marc-Aurel Martial, Assistant Professor, PhD, MPH, RN



Assistant professor Dr. Marc-Aurel Martial (BS '00) was born to some of the first Church members in Haiti. He is married to his college sweetheart and is the father of three children whose ages range from 21 to 2. His passion for helping others has led to a successful career in the nursing field, and he adds a light to the College of Nursing.

After graduating with a bachelor's degree in nursing from Brigham Young University in 2000, Martial became a registered nurse

in the adult intensive care unit of the Banner Desert Medical Center in Mesa, Arizona, later switching to Hospice Family Care.

He returned to BYU to complete his master of public health, graduating in 2004. This experience prepared him for the rigor of working in the intensive care unit at the University of Utah Hospital.

But Martial never forgot his origins. He organized humanitarian health missions to Haiti and the Dominican Republic for seven years. He impacted the lives of many through International Aid Serving Kids, an organization that has provided care to over 21,000 impoverished children and their caretakers. This led to him establishing the Haiti Health Initiative in Orem, a nonprofit raising awareness about the needs of Haiti's citizens. Additionally, he served as the Haitian Creole language coordinator for the translation department of The Church of Jesus Christ of Latter-day Saints for over a decade.

In 2004, Martial continued his volunteer work by serving as a float nurse in the Timpanogos Regional Hospital, serving as an intern at the Canadian Council for Tobacco Control, and becoming a site regulatory coordinator for multiple hospitals in Utah.

Later, he continued his education by pursuing a doctor of philosophy in nursing from the University of Utah, from which he graduated in August 2019. While in school, he worked as a graduate research assistant, analyzing data and presenting his findings at different conferences. In 2016, he became a clinical instructor for nursing students at the University of Utah, teaching and managing various undergraduate and graduate courses.

Martial loves to play racquetball and soccer, and he enjoys having more time to do so after finishing his PhD. He keeps an avid journal and advocates for adoption, the means by which his family grew by two people. 📌

## Empowering Others in Her Situation

Corinna Tanner, Assistant Professor, PhD, RN



Sometimes, circumstances in life push you right in the direction that you need to go. For assistant professor Dr. Corinna Tanner, that is precisely the case. Tanner was diagnosed with Stargardt disease, a genetic condition that causes progressive damage to the macula, the area of the eye that is responsible for straight-

ahead vision. This means that those affected can only see out of their peripheral vision.

It wasn't until later in her life that Tanner fell in love with nursing. As a young single mother, she began school at Metropolitan State University, where she received a bachelor of science in health science in 2005. However, Tanner was not done. She went on to earn another bachelor of science in nursing from the University of Colorado in 2006, followed by a master's degree in nursing from the same university in 2008.

Tanner's desire to serve the public that she was a part of expanded. Having grown up understanding the obstacles those with a vision impairment face, she began to work as a sensory impairment specialist for the Division of Services for the Blind and Visually Impaired in Utah. That role led her to an opportunity at the John A. Moran Eye Center at the University of Utah Hospital to teach as a health educator, where she continues to teach the visually impaired to be empowered from their circumstances.

Last fall, she led Grand Rounds for the University of Utah's Department of Ophthalmology and Visual Sciences, reframing expectations of visually impaired older adults. She also oversees a clinical practicum for the nursing care of older adults in Provo and recently completed a post-master's gerontology certificate from the University of Utah.

Her experiences working with the blind inspired her to further her education in nursing. Through her hard work, Tanner graduated last summer with a PhD in nursing from the University of Utah.

Having completed her doctorate, she now focuses abroad, teaming up with assistant professor Dr. Neil Peterson to establish training programs and health initiatives for the visually impaired in the country of Barbados.

Tanner has four children, but she has only a five-year-old to keep her and her husband company at home. She enjoys going to concerts, traveling with her family, and maintaining a small garden. 📌

# Retiring Faculty

## A Nursing Example of Service and Caring

Sabrina D. Jarvis, Associate Teaching Professor, DNP, FNP-BC, ACNP-BC, FAANP



ZAK GOWANS

Never one to stop learning, associate teaching professor Dr. Sabrina Jarvis took an educational path that reflects her celebrated dedication and hard work. She received an associate's degree in nursing from Cochise College in Douglas, Arizona, in 1976 and a bachelor's degree in nursing from Grandview College in Des Moines, Iowa, in 1985. In 1990 she received her nursing master's degree from BYU, where she was honored as valedictorian. She completed her doctor

of nursing practice from the University of Utah in 2009.

For more than 40 years, Jarvis has worked as a nurse in many settings, including piloting the nurse practitioner role in the adult surgical intensive care unit at the Veterans Medical Center Hospital in Salt Lake. She received its Surgical Service Excellence Award in 1991 and two national recognitions from the Department of Veterans Affairs. She enjoys the challenges of caring for critically ill patients and giving service to veterans as a certified family and acute-care nurse practitioner at the Center for Change Psychiatric Hospital in Orem, Utah.

Her academic career began as a part-time clinical instructor for the University of Utah in 1992 and continued with Salt Lake Community College. She started at BYU in 2001 as an adjunct faculty member and became an assistant teaching professor in 2008. She became an associate teaching professor in 2014 and spent the last six years mentoring graduate students.

Jarvis obtained a presidential citation from the Society of Critical Care Medicine (SCCM) in 2013 and received two recognitions from Utah Nurse Practitioners: Excellence in Education in 2006 and Excellence in Clinical Practice in 2007. As an honor to her significant career achievements, she became a fellow in the American Academy of Nurse Practitioners in 2011.

Her creative works are just as impressive, with 7 manuscripts reviewed, 5 articles published in peer-reviewed journals, 6 book chapters published, 3 invited online educational modules developed, and over 20 invited podium presentations given during her career. (Some SCCM annual lectures involved keeping the material fresh and exciting for over six hours at a time!)

Jarvis looks forward to more road trips and adventures with family and friends, traveling in her convertible car, enjoying her fur babies (two dogs and a cat), and gardening. But she will always enjoy her time at BYU. 📌

## Forever a Leader, Advocate, and College Friend

Patricia K. Ravert, Professor, PhD, RN, CNE, ANEF, FAAN



Professor Dr. Patricia Ravert (AS '74, BS '75, MS '94) has been on the faculty at BYU since 1999 and was appointed the dean of the College of Nursing in 2012. She has also served as the undergraduate associate dean and the coordinator of the nursing learning center and clinical simulation laboratory.

Ravert received her associate's, bachelor's, and master's degrees in nursing from BYU, after which she received her doctorate from the University of Utah in 2004.

Before coming to BYU, she was employed as a registered nurse in various roles with Intermountain Healthcare from 1974 to 1999. She currently volunteers as a member of its corporate board of trustees and professional standards committee and as a member of its Utah County hospital board of trustees.

Her example is felt in many ways. In 2015, she was listed as number 19 among the 30 most influential deans of nursing in the United States. The reasons for selection include her work with simulation in nursing education as well as the high pass rates of undergraduate students taking the NCLEX-RN certification (95.4 percent for 2019). She was also a key player in the college's \$4 million expansion of the Mary Jane Rawlinson Geertsens Nursing Learning Center in 2014 (with support from the Fritz B. Burns Foundation).

She was also chosen in 2007 as one of nine simulation experts selected by the National League for Nursing/Laerdal Simulation Project to deliver content and provide resources related to the effective use of simulation with a focus on faculty development.

Additional honors include being named the university's 2015 Alice Louise Reynolds Women-in-Scholarship Lecturer, receiving the Muriel Thole Teaching and Learning Fellowship in 2007, being inducted as a fellow by the American Academy of Nursing in 2011 and by the Academy of Nursing Education and the National League for Nursing in 2010, and being named 2001 RN of the year for excellence in nursing education by the Utah Nurses Association.

She will not be replaced as dean until August, but her leadership will continue for years to come. (See a related legacy story on page 8.) Ravert's retirement plans include traveling to new places, trying unique recipes, serving in the Church, and being with family. She is the mother of 5 children, grandmother of 14, and great-grandmother of 1. 📌



# Studying Teenage Pregnancy in Paraguay

Sheri P. Palmer, Teaching Professor, RN, DNP, CNE, CTN-A



Teaching professor Dr. Sheri Palmer (AS '81, BS '84) is a firm believer in helping lift people out of poverty by education and has taught vulnerable populations during her career as a nurse educator. A cultural group of interest for Dr. Palmer is Latin American people.

Recently, Palmer was awarded a Fulbright U.S. Scholar grant to be a cultural and academic ambassador to Paraguay. With assistance from this grant, she was able to teach and study in Paraguay for up to six weeks at a time in 2018, 2019, and 2020.

The funding also allowed her to be a visiting scholar at the National University of Asunción in Paraguay and to teach nursing classes to faculty members and students of the college in five different cities.

Palmer first came to love the people of Paraguay while serving a welfare mission for The Church of Jesus Christ of Latter-day Saints shortly after receiving her RN license 30 years ago. Since her time as a missionary, she has had a strong desire to return and serve the people that she loves.

In Latin America, both poverty and teen pregnancy rates are among the highest in the world. Fundación Paraguaya is a Paraguayan foundation working to

combat these challenges of poverty and related health issues. Foundation leaders reached out to Palmer to help them develop a solution to address women's health issues and teenage pregnancy.

For the past two years, Palmer, teaching professor Sondra Heaston (MS '05), and associate teaching professor Dr. Shelly Reed (AS '81, BS '84), with the help of 22 nursing students, have been conducting research and implementing a teaching project in western Paraguay. The research team determined that the rate of teen pregnancy, specifically in rural villages, was higher than average. They interviewed community members to identify their perception of what possible risk factors contributed to teenage pregnancy, as well as possible successful interventions. After the study, it was clear that one risk was inadequate education. A possible solution was to educate school-aged youth about health, maturation, and sex.

With encouragement from local community leaders and teachers, Palmer and her research team studied the most effective way to teach sex education. They found that the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the World Health Organization (WHO) have recommended

guidelines used all over the world. This resulted in developing a course consisting of seven different modules ranging from personal relationships and the human body to sexual reproductive health. Each module highlights specific points that are considered essential for youth to understand. Palmer and her team interspersed gospel beliefs about the sacredness of sex and reproduction as well as the role of the family in educating youth.

In addition to creating a new curriculum for sex education, Palmer also discovered techniques on how to teach these materials more effectively. First, the information needs to be taught consistently throughout the schools and covered periodically. Second, educators must use correct language and terminology while talking about sex and be able to control the conversation while making students feel comfortable with a sensitive subject. It is highly recommended to separate boys from girls in teaching these delicate topics. Finally, cultural norms and barriers must be considered and must direct this type of education.

In 2019, Palmer and her team taught the sex education course to groups of students in 11 schools over a week and a half. When the classes ended, they had taught almost 700 students. The classes were highly successful, with student-teacher interaction, and will continue to be taught through efforts of the local Paraguay Foundation. Palmer and her team are in the process of teaching the teachers to carry on this vital education project.

She plans to continue her research on the health, maturation, and sex education class over the next few years to determine its effects on the youth in this area of Paraguay. Palmer believes the added benefit of mentoring BYU nursing students so that they can experience this type of research and service is what nursing is all about. 📌



Dr. Sheri Palmer (center) studied the most effective way to teach sex education materials with other medical professionals in Paraguay.

# Too Tired to Care? Strategies to Build Resiliency and Reenergize Nurses

Neil Peterson, Assistant Professor, PhD, RN, NP-C, AGACNP-BC



Any alum knows that being a nurse is physically and emotionally demanding. Complex patient loads, long shifts, fast-paced environments, and working in emotionally and physically challenging areas cause stress for healthcare workers. According to one benchmark study, burnout conditions affected 49 percent of registered nurses under the age of 30 and 40 percent of RNs over 30 (Aiken et al., 2001).

To try to reduce compassion fatigue and burnout and improve personal and professional wellness, assistant professor Dr. Neil Peterson (BS '07) recently studied three intervention strategies delivered via a smartphone application: gratitude, exercise, and mindfulness. He was one of the recipients of the Myrtie Fulton Mentored Learning Award, an in-house college grant that provided several thousand dollars to support this research initiative.

Peterson relates that the simple act of purposely and consistently expressing gratitude helps people become happier, more energetic, and more hopeful. He also notes that expressing gratitude can

improve the ability to cope and adapt to challenging circumstances.

Multiple studies have linked physical activity to improved mental health. Healthcare givers can benefit from exercise as they deal with work stress. The lack of regular exercise may predict an intention to leave the work environment.

He also suggests that mindfulness makes individuals more self-aware, more open, and more accepting of difficult situations while also helping them experience more feelings of peace. These factors can help minimize burnout and compassion fatigue among healthcare workers.

Peterson joined with two fellow nursing faculty, associate teaching professors Stacie Hunsaker and Dr. Michael Thomas. They hired two nursing students, Ashley Rankin (BS '19) and Marlie Murray (semester five), along with Tevin Stewart, an information technology student from the BYU College of Engineering, to develop a phone application to track fatigue and provide resources to help improve levels of compassion satisfaction and reduce burnout.

A prospective, interventional pilot study began in spring 2019 in a

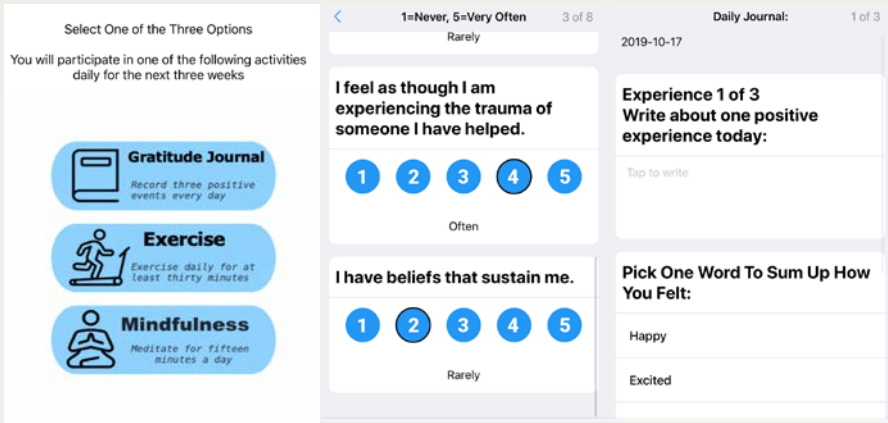
newborn intensive care unit of a local Intermountain Healthcare hospital to determine whether a three-week daily resiliency practice impacts the professional quality of life, level of happiness, and physical activity of nurses and staff who practice the planned interventions.

Participants completed the questionnaires at the beginning and end of the 21-day intervention via the app. Participants selected one of three responses: a daily gratitude journal, data entry of regular physical exercise, or mindfulness meditation. The app gave daily reminders to engage in their chosen intervention during the study and prompted participants to record their involvement daily.

A total of 83 participants enrolled, with 36 completing all aspects of the study. Participants were primarily female (98.8 percent) and nurses (85.5 percent). Participants in the gratitude group ( $n = 18$ ) experienced significant increases in compassion, satisfaction, and subjective happiness scores and a significant reduction in burnout scores. Peterson stated that the ratings in the exercise and mindfulness groups were trending towards significance but were limited by small sample sizes.

The results of this pilot study are promising. Peterson and team members plan to share the complete study at a professional conference. They also anticipate that the data will be published in a nursing journal in 2021.

Plans are underway to expand the study to multiple nursing units and hospitals to track progress for a more extended time. The next phase will also allow participants to select and utilize more than one strategy. 📌



Screenshots from the Compassion Fatigue App Peterson assisted in developing.

ABOVE: ZAK GOWANS; BELOW: SHERI PALMER

ABOVE: ZAK GOWANS; BELOW: TEVIN STEWART



# 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

Birmingham, W. C., **Macintosh, J. L.**, Vaughn, A. A., & Graff, T. C. (2019). Strength of belief: Religious commitment, knowledge, and HPV vaccination adherence. *Psycho-Oncology*, 28(6), 1227–1233.

**Callister, L. C.**‡ (2019). Substandard and falsified medical products: A global issue affecting the health of women and children. *MCN: The American Journal of Maternal/Child Nursing*, 44(6), 361.

**Harper, M.\* & Lassetter, J. H.** (2019). Cryolipolysis: A guide for primary care practitioners. *Journal for Nurse Practitioners*, 15(9), 666–670. doi.org/10.1016/j.nurpra.2019.07.001

**Himes, D. O., Zaro, M. L.,† Williams, M.,† Freeborn, D.,‡ Eggett, D. L., & Kinney, A. Y.** (2019). Breast cancer risk assessment: Evaluation of screening tools for genetics referral. *Journal of the American Association of Nurse Practitioners*, 31(10), 562–572. doi: 10.1097/JXX.0000000000000272

Luther, B., Barra, J., & **Martial, M. A.** (2019). Essential nursing care management and coordination

roles and responsibilities: A content analysis. *Professional Case Management*, 24(5), 249–258.

**Merrill, K. C., Haslam, V. C.,† Luthy, K. E. B., & Nuttall, C.** (2019). Educating patients about opioid disposal: A key role for perianesthesia nurses. *Journal of PeriAnesthesia Nursing*, 34(5), 1025–1031.

**Miles, L. W.**, Erämaa, S., & Parkkinen, S. (2019). “The world is our campus”: Student satisfaction with an international nursing education partnership. *Nursing Education Perspectives*, 40(5), 300–302. doi:10.1097/01.NEP.0000000000000567

**Palmer, S. P., & Miles, L. W.** (2019). Students’ observations of the nursing role in seven nations. *Nursing Education Perspectives*, 40(5), 283–290. doi: 10.1097/01.NEP.0000000000000560

**Ravert, P., Whipple, K., & Hunsaker, S.** (2020). Academic electronic health record implementation: Tips for success. *Clinical Simulation in Nursing*, 41(C), 9–13. https://doi.org/10.1016/j.ecns.2019.12.008.

## CHAPTERS

Downing, N. R., **Valentine, J. L.**, & Gaffney, D. A. (2019). The neurobiology of traumatic stress responses after sexual assault. In L. E. Ledray & A. W. Burgess (Eds.), *Medical response to adult sexual assault: A resource for clinicians and related professionals* (2nd ed., pp. 237–258). Saint Louis, MO: STM Learning.

**Valentine, J. L.**, Ledray, L. E., Downing, N. R., & Frazier, P. A. (2019). Victim impact and recovery.

## PRESENTATIONS DELIVERED

**Bates, K.\* Luthy, K. E. B., Beckstrand, R. L., Eden, L. M., Ray, G. L., Shawcroft, C.,† & Macintosh, J. L.** (2019, October 28). Vaccine knowledge in nursing students: What they don’t know.<sup>1</sup>

**Blad, K. D., Belliston, B.\* & Kress, J.\*** (2019, October 28). To know them is to care for them better: What veterans want you to know.<sup>1</sup>

**Blad, K. D., Macdonald, T.\* Dustin, A.\* & Lee, A.\*** (2019, October 28). Post-traumatic stress disorder with the veteran population.<sup>1</sup>

**Corbett, C. A.**, & Corbett, A. (2019, August 14). Social exclusion of leprosy-affected individuals in rural India: Lived experiences.<sup>2</sup>

**Corbett, C. A., Lundberg, K. M.**, & Corbett, A. W. (2019, August 14). Social determinants contributing to human trafficking in rural Vietnam.<sup>2</sup>

**Davis, S.\* Miles, L. W., Valentine, J. L., & Mabey, L.‡** (2019, October 3). The intersection between sexual assault and mental illness: Psychiatric nurses’ role. Poster presentation at American Psychiatric Nurses Association annual conference, New Orleans, LA.

**De la Cruz, K.**, & Ellis, E. (2019, October 18). Cards

for care: A design innovation for cultural care provision in residential care. Podium presentation at Transcultural Nursing Society annual conference, Richmond, VA.

**Eden, L. M., Macintosh, J. L., Luthy, K. E. B., Stevenson, K.\* Beckstrand, R. L., & Ray, G. L.** (2019, November 13). Increasing vaccine compliance among college freshmen through an educational module. Poster presentation at 2019 National Conference of Immunization Coalitions and Partnerships, Honolulu, HI.

**Gibbons, D. K.\* & Himes, D. O.** (2019, November 8). Female family members’ understanding of indeterminate negative BRCA1/2 test results: “It’s not only about them.” Podium presentation at International Society of Nurses in Genetics annual world congress, San Antonio, TX.

**Gunn, M. M.,† Lyman, B., & Mendon, C.\*** (2019, November 8). New graduate registered nurses’ experiences of psychological safety.<sup>3</sup>

**Hildt, A.\* Anderson, A.\* Valentine, J. L., & Miles, L. W.** (2019, September 12). Reports of pain at sexual assault forensic examinations: Developing best practice recommendations. Poster presentation

**Smith, D.\* & Macintosh, J. L.** (2019). Cultural immersion experiences to enhance undergraduate student nurses’ cultural competency: A literature review. *All Student Publications*, 276. Retrieved from scholarsarchive.byu.edu/studentpub/276.

Sumner, S., Hanson, S. F., & **Merrill, K. C.** (2019). Antimicrobial stewardship: Why do not nurses question the white coat? *Open Forum Infectious Diseases*, 6(Supplement 2), S704.

Teng, C. C., Redfearn, B., **Nuttall, C., Jarvis, S.**, Carr, J., Jensen, J., . . . & Taylor, D. (2019). Mixed reality patients monitoring application for critical care nurses. In *Proceedings of the third International Conference on Medical and Health Informatics 2019* (pp. 49–53). New York: Association for Computing Machinery.

**Valentine, J. L.**, Sekula, L. K., Cook, L. J., Campbell, R., Colbert, A., & Weedn, V. W. (2019). Justice denied: Low submission rates of sexual assault kits and the predicting variables. *Journal of Interpersonal Violence*, 34(17), 3547–3573.

In L. E. Ledray & A. W. Burgess (Eds.), *Medical response to adult sexual assault: A resource for clinicians and related professionals* (2nd ed., pp. 209–236). Saint Louis, MO: STM Learning.

at International Association of Forensic Nurses annual conference, New Orleans, LA.

Howard, M., **Tanner, C. T., Macintosh, J. L.**, & Tanner, B. (2019, October 28). Vaping: Not a safe alternative to smoking.<sup>1</sup>

**Lassetter, J. H., Simpson, A.\* Peterson, N. E., & Anderson, P. H.** (2019, October 28). The role of food in Jamaican immigrants’ perceptions of health and well-being.<sup>1</sup>

**Lundberg, K. M.**, & **Mills, D.** (2019, August 14). Promoting family-centered student learning activities in a pediatric undergraduate course.<sup>2</sup>

**Lyman, B., Brogan, J.\* Rainey, G.\* & Biddulph, M.\*** (2019, November 8). Nurses’ experiences of organizational learning.<sup>3</sup>

**Lyman, B., Gunn, M. M.,† & Mendon, C.\*** (2019, October 28). New graduate registered nurses’ experiences of psychological safety.<sup>1</sup>

**Lyman, B., Winters, B. A., Tesseyma, S., Embley, H.\* Merrill, R.\* & Smith, E.\*** (2019, October 28). Registered nurse involvement in activities of daily living in acute patient care settings.<sup>1</sup>

**Martial, M. A.** (2019, October 28). Determining the effectiveness of an anemia-preventions program for children aged 6 to 59 months in a rural community in Haiti: A mixed methods study.<sup>1</sup>

**Miles, L. W., Amos, J.\* & Western, M.\*** (2019, October 28). The psychology behind the Holocaust: Implications on today’s social issues.<sup>1</sup>

**Miles, L. W., Caldwell, K.,\* & Staples, S.\*** (2019, October 28). Living in the no-Kardashian zone: Rural Finland.<sup>1</sup>

**Miles, L. W., DeWitt, C.,\* & Fronk, R.\*** (2019, October 28). Overcoming Auschwitz: Students’ search for meaning.<sup>1</sup>

**Miles, L. W., Wright, E.,\* Jacobs, K.,\* & Tippet, A.\*** (2019, October 28). Health care systems comparison: Finland and the United States.<sup>1</sup>

Miller, K., **Peterson, N. E.**, & **Lassetter, J. H.** (2019, August 15). Parental influence on children’s sedentary behavior.<sup>2</sup>

**Mills, D.** (2019, June 15). Promoting nursing students’ development of culturally competent nursing practice: Impact of working with refugee/immigrant populations. Podium presentation at North American Refugee Health Conference, Toronto, Canada; (2019, August 15). Promoting health and wellness in refugee families: The impact of student nurses and family connection.<sup>2</sup>

**Oeding, N. B.**, & **Lundberg, K. M.** (2019, November 21). The next step in clinical excellence: Tools for

## AWARDS AND SUCCESS

Associate professor **Dr. Janelle Macintosh** received the Alcuin Fellowship honor award from Brigham Young University. Associate teaching professor **Dr. Blaine Winters** was honored with the university’s Muriel Thole Teaching and Learning Faculty Fellowship.

Two assistant professors recently completed doctor of philosophy degrees in nursing practice from the University of Utah: **Dr. Marc-Aurel Martial**, whose dissertation research project examined the impact of an anemia prevention and treatment program among preschool children in a rural mountainous community in Haiti, and **Dr. Corinna Tanner**, whose research considered post-traumatic growth among older adults with vision loss caused by age-related macular degeneration.

## APPOINTMENTS

Professor **Dr. Renea Beckstrand** was selected to serve on the national research grant review panel for the American Association of Critical-Care Nurses (AACN) and will review submissions for AACN grants. She will also oversee poster abstract submissions to the AACN annual conference occurring this May in Indianapolis, IN.

Assistant teaching professor **Dr. Michael Thomas** was appointed the president of the American

transitioning to academia. Poster presentation at American Association of Colleges of Nursing Baccalaureate Education Conference, Orlando, FL.

**Palmer, S. P.** (2019, October 17). Experiences of a Fulbright Nursing Scholar in Paraguay: Advancing transcultural nursing knowledge globally by utilizing the Leininger Sunrise Model. Podium presentation at Transcultural Nursing Society annual conference, Richmond, VA.

**Ray, G. L., Austin, K.,\* Eliason, E.,\* Lundberg, K. M., Macintosh, J. L., & Palmer, A.\*** (2019, October 28). Nursing students teaching health promotion in Fiji.<sup>1</sup>

**Reed, S., Palmer, S. P., Matthews, R.,\* & Kemsley, R.†** (2019, October 28). Addressing a gap in youth health: Teaching maturation and sex education in Paraguay.<sup>1</sup>

**Ruda, P., Bedont, J.,\* & Paul, S.\*** (2019, October 17). Shared experience of teaching infant CPR between Czech and US nursing faculty/students in Czechia. Poster presentation at Transcultural Nursing Society annual conference, Richmond, VA.

**Tanner, C. T.** (2019, October 22). Reframing our expectations of ourselves: Overcoming a cultural legacy of low expectation. Keynote address at Utah Division of Services for the Blind and Visually Impaired open house, Salt Lake City, UT; (2019, October 28). Reframing expectations of visually impaired older adults: The nurse’s role in promoting positive outcomes.<sup>1</sup>

**Thomas, D.**, & **Lyman, B.** (2019, November 16). Welcome to the nursing profession: Fostering

professionalism in senior nursing students. Poster presentation at Sigma Biennial Convention, Washington, DC.

**Thomas, M.**, & **Hunsaker, S.** (2019, June 12). Avoiding misunderstanding and enhancing patient and family engagement: Personal lessons learned. Podium presentation at the 2019 AHA Team Training National Conference, San Antonio, TX.

**Thomas, M., Hunsaker, S., & Stodtmeister, P.\*** (2019, November 8). Nourishing student flourishing by teaching resilience. Poster presentation at American Psychiatric Nurses Association annual conference, New Orleans, LA.

**Valentine, J. L.**, & **Palmieri, J.\*** (2019, October 28). Enhancing our ability to care for patients by implementing trauma-informed care.<sup>1</sup>

## Notes

- 1 Podium presentation at Brigham Young University College of Nursing’s Scholarly Works annual conference, Provo, UT.
- 2 Podium presentation at the 14th International Family Nursing Association Conference, Washington, DC.
- 3 Poster presentation at Association for Leadership Science in Nursing international conference, Los Angeles, CA.

\* Denotes current BYU nursing student (BS or MS)  
† Denotes BYU nursing alumnus  
‡ Denotes emeritus faculty member

**Rowberry** with its Outstanding Student Award.

Arizona philanthropist Mr. Ira A. Fulton made a million-dollar contribution to his Myrtie Fulton Mentored Learning Award in the College of Nursing. The fund allows the college to spend the interest each year and provides nursing students with mentored learning experiences as they work with faculty members who have received these award grants.

The Fritz B. Burns Foundation established a \$250,000 scholarship in the College of Nursing. Its Cheryl R. Robinson Endowed Graduate Scholarship Fund in Nursing allows the college to spend the interest each year for master’s students to receive scholarships for tuition, mentoring, and participation in global health sites.

and membership committee co-chair, associate teaching professor **Dr. Blaine Winters** as a director at large, and associate professor **Dr. Janelle Macintosh** as nominating committee chair.

**Trissa Lyman**, a first-year graduate student, was selected to serve as a state liaison for the Graduate Nursing Student Academy of the American Association of Colleges of Nursing.





# Help Celebrate Florence Nightingale's 200th Birthday!

2020 is the "Year of the Nurse and Midwife," honoring the 200th birth anniversary of Florence Nightingale. Celebrate by printing our bicentennial adventure list, taking a scene picture with you and the Nightingale logo, then posting your image with the hashtag #LiveLikeFlo. Details at <http://bit.ly/2N1UBYs>.



Electra Cochran, Emma Beaumont,  
and Harper Forsgren in London  
#4: Visit the Nightingale Museum



Dean Patricia Ravert  
#7: Visit Egypt (Florence studied there)



Karen Lundberg and granddaughter  
#86: Hold a plush owl (Florence had a pet owl)